WINNIPEG GENERAL STRIKE RESOURCE PACK

COURSE: Canadian History, Grade 10 Academic (CHC2D)

SPECIFIC EXPECTATION(S) EXPLORED:

B2.3: Communities, Conflict, and Cooperation
- Describe some major instances of social and/or political conflict in Canada during this period with specific relation to labour unrest and the Winnipeg General Strike

ABSTRACT: (Objectives; Summary of Lessons; Accomplishments)

This research package is specifically targeting the Grade 10 Academic History Course CHC210 with the specific expectation B2.3 explored through the lens of the Winnipeg General Strike. This goal was accomplished using the Historical Big Six and in accordance with the Ontario Ministry of Education Curriculum. The Historical Thinking Concepts found in the Big Six are separated into six lesson plans throughout the package to provide a thorough understanding of the Winnipeg General Strike. The lessons are as follows:

1. Evidence
2. Cause & Consequence
3. Continuity & Change
4. Historical Perspectives
5. Ethical Dimensions
6. Historical Significance

KEYWORDS:
Bloody Saturday; Bolshevism; Cause and Consequence; Change and Continuity; Collective Bargaining; Ethical Dimensions; Evidence; Historical Perspectives; Historical Significance; Historical Thinking; Labour; Labour Unrest; One Big Union; Scabs; Socialism; Specials; Strike; Unions; Winnipeg General Strike; Winnipeg General Strike Mural

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NOTE: all times are flexible to individual classrooms, more of a guideline but teachers are welcome to manipulate them to best facilitate class discussion and learning
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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence

LESSON #: 1

TITLE: Thinking Out Loud – What do the sources tell us?

OVERVIEW:

This utilizes primary (and minimal secondary) sources of evidence to apply our knowledge and understanding of the events of the Winnipeg General Strike. Students will analyze and evaluate pictures, movie clips, newspaper articles and the process of solving puzzles will all be integrated into the historical thinking processes of using evidence to foster engaged learning. Students will in essence teach themselves and learn through the real-life process of sifting through information, using historical thinking skills and prior knowledge.

LESSON GOAL:
1. Proper assessment of primary and secondary documents for research purposes
2. How to ask relevant questions to analyze sources and documents

MATERIALS:

1. Primary Source Documents
   o PSD 1.1: Silent Video Clip of the Winnipeg Labour Trouble
   o PSD 1.2: Mix of Mounties and Military on the Street
   o PSD 1.3: Strikebreakers Committee of 1,000 take over the Fire Department
   o PSD 1.4: Special Forces Riding Horseback Surrounded by Angry Crowd
   o PSD 1.5: 1919 Strike crowd Gathered at Victoria Park
   o PSD 1.6: Strikers use Banners to show their Discontent with the state of Labour Conditions
   o PSD 1.7: Streetcar Overturned by angry Strikers
   o PSD 1.8: The New York Times newspaper article on the Winnipeg General Strike on-goings
   o PSD 1.9: The Morning Bulletin Newspaper Article on the Labour Union’s Vote to Strike
   o PSD 1.10: The New York Times Newspaper Article Detailing the events of Bloody Saturday
   o PSD 1.11: Strike Committee Permission Sign
   o PSD 1.12: Poster Call to Farm Labourers to join the Strike
   o PSD 1.13: One Big Union (also known as the giant fist) Political Poster
   o PSD 1.14: Industrial Workers of the World Song Book

2. Instructions for teacher
   o Print out sufficient copies of all primary source documents and black line masters
   o Load video before class and ensure access to computer, tv or projector to play it on

3. Black Line Masters
   o BLM 1.1: Puzzle Sites
   o BLM 1.2: Evaluating Historical Sources
   o BLM 1.3: Strengths and Weaknesses of Various Sources
   o BLM 1.4: Evaluating Conflicting Evidence
PLAN OF INSTRUCTION:

Step 1: Warm up  
**Time: 10 minutes**

Have tables set up so that students will be seated in groups when they arrive. Using the BLM 1.1, place a variety of riddles, jig-saw puzzles, Sudokus, etc. in the middle of the tables and as students arrive instruct them to chose whichever they would like and complete a couple until you give the signal that this activity is finished.

- Discuss as a class how easy/difficult the task(s) were to complete – leads into a discussion of the skills that were used to solve the puzzles. Notion of historians as detectives to solve disparities, gaps in knowledge and evidence, etc. via the use of primary evidence, background knowledge, and other resources to uncover answers.

Step 2: Discussion  
**Time: 20 minutes**

Discuss important questions when analyzing primary evidence and/or secondary evidence:

- Hand out “Evaluating Historical Sources” sheet (BLM 1.2) and go over it as a class – this sheet will provide students with specific questions to ask, and processes required in analyzing source reliability
  - Sourcing: who made this source? Where did it come from? When was it made?
  - Contextualizing: imagine the setting surrounding this source – how was the world that made this source different than our own? Why was it made?
  - Corroborating: what do other sources say about the information in this document? Do they agree with what is said? What discrepancies, if any, are there?
  - Close Reading: what does the document say? Is it biased? What is the tone? What does it tell us about the historical era in general?
  - Further: what questions does this source leave unanswered?

- Provide students with “Strengths & Weaknesses” chart (BLM 1.3) and go over it as a class. This is to ensure that students have the proper resources in judging evidence and resources.

Step 3: Modeling  
**Time: 12 minutes**

As a class play a silent clip (PSD 1.1) that depicts various short images of different scenes throughout the Winnipeg General Strike.

- Play the film through once
- While playing the clip through a second time, pause it every so often to ask the questions provided below (and others) to encourage class thinking/discussion

  - The objective of this activity is to get students thinking about the various skills needed in evaluating sources and drawing information from any type of evidence
  - As a class, discuss what information was gained; what we can infer from the film, what we know about the film itself, and it’s strengths/weaknesses as a reliable source of information regarding the Winnipeg General Strike
    - What do we think is happening?
    - Who created the film? For what audience? For what purpose?
    - What affect does its silence have on its validity and usefulness as a source?
    - Does everyone agree/have the same perspectives on each aspect?

Step 4: Guided Practice  
**Time: 20 minutes**

Decoding an Image Puzzle Activity**

- The object of this activity is to get students to practice close observation, to make inferences, and generate further questions. You reveal the puzzle pieces of an image (PSD1.2) one by one, asking students to make inferences, ask questions and make predictions about the missing element(s) as you go. This exercise also illustrates the need for
context to interpret sources.

1. Show the first puzzle piece: have students list details they observe in this piece of the puzzle and predict what the rest will be. You could have the students draw the rest of the image
   - Describe the arrangement of the people/items in the picture
   - What actions are shown?
   - What can you infer about the relationships between people, between people and things, between settings? What details enable you to make these inferences?
   - Based on your observations, where do you think this image/scene took place?

2. Show the second piece: have students check their predictions, list details from the second piece, and draw or describe what they think will be the third element
   - Describe the arrangement of the people/items in the picture
   - What actions are shown?
   - What can you infer about the relationships between people, between people and things, between settings? What details enable you to make these inferences?
   - Based on your observations, where do you think this image/scene took place?

3. Show the complete image: students will check their predictions. Continue with the following questioning procedure
   - Describe the arrangement of the people/items in the picture
   - What actions are shown?
   - What can you infer about the relationships between people, between people and things, between settings? What details enable you to make these inferences?
   - Based on your observations, where do you think this image/scene took place?
   - Make an inference as to what you think took place after the moment shown in the picture

- Further Questioning:
  - How did your thinking change as you studied this source?
  - What changed when you read/heard the description?
  - What did this source not tell us?
  - What are its limitations into the past?
  - How might the context help us understand what life was like for the people in the photograph?
  - What impression about this [event in time] might you be left with if your only piece of evidence about the Winnipeg General Strike was this?
  - What decisions has the photographer made in creating this image?
  - How does this image make you feel?
  - Why are good questions important?
  - What do we need to do next to find the answer to our questions?
  - What does this activity suggest about how historians use evidence to learn about the past?

**Step 5: Independent Activity**

**Time: 25 minutes**

Hand out “Evaluating Conflicting Evidences” sheet (BLM 1.4), as a resource for students to use during the interpretation of primary sources in the following activity.

Keeping students in their table groups, give each table distribute 1-3 primary sources to each table for analysis
- Have students reflect back to the Evaluating Historical Sources sheet (BLM 1.2) that was distributed in Step 2 while they review each of the primary sources provided (PSD 1.3, PSD 1.4, PSD 1.5, PSD 1.6, PSD 1.7, PSD 1.8, PSD 1.9, PSD 1.10, PSD 1.11, PSD 1.12, PSD 1.13, PSD 1.14)
- Have students fill out the associated chart sections as they discover and evaluate sources, abstracting information, asking questions about the sources, etc.
Step 6: Sharing/Discussing/Teaching  Time: 15 minutes

Piecing the Winnipeg General Strike Together
- Place 5 pieces of chart paper around the room with the following titles & multiple markers on the students’ desks
  - Causes
  - Organizations/sides/those involved
  - Location
  - Outcomes
  - Anything else you would like to include
- Have students choose one primary source that they studied, and stick it on the chart paper with the heading that they think it best represents/aligns with
- Compare and discuss this information as a class
  - Can you tease out a general theme under each title? Do any sources not fit with the rest?
  - Did everyone come to the same conclusion by analyzing different sources? Did everyone have a full idea of the occurrences?

ASSESSMENT:

Students will be assessed based on observation and class participation during this lesson. Discussions and activities will provide ample time for students to showcase their knowledge and understanding, while leaving time for questions to gain clarification. This lesson will focus on assessment FOR as it will be the first lesson encompassing notions of the Winnipeg General Strike, and assessment AS via the use of informal discussions and activities.
COURSE: Canadian History, Grade 10 Academic (CHC2D)

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B2.3: Communities, Conflict, and Cooperation
- Describe some major instances of social and/or political conflict in Canada during this period with specific relation to labour unrest and the Winnipeg General Strike

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence/Continuity and Change

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence, Historical Significance

LESSON #: 2

TITLE: Solidarity is Strength: Cause & Consequences of the Winnipeg General Strike

OVERVIEW:

Students begin their investigation into the factors and atmosphere of 1919 leading up to the General Strike in Winnipeg looking at a variety of primary sources. The lesson will progress and lead the students to compare and analyze the consequences of the strike.

LEARNING GOAL:

This lesson will focus on the various factors that lead to the outbreak of the strike in 1919; along with the consequences of the strike. Students will develop an understanding of the atmosphere in Canada and specifically in Winnipeg that lead to the strike; and the resulting atmosphere six weeks later.

MATERIALS:

4. Primary Source Documents
   - PSD 2.1, Hugh Amos Robson Commission Report 1919
   - PSD 2.2, One Big Union
   - PSD 2.3, Political Cartoon
   - PSD 2.4, Case of red Leaders
   - PSD 2.5, Swearing in of Specials
   - PSD 2.6, The Mounted Police charging down Main Street during the Winnipeg Strike June 21, 1919

5. Instructions for Teacher:
   - The lesson is split in two parts, A and B. Part A explores the causes of the strike; Part B looks at the immediate consequence of the strike (long term consequences will be explored in continuity and change, lesson four). Prior to the lesson, have the BLM videos (BLM 2.4) loaded and ready

6. Black Line Masters
   - BLM 2.1 The Winnipeg General Strike: Violence Erupts and a City Comes to a Standstill as Thousands Demand Rights for Workers
PLAN OF INSTRUCTION:

Part A: Causes of the Winnipeg General Strike

Step 1: Warm up  

Introduction to the General Strike:

Stage an argument to set the mood for the lesson of Cause and Consequence for the Winnipeg General Strike.

Have the Principle/Vice Principal “Drop in” on your class during the introduction/start of class. Have a dialogue with the person of authority about how the conditions that you are working are unfair and that you, as a teacher and the rest of the teachers are unhappy with not being listened to, being told what must be done, working long days and not being paid enough. (Make sure to include the reasons that were behind the General strike)

The students having no prior knowledge to this being set up will be surprised that an argument such as this would happen in a classroom environment in front of them. Use this as an introduction to the atmosphere and attitudes of the workers and to give the class a boost of energy leading into the second lesson for the Winnipeg General Strike.

This warm-up activity will generate opportunity to discuss why the argument started? Was your position justified within the argument? Who would the students support and why? Have the students discuss what reasons were given as why you were discontent with the working environment as a teacher.

With these reasons stated and discussed with the class, this will provide a gateway to introduce the General Strike to the class.

PART A: Causes

Step 2 Discussion Background Knowledge  

As a class discuss the atmosphere that was prevalent in Canada, looking at Winnipeg as a case study. Using the reading from CBC (BLM 2.1) to outline what the people of Winnipeg were facing, give a brief summary to the class. This should be done in an informal lecture style at the front of the class. Moving to engage the students in the lecture, use the quote from a First World Veteran outlines the discontent of the people;

In Germany, I fed on grass and rats. I would prefer going back to eating grass than give up the freedom for which I fought so hard and suffered so much,” a war veteran wrote in the striking workers newspaper.
Leading the discussion, ask the class questions to spur discussion between students and yourself. Suggestions for questions to start the conversations:
- How does this quote make you feel?
- What is the person’s attitude towards the society he arrived home to?
- Would you want to live in such a society?

Step 3 Modelling

Using PSD 2.1 (or the transcribed version BLM 2.2), as a class read the first two paragraphs of the Robson commission excerpt. Several methods of reading aloud could be used to engage the entire class in the reading. A suggested type is Interruption Reading. This works by one person starting to read, and anyone is allowed to interrupt, and continue to read. This will create a fun reading environment for the students who may not enjoy reading out loud, or following along to readings.

The first two paragraphs introduce who the speaker was and the main points behind the strike in his opinion. As a class discuss why the reasons that are listed (low wages, poor conditions, long hours, unemployment, etc) would lead to discontent and strike.

Some questions to ask to class during this discussion and to link the informal lecture information to the reading. While asking the students to answer, you can have the next student repeat, add on or agree with previous answers that were given to have more classroom engagement:

Basic Ideas
- What were the reasons that Mr. Winning listed?
- What is profiteering?
- Did workers enjoy their amount of time they worked?

Further thinking questions
- Why was the unemployment high?
- What had just changed the employment landscape? (Soldiers returning, wartime production shutting down)
  - Extension is to ask about large immigrant population
- Do you think the power relation between employer and employee changed from pre-war conditions? (Social inequalities)

Step 4 Group Work Guided Practice

Building from the discussion activities, this jigsaw activity will allow further investigation into the causes of strike. Using PSD 2.1 or BLM 2.2, divide the remaining paragraphs of the Robson Commission into five sections, paragraph 3, 4&5, 6, 7, 8. Divide the class up into 5 groups, 1-5. Assign each group to a paragraph. The activity is to read and summarize their paragraph within their group, then to switch group members to form new groups and share with the new members. Use the jigsaw worksheet (BLM 2.3) so the students will have all the information written down by the end of the activity.

Step 5 Individual Work

Video Clip: Canada: a People’s History, Episode 12 Ordeal by Fire – 1915-1929 (1:15.24 – 1:20.40 minutes BLM 2.4)
Students will be answering questions related to the video clip. To allow for students to be engaged, have the students in pairs to talk about their answers together. The questions which are below are to be copied down from the blackboard/smartboard. *Suggestion: having the students copy the questions out will engage their thoughts while copying.

Questions:
- Where was the ‘General Strike’ idea adopted from? Why did this worry the Canadian government?
- Were the strike leaders revolutionaries or reformists?
  - What does it mean to be a revolutionist?
  - What does it mean to be a reformist?
- What is the difference? What were the protesters after?

