

Nellie McClung, Women's Suffrage in Manitoba and the Person's Case – Sample Lesson

Sample Lesson with learning strategies:

As the Manitoba Curriculum suggests a variety of approaches (see below), the sample strategies here have been selected to support learning across a variety of approaches.

The Manitoba Curriculum states: The approach to learning will vary. Teachers and students select content and generate inquiry questions guided by the Essential Question and Enduring Understandings. Approaches will vary based on student interest and available resources, and may include:

- Individual inquiry: each student explores different content
- Group inquiry: groups of students explore the same content
- Perspectives inquiry: individuals or groups explore content from diverse perspectives (e.g., socio-economic class, gender and sexual orientation, culture, ethnicity, religion, physical/mental ability, age).
- Cooperative inquiry: small groups explore different content and share their learning with the class
- Whole class inquiry: the entire class explores the same content

Lesson: Grade 11: Nellie McClung, Women's Suffrage in Manitoba and the Person's Case

Assessment:

- Formative Assessment (Assessment for Learning) will begin during the activating strategies and will provide information for the teacher about which students have prior knowledge and which do not. Extra teaching may be needed to provide prior knowledge. Assessment for Learning will continue to inform the teacher and the students about learning throughout the unit allowing the teacher to adjust the lessons as needed.
- Summative Assessment (Assessment of Learning). Before teachers begin the unit, they will determine the criteria the students must meet. Students may help determine the criteria.

Historical Thinking Strategies: The Manitoba Grade 11 Social Studies Curriculum lists six Historical Thinking Strategies. The following four have been woven into some of the lesson suggestions.

Please follow the links to see more information about the Historical Thinking Strategies.

http://www.edu.gov.mb.ca/k12/cur/socstud/history_gr11/index.html

- Establish Historical Significance
- Use Primary Source Evidence
- Identify Continuity and Change
- Take Historical Perspectives

Historical Content - Social Reform:

Nellie McClung:

The Nellie McClung Foundation Website contains several biographies of McClung written at different reading levels. Generally the reading levels are identified by a series of asterisks found at the beginning or end of the article which indicate the approximate Reading Level of the article. Eight asterisks (*****) indicate, approximately, a Grade 8 Reading level. Most articles about McClung also cover the Suffrage Movement in Manitoba and The Person's Case. Questions to consider:

- What conditions did Nellie McClung believe must be addressed and changed?
- What did she do to bring about "Social Reform"

- In what various areas is Nellie McClung remembered?
- Why might Nellie McClung be considered “Historically Important”? (See strategy # 10)

Suffrage in Manitoba (1916): A tables listing many people and groups who played a part in the Suffrage Movement in Manitoba are found on this website.

- Which people and groups are connected with Suffrage in Manitoba?
- Might any of them be considered Historically Important – see Strategy #10 below.
- What events are connected to Suffrage in Manitoba?
- What was the result of the Manitoba Suffrage Movement?

Persons Case (1929)

- To what does The Person’s Case refer?
- What issue – area of social reform- does it address?
- Who is connected to it?
- Why it was or was not important?

Teaching and Learning Strategies: Activate

Activating Prior Knowledge Strategies that might be used to activate prior knowledge about the “social reform” topics outlined above. The number of prior knowledge strategies used will depend on the students’ familiarity with the topic.

- **Order the Info:** Students are given a list of 11 events having to do with the McClung, the Suffrage Movement and the Person’s Case. Their task is to order the events in chronological order. To help build knowledge, they are given a handout, “Highlights of Nellie McClung’s Career” (a cheat sheet) for assistance. Please note that two copies of the Highlights of McClung’s life (which cover all these topics) have been written – one at a grade 11 level and one at a grade 7 level. **Strategy #1 (Teacher’s copy, Student’s copy and instructions)**
- **Did You Know?** Students are given a list of “Did You Know? Statements” about Nellie McClung which they match to visuals depicting events involving McClung, the Vote and the Person’s Case. **Strategy #2 Part A – Did You Know Visuals and Part B –Instructions and Teacher and Student Answer Forms.**
- **Sort and Predict:** Dozens of terms that students will encounter are listed on the Sort and Predict frame. Working in groups, students sort them into various categories. Teachers may add or delete terms or change categories. See Strategy #3 Sort and Predict.

- **Card Sort:** Students activate Prior Knowledge by individually jotting down points they can remember about a topic and then by making a poster combining all their ideas. **See Strategy #4 Card Sort**
- **Sort and Create: Strategy #5 Sort and Create**
- **Also See Activating and Applying: Analyze the Visuals Strategy # 13 –**
Using visuals for Activating, Reviewing, Applying

Teaching and Learning Strategies: Acquire: In this section the following may be found:

Acquiring Strategies that might be used to activate prior knowledge about the “social reform” topics outlined above:

Primary Documents that match this lesson may be found on this Website under “Primary Sources”. Several other resources are listed below as well.

