



A HOUSE THAT DIVIDES

TEACHERS' GUIDE

GRADES 4 & 6

INTRODUCTION

The 1919 General Strike is a historically significant event in Manitoban and Canadian history. The goal of the tour "A House that Divides" is to help students answer two questions:

- What were the two sides of the conflict in the 1919 General Strike and who were the people involved?
- Why did Winnipeggers go on strike and what was the impact?

Students will tour the home and learn about the social division and inequality that existed during the 1919 Strike. They will also participate collaboratively by taking photos and collecting evidence that will enable them to discuss and answer the focus questions.

Activating and extension activities, created by the Museum, will be provided in order for the students to prepare and reflect on their experience. (All activities are based on the **Historical Thinking Concepts**)

CURRICULUM CONNECTION

- **Grade 4**
 - 4-KC-001: Describe Canadian and provincial or territorial symbols and monuments.
 - 4-KC-002: Identify democratic ideas in Canadian society.
 - 4-KP-046: Identify positive ways of dealing with conflict or the misuse of power and authority.
- **Grade 6**
 - 6-KI-010: Describe various challenges faced by new immigrants to Canada.
 - 6-KH-035: Describe the causes, main events, and results of the 1919 Winnipeg General Strike.
 - 6-VH-013: Appreciate the struggles of past generations in achieving the rights that people in Canada enjoy today.

FIELD TRIP OUTLINE

TIMELINE: 1-1.5 HOURS

Arrival & Introduction (10 mins)

- Students arrive; put away outerwear etc. (5 mins)
- Congregate in Visitors' Centre
- A brief introduction to the house and the tour (5 mins)
- Divide up into four groups

Program (40 – 60 mins)

- Student will begin with a group activity in the Visitors' Centre. They will rotate through four activities, learning about the events leading up to and including the strike. Materials to be used include photos, artefacts, and newspaper reports from and about the strike.
- Students will then rotate between four stations in different areas of the house: the Kitchen, Parlor/Study, the family bedrooms and the servants' bedrooms/workspaces.
- In each area, students will learn about the two sides/classes of the household.

Conclusion (10-20 mins)

- Students will congregate back in the Visitors' Centre to share what they have learned about the strike and its importance in Winnipeg's history.
- Museum guides and/or the teacher can debrief with questions and discussion.

Note: Teachers or students may want to take pictures of artefacts during the tour to use later for extension activities.

ACTIVATING ACTIVITIES

There are a number of books that have been written about the 1919 General Strike that would be helpful for students to understand the history and context of the strike. You may choose to read one of these books to the students, or purchase a class set for the students to read.

Suggested Books:

- *City on Strike*, by Harriet Zaidman
 - This historical novel has an excellent teacher's guide.
 - https://www.fitzhenry.ca/usercontent/Fitzhenry/Marketing_imagery/Teachers-Guides/PDFs/CityOnStrikeTeachersGuide.pdf
- *Papergirl*, by Melinda McCracken with Penelope Jackson
 - This historical novel also has an excellent teacher's guide.
 - <https://fernwoodpublishing.ca/resources/papergirl>

EXTENSION ACTIVITIES

- **1919 Perspectives:** Have the students write a letter, diary entry, poem or research the different perspectives of the strike. Examples could include:
 - One of the family members
 - One of the serving staff
 - A striker
 - A member of the Committee of 1000
- **The Story of Evidence:** Ask students to choose an artefact from the tour that helps to explain the context and history of the strike. Student may research the items as well to provide more historical information. Examples could include:
 - The voting box
 - The Special Police arm band
 - Photographs
 - Dalnavert
 - The "Call Box"