

PATHWAYS TO WINNIPEG HISTORY: 1874-1924**SENIOR 2 THE EMERGENT CITY**

INFORMATION FOR THE TEACHER:

1. The Purpose of the Project

- Urbanization is a fact of modern life. Cities and their services are part of our everyday lives yet most of us know little about how our city or the city closest to us developed. This program gives students and teachers an opportunity to learn about the development of early Winnipeg, the development of city government and the development of the city's infrastructure. Knowing how one city developed can help students when they are examining other urban places.
- Students also have an opportunity to see and use primary sources, an important part of their social studies learning.

2. THE BEST CURRICULUM MATCH for *City Growth and Development* is as a case study in

Senior 2 Social Studies: *Geographic Issues in the 21st Century*
Cluster 5: Urban Places

- The following outcomes seem to be the ones touched on by this site.
*Please note that the outcomes are not fully satisfied by these activities or this site but the site could be used to introduce or to reinforce some of the concepts.

Relevant Outcomes

Students will...

S2-KL-028 Identify factors that influence the location of urban centres.

S2-KL-030 Describe urban environmental and economic issues.
Examples: land use, relationship to the hinterland, infrastructure...

S2-KL-031 Describe the role of urban planning and use examples to illustrate its importance.
(*Pathways* example: parks and playgrounds)

S2-KE-051 Identify **issues related to urban growth** and decline.

- The historical material in *Pathways* could be used to show how the early city of Winnipeg developed, dealing especially with issues such as the development of infrastructure and the importance of urban planning.
- Such a study would provide students with a concrete local example of development.

Suggestions for using *The Emergent City* in the new Senior 2 course.

****There are three suggested options** for using *The Emergent City* to give students information about the development of Winnipeg as a city.

Equipment:

- Please note that a contemporary map of Winnipeg is needed for all of the options.

- **OTHER USEFUL PRINT AND ELECTRONIC RESOURCES:**

(a) Artibise, Alan. *An Illustrated History of Winnipeg*. Toronto: James Lorimer and Company, 1977.

(b) Dafoe, Christopher. *Winnipeg: Heart of the Continent*. Winnipeg: Great Plains Publications, 1998.

(c) Hamilton, John David and Dickie, Bonnie. *A Winnipeg Album: Glimpses of the Way We Were*. Toronto: Hounslow Press, 1998.

(d) Shilliday, Gregg (ed). *Manitoba 125 - A History* series. Winnipeg: Great Plains Publications.

Vol. 1	<i>Rupert's Land to Riel</i>	1993
Vol. 2	<i>Gateway to the West</i>	1994
Vol. 3	<i>Decades of Diversity</i>	1995

(e) Wells, Eric. *Winnipeg: Where the New West Begins (An Illustrated History)*. Winnipeg: Windsor Publications (Canada) Ltd., 1982.

The Options

Option A.

There is a *Following the Pathways* exercise that could be used to take a fairly fast look at the history of Winnipeg's development. There are 15 questions, so a class of 30 could be divided into pairs and each given a question to answer. Students could then share their answers and discuss what the information told them about the development of a city. (Use **BLM # Sr.2-1**)

or

Option B.

There is a form for completing **Report: The Development of Winnipeg as a City**. (**BLM # SR.2 -2**)
Students could work their way through it, including the *Pathways* section on *The Emergent City*.

or

Option C.

Teacher and class could spend more time on the topic and work through some of the activities suggested, recording the information on **Report: The Development of Winnipeg as a City (BLM # SR.2 -2)** or some other format.

SUGGESTIONS FOR WORKING THROUGH THE OPTIONS

Option A.

- Teacher could introduce the class to the *Pathways* site and go through it with them or set them up in small groups to work through it by themselves and share information.
- Class could discuss the answers, record the ideas and do any other follow-up. (BLM # Sr.2-1) (You might find some useful activities in the **Option C** section.)

Option B.

- **There are teacher choices to be made.** Some longer writing or research assignments are suggested. They're marked *****Teacher Choice**. You decide.
- Introduce the topic and students work their way through the questions which could help them to define and trace the development of a city. (BLM # Sr. 2-2)
- Web sites and other sources of information are suggested with each questions or set of questions.