Social reform topics may be studied using the various thinking and learning strategies found below under frames /organizers. Possible topics/activities:

- Analyze various Primary Resources to reconstruct the events leading to the Vote for Women in Manitoba.
- Make a Time Line that includes the events and people leading to the 1916 Legislation through which women gained the vote in Manitoba.
- Analyze the historical importance –significance of people and groups such as Nellie McClung, The Political Equality League, Emily Murphy, the Mock Parliament, The WCTU, The Suffrage Movement etc. Students might use - Note Frame for Analyzing Historical Importance of a person or event. Strategy#10
- Analyze newspaper reports of the Woman’s Parliament and the Election of 1916. Students might use - Note Frame for Analyzing Primary Evidence: Strategy #9 or #6
- Compare the Primary Resources which outline events in the struggle to gain the vote in Manitoba to the struggle in Britain. (Newspaper accounts of both are found in Primary Sources.) See Compare Frame Strategy #7 listed below.
- Make a time line of the Person’s Case through the letters written by the Famous Five.
- Analyze the historical importance –significance of The Person’s Case - Strategy #10

Primary Sources on this website include:

- Newspaper articles reporting on The Mock Parliament (Free Press and Brandon Daily Sun), the Election of 1915 (Free Press and Brandon Daily Sun), British Suffragists, the Political Equality League, and the Person's Case.
- "The Person Case" letters – a series of letters written to and from the Famous Five and various levels of Government.

Other resources on this website:

- **Anecdotal Timeline re McClung found in the " About Nellie" Section.**
- **Biographies:** A list of short bios that identify significant people connected to the early struggle for rights for women in Canada (1890-1950)
- **Vocabulary:** Terms, Groups /Organizations related to the struggle for rights with working definitions for each.
- **Short biographies** of McClung written at different reading levels. Found in the Grade 6 and Grade 9 Lessons as well as the Grade 11 lesson.
- **Note Frames/Organizers: Several Frames are included with this lesson to help students organize and record material.**
 - Note Frames for Short and Long Newspaper Articles: **Strategy #6**
 - Note Frame to Compare **Strategy #7**
 - Note Frame for Person Case Letters: **Strategy #8**
 - Note Frame for Analyzing Primary Evidence: **Strategy #9**
 - Note Frame for Analyzing Historical Importance of a person or event. **Strategy#10**

The following Acquiring Strategies have been taken from the Grade 11 Social Studies Curriculum document.

Historical Thinking strategy, " Identify Continuity and Change"

http://www.edu.gov.mb.ca/k12/cur/socstud/history_gr11/continuity_change.pdf

Potential Student Tasks

- Place a series of pictures in chronological order, explaining why they are placed in that order. Students might use some of the visuals found in **Strategy 2 and 13**
- Compare two (or more) documents from different time periods, and explain what changed and what the same remained over time.
- Assess progress and decline from the standpoint of various groups since a certain point in time.

At the most sophisticated level, students will be able to

- explain how some things continue and others change in any given period of history

- identify changes over time in aspects of life that we ordinarily assume to be continuous; identify continuities in aspects of life we ordinarily assume to have changed over time
- understand that periodization and judgments of progress and decline can vary depending upon purposes and perspective

Historical Thinking Strategy - Establish Historical Significance

http://www.edu.gov.mb.ca/k12/cur/socstud/history_gr11/index.html

Suggested Inquiry Activity

- Students take on the role of historians to determine the 10 most significant historical events, people, or /developments in the history of Canada. In small groups, students examine a series of annotated images (e.g., photographs, documents) representing a variety of historical events, try to reach a consensus on the 10 most important, and justify their selections.

Suggested Strategies (Pictures found in Strategies 2 and 13 as well as in the Primary Sources section of this website might be useful)

- Teachers prepare sets of 25 to 30 annotated images (e.g., photographs, documents) representing a range of historical events, people, or developments throughout the history of Canada. Each image should have a short caption to provide contextual information about the image.
- In small groups, students examine the set of 25 to 30 images. They discuss the collection and reach a consensus about the 10 most historically significant events. Students explain the reasons for their selection.
- Groups reconsider their selection based on the guiding questions provided below, and confirm or revise their list of the 10 most significant events.
- Groups report to the class and explain their selection of the 10 most significant events. Comparisons are made.
- Individual students choose one of the 10 most significant historical events selected by their group for detailed analysis using the guiding questions provided below.

Guiding Questions: Establish Historical significance

- Is this event, person, or development historically significant? If so, why?
- Who considers the event, person, or development significant, and why?
- What do historians say about the significance of this person, event, or development? Do they agree or disagree (cite sources)?
- What factors determine the historical significance of an event, person, or

development?