**Step 6 Assessment:**

The lesson may take more than a single period. In the first period to gauge the understanding of the basic knowledge of the students, have multiple questions prepared to be answered and handed in as an Exit Card. Examples are provided below. Ask students to answer and/or repeat and add to previous answers to have all students engaged in the conversation.
- Was the Winnipeg General Strike a socialist movement within Canada? Why or Why not?
- Name a contributing factor to the outbreak of the strike?
- Was what the factor that was previously stated and what is a second/third factor?
- Is there another factor that contributed to the outbreak that anyone would like to add before we leave today?

**Part B: Immediate Consequences of the Winnipeg General Strike**

**Step 1 Introduction: Review from Part A**

As a class, review the key points from Part A of the lecture;
- What were the factors behind the General Strike that happened in Winnipeg in 1919?  
  *For answers, accept only answer ONE factor from each student. As you move around the room for answers, have students repeat previous factors, ask if they agree with previous answers, if they are sure that their response was correct. This method of review will have the class engaged in the discussion and focused on their lecture from previous classes.
- Were the reasons behind the strike justified?

**Step 2 &3 Discussion: Guided/Modeling**

Students will examine the immediate consequences that took effect during the Winnipeg General Strike. Listening to the CBC audio clip (BLM 2.5), have the students paired off to discuss the significance of the actions of the Federal Government in Canada during the strike. Using the audio clip, PSD 2.2, 2.3, 2.4 and BLM 2.6 for this activity, have the students answer the questions in their groups. While the students are working, move through the class to discuss the answers and the group’s opinions. When the students have had time to answer and discuss within their groups, have the students discuss as a class.
Step 5 Individual Work

Students in their will be given two documents (PSD 2.5 & 2.6). As a group, they will have to come up with a narrative which surrounds the documents. Students will complete BLM 2.7. When the students have completed the worksheet and have had time to discuss within the group, watch video clip BLM 2.4, Canada’s a Peoples History: Episode 12; Ordeal by Fire (1:20.00- 1:26.40)

- What were the consequences of the government’s decision on how to employ police forces?
- What was the end results from the police intervention?
- Was police intervention necessary?
- Did your narrative fit with the history?

ASSESSMENT:

Students will complete individual research on the eight strike leaders who were arrested. From this research, students will compose a letter from a perspective of A) Worker, advocating for the release of the leaders. B) Government official or Business Owner, advocating for jail or deportation of the leader. For assignment outline, see BLM 2.8 with accompanying grading rubric, BLM 2.9.
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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence/Continuity and changed
SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence, Historical Significance

LESSON #: 3

TITLE: Strikes Through the Decades

OVERVIEW:

Students will examine the continuity and change in the decades after the Winnipeg General Strike, and re-examine the strike looking through lenses using the Canadian Charter of Rights and Freedoms.

LEARNING GOAL: Through the analysis of strikes during different time periods, students will learn to evaluate process of change and continuity in relation to the Winnipeg General Store

MATERIALS:

7. Primary Source Documents
   - PSD 3.1 Council Meeting
   - PSD 3.2 Rally
   - PSD 3.3 Marching down the street
   - PSD 3.4 Picket Line
   - PSD 3.5 Pins
   - PSD 3.6 Canadian Charter of Rights and Freedoms

8. Notes for Teacher:
   - Have videos prepared and loaded prior to class

9. Black Line Masters
   - BLM 3.1 Income Inequality and Child Poverty in Canada: From Poor No More, a Canadian Feature Documentary
   - BLM 3.2 Average Wage Chart
   - BLM 3.3 Saint John General Strike Reading and Questions
   - BLM 3.4 Worksheet for Canadian Charter of Right and Freedoms
   - BLM 3.5 Debate worksheet
PLAN OF INSTRUCTION:

Step 1 Warm up Time: 15 minutes

Watch the clip: Income Inequality and Child Poverty in Canada: From Poor No More, a Canadian Feature Documentary (BLM 3.1). *Be aware of the nature of the video, some students may react emotionally to the content of the video. Before watching the video, have a warning to the students and allow any to be excused if it is necessary.

As a class, discuss how this video may reflect the atmosphere that was prevalent prior to the 1919 General Strike in Winnipeg.

- How does this make you feel?
- What does this say about continuity and change in our country?
- How do current wages and incomes relate to the current cost of living in Canada?
- Do you think that wages are fair today?

Step 2 Discussion Time 15 minutes

Examine the average wage chart (BLM 3.2) with the students. Have the chart either displayed at the front of the class through a power point, overhead or smart board. Have the students discuss the chart in pairs. When the students have discussed the chart, have questions to lead a class discussion.

- Suggested Questions:
  o What do you think of the average wages in Canada?
  o Do you think that this chart over simplifies wages for the working class?
  o What might this chart leave out?
  o How could this chart be improved to clearly represent the changes throughout the decades?

Step 3 & 4 Guided Practice/Modeling: Time: 25 minutes

Hand out the reading and the questions on the National/Saint John General Strike for the students to complete in pairs or table groups (BLM 3.3). This activity is designed to have the students comparing and relating two general strikes which occurred in Canada. To accompany the reading, use PSD 3.1-3.5. As the students are completing the task, walk around to check in with the students to make sure that they are understanding the task. While you are talking with the students, ask questions that will promote critical thinking on the activity.

Step 5 Independent Activity Time: 30 minutes

Students will examine the Canadian Charter of Rights and Freedoms, investigating how the charter came about and what it means for workers today. Students will be using PSD 3.6 and BLM 3.4 for this activity. This activity is to provide background knowledge and basic understanding of the Charter of Rights and Freedoms for a class debate.

Step 6 Sharing/Discussing/Teaching Time: 45 minutes

Debate:

Have the class divided into two groups.
Possible arguments for the Positive Side are to argue that the Charter of rights would have changed the way the Winnipeg General Strike unfolded because of increased citizen rights, and that the workers would have been within their full rights to strike. They can explore how the government would have been suppressing worker rights by not allowing a living wage (Section 7: Right to Live) and how the government still does not follow the right to peaceful assembly.

Possible arguments for the Negative Side are that the workers were outside of the law, section 7 does not guarantee quality of life, and the workers posed a threat to the government’s power by the strike.

Using BLM 3.5 you are moderating the debate between students who are arguing that the existence of the Charter of Rights and Freedoms in 1919 would have changed how the Winnipeg General Strike unfolded. As a moderating you are deciding which group presents their case the best with supported arguments along with marks assigned for class participation and interruptions.

ASSESSMENT:

The debate activity can be used as a formal assessment. During the preparation work, walk around and listen to the ideas of the students. During the debate, also listen to the arguments and counter arguments for assessment AS and assessment FOR. This lesson will not have an assessment of.
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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence

LESSON #: 4

TITLE: Perspectives on the Winnipeg General Strike: Us and Them

OVERVIEW: Students will engage with a number of primary source documents to understand how perspectives on the strike differed among groups and what drove these differences. They will examine the perspective of the newspapers, anti-strike movement, women’s labour organizations, and the unionists.

LEARNING GOALS:

1. Students will a) identify a number of perspectives surrounding an historical event and b) practice asking pertinent questions to determine the contexts, biases, agendas and events that contributed to these perspectives
2. Students will understand that actors in historical events hold different perspectives on the event, and that through understanding these perspectives we are better able to understand the historical event.

MATERIALS:

1. Primary Source Documents
   - PSD 4.1 Excerpt from John W. Defoe editorial “The Attempted Suppression of the Press”
   - PSD 4.2 Excerpt from John W. Defoe editorial “Anarchists and Aliens”
   - PSD 4.3 Excerpt from Western Labour News May 17th, 1919
   - PSD 4.4. Excerpt from Western Labour News May 19th, 1919
   - PSD 4.5 “Platform of the Women’s Labour League,” The Christian Science Monitor, October 17th, 1918
   - PSD 4.6 Excerpt from Helen Armstrong’s Letter to the Editor, 1917
   - PSD 4.7 Excerpt from The Winnipeg Citizen, May 19th, 1919
2. Instructions for teacher:
   - Print role-playing cards prior to class time, and consider pre-assigning characters to your class
3. Black Line Masters
   - BLM 4.1 Questions to Accompany Unionist Primary Sources
   - BLM 4.2 Questions to Accompany Female Unionist Primary Sources
   - BLM 4.3 Questions to Accompany Anti-Unionist Primary Sources
   - BLM 4.4 Role-playing Cards
   - BLM 4.5 Extension Activity: Role Playing!
PLAN OF INSTRUCTION:

Step 1: Warm up

Have the students arrange themselves in a line, representing the continuum of opinions from “most pro-strike” on one end to “most anti-strike” on the other. This line is to be entirely relative (i.e. the middle of the line does not necessarily represent a truly neutral position), and thus students must discuss the issue with their peers in order to determine where in the line they should position themselves. Once the students have organized themselves, instruct them to “fold the line,” by having the student from one extreme walk to the opposite end of the line and face the student who holds the other “most extreme” position, with subsequent students following in turn until each student is facing another student. At this point, instruct the students to discuss their opinions with the student facing them, to explain their viewpoint and to listen to their opposite’s viewpoint.

After approximately 5 minutes of discussion (or less, depending on the energy level of the group), reconvene the class in their seats and explain the importance of understanding that much like each class member has a different opinion about the strike, people in the past had opinions that varied widely from one another, and sometimes from those of the present as well. Open the floor for group discussion of the ways that our experiences influence our perspectives, not just on the strike but about any event (consider using a current event to spark thought of what factors shape perspective).

Step 2: Discussion

At this point, invite students to recall different groups who were involved in or affected by the strike, and what their perspective on the strike might be. If your classroom has a smartboard, you can have the students come to the board to write the name of a group, and then sort that group into one of the following categories: “pro-strike,” “anti-strike,” or “neutral.” If your classroom does not have a smartboard, consider drawing a chart with those same categories on the blackboard.

Give opportunities for students to disagree with these classifications, but remind them that they should be able to defend their disagreement with evidence. Lack of consensus is ok, as it gives opportunities for students to investigate on their own.

Depending on students’ knowledge level, they may come up with a fairly exhaustive list of strike-related groups on their own, but be sure that the perspectives of the newspapers (Winnipeg Free Press and Winnipeg Tribune), the Citizens Committee of 1000, and the unionists are addressed.

Step 3: Modeling

As a class, you are going to examine some excerpts of editorials written by John W. Dafoe, the editor of the Free Press. Before introducing the excerpts, explain that the strikers had halted publication of the city’s major newspapers for three days prior to May 22, when the Free Press began printing again. In this issue, Dafoe published two editorials. Distribute the excerpts to the class (PSD 4.1, PSD 4.2), or project them at the front of the classroom. Have students read the excerpts aloud to the class. After the first, discuss the following questions:

1. Is Dafoe in favour of the strike? How can we tell?
2. Who does Dafoe blame for shutting down the Free Press? (soviet government)
3. Why does Dafoe think the Free Press was shut down? (The soviets did not like its views and feared its influence)
4. Why would Dafoe be so afraid of a soviet government? Was there anything happening around the world that would have led to his feelings? (Russian Revolution had just happened)

In this discussion, students are using an historical document to determine what a given actor’s perspective was, and placing that perspective in historical context.

After the students have read the second excerpt, once again lead them through a discussion using the following questions:

1. How does Dafoe feel about the five union leaders? How can we tell? (He thinks they’re socialists, calls them the “Red Five”)
2. Who does Dafoe think is to blame for the ascent of the union leaders and the strike in general? (Foreigners, more specifically Russians, Germans, Hungarians and Austrians)
3. What historical trends might be influencing his opinion? (Immigration to Canada, but also the end of WWI)
4. Does reading this document change our assessment of Dafoe’s opinion?

Step 4: Guided Practice

Where the class has the opportunity to engage with the work independently/in small groups under your supervision or under guidance

Divide the class into groups of 6, and then have each group subdivide themselves into three sets of pairs. Within each group, one pair is to read the excerpts from the May 17th and 19th editions of the Western Labour News (PSD 4.3 and 4.4), the second pair will read about the platform of the Women’s Labour League (PSD 4.5) and a letter to the editor written by Helen Armstrong (PSD 4.6), and the third pair is to read the excerpt from the Winnipeg Citizen (PSD 4.7). Each pair will take notes based on the question prompts on their worksheets (BLM 4.1, 4.2, and 4.3 respectively), and will then teach the other pairs about the viewpoints expressed in their primary source. For students who may be struggling with the concepts, PSD 4.3 and 4.4 represent a fairly clear articulation of perspective with lots of information to draw on, and would be a good opportunity for skills-building. Once this activity is complete, summarize as a class the viewpoints of each document.

Step 5: Independent Activity

Distribute the role playing cards (BLM 4.4) randomly to the students. Each student will then complete for homework the extension activity (BLM 4.5).

You may wish to provide a work period with access to technology to allow students to work on the extension, consider this especially if students do not have regular access to technology at home.

Step 6: Sharing/Discussing/Teaching

Having completed the assessment activity, students are welcome to share their blog post, video or presentation with the class should they feel comfortable. Students who chose to create a presentation should present it to the class (the assignment sheet says this is mandatory, but you may use professional judgment should a student have concerns), but if they are not comfortable doing so, you should offer the opportunity to present to you
alone or to you and a small group, as presenting to the whole class is not part of the thinking skills engaged by this activity.

**ASSESSMENT:**

As this is assessment FOR and AS learning, there will be no formal rubric, but consider making notes on the following criteria (these criteria are also stated on the activity handout)

- the student takes a clear position on the strike
- the student uses information from their role-playing card to inform their position
- the student references the events of the strike to place their opinion in context
- the student makes connections referencing *how* the previous two categories have informed their opinion

Consider using these notes to offer feedback to the students on their understanding of the formation of different historical perspectives.
COURSE: Canadian History, Grade 10 Academic (CHC2D)

SPECIFIC EXPECTATION(S):

B2.3: Communities, Conflict, and Cooperation
- Describe some major instances of social and/or political conflict in Canada during this period with specific relation to labour unrest and the Winnipeg General Strike

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Ethical Dimensions

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Historical Perspectives, Evidence

LESSON #: 5

TITLE: Bloody Saturday: The Ethical Dilemma of June 21st, 1919

OVERVIEW:

Students will examine the events of “Bloody Saturday” and explore some of the ethical dilemmas that surround that pivotal day.

LEARNING GOALS:
1. Students will understand how historical context is important in making ethical judgments about the past.
2. Students will use their skills in examining evidence and understanding historical perspectives to draw conclusions regarding some of the ethical issues surrounding Bloody Saturday.

MATERIALS:

1. Primary Source Documents:
   - PSD 5.1 Hon. Bill Blaikie's Motion to the MLA
   - PSD 5.2 Excerpt from the Western Labour News, June 23rd, 1919
   - PSD 5.3 Open letter from Mayor Gray, published in the Winnipeg Free Press, June 23, 1919
2. Instructions for Teacher:
   - Load the CBC documentary clip prior to class beginning
   - Pre-select the Town Council and Alternate Role students at random
   - Print out all primary source documents, or have them ready to display on a projector
3. Black Line Masters:
   - BLM 5.1 Clip from CBC Documentary Bloody Saturday
   - BLM 5.2 Town Hall Meeting! activity sheet
   - BLM 5.3 Town Hall Alternate Roles
PLAN OF INSTRUCTION:

Step 1: Warm up

Begin by watching a clip from the CBC documentary “Bloody Saturday” (BLM 5.1). This gives a good overview of the events of Bloody Saturday while also providing a unique combination of photographs, animation, expert interviews and archive footage to paint a rich picture of Winnipeg in 1919.