Throughout the Report there are suggested references. They're also listed here.

1-4 Whatever students may not know, can be found at <http://www.destinationwinnipeg.ca/>
Goods and Services also in Yellow pages or <http://www.mtsyellowpages.ca/>

5. City Government

<http://www.winnipeg.ca/interhom/council/default.stm>

http://winnipeg.ca/interhom/mayors_office/

http://winnipeg.ca/clerks/docs/election_services/qual_electors.stm

or back pages of the telephone book

6. to the end Most information can be found in *Pathways to Winnipeg History The Emergent City*.

8. Development of Winnipeg

History of the Winnipeg Police Service <http://www.winnipeg.ca/police/History/history1.htm>

Firefighters' Museum <http://www.winnipegfiremuseum.ca/>

Andrew Carnegie and Carnegie Libraries <http://www.carnegie.org/>

9. Urban Planning

- *Assiniboine Park* produced by George Siamandas for PBS is a useful video for a report on the park.
- There are some notes on Assiniboine Park at <http://imap.prairiepublic.org/store/product42.html>

10. City Services

<http://www.winnipeg.ca/>

Suggestions for using *The Emergent City* in the new Senior 2 course.

Option C. 10 Activities

The new Senior 2 Social Studies deals with contemporary geographic issues. One of those issues is urbanization.

This site could be used as a way to show students how one city developed.

Student information could be recorded on **Report: The Development of Winnipeg as a City** form (BLM # Sr.2- 2) or in some other format.

Activity 1 - Activating/Introductory "Why did Winnipeg grow up on this spot?"

Outcomes:

Students will...

KL-028 Identify factors that influence the location of urban centres.

Equipment Required:

- Map of Canada or atlases
- Outline map of Canada
- Pictures of Winnipeg (postcards...)
- Chart paper, markers
- Computer access
- Pathways to Winnipeg History site
- City of Winnipeg sites
- Copies of **Report on The Development of Winnipeg as City** for each student
- (Winnipeg Telephone books - general and yellow pages. Optional but useful if computer access is limited.)

Activity:

- Working in pairs, students examine a map of Canada and decide why a city grew up where Winnipeg is today.
- Pairs report their reasons.
- Students use Destination Winnipeg website to confirm their suggestions.
- Students begin to work through the **Report: The Development of Winnipeg as City**, sections 1 and 2.

Activity 2 - "What are Winnipeg's major functions?"

Outcomes:

Students will...

KE-050 Use Canadian examples to describe the major functions of urban places.

Examples: administration, service, tourism, transportation

Equipment Required:

- Chart paper, markers
- Computer access
- Pathways to Winnipeg History site
- City of Winnipeg sites

Suggestions for using *The Emergent City* in the new Senior 2 course.

- Copies of **Report on The Development of Winnipeg as City** for each student.

Activity: **Think-Pair-Square - Winnipeg's Goods and Services**

- Individually, students make a list of reasons why people visit or come to live in Winnipeg.
- Students join in pairs and then in fours, to make a shared list.
- Fours report to class and make class list of reasons.
- What difference would it make if Winnipeg were not the capital city of the province?
- Students begin to work through the **Report: The Development of Winnipeg as City**, Sections 3 and 4.

Activity 3 **"How does a city govern itself?"**

Outcomes:

Students will ...

Briefly describe the way that the City of Winnipeg is governed.

Activity: Use a KWL or other activating strategy.

Vocabulary:

voter	mayor	councillors	by-laws	election
taxpayer	taxes	services		

Vocabulary activity: Check the definitions and information in the first *Pathways* section, *An Act of Imagination*

- Students find names (and pictures, if possible) of local councillor, mayor.

Equipment Required:

- KWL Plus form (*Success for All Learners*, p. 6.20)
- Basic info re city council operation
- Computer access
- City websites

<http://www.winnipeg.ca/interhom/council/default.stm>

http://winnipeg.ca/interhom/mayors_office/

- Pictures of mayor and councillors

Activity 4 **"What were the issues in early Winnipeg?"**

Outcomes

Students will...

KL-030 Describe urban environmental and economic issues.

Examples: land use, relationship to the hinterland, infrastructure...