- What is the role of the media in establishing the historical significance of an event?
- Does an event need to be dramatic in order to be significant? Explain your response.
- Did this event have long-term consequences? Are the effects of this event still evident in some ways today?
- Does this event uncover or reveal something surprising or unique about the past?
- Has this event, person, or development been officially recognized by groups, organizations, or government as being significant? Describe various forms of recognition of the historical importance of an event, person, or development (e.g., statues, street names, plaques, special days, museums, etc.). Do you think these forms of recognition are valuable? Explain your response.
- Do you think that this person, event, or development should be officially recognized as having historical significance? Why or why not? How should this event, person, or development be recognized?
- It has been said that history is written by winners, and that all other voices are silenced (e.g., indigenous people, women, ethnocultural minorities, and gay/lesbian/transgendered people). Find examples of this way of determining significance. Find examples of how historians have succeeded in changing this approach.
- To what extent does the identification of events, persons, or developments as historically significant depend upon the story one is trying to relate?
- What story, and whose story, is this historian, account, or group seeking to tell?
- To what extent does the identification of events, persons, or developments as historically significant depend upon the story one is trying to relate?

Teaching and Learning Strategies: Applying, Consolidating and Extending:

To “Take Historical Perspectives” is one of the six Historical Thinking Strategies outlined in the Grade 11 Social Studies Curriculum.

http://www.edu.gov.mb.ca/k12/cur/socstud/history_gr11/historical_perspectives.pdf

The following activities are designed to help students practice this thinking strategy.

Assessment: Students must understand that the following activities/assignments –

- Must be based in an understanding of the “time” about which they are writing/ speaking.
- Must be based on primary evidence when available
- Must be based on secondary evidence if primary evidence is not available or along with primary evidence if needed.
- Criteria must be established before students begin the activity. Students must know “what counts”.

Write a letter or make a speech from a different point of view.

- Letters to a relative: Students might write (as if it is 1915) to an elderly aunt, uncle or grandparent explaining why they believe the vote for woman is right or wrong or why the Person’s Case was a good thing or a waste of time.
- Letter to a relative explaining that he/she had just met Nellie McClung – or any other person of the time.
- Letter to the Editor: Writing, after just coming from a political rally or speech, advocating the vote for – or against the Vote for women.
- Speech – to a class or another group who does not know about – any of the topics studied here.

Write a newspaper article:

Students become reporters and use an article planner to outline an article they will write for a newspaper of McClung’s era. Several references might be used.

Possible topics: Mock Parliament – written by someone attending the event, The Vote in Manitoba, Persons Case. **Newspaper Article Planner Strategy #11**

Interviews:

Two or three students prepare and do an interview in front of the class, with one or two people interviewing and one or two people taking the part of an interviewee - members of the Political Equality League or one of the political parties, or ----- answering the questions.

Readers Theatre:

Students, in groups of three to six, prepare Readers Theatre presentations on one of the following:

- Vote in Manitoba
- Mock Parliament – written by someone attending the event.
- Persons Case
- How Nellie McClung spent her years in retirement.
- The Political Equality League
- Reminiscences of a group of women in their later years who began adult life not having the vote and not being a person under Canadian Law.
- Or students and teachers may wish to identify their own topics from this period.

Make and Explain an Artifact Box:

Student or students in pairs or small groups, put together an artifact box holding a number of artifacts that represent the historical person's (professional) life.

This strategy is a great way to review a whole era as students research their own topic and hear and see aspects of other topics as well. **Strategy # 12 Artifact Box**

Using Visuals for Activating, Acquiring and Applying:

This strategy is useful for Activating – if students have some prior knowledge – for Acquiring for students as they are learning about the events and changes in the lives of women that took place from the early 1900's to the 1930's-40's and for Reviewing –Consolidating. Students are shown visuals (Power Point – Posters –Gallery Walk) highlighting aspects of Nellie McClung's Life and answer questions about the visuals. **Strategy #13 for visuals and answer forms.**

Teachers may also wish to use the visuals in Strategy #13 and Strategy #2 for student discussion in small groups as they consolidate the information they have learned about the events, people and historical significance of this period.

The strategies outlined in the Manitoba Education: Grade 11 Social Studies section offer several ways to develop “historical learning and thinking”. Check the following for additional learning strategies,
http://www.edu.gov.mb.ca/k12/cur/socstud/history_gr11/index.html

Audio and Video resources:

“ Nellie speaking at the unveiling of the Person’s Plaque in Ottawa.
1938 http://archives.cbc.ca/politics/rights_freedoms/clips/1801/

*Nellie McClung's 'mock parliament', a short video in the C.B.C. Digital Archives
Website. http://archives.C.B.C..ca/politics/rights_freedoms/clips/9553/

*Historica Minute, a one-minute movie about Nellie McClung.
<http://www.histori.ca/minutes/minute.do?id=10643>

*Radio Minutes: Listen to Nellie McClung speaking to Roblin and then addressing the Mock Parliament. Nellie McClung's 'mock parliament'
<http://www.histori.ca/minutes/minute.do?id=13558>

*Agnes Macphail- <http://www.histori.ca/minutes/minute.do?id=10212>

* Emily Murphy - one-minute Historica movie
<http://www.histori.ca/minutes/minute.do?id=10205>

Radio - <https://www.historica-dominion.ca/content/heritage-minutes/emily-murphy-0?>