

Social Studies 11 – Winnipeg General Strike

Why did the Winnipeg General Strike happen?

Zach Robertson – adapted from a lesson by Geoff Russell at Seycove Secondary

Objectives & PLOs: -Skills and Processes – 1 and 3 -Society and Identity – 2 Students will be able to: -create a role play discussing the reasons for the WGS from the perspective of workers		Rationale: This lesson will have students look at the context of the WGS and allow students to do historical perspective taking. The role plays will be an introduction to Canada in the Twenties as people deal with the aftermath of WWI. Soldiers came home to find that there were shortages of food and supplies and their jobs were low paying. They did not feel appreciated by the government that sent them to war and this was one of the causes for the WGS. The role play activity will allow students to act out a scene involving a conversation about working conditions, wages, class struggles, etc.	
		Resources: Counterpoints textbook – pages 48-51 YouTube video - “Winnipeg General Strike” http://www.youtube.com/watch?v=WDXOOX-DpGI – by deesee 16	
Assessment: Formative – students will do a self and peer evaluation of their group work and the class will serve as a diagnostic assessment for what the students know about the 1920s Summative – students will be assessed on whether or not their role play addresses the causes for the WGS			
Background: This lesson can be used as an introductory lesson to Canada in the Twenties and so it requires no background knowledge			
Materials: Teacher can create a PowerPoint to frontload the information or the teacher can leave the students to use the textbook for their information Teacher created rubrics for self and peer evaluation Teacher created rubric for role play			
Vocabulary: Collective bargaining, unions, Citizens’ Committee of One Thousand			
Activity	What the Teacher will be doing:	What the Students will be doing:	Time
Hook	Show the YouTube video – Winnipeg General Strike http://www.youtube.com/watch?v=WDXOOX-DpGI	Watching YouTube video	5 min
Intro	Facilitate a brief discussion about the video – ask students what they know about the 1920s in Canada and unions	Discussing the video	5-10 min

Activity	Have students form groups of between 2 and 4 and handout the rubrics to the class	Forming groups to do their role play activities in	5 min
	Answer any questions that students have about the assignment	Asking questions to clarify the assignment	5 min
	Available to assist students who need help	Working on their role play assignments which will be performed the next class	50-55 min
Conclusion	Ask the students if any groups wish to present today and if not reiterate that the presentations will be done first thing next class	Some may perform their role plays if they are ready and if not they will all present the next class	5-10 min
Extension: If students feel that they are prepared to perform before the end of the class then presentations can begin			
Homework: Finish writing their role play and be ready to perform at the start of the next class			