Step 2: Discussion

Open with the broad question: “Do the filmmakers think what happened on June 21st 1919 was a good thing or a bad thing?” Have the students, either in their table groups or in groups of 5-6, discuss this question, being sure to defend their position with evidence from the film clip. Each group will then present their position and evidence to another group, and they will synthesize their responses. The synthesized “supergroups” will then present their position briefly to the class.

After these presentations have been complete, ideally there will have been some disagreement, even slight. Use this to remind students of what they learned about historical perspectives, especially the subjectivity of experience.

Step 3: Modeling

Where you demonstrate the kinds of actions/skills/thinking patterns for the class

At this point, explain that this subjectivity of experience is also relevant when assessing the ethics of an historical event. Contemporary and retrospective accounts are often clouded by the contexts, prejudices and values of the writers and of societal and cultural groups more generally. At this point, distribute the transcript of Bill Blaikie’s comments in the Manitoba legislative Assembly (PSD 5.1), and have the students take turns reading from it. Once the reading is complete, walk the students through the following chart about the transcript on a smartboard or blackboard:

<table>
<thead>
<tr>
<th>Who/What?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heroes in the narrative...</td>
<td></td>
</tr>
</tbody>
</table>

Villains... 

Victims... 

Reasons to memorialize... 

Probe further for opinions on why Mr. Blaikie believes these characterizations. Is he judging based on present-day ethical standards, or is he fairly weighing the historical evidence? (There can be arguments made for both sides of this debate, so there is no correct answer to this question, it is simply a jumping off point for evaluating the ethics of an event while weighing the historical context).

**Step 4: Guided Practice**

**Time: 20 minutes**

Where the class has the opportunity to engage with the work independently/in small groups under your supervision or under guidance

After evaluating a modern judgment of the events of Bloody Saturday, the students are ready to examine some contemporary accounts of the riot. Distribute to the students Mayor Gray’s editorial from the June 23rd edition of the *Winnipeg Free Press* (PSD 5.2) and excerpts from the June 23rd edition of the *Western Labour News* (PSD 5.3). Instruct the students to complete their own versions of the chart from Step 3 for each of these documents. For the “Reasons to memorialize” category, the students should use the primary source as justification for memorializing or honouring some aspect of the riot, be it a hero or a victim. E.g. the Mayor Gray editorial could be used to justify honouring the North West Mounted Police for their bravery in quelling the seditious alien threat.

During this activity, circulate to answer student questions and monitor progress.
Step 5: Independent Activity

The students will engage in an extension activity (BLM 5.2), wherein they simulate a town hall meeting to discuss the possibility of placing a plaque at the corner of Portage St. and Main St. in Winnipeg, to commemorate the upcoming 96th (change the date to reflect the current year) anniversary of the deaths of Mike Sokolowski and Steve Schezerbanowes, the two men who died as a result of the riot, as well as the many Winnipeggers injured on Bloody Saturday. You will act as a moderator for the discussion. In order to select the “town council” members who will present the idea for the plaque, draw names randomly (the point of the activity is to get the students thinking about evaluating the ethical dimensions of a controversial event in different contexts, so allowing them to pick the most comfortable position is counter-productive). The remaining students will take on the role of a descendent of the role they took on in lesson 4 (BLM 4.3), with a few exceptions. For some randomly selected students, assign them an identity from a second set of role-playing cards (BLM 5.3) to increase the diversity of perspectives and to get students examining different contexts. Consider offering a period or two with technology to allow students time to prepare their statements.

Step 6: Sharing/Discussing/Teaching

The students will conduct their town hall meeting in the classroom. Consider rearranging the seating in the room to have a front “panel”, a speaker’s podium, and an audience. Give the “town council” time to introduce the concept of the plaque, and then allow each student time to make a statement either in support or against the plaque, as well as the opportunity to suggest a modification to the plaque. Once each student has made their statement, have a vote on whether or not the plaque project should go forward.

ASSESSMENT:

The students’ statements will demonstrate understanding of the complexities of the ethical dimensions of history if they address the issue by placing it in an informed historical context, rather than examining the issue strictly from the morality of the present. Students should disagree with one another, and that is perfectly acceptable, so long as students are making measured arguments about remembrance of Bloody Saturday by synthesizing historical context with the viewpoints they have been assigned.

Consider offering feedback to students individually about their grasp of the process of examining the ethical dimensions of a controversial historical moment.
COURSE: Canadian History, Grade 10 Academic (CHC2D)

SPECIFIC EXPECTATION(S):
B2.3: Communities, Conflict, and Cooperation
   - Describe some major instances of social and/or political conflict in Canada during this period with specific relation to labour unrest and the Winnipeg General Strike

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Change and Continuity, Cause and Consequence, Historical Perspectives, Ethical Perspectives

LESSON #: 6

TITLE: What was where, Why there, Why should I care?

OVERVIEW:
Through the duration of this lesson, students will use a radio clip, present-day labour advertisements and a mural that commemorates the events of the Winnipeg General Strike to assess the historical significance of the strive events. Students will come away with the tools to efficiently evaluate the historical significance of historical as well as present-day events, how they influenced the past, present, and future.

LEARNING GOAL:
1. Analyze how significance is assigned to an object, action, or event through history

MATERIALS:

10. Primary Source Documents
   - PSD 6.1: Radio Clip Reflecting on the Winnipeg General Strike
   - PSD 6.2: Fairness Works Ads
   - PSD 6.3: Winnipeg General Strike Commemorative Mural
   - PSD 6.4: Winnipeg General Strike Artist’s Interview
11. Instructions for teacher
   - Print out sufficient copies of all primary source documents and black line masters
   - Ensure that you have access to a computer, speakers and a TV or projector
   - Load the video and radio clips before class
   - Students will also be using their textbooks in part this class
12. Black Line Masters
   - BLM 6.1: Establishing Historical Significance
   - BLM 6.2: Historical Significance Chart
   - BLM 6.3: Winnipeg General Strike Mural Assignment
   - BLM 6.4: Winnipeg General Strike Mural Rubric
   - BLM 6.5: Winnipeg General Strike Essay Rubric
PLAN OF INSTRUCTION:

Step 1: Warm up

Sketching Significance Activity
- In this activity, students make personal decisions about what is historically significant in Canadian history, and then consider the criteria that they used to make those decisions
  - Ask students to draw a diagram on a blank sheet of paper to show the most significant events, people, or developments in the history of Canada
    - They may use pictures, icons, words
    - They should arrange their diagram in a way that makes sense to them
  - State the time limit of only having 15 minutes to do this activity – the time limit is meant to force them to think on their feet, to choose carefully but quickly
  - Before students begin, warn them that afterwards they will be explaining their choices, as well as their arrangement of figures/images (this knowledge will encourage them to take the task seriously)
  - Ask students to get in pairs or share what they included with their table. Then hold a class discussion to compare/contrast what each individual included in their sketch. Take note of student answers, perhaps by listing the most common answers on the board, so that you can reference these as you move on to discuss explicitly the criteria for historical significance
  - Explain to students that they have just completed the task – using criteria to rank according to importance – that historians use to decide what is worthwhile studying/researching, or in other words to decide what is historically significant

Step 2: Discussion

Open Conversation with the Class
- What makes something important/significant?
- What/who does history tell us is important?
  - Have students participate in a textbook search to introduce them to the concept of significance by getting them to look at which events and people get the biggest headlines and most pages in the textbook and discuss why they think this is
    - Also take into consideration and incorporate into the discussion of who and what does not get coverage in books, film, documentaries
- In what ways is the Winnipeg General Strike [historically] important?
  - Start a discussion around asking students to raise their hands if they have or have ever had a job
    - Minimum wage, minimum hours, benefits, vacation, etc.

Step 3: Modeling

Hand out sheet “Establishing Historical Significance” as a reference (BLM 6.1)
- As a class go over the sheets, answering any questions

Step 4: Guided Practice

Hand out “Historical Significance” chart (BLM 6.2). It will be used to help students organize their thinking with relation to analyzing Historical Significance.
- As a class listen to the CBC radio clip that is a reflection on the events that took place during the Winnipeg General Strike
- Students will take down notes in the chart as they listen
- Allow students to fill in any gaps while playing the “Fairness Works” TV ads
Discuss and take up any questions surrounding the chart, radio clip, and advertisements

Step 6: Sharing/Discussing/Teaching  Time: 10 minutes

As a class utilize the primary source documents to analyze the Winnipeg General Strike commemorative mural and the artist’s explanation as to why he incorporated the aspects that he did, his methods of deciding historical significance and the thoughts he hoped to inspire (PSD 6.3 and PSD 6.4).

ASSESSMENT:

Hand out the Winnipeg Mural Assignment sheet (BLM 6.4) in addition to the Winnipeg General Mural Rubric (BLM 6.4) and Essay Rubric (BLM 6.5). As a class go over the assignment requirements to ensure full understanding and address any issues or questions students may have – this process allows for no ambiguity, thus providing a better learning outcomes.

Mural Assignment
- Working in groups, students will analyze the current Winnipeg General Strike mural located on Main Street in Winnipeg to commemorate this historical period
  - Encourage the class to read the interview and answers provided by the artist of the pre-existing Winnipeg General Strike Mural
- Much to the work that the artist did with regards to the current mural, students will carefully select pertinent events that they deem to depict the most significant aspects of the Winnipeg General Strike to include in their own rendition of the mural
  - Students will create a rendition of the layout of their mural, including images and either small paragraphs (no more than 100 words) or short quotes or sayings that that they would include
- Individual students are also to submit an essay describing their mural and explaining their inclusions, in addition to the process of how they deemed each aspect to be the most historically significant
- Much of the value of this exercise lies in the preparatory work of selecting and rejecting content as the students come to realize just how few words are available to them and really have to focus on those aspects which they feel to be most significant
- This approach also encourages the virtues of writing both precisely and concisely
- This will be handed in as a summative assessment (OF learning), and students will be graded according to the rubric outline
  - Handed out in this class
  - Students will have more in-class time to work on their representation in later days
  - Must incorporate notions of historical perspectives, evidence, cause and consequence, change and continuity, and historical significance
APPENDIX I – Primary Source Documents

PSD 1.1: Silent Video Clip of the Winnipeg's Labour Trouble

This clip shows some instances of mass meetings with banners, strikers marching through the streets, and arrested strikers being taken by police.

PSD 1.2: Mix of Mounties and Military on the Street

This image will be used in the image puzzle activity, thus explaining the image cut into 3 parts to uncover one by one as per the instructions.
PSD 1.3: Strikebreakers Committee of 1,000 take over the Fire Department

This image depicts strikebreakers at Westminster and Lipton Station during the General Strike, on the side of the Committee of 1,000, taking over the duties of the fire department when the firefighters joined the strike.
PSD 1.4: Special Forces Riding Horseback Surrounded by Angry Crowd

This image depicts mounted police galloping south as a crowd surges in angry pursuit.
This image depicts a crowd of strikers gathering at Victoria Park to hear strike leader Roger Bray speak.
The increased cost of living and widespread unemployment gave rise to a wave of labour unrest that spread across the country in 1918 and 1919, intensifying fears of an international Bolshevik conspiracy. Nothing did more to inflame anti–foreign sentiment and heighten fears of revolution than the Winnipeg General Strike of May 1919.
PSD 1.7: Streetcar Overturned by Angry Strikers

This image evidences a streetcar, full of strikebreakers going to work, being overturned on Main Street in front of the old City Hall building during the 1919 Winnipeg General Strike.
WINNIPEG IS TIED UP
BY GENERAL STRIKE

Movement Approved by Returned
Soldiers—Mayor Asks Gov-
ernment’s Help.

Special to The New York Times.
WINNIPEG, Manitoba, May 16.—The
general sympathetic strike ordered yester-
day by the Winnipeg Trades and
Labor Council to aid the building trades
and metal workers, and which involves
sixty unions with 50,000 members, is in
full effect. Moreover, it has the ap-
proval of the returned soldiers, a factor
which is said to be receiving considera-
tion by the Government at Ottawa.
Mayor Gray, who has been striving to
effect a settlement, wired the Govern-
ment tonight that the situation was pre-
carous and urged the Minister of Labor
to come west at once.

All troops in the city have been de-
tailed for duty by General Ketchen, and
mounted forces from outside will be
brought in if necessary. The firemen
are out, but the police so far remain on
duty.

The tie-up was made almost complete
today when all the telephone girls left
their switchboards and the web press-
men and stereotypers joined the strikers,
leaving the city without telephones or
newspapers.
The Canadian Pacific telegraphers go
out tomorrow, or will at least refuse
to handle Winnipeg business, the object
being to isolate Winnipeg from the out-
side world. All unions except the Typo-
graphical are now out.

Following a conference between the
City Council and the Strikers’ Comit-
tee today it was announced by the lat-
ter that they had instructed the opening
of restaurants and the organization of
bread and milk depots to prevent undu
suffering.

R. B. Russell, business agent of the
strikers, said:

"There will be no more newspapers
until we decide to let them appear. We
know the effect that a newspaper has in
molding public opinion, and that in the
past such opinion has been molded
against our class. We realize that had
we left the press open it would have
taken advantage of the hard situation
by trying to show the public that the
strikers were weakening in their posi-
tion by the opening of food depots. We
want the civic authorities to realize that
there is no indication on our part of
weakening. We intend to keep the
strike effective, but we are also willing
to do anything toward eliminating un-
heardship."

There has been no disorder up to to-
night, but many Winnipeggers were in
the bread and milk lines today. Nearly
all the department stores remain open,
but there has been a great rush for food
supplies. Automobiles are in great de-
mand owing to the absence of street
cars. The city is still supplied with elec-
tric light, gas, and water. The staffs
of theatres and movie houses received
permission to return to duty from the
Trades Council.
The Morning Bulletin Newspaper Article on the Labour Union’s Vote to Strike

GENERAL STRIKE IN CITY AT 11 A.M. TODAY

Labor Unions Vote Three to One for Walk Out--Definite Order of Strike to Develop

RIGORS OF PEG STRIKE RULES ARE LESSENED

At eleven o'clock this morning, unless news has been received before that time that the Winnipeg strike is settled, or from some accredited source that it is about to be settled, business in Edmonton will be closed by a walkout of members of local trade unions in sympathy with the Winnipeg strike.

This decision was arrived at as the result of the strike vote taken among the local unions during the week-end, and which was counted on Sunday afternoon. According to figures handed out by the propaganda committee subsequently appointed, the vote in favour of a strike was 14 in unions for and 4 against, with some others yet to send in their votes. Some 19 unions were supposed to record their vote. Although not given officially, it is understood that the individual voting was about 1770 in favor of a strike to 560 against.

The Edmonton strike will automatically cease with the conclusion of hostilities in Winnipeg. Workers have been warned not to pay any attention to news of the exception that might be given out by the newspapers, but to wait until direct word is given out by the central strike committee, or through the government at Ottawa.

The Trades and Labor Hall is the Pierce Hotel on 10th Street and 10th Avenue, and the call will be made at the 11th and 10th Avenue for the various local unions to assemble and elect delegates to attend a conference to be held in the Trades and Labor Hall.

CALGARY TO STRIKE

CALGARY, May 28. - A general strike has been called in Calgary to take effect at 11 A.M., it being reported among the various unions that the strike will be extended to all classes.

A meeting of the various unions has been called to discuss the matter and it is expected that the strike will be extended to all classes.

A STRIKE OF ALL CLASSES

The strike will include all classes of workers in the city and it is expected that the strike will be extended to all classes.

The Morning Bulletin

EDMONTON, ALBERTA, MONDAY, MAY 29, 1919

CITY EDITION

PRICE FIVE CENTS
WINNIPEG RIOTERS ARE SHOT BY POLICE

One Killed and Several Wounded in Fracas During a "Silent Parade."

