

Grade 6 Unit: Nellie McClung

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

1. Outcome (Manitoba Curriculum): 6-KP-046 -

Describe the struggle for and identify individuals involved in women's suffrage in Manitoba and Canada. Include: Famous Five (Emily Murphy, Henrietta Muir Edwards, Louise McKinney, Nellie McClung, and Irene Parlby).

Note: In Grade 4, students may have studied Nellie McClung in Cluster 4.4.2: People and Events That Shaped Manitoba - 4-KH-033 Relate stories of people and events that shaped Manitoba. (Examples: voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt)

A. The Grade 6 Outcome, 6-KP-046, includes the following topics

- Conditions faced by women in the early years of the 20th century
- Struggle for the vote in Manitoba
- Nellie McClung and the other members of the Political Equality League.
 - Roblin and the Mock Parliament
 - The election and Norris
 - The gaining of the vote for women in other provinces
- The Persons Case: Nellie McClung and the Famous Five
 - Issue
 - Participants
 - Solution
- The Contributions of Nellie McClung

2. Assessment

A. 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.

B. Summative Assessment (Assessment of Learning).

Before teachers begin the unit, they will determine the criteria the students must meet as outlined above in 1. A. The criteria will be made known to the students. They will understand exactly what content they must learn and how it will be assessed. If the last assignments in Part 5, B, C, D are used as assessment of learning (summative assessment) the criteria for each assignment given might determined by the teacher and the student.

3. Activating Prior Knowledge: The number of prior knowledge strategies used will depend on the students' familiarity with the topic.

A. Interviews:

- Students interview 3-4 people individually or in pairs asking questions about Nellie McClung, the women's vote in Manitoba and/or the Person's Case.
- Students bring their results to class and share them in groups using a Listen, Think, Pair, Share Strategy: See Listen, Think, Pair, Share [Strategy #1](#). They will have completed the listen and think part of the strategy. They will continue sharing in their groups and then with the whole class.
- Results are recorded on chart paper or a board.
- Students categorize and prioritize the results of the interviews.
- The class discusses what they have learned about the topic through their interviews.

B. Observe and analyze materials and visual evidence.

- In collaborative groups, students view, discuss and analyze images and predict what each one tells about Nellie McClung, the suffragists and the Famous Five. See Analyze Visual Evidence [Strategy #2](#) .

C. Students might also complete a The Card Sort Strategy. The Card Sort posters are kept and redone or updated after the Acquiring Activities. See Card Sort [Strategy #3](#).

D. Students might also complete a Rotational Graffiti Strategy. See Rotational Graffiti [Strategy #4](#).

4. Acquiring: Vocabulary: The class moves right into vocabulary development.

A. Vocabulary Study: Activating and Acquiring:

A study of McClung, the Suffrage Movement and the Person's Case introduces students to a number of new vocabulary terms as well as a number of people and groups they are unlikely to know. Several of the terms are listed below. They may be supplemented. Once activating strategies have been completed, students will move right into learning the terms, people and groups that are part of their study.

B. Vocabulary terms to define, groups and people to identify: (See table of working definitions.)

- Terms: suffragist, suffrage, election, enfranchisement, temperance, MLA, MP, the Legislative Assembly (Legislature), Senate, Person's Case, Women's Parliament; (Mock Parliament,)
- Groups/Organization: The Judicial Committee of the British Privy Council, W.C.T.U. (Women's Christian Temperance Union), Canadian Women's Press Club, The Political Equality League, The Famous Five, Canadian Supreme Court, Canadian Broadcasting Company;
- People: Nellie McClung, E. Cora Hind, Frances Marion Beynon, Lillian Beynon Thomas, Winona Flett, T. C. Norris, Rodmond Roblin, Emily Murphy, Irene Parlby, Louise McKinney, Henrietta Muir Edwards;
- Other women who might be considered: Agnes Macphail, Cairine Wilson, Emmeline Pankhurst, Edith Rogers.

C. Formative Assessment will continue during these strategies and provide information about students' needs as they as they build vocabulary.

D. Vocabulary Strategies: Through the use of a variety of vocabulary strategies, students will gain both a definitional and a contextual knowledge of terms through multiple and varied exposures to them

- Build a Vocabulary Word Wall and or a Vocabulary Word Box with the suggested vocabulary terms. See Vocabulary Wall and Vocabulary Box [Strategy #5](#)
- Sort and Predict: If students do not have experience with a Sort and Predict, teachers might provide the headings. See Sort and Predict [Strategy #6](#).
- Word Sort [Strategy #7](#)
- Sort and Create [Strategy #8](#).
- Vocabulary Cycle [Strategy #9](#).
- I Have – Who Has [Strategy #10](#).
- Three Point Approach Notes [Strategy #11](#).

E. Reading and responding The biography of Nellie McClung, Nellie McClung

An Important Manitoba-An important Canadian, is written at a Grade 5 level. It outlines the fight for the vote in Manitoba and the Person's Case as well as other highlights of McClung's career. The reading will be at the instructional level of many students given the complexity of some of the issues.

- Teacher and students read the material as a whole class guided reading. See Guided Reading [Strategy #12](#).
- Students reread the biography of McClung, making notes using the note frames provided. See Note fame [Strategy #13](#).
- Students view video, Nellie McClung. Video – (barcode) V2626 (call number) 5132, Name- Nellie McClung No 00306889 –Manitoba Education – Distribution Services Library, 104-1181 Portage Ave. R3G)T3 , 945-7849 or toll free 1-800-592-7330
 - After viewing the video, students discuss the additional facts they learned and add to their notes.
 - If they began with a Card Sort and made a poster, they redo poster adding new information.
- Students view the visuals previously studied (during activating) and in collaborative groups discuss how the additional information adds to what they understand about the visuals.

5. Apply, Consolidate, and Extend

A. To consolidate and review the material they have learned,

- Students redo the Sort and Predict they completed earlier or complete one for the first time.
- Students take part in Numbered Heads Together: See Numbered Heads Together [Strategy #14](#).
- Continue vocabulary building through various strategies

B. To Apply, Consolidate and Extend

- Students become reporters and use an article planner to outline a story they will write for a newspaper of McClung's era. Several references might be used. Newspaper Article Planner [Strategy #15](#)
- Possible topics:
 - Vote in Manitoba
 - Mock Parliament – written by someone attending the event.
 - Persons Case
 - How Nellie McClung spent her years in retirement.
 - Others?

C. Writing From a Different Point of View

- Memory Box: Working individually or in pairs, students make Memories Boxes as if they were one of the following: Nellie McClung, E. Cora Hind, Frances Marion Beynon, Lillian Beynon Thomas, Rodmond Roblin, T.C. Norris, Emily Murphy, Irene Parlby, Louise McKinney, Henrietta Muir Edwards, See Memory Box [Strategy #16](#).
- Students will write from a different point of view using various formats. Students will need to see samples of the various formats.
 - Some students write a Help Wanted Ad (they will need to see samples of Help Wanted Ads to understand the form).
 - Wanted - a suffragist
 - Wanted - an actor to take part in a Mock Parliament
 - Wanted - someone to join a group to work to have women recognized as women under Canadian Law
 - Some students write a résumé for
 - Nellie McClung
 - Emily Murphy
 - Some students write letters to a friend from the point-of-view of a suffragist's a suffragist taking part in the Election Campaign
 - Other?

D. 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.
- 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.
- A Tea Party of women in the 1960's who were discussing how the lives of women had changed in the past 50 years.