

## Grade 4 Social Studies: Nellie McClung

### One of the People Who Shaped Manitoba

The Manitoba Grade 4 Social Studies Curriculum (4.4.2) lists Nellie McClung as one of the people who **Shaped Manitoba**.

***The following material will help teachers address the curricular outcomes***

4-KL-033: Relate Stories of people and events that shaped Manitoba.

**Acquire: 4-KH-033 4-VH-008**

*Using oral, print, and electronic resources, students research people and events (e.g. voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt...) that shaped Manitoba.*

***Teachers and students are provided with the following print material:***

- A list of definitions related to political change brought about by Nellie McClung and other suffragists
- A biography of Nellie McClung written at a Grade 4 level
- Four newspapers articles written at a Grade 4 level (the original articles are included as teacher resources) that illustrate the struggle and results of the Vote for Woman in Manitoba. )

***The material will prepare students to do the following in relation to Nellie McClung and other suffragists.***

**Apply: 4-KH-033**

- Collaborative groups of students create sections of a historical timeline, illustrating people and an event that shaped Manitoba. Students include images of the people and events and a description of their significance. Compile group sections in a class timeline.

**Apply: 4-KH-033 4-VH-008**

- Collaborative groups of students create an historical multimedia presentation, illustrating people and an event that shaped Manitoba. Students list significant dates on the title slide and link to additional slides. Each linked slide includes an

image of the person or event and a sound clip describing the significance.

Compile group presentations in a class historical timeline.

- Using a RAFT, students assume the role of a person who shaped Manitoba. Students brainstorm roles, audiences, formats, and topics or events from Manitoba's history and share completed RAFTs with peers.
- Students create a museum or art gallery display commemorating Manitoba's history. Students artistically represent a person or event that shaped Manitoba (e.g., painting, statue, dramatized voice/video clip, plaque, model...). Students invite other classes and community members to tour the gallery.

## Nellie McClung - Lesson Suggestions:

### **Activate: 4-KH-033 4-VH-008**

- Introduce Nellie McClung – brainstorm for information students might have.
- Discuss the “Vote to Make a Decision” on page 2. (Nellie McClung Booklet)
- Explain that women in Canada could not vote until 1916.
- Discuss/explain – the people, and terms definitions on page 3. This is important as most Grade 4 students should be able to read the Biography of Nellie McClung if they are familiar with the list of more difficult terms.
- If students are familiar with a Sort and Predict, they might also complete the “Sort and Predict”(see below) after they read.

### **Acquire: 4-KH-033 4-VH-008**

**Using oral, print, and electronic resources, students research people and events (e.g. voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt...) that shaped Manitoba.**

#### **Part 1:**

- **Reading:** Once students are familiar with some of the people and terms involved in the story, Nellie McClung and Women’s Rights, students may read the story in small groups or as a large group.
- **Discussion:** After the students have read the first section of the story silently, the students, the teacher might have students discuss the information (what have you learned about Nellie McClung?, What have you learned about the time-period? What questions do you have?). Then they might complete the story or another section of it and discuss it and/or ask questions about it. Finally, students should discuss Nellie McClung’s contributions.

#### **Part 2:**

- **News Reports:** To help consolidate the information, students may read the News Articles based on events in the 20<sup>th</sup> Century that helped change Rights in Canada. The original articles have also been included for the teacher’s use.

**Apply: See the following suggestions copied from the Grade 4 Curriculum Document.**

**Apply: 4-KH-033**

- Collaborative groups of students create sections of a historical timeline, illustrating people and an event that shaped Manitoba. Students include images of the people and events and a description of their significance. Compile group sections in a class timeline.

**Apply: 4-KH-033 4-VH-008**

- Collaborative groups of students create an historical multimedia presentation, illustrating people and an event that shaped Manitoba. Students list significant dates on the title slide and link to additional slides. Each linked slide includes an image of the person or event and a sound clip describing the significance. Compile group presentations in a class historical timeline.
- Using a RAFT, students assume the role of a person who shaped Manitoba. Students brainstorm roles, audiences, formats, and topics or events from Manitoba's history and share completed RAFTs with peers.
- Students create a museum or art gallery display commemorating Manitoba's history. Students artistically represent a person or event that shaped Manitoba (e.g., painting, statue, dramatized voice/video clip, plaque, model...). Students invite other classes and community members to tour the gallery.

# Strategy

## Sort and Predict Grade 4

### **Purpose:**

To activate and extend prior knowledge

To categorize information and ideas through using terms (people, places etc.)

To help students focus on material

To help students make connections between what they know and what they are about to learn

To review

### **Steps:**

1. The teacher identifies several terms (including people, places, groups, Acts etc.) that are part of the content.
2. The teacher provides students with the key terms.
3. Working in partners or small groups, students discuss the terms predicting the meanings of the words and sort them into categories.
4. If students have not done this strategy before or if the terms are very unfamiliar, the teacher may provide categories for students.
5. A frame is often used to help students organize the information.
6. Once completed, the teacher may ask various groups – what headings they chose –which terms were included under which heading and so on.
7. The Sort and Predict is often copied on both sides of a paper.
8. As a review, students might do the strategy again on the second side of the paper and then, compare their responses to their first attempt. (which is kept by the teacher)
9. The strategy may be combined with a Word Wall or a Word Box as a review. The teacher takes the words from the word wall or word box and types them onto a Sort and Predict frame. Students work in groups sorting the terms and reviewing as they do.

**Adapted from Sort and Predict – Manitoba Education and Training Success for all Learners: 1996  
p.6:34 -6:35**

**Sort and Predict – some words may be used in more than one category**

Terms	People who were part of the Political Equality League	People who were part of the Famous Five
<b>Ballot</b>  <b>Frances Marion Beynon</b>  <b>Irene Parlby</b>  <b>The Political Equality League</b>  <b>Emily Murphy</b>  <b>Premier</b>  <b>Rodmond Roblin</b>		
<b>Legislature</b>  <b>Nellie McClung</b>	<b>Words that have to do with government</b>	<b>Think of other words that have to do with Nellie McClung</b>
<b>Campaign</b>  <b>Louise McKinney</b>  <b>The Persons Case</b>  <b>Henrietta Muir Edwards</b>  <b>Vote</b>  <b>E. Cora Hind</b>  <b>Lillian Beynon Thomas</b>  <b>Member of the Legislature</b>		