MARTIAL LAW DECLARED

Six More Strike Leaders Are Arrested by Authorities and Jailed.

WINNIPEG, B.C., June 21.—Winnipeg is under martial law tonight. After fighting this afternoon between thousands of strikers and the city and provincial police, in which one man was killed, another was probably fatally injured, and a score were hurt, Mayor Gray formally turned over the city to the Federal military forces.

General H. D. H. Ketchen, in charge of the military, announced tonight that the soldiers were in full control of the situation and that scores of alleged rioters were in custody.

Nearly 10,000 persons were massed on Main Street near the City Hall at 2:30 o'clock this afternoon, ready to take part in the "massed silent parade," ordered staged by labor leaders in opposition to city officials' orders against all parades.

Just as the men fell in for the parade a street car manned by non-union men and half filled with passengers, mostly women and children, approached. The car was greeted with missiles thrown by the paraders and wrecked.

A cry went up from the crowd, "Here come the bloody soldiers," and around the corner of Main Street appeared the Northwest Mounted Police. They rode through the crowd and then turning formed in two columns and with truncheons attempted to force the crowd back on the sidewalks. Many policemen were hit by rocks thrown by strikers.

The crowd, however, refused to disperse, and it was not until the arrival of Federal troops that quiet was restored.

The man killed and those most seriously wounded were the victims of an affray on Williams Avenue, where the mounted police had to fire into the mob.

Mike Sokolowski, the man killed, was said by officials to be a registered alien. Tonight troops armed with machine guns are stationed through the city and armored cars are held in readiness at strategic points.

Six more strike leaders, all classed as alien agitators, have been taken in custody by the mounted police, it was officially announced today. The men are charged with seditious conspiracy, and are in custody.

WINNIPEG STRIKE UTLIMATUM

-Special to The New York Times.

 VANCOUVER, B. C., June 21.—That the general strike must be followed by a general settlement was the ultimatum delivered today by the Vancouver Strike Committee to Mayor Gale, assurances being demanded that the city employers who had come out would be reinstated and that the jitney concessions would be cancelled. The City Council disposed of the matter by refusing to treat with the Strike Committee.

The New York Times
Published June 22, 1919
Copyright © The New York Times
PSD 1.11: Strike Committee Permission Sign

This source depicts the signs required by businesses to continue running during the strike, otherwise businesses were shut down so that workers aligned with the strike committee.
To The British Harvesters
Stranded in Canada

Every day brings new evidence that the promises of $4.00 and $5.00 a day are only promises. Our fellow-workers from Britain are stranded in Canada. They are tramping back... hundreds of miles to the nearest City to seek redress; penniless, without food, without sufficient clothing to protect their health against the early cold and rain in the Canadian climate. Some who try to get a “ride” on the railways that brought them here are thrown off without regard to bodily harm. Cases of suicide are already not uncommon, as a sad climax to hopelessness and despair. They are turned out of the immigration halls to sleep on the river banks or seek shelter in jails. This is the glad hand of “welcome” spoken of by the Right Hon. J. R. MacDonald on his recent visit, so different from the welcome accorded him, but then the class affiliations are so different.

The C.P.R. and the C.N.R. are insisting that there is “lots of work” and insisting that the men take it. IN THE LIGHT OF THE EXPERIENCE THAT WE HAVE ALREADY HAD, IT WOULD BE FOOLISH OF OUR COMRADES TO TAKE THIS ADVICE NOW. Hundreds of our fellow-workers from Britain are walking back to this City, who have tried, and failed to get work commensurate with the conditions promised us in Great Britain. The bitter Canadian winter is drawing nearer, to go west now under such conditions is to invite starvation. If the farmers need you, let them come here and get you, with a written guarantee that they will pay you the wages promised in Great Britain. When a man in the Old Country get work in any shape or form, he is guaranteed the wages he signs on at. Do not accept the vague promises of “going wages” but insist that an agreement of the amount be given in writing before you accept. If the farmers will not sign such an agreement, then they are admitting that all they want us for is to exploit us on their own conditions, where we must work for practically our board... or starve.

Comrades, to meet this condition which the Governments of Great Britain and Canada have imposed upon us as workers, we need an organized firm stand, either for work at the wages promised us, or deportation back to Great Britain. We have been the victims of a huge conspiracy of international capitalism to get rid of us in Britain, a conspiracy that has been entered into by the Tory Government of Great Britain and the Liberal government of Canada, in collaboration with the shipping and transportation companies. Many of us have wives and families in the Old Land; we left our homes under a promise that we could better our material condition in Canada, and now we are told we “should take what we get”... “that we are lazy”... “that we are inexperienced.” The promises made us in Great Britain was not on the basis of being experienced, but on what we were, at $4.00 and $5.00 per day per man for eight weeks, and only on this basis was it possible for us to pay out obligations to the shipping companies and at the same time provide for our families. Now “we should take what we get.”

We are only the first contingent in a great scheme to rid British capitalism of its own contradictory evils. Lord Lovat, as head of the Empire Settlement board, is at the time of writing, in Canada, conferring with the Dominion and Provincial governments towards bringing out an even greater number of British immigrants to starve in Canada, so that British capitalism can rehabilitate itself, and continue to grind profit out of the workers that are left.

Fellow-workers from Britain, only in one way can we force the Department of Immigration to recognize our demands... and that is by ORGANIZATION. By standing together with a common demand—that they either guarantee us the pledges made in Great Britain as to wages... or transportation, free of charge back to our homeland, with full maintenance in the meantime. Stand by those demands and refuse to accept any further argument of “taking what we can get.” If we do not stand firm on those demands we are only permitting ourselves a kick to your guns boys, and in this you have the Canadian workers; shall it be said that we are scabs? Stick to your guns boys, and in this you have the Canadian workers behind you; either a guarantee of the wages promised, or transportation back home free of charge, with full maintenance in the meantime.

ISSUED BY A COMMITTEE OF THE BRITISH HARVESTERS.
PSD 1.13: One Big Union (also known as the giant fist) Political Poster

Solidarity, June 30, 1917. The Hand That Will Rule the World—One Big Union.
This source depicts worker dissatisfaction through the use of songs and can be used as various sources (e.g. individual songs).
Our mother is in a "patriot" tree,
Bad meals in her garden,
And all good things that labor brings,
She is locked up in her store.
But if, like us, you'll organize,
His reign will be no more,
And he will go where he belongs
A shuffling paper one.

Remember then, the day
Must be our God forever;
For when we get on the road
From death, we'll never lose it.
The miner's soul we soon will see
Will keep the devil day.
And we'll make this earth a garden spot
For the workers, one and all.

THERE IS POWER IN A UNION

By Joe Hill

(Tune: "There Is Power In the Blood")
Would you have freedom from wage slavery,
Then join the Grand Industrial Union;
Would you from misery and hunger be free,
Then enroll The year before, there is a man.

CHORUS:
There is power, there is power
In a bond of workingmen,
When they stand hand in hand,
That's a power, that's a power;
That must rule in every land—
Our Industrial Union Grand.

Our same question, heed, not only—
As you count your wealth unfold,
Would you have the same freedom—
Nineteen the day when I am old,
Now we understand each other
(As we play the game of work)
Don't please do recall, "My brother",
I'm too old to be a salt.

MR. BLOCK

(At 10:30)

(At 10:30: "To Look of Me Like a Big Note Tonight")
Please give them your attention, I'll introduce to you
A man who is a credit to "Our Red, White and Blue.
He's a laborer, and sold us a medal,
He is a common worker and his name is Mr. Block.
And Block he thinks he may
Be President some day.

CHORUS:
Oh, Mr. Block, you were born by mistake,
You take the cake,
You take the cake.
He on a rock in your black and then jumps in the lake,
Kindly do that for Liberty's sake.
Yes, Mr. Block is lucky; he found a job, by golly!
The sheriff got seven dollars, for jail and fine and tax,
They shipped him to a desert and dumped him with his truck.
But when he tried to find his job, he sure was out of luck.
He shouted, "That's too much,
I'll fix them with the law."
CONDITIONS OF WAGE EARNERS

WINNING’S STATEMENT

The conditions of certain branches of Labour in Winnipeg at the time of the Strike and to which he attributed the Strike was described by Mr. James Winning, who was, at the time of the Strike, President of the Trades and Labour Council. Mr. Winning made a concise but comprehensive statement at one of the hearings. At the risk of extending the length of this report, I think it will be highly valuable to quote at length from Mr. Winning’s evidence. I have no doubt it goes a true and unexaggerated delineation of the mind of Labour in Winnipeg immediately prior to the Strike. I think these views should be given more permanent form than the passing newspaper reports which took place. Mr. Winning said:

A. "Labor was very much dissatisfied—dissatisfied with conditions as they existed. The cause of the dissatisfaction was, in my opinion—or at least one of the causes—was unemployment. Another cause was the high cost of living, lack of the Government to give adequate relief; long hours of employment, inadequate wages, undesirable working conditions, engineering, the growing intelligence on the part of the working class of economic inequalities in modern society; the refusal of some of the employers to recognize the right of the employee to engage labour; the refusal on the part of the employers to recognize the right of collective bargaining, and probably a great many other causes; those are some of the causes that I feel were directly the cause of the unrest which was prevalent before the strike took place in May.

"Now, if I may be permitted to say so, unemployment or the insecurity of a man's job is the greatest nightmare of the working class. When a man is out of a job he gets into debt. It means seeing his children running bare-footed when they ought to have shoes. It means if your wife is sick she can't get the necessary medicines and nourishment in order to build up her body; it very often means you would get in a debt if you were working, but if you are out of work you hesitate to do so, thereby endangering the lives of both your wife and family. It is a mental problem and the fear of out of work, the fear of what is going to happen when you next week are not going to have a job, is the mental bewilderment that is the greatest nightmare of the working class."

"The cost of living, as everybody knows, has been reaching the sky-lights this last five, four or five years, and the wages which the workers have been receiving from time to time have not been adequate to cope with this high cost of living, the result is, that when a man does get a job he is in debt and he has to strain himself with those inadequate wages which he receives when he gets the job, to clear off that debt. The minimum wage board of the Province of Manitoba, after a very careful investigation, considered that it took $12 a week to give her the bare necessities of life, and I wonder when Mr. Boughn was sitting here yesterday, when he told us that he was working at the present time seven days a week, twelve hours a day, for $30 a week, and he had to support five of a family on that. I wonder why it was necessary that one person should have $12 a week, how this particular case is going to get along; that is, seven days a week, twelve hours a day, and all for $30 a week. I think Mr. Boughn gave a vivid description of what pernecates in the minds of most workers today—they can't get sufficient wages for the high cost of living at the present time—that surely then is some cause for the workers to be dissatisfied.
"The worker today does not count so much upon his wages—upon the amount of his wages, as he does on the purchasing power of his wages, and he knows that what he could get for 25 or 30 cents in 1913, it costs him a dollar of those wages to get those same articles today.

He has been further incensed by the reports that come out from time to time, the annual reports we see in the papers from some of the great industrial concerns of the country, showing the profits they have made during the last three or four years, in comparison with profits they have made prior to the War. The worker seeing these profits accumulating by those industrial concerns, feels there is too much of the profits going to those employers; they feel that sufficient profits are being made to warrant them getting better wages, hence getting a better standard of living. They have felt that the Government of this country have been lax in their attitude of permitting this profiteering to go ahead. They have felt that the least the Government could do would be to nationalise all railroads, take over packing plants, abattoirs, elevators and public institutions of that kind. They are convinced with, and exult from time to time what they are doing in other parts of the world, and they have seen that away in Queensland, Australia, the Government there has been able to cope with the high cost of living; they see that that Government has opened up State butcher shops, opened up municipal enterprises, nationalized public utilities, and thereby have been able to keep the cost of living down to a minimum. I think that by the Government not realizing those responsibilities or realizing those responsibilities and not acting on those responsibilities, in doing something of a tangible nature that would show to the workers they had done something to reduce the cost of living, that the worker has lost faith in the present Government. The workers don’t forget each report as come from the various States and such like; the workers remember those cases and they have seen from time to time commissions being appointed by the Government into the high cost of living, commissions appointed to go into various things and they feel that the ultimate outcome has been that they have pigeon-holed these reports.

Now I have stated that the wages of the workers at the present time are totally inadequate in most cases. I don’t wish to go into details into the various trades and enumerate just what those wages are and what increases they have had—some of the speakers who follow me will elaborate on that, but I feel when I have been making investigations all over the City,my observations have been that in the various factories that men have been working for as low as $15.00, and as low as $12, and they are expected to maintain a family on $17, $18 and $20 a week throughout the City. I feel that that is the great cause of the greatest causes of the unrest that prevailed before the 16th of May. It is true that the worker is asked to work too long hours, that it impairs the health of the worker, and when a day of eight hours work is recognized the whole worker, it is not to be wondered at that men working 10, 12 and 14 hours a day should rebel against the long hours they are asked to work at the present time, and it is little wonder that they are dissatisfied with some of the working conditions that prevail. No doubt we have factory laws in the City of Winnipeg, but factory laws don’t cover everything; there are certain working conditions that could be improved from time to time; there is not the slightest doubt that there is a great deal of dissatisfaction with the working conditions in certain industries in the City of Winnipeg.

"Now I feel that probably one of the great causes of unrest is the growing idea of the worker’s condition in general to the economic inequalities that exist today. I feel that the introduction of prohibition is improving the worker’s condition from time to time; it is placing the worker in a better condition or position all the time; it is putting him in a more advantageous position to educate himself along economic and political lines, and I feel that the worker is taking a great advantage of those reforms at the present time. I believe there is a great desire on the part of the worker at the present time, not only for more wages, reduction of hours, and better working con-
PSD 2.1 Continued

ditions, but I feel there is a growing desire on the part of the worker that he should participate further in industry, that he should be a co-partner in industry; I feel there is a growing desire on the part of the organized labour movement of the world that the worker should be recognized in the conducting of that industry, and that while the employer may invent his capital that they also invent their life, and without that labour power it would be impossible to produce wealth, and realizing more and more the importance of his labour power, the great necessity for that labour power, he feels that he should be taken more into the confidence of the employer and be given a greater part in the conducting of the affairs of the great industry enterprises today. In these times when we read that employers of labour, governments of nations, are recognizing the right of the workers to organize, are recognizing the right of the worker to the principle of collective bargaining, we wonder why it is that such industrial eruption could take place because of the fact that some employers refuse to recognize these principles.

"I don't think it is necessary for me this morning to go into any argument as to the right of the worker to organize; it is sufficient at this time for me to say that the refusal on the part of the employers of labour today—and I want to tell the Commission there are not simply a few—my observations are that there are very many in the City of Winnipeg, has been increasing the worker during the last six months, and what we want is a closer co-operation between capital and labor; whilst it can be talked of, and advertised and so on, that it is of no value to Labour unless it is practiced in the factory and the mill, and the worker feels that just as long as the employers of labour can discuss a closer co-operation in their associations and ignore it in the factory, they then become suspicious of that employer, and that suspicion is going to remain, so that I feel that with a closer co-operation, with a better understanding what demands of labour are, a better understanding on both sides, that something can be accomplished to eliminating to a great degree the very thing we have just passed through, such an industrial eruption.

"I don't hope that we will ever be free from strikes, but I do say this, that there are a great many things in each strike which can be brought down to a minimum. I feel, Mr. Commissioner, that there are some of the causes simply that existed and which was the chief cause of the unrest prior to the general strike being called in May.

Q. "You say, Mr. Winning, that that condition of unrest prevailed in Winnipeg prior to the first of May?"
A. "Yes;"

Q. "How was it evidenced; are you speaking now of what members of the labour movement told you, or are you speaking from what you saw?"
A. "Well, I have been seen and have been in conversation with men in all walks of life, in all vocations and had discussions in various lodge meetings, and various other union meetings of different industries; I have had a good opportunity of having the expression of opinions from these men."