KE-051 Identify issues related to urban growth (and decline.)

Equipment Required

Suggestions for using *The Emergent City* in the new Senior 2 course.

- Pictures and books of early Winnipeg
- *Pathways*

Activity:

- Check *The Emergent City* section of *Pathways* to find the issues.
- Record some of the issues and problems.

Activity 5 Discussion and Using What You Know "Why did Winnipeg grow?"

Activity:

- Using *Pathways* and books about the history of Winnipeg, compile a list of reasons for Winnipeg's growth.
- If someone asked you to give reasons for moving to Winnipeg today, suggest the reasons you would give. (Remember transportation, living costs, cultural and recreational facilities, education, health...)
- At one time Winnipeg was the fourth largest city in Canada but it is about eighth today. Can you give some reasons for this?
- Design a brochure, TV ad or poster to tell people what a great place Winnipeg is. (Check old immigration posters in books for ideas.)

Equipment Required

- *Pathways*
- History books of Winnipeg
- Daily newspapers

Activity 6 "What services does a city need?"

- You are a group of urban planners hired by a government to plan a new capital city with a population of about 500 000. (Use the climate, vegetation, location, etc. of Winnipeg as your basis for planning. Choose some of the good ideas from Winnipeg and try to correct any mistakes you see in Winnipeg.)
- Report to the government on the following:
 - a list of the services your city will need
 - a drawing of the kind of downtown area around your legislative building
 - suggestions for major parks

Equipment Required

- *Pathways*
- History books of Winnipeg
- Map of Winnipeg

Activity 7 "Good Planning - Parks and Playgrounds"

Outcome

KL-031 Describe the role of urban planning and use examples to illustrate its importance.

Suggestions for using *The Emergent City* in the new Senior 2 course.

- Using a map of Winnipeg, count the number of "green spaces" you see - playgrounds, schoolyards, parks, sports fields.
- What are the general reasons for having "green spaces"?
- Watch all or part of the Assiniboine Park video.
- Follow-up activities:

RAFT

Role - Assiniboine Park or Kildonan Park personified

Audience - Gr. 4 or 5 Social Studies class

Format - a story

Topic - "This is My Life"

Equipment Required

- Large maps of Winnipeg
 - Chart paper, markers
 - *Assiniboine Park* video (made by George Siamandas for Prairie Public Broadcasting)
 - Video equipment
-

Activity 8 "What are modern Issues of growth and decline?"

Outcome

Students will...

KE-051 Identify issues related to urban growth and decline.

- Students collect newspaper articles about Winnipeg's problems of growth or decline to display for a Gallery Walk
- Students use the headlines from "good news" stories to create a collage to publicize Winnipeg's successes in urban planning.
- Students choose a problem from print or electronic media and work as a group to suggest solutions.
- Students write to local councillor or the mayor about a current issue.

Equipment Required

- Newspapers
 - TV news clips
 - *Portage Avenue* video some other video or print material presenting a Winnipeg problem. (Suggestions:
 - Getting students to the university of Manitoba without all those cars!
 - Creating a mall at the University of Winnipeg
 - Improving your school grounds
 - Making Portage Avenue more exciting
 - Improving old, declining neighbourhoods
 - ...)
-

Activity 9 "How do you pay for city services that didn't exist in 1873?"

Suggestions for using *The Emergent City* in the new Senior 2 course.

- Students go over their list of services that were not even considered in 1873.
- If you were on city council, what would you suggest as ways to pay for these?
- Be imaginative and produce at least 5 ideas.
- Make a W display to show the issues and suggest the ways to pay for them.

Equipment Required

- List of City services, showing the "new" ones
 - List of ways to pay for them.
 - Cardboard that can be bent ...
-

Activity 10 "What Can I Do to Improve the City?"

- It's easy to make all sorts of lists of what other people can do but students have to be willing to do something, too.
- Take a clipboard and ask 10 students for their suggestions about what students can do to improve life in Winnipeg.
- Summarize your suggestions and put them on the school web site or make poster to advertise the ideas.

Note to the Teacher:

Students could also do the following review from **Student Activities** section:

Winnipeg Trivia, Read the Pictures and Calculating the Information