Q. "Do you connect in any way the conditions which you have outlined and the general strike which took place?"
A. "The only way that I can connect it is this: that I never knew at any other time in my life that conditions existed that made it so easy for a successful strike vote to be taken. Everybody seemed to be dissatisfied in their particular line, there seemed to be cause existing, if it was not the case of the high cost of living, or wages, it was some other cause. It was because of the fact that certain employers had refused to recognize the right to organize, or probably because of long hours of employment."

Q. "What you say is, that every man had his grievance?"
A. "He had his own particular grievance; there are so many factors, so many different causes, that to enumerate them it would be quite a lengthy list."

Q. "Do you think that the conditions prevailing among labor this year were worse or better than the conditions prevailing at any time during the year 1917?"

A. "Let me state this. That conditions have been gradually getting worse during this last four years. I came to my conclusions this way, that the amount of applications coming into the Labour Temple, the amount of visits we have had from every industry in this city, from men working in industries in the city, laying their grievances before us, and asking us to do something for them, that their wages were so helplessly low that they were not able to buy something with their wages as they did five or six years ago, and I have worked myself night and day organizing those fellow workers into organizations. I am sure there must be thousands more added to the organized labour movement in the middle of April than there have been during the last fifteen years, and with all those various industries getting into an organized labour movement, with all those industries clamoring for recognition, clamoring for better conditions, clamoring for relief, it expressed itself when the Trades and Labour Council asked it to take a strike vote.

Q. "Was there a large degree of activity in the matter of labor organization work this spring?"

A. "Yes, we could not cope with it."

Q. "Did that activity come about as a consequence of any decision of the Trades and Labour Council campaign or did it come about from requests from sections of labour?"

A. "I don't know that the Trades and Labour Council ever went on record to inaugurate a campaign. There was no necessity for that. The amount of applications that were coming in, and the visits that were made, the amount of inquiries that were made, would have easily kept four or five organizers on the road, and we simply had to work night and day to cope with it."

Q. "So far as the Council was concerned, was it simply a question of handling the business as it came and the applications that the organization received?"

A. "Yes."

Q. "So that you say, then, that this condition reflected itself in the strike vote that was taken in the early part of May?"

A. "That is so."

This statement was openly and publicly given. It was reported with accuracy in the public press. Although the most ample opportunity was given therefor, no one sought to challenge this evidence. So much for the mind of labour at this time. But there were other influences at work, and it is necessary to refer to them and return later to consideration of Mr. Winning's statement.

AGGRESSIVE SOCIALISM

There has for a long time past existed in Winnipeg an element which strongly advocated socialist views. The group of men who have forced themselves to the front in that way directed their energies towards the conversion of their ideas of the working classes of Winnipeg. They were particularly successful with the foreign element and, since the revolutions in Europe gave point to socialist propaganda, Europeans of the Russian and Austrian type in this country were most willing disciples of these leaders. The Russian revolutions were represented as indicative of the
The ONE BIG UNION is Bolshevism Pure and Simple

NOTE THE STRIKING PARALLEL

Fundamental Principle of the Federation

The struggle between the classes still continues at the present time and will terminate only when the laboring masses are organized into ONE UNION and USE FORCE to take possession of all wealth through the violence of Social Revolution.

Resolution Creating the One Big Union

Resolved that this conference place itself on record as favoring the immediate reorganization of the workers along industrial lines, so that by virtue of their strength, the workers may be better prepared to enforce any demand they consider essential to their maintenance and well-being.

Note the striking parallel between the fundamental principle of Bolshevism, given in the constitution of the Russian Federation, and the fundamental principle of the One Big Union given in the Calgary resolution creating the One Big Union. Even the name, “One Union,” was taken by the Calgary convention from the Bolshevists' constitution. Bolshevism says the struggle between the classes will terminate only when the laboring masses are organized into one union. One Big Union, along industrial lines. Bolshevism says the one union must “use force” to accomplish its object. The Calgary convention created the One Big Union “so that by means of their united strength and force, they may be enabled to accomplish their object.”
PSD 2.3: Political Cartoons

STRIKES - WALK OUTS
DISORDER - RIOTS
BOLSHEVISM - MURDERS
CHAOS

STEP BY STEP
-- Greene in the New York Evening Telegram
No Bail Will Be Allowed in Case of Red Leaders

Special Board of Inquiry on Way From Ottawa to Review Evidence and Determine Question of Deportation — No Civil Court Trial For Revolutionists

A. J. Andrews, K.C., representing the Dominion department of justice, announced today that the strike leaders and revolutionists now in custody would not be admitted to bail. T. J. Murray, solicitor engaged by the Trades and Labor council to act on behalf of the arrested men, failed to get to Stony Mountain yesterday to apply for bail, owing to the condition of the roads. He intended to go out by train today to make the application.

In addition to the men whose arrests were reported yesterday another notorious revolutionist, Sam Blumberg, was arrested late yesterday afternoon at the city police station. He had heard a report that he was arrested, and went to the police station to inquire about it. He speedily found that he was arrested.

There will be no trial in the civil courts for the revolutionary leaders of the Winnipeg Bolshevist movement. Instead, the evidence against them, secured by the agents of the department of justice, will be examined by a board of inquiry appointed at Ottawa and sent up from Ottawa, under the amended Immigration act, which provides for deportation of any persons conspiring to overthrow the constituted government by force or by threatening or intimidating any person or persons. The board is on its way here but its personnel is not yet known.

If the board of inquiry considers that the evidence is sufficient to warrant deportation, the deportation orders despatched by the government from Ottawa last night will be executed. It is stated by Senator Robertson that sufficient documents were seized at the Labor temple in Tuesday’s raid to prove that a serious conspiracy to overthrow the government was afoot and that it was financed with Bolsheviki funds.

W. A. Pritchard, the noted Vancouver “Red” leader, is in hiding. He was to address a meeting at Brandon last night, but made a mysterious disappearance without “honoring” the meeting by his presence.

No further arrests were made by the Federal or city police last night of Bolsheviki champions.

The following allegations are made against the “Reds” included in the seditious conspiracy.

“There the men did conspire against the person of King George V.”

“That they conspired with intent (Continued on Page Three)
PSD 2.5: The Swearing in of Special Police
PSD 2.7:
PSD 3.1: Council Meeting
PSD 3.2: Rally

PSD 3.3: Marching down the Street
PSD 3.4: Picket Line
PSD 3.5: Pins
PSD 3.6: Canadian Charter of Rights PDF link

http://publications.gc.ca/collections/Collection/CH37-4-3-2002E.pdf
“The Free Press WAS NOT THE VICTIM OF THE GENERAL STRIKE movement. Nor was the Free Press sacrificed for the purpose of vindicating the right to "collective bargaining" by the worker... No, the Free Press was the POLITICAL VICTIM of the soviet government. It was "suppressed" by a ukase from the revolutionary head center because they did not like its views and feared its influence At The Moment When They Were Attempting Revolution. They recognized it as an obstacle to the success of the revolution.”
“It is through the solid fanatical allegiance of the Germans, Austrians, Huns and Russians in the labor unions that the Red Five -- Russell, Veitch, Robinson, Ivens and Winning -- have climbed to power in the labor organizations... The idea behind the One Big Union is to employ these masses of rough, uneducated foreigners, who know nothing of our customs and our civilization, to browbeat and over-ride the intelligent and skilled craftsmen of the more technical trades who are numerically weaker.”
WHY THE GENERAL STRIKE?

Winnipeg is gripped by the biggest strike in its history. Why? Simply because a few employers refuse to recognize the right of Labor to organize. They refuse to consider schedules or to reduce hours.

After repeated efforts to have them act in a reasonable manner the men in the Metal Trades struck work.

The Building Trades Council was recognized by the Employers' Association, and their demands were declared to be just and reasonable, but the employers said that those reasonable wages could not be paid. Or, in other words the men involved must work for less than a living wage.

If the workers must starve it may as well be now as later. This is the reason behind the General Strike.

A UNITED FRONT.

A year ago Winnipeg had a general strike in a small scale, but never has a strike like this been seen in this city. Every union except one is on strike. This one will be out shortly. This means that some 30,000 workers are banded together to back the right of every man to a living. About 95 unions are out 100% strong. Every daily press is closed. The Telegraphers are also out. The Returned Soldiers by unanimous resolution are behind the strikers. The Police were ready to walk out, but were ordered back. The phones are closed. The electrical workers are solid. The water workers are out and are prepared to shut off all water supply if this becomes necessary. Everywhere there is a solid front. The Railway running trades are urging the Trades Council to call them out also.

A SOLID OPPOSITION.

Opposed to these forces is the small but well organized force of the bosses of all industries. They have wealth and the government behind them. They own the wholesale houses, etc. They say they will fight to the last ditch. They will not yield except under dire compulsion. Their agents are everywhere and they know everything.
A FIGHT TO A FINISH.

Since these are the facts it means a fight to the finish. The motto for the hour is — Steady boys — Be Patient — Prepare for a fight to the finish.

WHY SOME INDUSTRIES ARE RUNNING.

Theatres and Picture shows are running under strike permit so that the workers can keep off the streets. Milk and Bread concerns are running under permits to feed the people. Hospitals are given permits so that the sick should not suffer. Water is kept at low pressure rather than cut off so that the workers shall be able to get it. Light is supplied for the same reason. The police were ordered to stay on the job so that there should be no excuse for martial law. So it is with all industries that work under permit of the Strike Committee. They are supplying the prime necessities of life to the workers so that the fight may be carried on until it is won.

All these concerns are organized fully and could be stopped on a minute’s notice, but for the present the Strike Committee believes that it is better to let them run — hence its order for them to stay on the job under permit.
The Spirit of the Strike

Twenty-five thousand, 27,000; 28,000; then 30,000 workers came on strike. It was a wonderful sight. It is said that a crowd is always good natured. Whether this be true or no, it is certainly true that the Winnipeg strikers are good natured. Never a cross word, never a threat, not a single instance of disturbance, no frowns, no ugly looks, no need for police or special constables. Such is the Winnipeg strike. Instead of threats and scowls and frowns and defiance, there is the radiant hope of high idealism in every face. Every voice thrills with the passion of noble resolve. Every motion is inspired by the spirit of a holy cause. And every act is prompted by the determination to help the cause of brotherhood.

It is not a case of blind loyalty to a little understood issue. It is not an agitator led mob, that we see everywhere. Not that, but it is a body of thinking men and women who have heard the issue stated and have been convinced.

This conviction caused soldiers to override the decisions of their executive officers and to espouse the cause of the strikers. This conviction brought into the ranks hundreds who never before felt that they had anything in common with labor. This conviction brought bodies of men and women who have no connection with the trades and Labor Council out; without an invitation into the ranks of men who stopped work to demonstrate the justice of their demands.

Men in high official positions are saying to us things that surprise us. We knew our cause was just, but it was a surprise to hear them saying: "Boys, I hope you win. I want you to win." And men to add: "I should be glad to say this openly, — but — it would cost me my position." While such expressions do not help directly, yet indirectly they inspire us to still higher resolve.

We shall not pass this way again. We shall not need so to do. The spirit of the workers will, before this strike is over, have convinced Winnipeg that labor is not a thoughtless, blindly led mob, but that it is composed of men and women who will rank as the equals in intelligence, idealism and action, with any body of men and women that can be chosen from any class or place.

Their spirit is unbreakable. Their hopes cannot be quenched. Their aspirations cannot be denied. Their efforts cannot fail. Instead of this, their high resolve will carry them through every stress without flinching, and, though they be provoked, they will not revile. Their is the magnificent idealism that brings prosperity and progress and never knows defeat.
WOMEN'S LABOR LEAGUE

Special to The Christian Science Monitor
from its Canadian Bureau

TORONTO, Ont. — The Toronto Women's Labor League has published its platform. It includes the protection of all the industrial workers of Toronto from inadequate wages and extreme working hours, through organization of workers and through such legislation as the minimum wage and the eight-hour day. There are planks to increase cooperative action among women; to create public opinion to understand the labor movement; to supply at all times to all women wage earners a system in working out their industrial problems; to secure definite and accurate information concerning conditions among women and child workers leading to legislative action. The Toronto Women's Labor League is affiliated with similar leagues in Winnipeg, Ft. William, Saskatoon and Port Arthur. Its membership is to consist of trades unions, wives, mothers and daughters of trades unionists, and those in sympathy with organized labor.
“Girls have got to learn to fight as men have had to do for the right to live, and we women of the Labor League are spending all our spare time in trying to get girls to organize as the master class have done to protect their own interests.”
THE STRIKE SITUATION IN WINNIPEG

This newspaper is issued because of the unquestionable necessity for placing before the great body of the citizens of Winnipeg the actual facts of the strike situation from the standpoint of the citizens themselves and in order adequately to inform them of the issue that faces Winnipeg in this, the most serious hour of her history.

It must be stated at the outset that this publication is not issued on behalf of the workers, nor on behalf of the employers, nor in opposition to either of them as such, but simply and solely in the interests of the hundred and fifty thousand or more non-participants in the issues which served as the cause of the strike—or as the excuse for it. It is issued only on behalf of the great mass of the public which is suffering from the strike's effects.

It is to the general public of Winnipeg that we speak, in stating without equivocation that this not a strike at all, in the ordinary sense of the term — it is Revolution.

It is a serious attempt to overturn British institutions in this Western country and to supplant them with the Russian Bolshevik system of Soviet rule.

Winnipeg, as a matter of plain fact, is governed by the Central Strike Committee of the Trades and Labor Council.

At a mass meeting in Victoria Park on Friday, William Ivens, ex-preacher, a pacifist during the Great War, and now editor of the Socialist organ in this city, who is the self-styled dictator of Winnipeg, declared in a speech that Winnipeg was now under Soviet rule.
"The storm is about to break," he said. "And this time, the lightning is going to strike upward, and not down!"

The strike had then been in progress two days. Ivens did not mean that the strike itself was the "storm"—for that had already started. The "storm" to which he referred was a determined attempt to dethrone British justice and British institutions and to permanently establish in their place the dictatorship of the Soviet—of the Bolshevik.

This does not mean that the Trades Union movement, as such, is a Bolshevik movement, nor that all of the present strikers are Bolsheviks. Hundreds, nay, thousands, of the men and women now on strike honestly believe that the strike is a demonstration of sympathy for the Metal Trades workers and the principle of collective bargaining. Incidentally, the principle of collective bargaining never was in issue; the only issue in that respect was the method of applying the principle—whether through Trades Unions or through shop committees.

That, however, is beside the point to some extent, for we do not intend to indulge in the recrimination-breeding pastime of "looking backward." Winnipeg has to look forward and face the real issue that is at stake.

Bolshevism and the rule of the Soviet, or British institutions and democratic constitutional government? That is the question for every true citizen of Winnipeg to ask, and to answer, for this is the parting of the ways.

Let us, then, examine the situation as it exists today.

Why is it that one finds thousands of men and women among the strikers who state quite frankly that they had no wish to strike—that they did not want to strike; and yet, paradoxically, they are on strike?

It is because the "Red" element in Winnipeg has assumed the ascendancy in the Labor movement, dominating and influencing—or stampeding—the decent element of that movement, which desires the preservation of British institutions, yet is now striking unconsciously against them.

To those who think that the mere dickering of trades unions for schedules is in issue and that the strike is a strike for higher wages, for shorter hours, for better working conditions, for the "closed shop" or even for the principle of collective bargaining, we say that it is no longer that.

It ceased to be anything of the sort from the very moment that the first Trades Union struck work in sympathy with the previous strikers on Thursday, May 15,
at 11 a.m. From that hour the dictum of the Central Strike Committee became effective, viz., that no one union would return to work until all of the current demands and disputes of every union were conceded by all employers.

Let us take that at its face value. Who, for one moment, imagines that this condition would end if the strike were settled at this moment by all demands of all unions being granted in full? Does anybody think that such a course would prevent a repetition of this dictatorship?

Or would it not strengthen the "Reds" and enable them to do the same thing over again whenever they felt like it—and in this connection do not forget for one instant that another general strike of all organized labor is definitely set for July 1—a strike for a six-hour working day.

Let us repeat—this is not a strike; it is just plain, ugly revolution. Two-thirds of the Unions now on strike have struck in defiance of their Internationals, knowing that they sacrifice strike pay and that they lose all the benefits they have been paying for for thirty or forty years. They have burned their bridges behind them; the railroad unions have been expelled from their Internationals. What do they hope to gain by this? They knew, that is the Reds among them knew, quite definitely, what they hoped to gain—the destruction of the present industrial system and the present system of government, so let nobody for one moment imagine that any degree of famine or starvation will drive them back to work. Instead, it will drive them to excesses, if the lessons of history are any guidance.

In a strike bulletin issued on Sunday, the strikers were warned to lay in stocks of foodstuffs and be prepared to stand pat until the ends of the "Reds" had been attained. Citizens should take the same advice, as to foodstuffs, to defeat this revolution.
It is seriously to be feared that the strike cannot much longer be controlled and lawlessness averted. At the outset of the strike a signed statement was issued by the heads of the Central Strike Committee, smugly urging law and order. On the second day of the strike Ivens proclaimed that Winnipeg was controlled by a Soviet.

Winnipeg citizens can learn a lesson as to what law and order is likely to be kept, and as to what strike committee rule means, by taking the first harsh act of the Committee of Winnipeg as an example. That first act was to cut off the supply of bread and the supply of milk, not only from the citizens at large, but from their own people as well! This is the sort of harsh terrorism and blind brutality that Soviet rule has meant in Russia.

And then what? The committee found itself starving the strikers and "ordered" or "permitted" its bakers, milk workers and drivers to return to work, at a certain hour. At that hour there was not a pint of milk in the creameries and not a baker in the bakeries. Thousands of gallons of milk soured on the station platforms; thousands of loaves of bread were allowed to spoil.

The moral is that a Soviet cannot even control its own adherents and is utterly unfitted to rule or govern anything. It rests only with the citizens of Winnipeg to defeat the Soviet idea.

How is this to be accomplished? The Reds dominate the 25,000 strikers and through them the 150,000 or more members of the general public. How is it that 25,000 men can dominate and dictate to 150,000 people? Solely because those 25,000 are organized and the 150,000 are not.
The only way to defeat Bolshevism is for the people, the injured, the sufferers, those who are put to hardship through this strike, those who stand in the position of the proverbially "innocent bystander" who always gets shot in a riot, to organize. They must consolidate and stand solidly behind those public-spirited bands of citizens who are protecting the city from fire, who are helping the constituted authorities in every possible manner—and they must be prepared to answer the call at any time when necessary to defend and uphold the free institutions under which we live.

Here, at least to some degree, is a summary of conditions, as contained in the strike-sheet issued by the Red element on Sunday:

"About 95 unions are out 100 per cent strong. Every daily press is closed; the telegraphers are out; the returned soldiers are unanimously behind the strikers; the police were ready to walk out but were ordered back. The phones are closed. The electrical workers are solid. The waterworks are prepared to shut off all water supply if this becomes necessary. Everywhere there is a solid front. The railway running trades are urging the Trades council to call them out also" ... and ... "The motto for the hour is—Steady, boys, be patient—Prepare for a Fight to a Finish."
Certain work is being carried on—by permission of the Strike Committee. The government of this city is out of the hands of the constituted authorities. The Strike Committee rules. You can see the printed signs everywhere—"Permitted—by the Central Strike Committee." The police force is only at work by order of the Strike Committee.

The theatres and motion picture establishments are operating—"By permission of the Strike Committee." The delivery of bread and milk has partially been resumed—"By permission of the Strike Committee." The water is kept at 30 pounds pressure—"By permission of the Strike Committee." A few restaurants are open to feed the public—"By permission of the Strike Committee.

How long must Winnipeg submit to such an outrage as this defiance of constituted authority—yes, of law and order?

Sick people and hospitals are suffering; lack of ice and lack of milk is causing privation and hardship, even the babies—who did not start the strike. So much so that the medical profession has been moved to measured protest. Yet we are cynically told by the Strike Committee that "Enough workers have been left at work to take care of the sick, the children, and the hospitals."

The men's leaders prate of "Law and Order" and of leaving the police on duty to preserve "Law and Order."—yet a crowd gave the volunteers at No. 9 Firehall ten minutes to get out on Friday night. The same ultimatum was served upon the men in Firehall No. 12 by a crowd of a hundred men. "Law and order!" Who talks of law and order, when all gasoline stations were visited by representatives of the strikers and given the option of closing up or being smashed up?

Law and order? Yes—in a way, law and order has prevailed, to the extent that rioting has not occurred. Law and order of this extent has been kept, solely because the industries and commercial houses have submitted to the strike dictum and suspended operation. Why should not business be carried on as far as possible by men whose legitimate right it is, to do business in this city? The citizens and merchants and others who have thus suspended business, cannot preserve the suspension. They will undoubtedly endeavor to resume their work—and there comes the test of the preservation of "law and order." If the City authorities cannot preserve law and order under such circumstances, to the extent of preventing interference with any man's work or business, the proper and logical steps as provided by law to preserve law and order, should and must be taken.

There is but one way out. The cities have pronounced in principle the sway of the Strike Committee and sheviki must be. All true citizens must unite to defend the Revolution.
PSD 5.1: Hon. Bill Blaikie's Motion to the MLA

A transcript from the Manitoba Legislative Assembly session of May 19, 2009, wherein Hon. Bill Blaikie presents a motion to recognize the events of the Winnipeg General Strike on its 90th anniversary.

BLOODY SATURDAY
R.N.W.M.P. MAKE GORY DEBUT—PEACEFUL CITIZENS SHOT WITHOUT WARNING—CITY UNDER MILITARY CONTROL—RETURNED MEN INCENSED—STRIKERS MORE DETERMINED.

One is dead and a number injured, probably thirty or more, as result of the forcible prevention of the "silent parade," which had been planned by returned men to start at 2:30 o'clock last Saturday afternoon. Apparently the bloody business was carefully planned, for Mayor Gray issued a proclamation in the morning stating that "Any women taking part in a parade do so at their own risk." Nevertheless a vast crowd of men, women and children assembled to witness the "silent parade."

The soldiers' committee, which had been interviewing Senator Robertson, had not returned to their comrades when the latter commenced to line up on Main St., near the city hall.

No attempt was made to use the special city police to prevent the parade. On a previous occasion a dozen of the old regular city police had persuaded the returned men to abandon a parade which had commenced to move.

On Saturday, about 2:30 p.m., just the time when the parade was scheduled to start, some 50 mounted men swinging baseball bats rode down Main St. Half were red-coated R.N.W.M.P., the others were khaki. They quickened pace as they passed the Union Bank. The crowd opened, let them through and closed in behind them. They turned and charged through the crowd again, greeted by hisses, boos, and some stones. There were two riderless horses with the squad when it emerged and galloped up Main St. The men in khaki disappeared at this juncture, but the red-coats reined their horses and reformed opposite the old post office.

Shooting to Kill

Then, with revolvers drawn, they galloped down Main St., turned, and charged right into the crowd on William Ave., firing as they charged. One man, standing on the sidewalk, thought the mounties were firing blank cartridges until a spectator standing beside him dropped with a bullet through his breast. Another standing nearby was shot through the head. We have no exact information about the total number of casualties, but there were not less than thirty. The crowd dispersed as quickly as possible when the shooting began.
Some Citizens Applaud Man-Killers

When the mounties rode back to the corner of Portage and Main, after the fray, at least two of them were twirling their reeking tubes high in the air in orthodox Deadwood Dick style. Some individuals, apparently opposed to the strike, applauded the man-killers as they rode by.

Special Police Appear

Lines of special police, swinging their big clubs were then thrown across Main St. and the intersecting thoroughfares. Dismounted red-coats lined up across Portage and Main declaring the city under military control. Khaki-clad men with rifles were stationed on the street corners.

Public Meetings Abandoned

There were no open air meetings on Saturday night, but the central strike committee met as usual and resolved to "carry on" with redoubled vigor. If the city remains under military control meetings will likely be held outside the city limits.

Soldier-Strikers Incensed

Indignation at the action of the authorities was forcibly expressed by returned men. They feel that the prevention of the parade was an infringement of
PROCLAMATION

The Riot Act has been read and remains in full force and effect in Winnipeg.
Riotous assembly of crowds, riotous attack on persons or property, riotous damaging of property are indictable offences, and all persons guilty of same are liable to imprisonment.

Assembling in crowds, congregating and standing on the streets is dangerous, and you do so at your own risk.

The riots of Saturday were a direct challenge to constituted authority, and were promptly and vigorously suppressed and my Proclamation strictly enforced.

CITIZENS—All lawlessness and intimidation must cease.
Those of you who wish to return to your work can do so without fear of molestation, and if you are in the slightest way interfered with or intimidated, notify at once the Mayor or Chief of Police and the offenders will be traced down by the Royal North-West Mounted Police and City Police, if it takes years to do so.

Any foreigners who make any threats of any kind or in any way intimidate or worry would-be workers in the slightest degree can expect immediate deportation to Russia or wherever they come from. We intend to purge the city of any lawless element and prosecute to the full rigor of the law. On the other hand, all law-abiding citizens can feel free to go about their business in the full realization that British law will protect them to the limit. No further open-air meetings, either in parks, streets or public places, will be permitted until further notice.

GOD SAVE THE KING!

CHARLES F. GRAY, Mayor.

June 23rd, 1919.
PSD 6.1: Radio Clip Reflecting on the Winnipeg General Strike

The link to the CBC reflective radio clip based on the Winnipeg General Strike to be used in lesson 6, part 4. To be used in conjunction with the BLM 6.2

PSD 6.2: Fairness Works Ads

This link will lead you to the three fairness works advertisements to play - specifically, to be used in reference to the historical significance of the General Strike to today’s society

https://www.youtube.com/playlist?list=PLZdNHra1MJQa60BDDu-tyDcR3RL4rtbC
PSD 6.3: Winnipeg General Strike Commemorative Mural

These images depict the mural that is located on Main Street in Winnipeg to remember the significance of the events in 1919.
PSD 6.4: Winnipeg General Strike Artist’s Interview

This link will take you to the article where the mural artist, Tom Andrich is interviewed and explains what he included in the mural and why.

APPENDIX II – Black Line Masters:

BLM 1.1: Puzzle Sites

These links allow you to choose which types and specific puzzles you want to print out for your class

- http://www.activityvillage.co.uk/printable-jigsaws
**BLM 1.2: Strengths and Weaknesses of Various Sources**

**Strengths & Weaknesses of Various Sources**

**Primary Source Documents**: Printed or written material relied upon to communicate, record, or prove something.

Examples include: Diaries, letters, certificates of birth, death, or marriage, deeds, contracts, constitutions, laws, court records, tax records, census records, wills, inventories, treaties, report cards, medical records, passenger lists, passports, visas, naturalization papers, and military enlistment or discharge papers.

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<thead>
<tr>
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<th>Strengths</th>
<th>Limitations</th>
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<tr>
<td><strong>General Documents</strong></td>
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<td></td>
<td>- Provides information on the who, what, when, why, and how of an event</td>
<td>- Not a thoroughly objective source</td>
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<tr>
<td></td>
<td>- Provides written, printed, or graphic information</td>
<td>- Generally a verbal, not a visual, record</td>
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<td>- Can clarify the purpose of the communication or transaction</td>
<td>- Often more to the story than what is presented</td>
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<td>- Can be a clue to the level of education of the author</td>
<td>- Bias and agenda of the author to be considered</td>
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<td>- Sometimes offers evidence of emotion</td>
<td>- Identity of the author often unclear (especially true in the case of government documents)</td>
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<td></td>
<td>- Can stimulate the personal involvement of the reader</td>
<td>- Author often no longer living and therefore unavailable to consult or verify</td>
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<tr>
<td><strong>Newspapers</strong></td>
<td>- Many different types of information in one place: news articles, editorials, ads, columns, sports scores</td>
<td>- Possibly difficult to read: handwriting difficult to decipher; words or phrases that are unfamiliar, their meaning changed over time</td>
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<td>- Generally factual</td>
<td>- Must be evaluated in conjunction with other evidence to determine whether the document presents information that is exceptional or conforming with previously established patterns.</td>
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<td>- Quick way to get basic info: who, where, when, what, why</td>
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<td>- Provides larger context of information</td>
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<td>- Written for a mass audience—easy to understand</td>
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<td>- Often has visual content: photographs, editorial cartoons, comics, ads</td>
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<td>- Addresses current events</td>
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<td>- Especially good for local information</td>
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<td><strong>Advertisements</strong></td>
<td>- Visual element often primary</td>
<td>- Shows the bias of the publisher/owner, editor, writer</td>
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<td>- Widespread availability, familiar to us today</td>
<td>- Subject to political and economic pressures</td>
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<tr>
<td></td>
<td>- Record specific moments in time</td>
<td>- Fact checking not always thorough—written to meet deadlines</td>
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<td></td>
<td>- Address human desire and aspirations on many levels</td>
<td>- Newsprint is hard to preserve</td>
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<tr>
<td></td>
<td>- Often include some information on manufacturer, manufacturing technology, product materials, content and use</td>
<td>- Most newspapers not indexed; need to know dates to use</td>
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<tr>
<td></td>
<td>- Reflect prevailing social standards and values of the time</td>
<td>- Varying ideas of what is considered newsworthy by locale and time</td>
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<td>- Often undated</td>
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| Pictures | - Visual records of a moment in time  
- Convey many details about people, places, objects, and events  
- Convey information about everyday life and behavior that is best communicated in visual terms (hair and clothing styles, interior design)  
- Sometimes provide evidence of attitude  
- Important to the study of people who did not leave many written records  
- Can stimulate the personal involvement of the viewer  
- Do not require fluency in a particular language to understand  
- Can be used to stimulate the memory of people | - Not a complete or objective source: the image that serves as the lasting record does not equate directly with the reality of the event itself  
- Reflect the bias or perspective of the photographer including choices about:  
  o What is included in the frame of the camera  
  o The moment in time recorded in the photograph  
  o The subject matter that the person present at the event thought was important to record  
- People, place, date, and the name of the photographer are often not identified.  
- The emotions and thoughts of those involved often are not evident.  
- Information from this kind of source is often suggestive rather than definitive. Photographs must be studied in conjunction with other evidence  
- One must look at many photographs and/or other source materials such as documents and oral histories to determine if the information is unusual or part of a larger pattern. |
### Evaluating Historical Sources

**Topic:**

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<thead>
<tr>
<th>Source Name:</th>
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<tr>
<td>Resource Description:</td>
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<tr>
<td><strong>What Evidence Does this resource reveal?</strong></td>
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<tr>
<td><strong>Analyzing the Evidence:</strong> (who made it? When did they make it?)</td>
</tr>
<tr>
<td><strong>Contextualizing</strong> (why was this made? What historical events contributed to its making?)</td>
</tr>
<tr>
<td><strong>Close Examination:</strong> (what does it tell us? What does it tell us about the historical era?)</td>
</tr>
<tr>
<td><strong>Corroborating</strong> (do other documents confirm or contest what this resource tells us? What discrepancies, if any, are there?)</td>
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<td>Further Investigation/Notes:</td>
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### Evaluating Historical Sources

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</table>

| **Source Name:** | |
| **Resource Description:** | |
| **What Evidence Does this resource reveal?** | |
| **Analyzing the Evidence:** | (who made it? When did they make it?) |
| **Contextualizing** | (why was this made? What historical events contributed to its making?) |
| **Close Examination:** | (what does it tell us? What does it tell us about the historical era?) |
| **Corroborating** |  (do other documents confirm or contest what this resource tells us? What discrepancies, if any, are there?) |
| **Further Investigation/Notes:** | |
Evaluating Conflicting Evidence

Remember, each document will have more than one clue and they may not all necessarily support the same theory. In the chart below, be sure to note: the clue, an explanation of why you think the clue supports the given theory, whether the evidence is credible, and any other important details.

Evaluate the Evidence - Discuss and answer the following questions

<table>
<thead>
<tr>
<th>Weigh the Sources</th>
<th>What's Your Theory?</th>
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<tbody>
<tr>
<td>What document do you find the most persuasive?</td>
<td>Based on the evidence presented, which theory of the history mystery you are examining is more plausible?</td>
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<tr>
<td>What document do you find the least persuasive?</td>
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<tr>
<td>Why is the former document more credible than the latter?</td>
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<tr>
<th>Compelling Evidence</th>
<th>Contradictions</th>
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<tbody>
<tr>
<td>What evidence best supports the theory your group thinks is correct? What in particular about these pieces of evidence does your group find convincing?</td>
<td>What evidence contradicts the theory your group thinks is correct? Why did your group choose to discount this evidence?</td>
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</tbody>
</table>

Draw a Conclusion - Answer the following questions independently in your notebook.

- What did you learn about the historical period during which this event occurred from conducting this investigation?
- Based on your answer to question 5, why is studying events such as this particular mystery an important historical endeavor?
CBC Online Website. Winnipeg General Strike basic Background knowledge

http://www.cbc.ca/history/EPISCONTENTSE1EP12CH3PA2LE.html
The conditions of certain branches of Labour in Winnipeg at the time of the Strike and to which be attributed the Strike was described by James Winning, who was, at the time of the Strike, President of the Trades and Labour Council. Mr. Winning made a concise but comprehensive statement at one of the hearings. At the risk of extending the length of this report, I think it will be highly valuable to quote at length form Mr. Winning’s evidence. I have no doubt it gives a true and unexaggerated delineation of the mind of Labour in Winnipeg immediately prior to the Strike. I think these views should be given more permanent from than the passing newspaper reports which took place. Mr. Winning said:

A. “Labour was very much dissatisfied with conditions as they existed. The cause of the dissatisfaction was, in my opinion – or at least one of the causes – was unemployment. Another case was the high cost of living; lack of the Government to give adequate relief; long hours of employment; inadequate wages, undesirable working conditions, profiteering, the growing intelligence on the part of the working class of economic inequalities in modern society; the refusal on the part of some of the employers to recognize the right of the employee to organize labour; the refusal on the part of employers to recognize the right of collective bargaining and probably a great many other causes; those are some of the causes that I feel were directly the cause of the unrest which was prevalent before the strike took place in May.”

“Now, if I may be permitted to say so, unemployment of the insecurity of a man’s job is the greatest nightmare of the working class. When a man is out of a job he gets into debt. It means seeing his children running bare-footed when they ought to have shoes. It means if your wife is sick she can’t get the necessary medicine and nourishment in order to build up her body; it very often means that you would get in a doctor if you were working, but if you are out of work you hesitate to do so, thereby endangering the lives of both your wife and family. It very often happens that this out-of-work problem finds you so far behind with your rent that the first thing you know is that the landlord is placing the bailiff in possession and you see your furniture going out, so I think I am correct in stating that the insecurity of the job – the question of the unemployment is the greatest nightmare of the working class.

“The cost of living, as everybody knows, has been reaching the sky-lights this last four or five years, and the wages which the workers have been receiving from time to time have not been adequate to cope with the high costs of living, the result is, that when a man does get a job he is in debt and has got to strain himself with those inadequate wages which he receives when he gets the job, to clear off that debt. The minimum was board of the Province of Manitoba, after very careful investigation, considered that it took $12 a week for an individual woman to maintain herself, support herself, and give her simply the bare necessities of subsistence. Now, if that be true, if it takes $12 a week to give her the necessities of life, then I wonder when Mr. Boughton was sitting here yesterday, when he told us that he was working at the present time seven days a week, twelve hours per day, for $20 a week, and he has to support five for a family on that. I wonder, if it was necessary that one person should have $12 a week, how this particular case is going to get along; that is, seven days a week, twelve hours a day, and all for $20 a week. I think Mr. Boughton gave a vivid description of what permeates in the minds of most workers today – they can’t get sufficient wages for the high cost of living at the present time – that surely then is some cause for the workers to be dissatisfied.

“The worker today does not count so much upon his wage – upon the amount of his wages, as he does on the purchasing power of his wages, and he knows that what he could get for 25 or 30 cents in 1913, it costs him a dollar of those wages to get those same articles today.

“He has been further incense by the reports that come out from time to time, the annual reports we see in the papers from some of the great industrial concerns of the country, showing profits they have made during the last three or four years, in comparison with the profits they have made prior to the War. The worker seeing these net profits accumulating by those industrial concerns, feels there is too much of the profits going to those employers; they feel that sufficient profits are being made to warrant them getting better wages, hence getting a
better standard of living. They have felt that the Government of this country have been lax in their attitude of permitting this profiteering to go ahead. They have felt that the least the Government could do would be to nationalize all railroad, take over the packing plants, abattoirs, elevators and public institutions of that kind. They are conversant with, and read from time to time what they are doing in other parts of the world, and they have seen that away in Queensland, Australia, the Government has opened State butcher shops, opened public enterprises, nationalized public utilities, and thereby have been able to keep the cost of living down to a minimum. I think that by the Government not realizing those responsibilities or realizing those responsibilities and not acting on those responsibilities, in doing something of a tangible nature that would show to the workers they had done something to reduce the cost of living, that the worker has lost faith in the present Government. The workers don’t forget such reports as come from the Davies case and such like; the workers remember those cases and they have seen from time to time commissions being opened by the Government into the high cost of living, commissions appointed to go into various things and they feel that the ultimate outcome has been that they have pigeon-holed their reports.

“Now I have stated that the wages of the workers at the present time are totally inadequate in most cases. I don’t wish to go into details in to the various trades and enumerate just what those wages are and what increases the have had – some of the speakers who follow me will elaborate on that, but I feel when I have been making investigations all over the City, my observations have been that in the various factories that men have been working for as low as $15, yes and as low as $12, and they are expected to maintain a family on $17, $18 and $20 a week throughout the City. I feel that that is the great cause – one of the greatest causes of the unrest that prevailed before the 15th of May. It is true that the worker is asked to work too long hours, that it impairs the health of the worker, and when a day of eight hours work is recognized the world over, it is not to be wondered at that men working 10, 12 and 14 hours a day should rebel against long hours they are asked to work at the present time, and I feel little wonder that they are dissatisfied with some of the working conditions that prevail. No doubt we have factory laws in the City of Winnipeg, but factory laws don’t cover everything; there are certain working conditions that could be improved from time to time; there is not the slightest doubt that there is a great deal of dissatisfaction with the working conditions in certain industries in the City of Winnipeg.

“Now I feel that probably one of the great causes of unrest is the growing intelligence of the working class in general to the economic inequalities that exist today. I feel that the introduction of prohibition is improving the worker’s condition from time to time; it is placing the worker in a better condition or position all the time; it is putting him in a more advantageous position to educate himself along economic and political lives, and I feel that the worker is taking a great advantage of those reforms at the present time. I believe there is a great desire on the part of the worker at the present time, not only for more wages, reduction of hours, and better working conditions, but I feel there is a growing desire on the part of the worker that he should participate further in industry, that he should be a co-partner in industry; I feel there is a growing desire on the part of the organized labour movement of the world that the worker should be recognized in the conducting of that industry, and they feel that they have something more at stake, they feel they deserve something more than simply the opportunity to work for so much wages. They feel that their whole life, their energy and labour power is invested in that industry, and that while the employer may invest his capital that they also invest their life, and without that labour power it would be impossible to produce wealth, and realizing more and more the importance of his labour power, the great necessity for that labour power, he feels that he should be taken into the confidence of the employer and be given a greater part in the conducting of the affairs of the great industry enterprises today. In these time when we read that employers of labour, governments of nations, are recognizing the right of the workers to organize, are recognizing the right of the working to the principle of collective bargaining, we wonder why it is that such industrial eruption could take place because of the fact that some employers refuse to recognize those principles.

“I don’t think it necessary for me this morning to go into any argument as to the right of the worker to organize; it is sufficient at this time for me to say that the refusal on the part of the employers of labour today – and I want to tell the Commission there are not simply a few – my observations are that there are very many in the City of Winnipeg, has been incensing the worker during the last six months, and what we want is a closer
co-operation between capital and labor; whilst it can be talked of, and advertised and so on, that is of no value to Labour unless it is practiced in the factory and the mill, and the worker feels that just so long as the employees of labour can discuss a closer co-operation in the associations and ignore it in the factory, they then become suspicious of that employer, and that suspicion is going to remain, so that I feel that with a closer co-operation, with a better understanding what demand of labour are, a better understanding on both sides, that something can be accomplished to eliminating to a great degree the very thing we have just passed through, such an industrial eruption.

“I don’t hope that we will ever be free from strikes, but I do say this, that there are a great many things in each strike which can be brought down to a minimum. I feel, Mr. Commissioner, that those are some of the causes simply that existed and which was the chief cause of the unrest to the general strike being called in May.

Q. “You say, Mr. Winning, that that condition of unrest prevailed in Winnipeg prior to the first of May?”
A. “Yes.”
Q. “How was it evidenced; are you speaking now of what member of the labour movement told you, or are you speaking from what you saw?
A. “Well, I have both seen and have been in conversation with men in all walks of life, in all vocations and had discussions in various lodge meetings, and various other union meetings of different industries; have had a good opportunity of having the expressions of opinions from these men.”
Q. “Do you connect in any way the condition which you have outlined and the general strike which took place?”
A. The only way that I can connect it is this: that I never knew any other time in my life that conditions existed that made it so easy for a successful strike vote to be taken. Everybody seemed to be dissatisfied in their particular lines, there seemed to be causes existing, if it was not the case of the high cost of living, or wages, it was some other cause. It was because of the fact that certain employers had refused to recognize the right to organize, or probably because of long hours of employment.”
Q. “What you say is, that every man had his grievance?”
A.” He had his own particular grievance; there are so many factors, so many different causes, that to enumerate them it would be quite a lengthy list.”
Q. “Do you think that the conditions prevailing among this year were worse or better than the conditions prevailing at any time during the year 1918?”
A. “Let me state this. That conditions have been gradually getting worse during this last four years. I came to my conclusions this way, that this amount of applications coming into the Labour Temple, the amount of visits we have had from every industry in this city, from men working in industries in the city, laying their grievances before us, and asking us to do something for them, that their wages were for helplessly low that they were not able to buy something with their wages as they did five or six years ago, and I have worked myself night and day organizing those fellows into organizations. I am sure there must be thousands more added to the organized labour movement in the middle of April than there have been during the last fifteen year, ad with all those various industries getting into an organized labour movement, with all those industries clamoring for recognition, clamoring for better conditions, clamoring for relief, it expressed itself when the Trades and Labour Council asked it to take a strike vote.
Q. There was a large degree of activity in the matter of labor organization work this spring?”
A. “Yes, we could not cope with it.”
Q. “Did that activity come about as a consequence of any decision of the Trades and Labour Council campaign or did it come about from requests from sections of labour?”
A. “I don’t know that the Trades and Labour Council ever went on record to inaugurate a campaign. There was no necessity for that, the amount of applications that were coming in, and the visits that were made, the amount of inquiries that were made, would have easily kept four or five organizers on the road, and we simply had to work night and day to cope with it.”
Q. “So far as the Council was concerned, it was simply a question of handling the business as it came and the applications that the organization received?”

A. “Yes.”

Q. “So that you say, then, that this condition reflected itself in the strike vote that was taken in the early part of May?”

A. “That is so.”

This statement was openly and publicly given. It was reported with accuracy in the public press. Although the most ample opportunity was given therefor, no one sought to challenge this evidence. So much for the mind of labour at this time. But there were other influences at work, and it is necessary to refer to them and later to consideration of Mr. Winning’s statement.
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<td>Summary:</td>
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BLM 2.3 Worksheet
BLM 2.4

Canada: a People’s History, Episode 12 Ordeal by Fire – 1915-1929

https://www.youtube.com/watch?v=xq-a4sdmZiM
BBC Audio Clip; Remembering the Winnipeg General Strike

In your pairs/groups discuss and answer the following questions based off the CBC audio clip, and the primary source handouts. As a group, be ready to share the answers with the class during a discussion.

1. Why was the government and papers trying to show the strike as Bolshevism?

2. What was the government in Canada scared would happen with the strike?

3. Was it reasonable for the government and the press to react in such a manner to infer that the workers had direct ties to Russia and Bolshevism?

4. What rights would these new amendments violate?

5. PSD 2.2 draws the similarity lines between the One Big Union and Bolshevism. How would this have been received by the opposition to the strike? How would the population which supported the strike reacted to this?

6. Looking at PSD 2.3, what is this political cartoon inferring to the population which is reading the paper?

7. Do you think that a political cartoon such as this would have been effective? What factors may have led it to being effective or ineffective? Why or why not?

8. How did the paper portray the strike leaders?

9. How do you think a Social Media story would be received if it had similar title?
Create a narrative for the two documents that you have been given. What is happening in the picture? Why do you think that this is happening? What could be a result of this moment?

Document A
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Document B
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
Summative Assignment: Name: _______ 

The Winnipeg General Strike has continued for over a month. There has been recent arrest of eight strike leaders. Your assignment is to choose a side, either supporting the arrests of the leaders or crying out against the arrests. You are to write a letter in the role that you are taking on in the context of 1919.

Your letter should answer the following:
  ▪ What is your stance?
  ▪ Why is this your stance?
  ▪ What are you asking to be done?
  ▪ Why are you advocating for this course of action?
  ▪ What would a person holding an opposing view think?
  ▪ Why should your course of action be followed?

Due Date: _______
<table>
<thead>
<tr>
<th></th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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<td>Identifies All Required items</td>
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<td>Identifies 4-5 elements</td>
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<td>outlined on assignment</td>
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<tr>
<td>Expression and Organization of</td>
<td>Thorough demonstration of clear and detailed information. Letter</td>
<td>Good demonstration of clear and detailed information. Letter flows</td>
<td>Some demonstration of clear and detailed information. Some arguments</td>
<td>Limited demonstration of clear and detailed information. Letter does</td>
</tr>
<tr>
<td>Information</td>
<td>flows well and connects arguments throughout</td>
<td>well but lacks connections in arguments throughout</td>
<td>are connected throughout.</td>
<td>not flow well with arguments not connected</td>
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</tr>
<tr>
<td>Grammar and Spelling</td>
<td>No Grammatical or spelling mistakes throughout.</td>
<td>1-3 grammar or spelling errors in assignment.</td>
<td>3-6 grammar or spelling errors in assignment.</td>
<td>More than 6 mistakes throughout the assignment.</td>
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</table>
BLM 3.1

Income inequality and Child Poverty in Canada: From Poor No More, a Canadian feature documentary

https://www.youtube.com/watch?v=GIWroI1wymg
<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Wage (approx.)</th>
<th>Hourly Wage (approx.)</th>
<th>Work Week (approx.)</th>
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<tbody>
<tr>
<td>1919</td>
<td>$1,000.00</td>
<td>&lt; 50 cents per hour</td>
<td>&gt; 50 hours</td>
</tr>
<tr>
<td>1939</td>
<td>$1,218.88</td>
<td>&lt; $1 per hour</td>
<td>48 hours</td>
</tr>
<tr>
<td>1940</td>
<td>$1,298.88</td>
<td>$0.85</td>
<td>44-46 hours</td>
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<tr>
<td>1945</td>
<td>$1,666.08</td>
<td>$1.22</td>
<td>44-46 hours</td>
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<tr>
<td>1950</td>
<td>$2,344.16</td>
<td>$2.09</td>
<td>39-42 hours</td>
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<td>1960</td>
<td>$3,939.52</td>
<td>$2.43</td>
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<tr>
<td>1965</td>
<td>$4,732.52</td>
<td>$3.71</td>
<td>39-42 hours</td>
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<tr>
<td>1970</td>
<td>$6,594.64</td>
<td>$7.13</td>
<td>39-42 hours</td>
</tr>
<tr>
<td>1975</td>
<td>$10,573.68</td>
<td>$17.23</td>
<td>37 hours</td>
</tr>
<tr>
<td>1999</td>
<td>$37,800.00</td>
<td>$17.23</td>
<td>37 hours</td>
</tr>
<tr>
<td>1999</td>
<td>$24,200.00</td>
<td>$17.23</td>
<td>37 hours</td>
</tr>
<tr>
<td>2013</td>
<td>$24,82</td>
<td>37.5 hours</td>
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</tr>
<tr>
<td>2014</td>
<td>$24.85</td>
<td>37.5 hours</td>
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Found at:
https://download.elearningontario.ca/repository/1066000000/CHC2PPU1A08/mme/ca_worker.swf
http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/labr69a-eng.htm
October 14, 1976 - The Saint John General Strike

By: Raymond Léger

After the Thanksgiving weekend, on October 13, 1975, Pierre Elliott Trudeau, the Prime Minister of Canada appeared on television to announce that his government would bring wage and price control for all Canadian workers. On October 14, 1975 the Liberal government introduced Bill C-73 to the House of Commons in Ottawa. Far from controlling prices the program was controlling wages limiting increases to 8% the first year, 6% the second year, and 4% the third year. In addition the government would allow another 2% per year to deal with the increase in national productivity. In addition you could get an extra 2% if your group had fallen behind or you could get a reduction of 2% if you had done well in the previous years in relation to the consumer price index. The government set up what they called an Anti Inflation Board (AIB) chaired by former Liberal cabinet Minister, Jean-Luc Pépin to administer decisions on workers wages. The irony of this announcement was that Trudeau had campaigned in the 1974 election against the Progressive Conservative program of having wage and price control for a period of 18 months.

This was by far the most vicious attack on labour since the legalization of bargaining rights had taken place in Canada, after 1937. It meant that collective agreements that had been negotiated freely between unions and employers were torn apart if the wages negotiated were in excess of the guidelines. Wage settlements in major contracts across the country were averaging 14.3% in 1974 and 16.9% for 1975, before the AIB. At the same time inflation was averaging 10.6% for the same period. Workers had been making gains mainly because they had used strikes to get those substantial wage increases. While the government introduced legislation on October 14, 1975, the infamous act was only proclaimed on December 15, 1975. Because they wanted the wage control to apply to the public sector or each province the Federal government had to get approval from the provincial governments. Every province, including the one with the New Democratic Party in power approved of the measure. An agreement was signed with the province of New Brunswick on February 27, 1976. It took some time before the Anti Inflation Board (AIB) was functional and decisions by the AIB only started to roll in the year of 1976. But the Act was retroactive to October 14, 1975. For most workers, they had to wait for a decision from the AIB and then their wages were rolled back.

Members of local 30 of the Canadian Paper workers Union at the Irving Pulp and Paper in Saint John were amongst the first private sector workers in the country to be rolled back by the AIB. For the first year of their agreement they had negotiated a 23.8% increase. The AIB ordered that it be rolled back to 14.0% for a lost 9.8%. Workers had to reimburse the company 9.8% of their wage increase, retroactive to October 14, 1975. For the second year of the agreement they were rolled back to 11.0%. Not only this affected workers of local 30, but also, it did in fact reverse the pattern that the Canadian Paperworkers Union had negotiated for all the mills in eastern Canada. In March of 1976, workers at the Atlantic Sugar refinery had their wage increase of 14.0% reduced to 8.29% for a lost of 5.71% retroactive to September 1, 1975. It meant that most members of local 443 of the Bakery and Confectionary Workers International Union of America had to pay back anywhere between $300.00 and $500.00 to the company for that period of time. Other locals in the Saint John area were soon to get the bad news from the AIB, because most workers were affected.

Because wage controls suspended free collective bargaining for all workers, labour organisations across the country reacted angrily at these unfair measures. For its part the Saint John District and Labour Council called a special meeting on February 5, 1976 to map a plan of action. The meeting was attended by 52 people representing 26 local unions from Saint John and chaired by the president of the Labour Council, George Vair. They decided to educate the membership on the nature of wage controls and to hold rallies and demonstrations in the City. A special committee was put together under the guidance of Larry Hanley of local 601 of the Canadian Paperworkers Union.

The Labour Council soon went to work, and a labour rally was held at the St-Malachy’s High School on March 28, 1976. Over 600 workers attended the event and heard from Shirley Carr executive vice-president of the Canadian Labour Congress, Bob White, assistant director of the United Auto Workers, Richard Deaton, assistant director of the Canadian Union of Public Employees and Paul Lepage, president of New Brunswick Federation of Labour. The leader of the official opposition in New Brunswick Robert Higgins, who was in the audience but was not a guess speaker, was booed and heckled when he tried to defend his liberal cousins from Ottawa.
In May of 1976 the Canadian Labour Congress held its convention in Quebec City. The minds of the delegates were clearly focused on the wage control. They wanted action and the leadership was criticized for not mobilizing the workers enough in the fight against wage control. In the end a document called Labour’s Manifesto for Canada was adopted by the convention. It contained a bad policy on tripartism and a program of collaboration with governments and the employers at a time when the labour movement was under attack. The document had also a resolution that gave the “Congress through its Executive Council, a mandate to organize and conduct a general work stoppage, or stoppages, if and when necessary”. Following the convention, the executive of the Canadian Labour Congress decided that October 14, 1976, the first anniversary date of the wage control, would be the date for the Day of Protest.

Because it was called a day of protest and not a one-day general strike, many labour leaders across the country used this ambiguity to organize a protest, or demonstration, on October 14, 1976. Many of them were not prepared to put the work necessary to mobilize the entire labour movement and they left a very ambiguous message about the Day of Protest. But in Saint John the leadership of the District Labour Council decided to go for the real thing and pull as many workers as possible out of their workplaces on that day. The leaflets, the t-shirts, the material provided by the Canadian Labour Congress were put in the hands of workers to get them to understand the importance of the attack on labour and to mobilize for October 14. It is called education for action. In the last two months before the Saint John general strike, the Labour Council committee met with local leaders on a weekly basis to access the progress in the mobilization. When Prime Minister Trudeau came to town on September 22, 1976 a big crowd of labour activists greeted him. The business community started to see that the labour movement was serious about the General strike. The Saint John Board of Trade issued an open letter to the District Labour Council trying to discredit the action. Employers sent letters of threats and intimidation to the workers and the unions in the workplaces trying to discourage the movement.

On a rainy October 14, 1976, Saint John businesses and services were idle. All the big industries, the port, the stores, the public services were all down. Protesters gathered in East Saint John, in West Saint John and in the South End and they marched uptown and circled King square. They chanted slogans against the Liberal government and against the infamous wage control, before gathering at the foot of King in front of City Hall. There, they heard speeches from George Vair, President of the Saint John District Labour Council, Donald Montgomery, Secretary-Treasurer of the Canadian Labour Congress, and Paul Lepage, President of the New Brunswick Federation of Labour. It was estimated that 5,000 people participated in the march in Saint John plus the ones that simply stayed home for the day and did not go to work. In total it was estimated that 12,000 workers were off work on that day in Saint John. Fred Hodges a past president of the Labour Council said that day: “that it was the best day of his labour life to see so many people in unity.” George Vair, the President of the District Labour Council described the day as “A tremendous success”.

A success it was. Never before or after have labour people in Saint John mobilized and demonstrated the power they have as workers. Saint John, along with Sudbury, Ontario, Sept Iles, Quebec and Thompson Manitoba were the only communities in Canada where the leadership of the labour movement had opted for a general strike. They had shown us the true meaning of labour solidarity.

Questions (In groups discuss the following):
- What are some similarities and differences between the Saint John and the Winnipeg General strike?
- Do you think that the General Strike of 1919 would have influenced the 1976 General Strike?
- Did the government fear the 1976 strike as they did with the Winnipeg General Strike? Why do you think that this would be the case?
BLM 3.4

Discuss and Answer the following questions while examining the Canadian Charter of Rights and Freedoms.

1. What rights does the Canadian Charter of Rights and Freedoms give to Canadian citizens?
   b. If the charter existed in 1919, would the workers who participated in the Winnipeg General Strike have been within their rights? Why?
2. What rights do Canadians now enjoy that you think came about because of displays of civil disobedience?
3. Does our current wages and incomes for the working class go against any of the sections of the charter?
4. Does the charter allow workers to have more control and more of a voice then they had in 1919?
BLM 3.5

Debate:

Stance:

Opening Statement:

Argument 1

Argument 2

Argument 3

Supporting evidence for Argument 1

Rebuttal Notes

Supporting evidence for Argument 2

Rebuttal Notes
Supporting evidence for Argument 3

Rebuttal Notes

Closing Arguments
BLM 4.1

Questions to Accompany Unionist Primary Sources

When reading the excerpts from the *Western Labour News*, consider the following questions:

Did the authors of these articles see the strike as a success? What evidence do they present?

Why are the workers of Winnipeg striking?

Do the authors of these pieces believe they have popular support for the strike? What evidence do they present?

Given what you know about Canadian society at the time, do you believe that their perspective is justified?
Questions to Accompany Female Unionist Primary Sources

When reading the accompanying sources, consider the following questions:

What did the Women's Labour League want?

What role did Helen Armstrong see women playing in the labour movement? Did she see women as being equal to men?

Based on these readings, why do you think female voices were under-represented in the Winnipeg General Strike? How do their demands compare with those of the strike more generally?
Questions to Accompany Anti-Unionist Primary Sources

When reading the excerpt from the *Winnipeg Citizen*, consider the following questions:

What does the author think of the strike? What sort of words does he use to describe the strikers?

What historical events might be motivating his opinion of the strikers?

Why does the author think the strike should be opposed?

Given what you know about Canadian society and world events at the time, are these views justified?
Role-playing Character Cards

Use the character cards located at http://www.edu.gov.mb.ca/k12/cursocstud/foundation_gr6/blms/6-2-2f.pdf to assign roles to students in the class. These roles will be used to complete the extension activity in BLM 4.5.
Extension Activity: Role-Playing!

Your Task

You have been assigned a character who is in some way involved or affected by the strike. Your job is to use what you know about the factors that influence historical perspectives to determine how your character would feel about the strike. Once you have done that, it's time to show what you know.

In one of the following:
- a video (of 2-3 minutes)
- a presentation (of 2-3 minutes)
- a blog post

State the opinion of your character. You are welcome to get creative with this assignment, so long as you are clearly articulating your character's position. Be sure to integrate both the information given to you on your role-playing card and what we have learned about the strike in class. Take care to not simply state this information, try to integrate into your story about why your character feels how they do about the strike.

Should you wish to share your work with the class (this is mandatory if you are making a presentation), there will be opportunity to do so.

Good luck, and have fun!
BLM 5.1: Clip from CBC Documentary *Bloody Saturday*

This video clip will be shown at the beginning of class during lesson 5. Begin the video at 27:55, and watch until 35:16

BLM 5.2

A Town Hall Meeting!

The Situation

Students, we are happy to invite you to a Town Hall Meeting to discuss the proposal by your Town Council to place a plaque at the corner of Portage St. and Main St. to commemorate the anniversary of the deaths of Mike Sokolowski and Steve Schezerbanowes as a result of the riots on Bloody Saturday, June 21st, 1919.

Your Task

If you have been selected to represent the Town Council, your task is to craft a proposal explaining why this plaque should be laid to commemorate this anniversary, and to write a draft, in no more than 150 words, of the text of this plaque.

If you have not been assigned an alternate role, nor are you a member of the Town Council, you will be playing the role of a descendent of a character from your role-playing activity in which you presented your opinion on the strike. Your instructor has additional copies of these role-playing cards if you do not have yours. Your task is to make a statement at the town hall meeting either in favour of or against the plaque. You also have the option of proposing an amendment to the text of the plaque. Your statement and/or amendment should reflect your character's values as given on the role-playing sheet.

If you have been assigned an alternate role, that will be your character for the town hall meeting. Your task is to make a statement at the town hall meeting either in favour of or against the plaque. You also have the option of proposing an amendment to the text of the plaque. Your statement and/or amendment should reflect your character's values as given on the role-playing sheet.

This town hall meeting will be moderated by your teacher, who will conduct votes on any proposed amendments as well as a final vote, once all statements have been made, on whether or not the plaque should be laid. We wish you the best in your decision-making process.

Our Best,
The Mayor's Office of Winnipeg
BLM 5.3

Alternative Role-playing Character Sheets for Town Hall Activity

These alternate roles are intended to supplement the characters from BLM 4.3, and to bring a wider variety of voices into the town hall meeting. Select 4-6 students at random from the class, and assign them one of the following two roles, which should inform their statement or proposed amendment at the town hall meeting.

Role 1
You are the descendent of a North West Mounted Police officer who was involved in quelling the riot on June 21st, 1919. Your great-grandfather told you many stories about that day, and about the bravery it took to face down the angry hordes of strikers and protesters to protect the city he loved. He told you that he hoped people would not forget the sacrifices he and his colleagues made to protect the country they cared so about.

Role 2
You are a veteran police officer in Winnipeg. You have served the city for more than two decades, and you are proud of your job. You have seen the best and the worst that Winnipeg has to offer, but you love it nonetheless. You believe that policing is noble work, and you want to make sure that history judges the actions of the police fairly.
Significance depends upon one’s perspective and purpose. A historical person or event can acquire significance if we, the historians, can link it to larger trends and stories that reveal something important for us today.

There are a number of criteria that historians’ use that can be applied to establish the significance of events:
- Relevance to people living at the time
- Resonance to people’s experience, beliefs or situations at the time
- Relevance to an increased understanding of the present-day
- Remarked on by people at the time and since
- Remembered within the collective memory of a group
- Revealing of some other aspect of the past
- Results that have consequences for the future
- Durability – for how long people’s lives were affected
- Quantity – how many lives were affected
- Profundity – how deeply people’s lives were affected

Key ideas include the understanding that historically significant phenomena:
1. Result in deep, long lasting change that influences many people.
2. Reveal something important about the past.
3. Shed light on contemporary issues or is relevant to us today.
4. Or is part of a larger, meaningful narrative.

*Assigning significance involves explanation as well as value judgment*
# Historical Significance

**Primary or secondary source** (page numbers, if relevant):

<table>
<thead>
<tr>
<th>Historically significant event or person/people in this source:</th>
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<tbody>
<tr>
<td>Brief description:</td>
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</table>

<table>
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<tr>
<th><strong>Significance Criteria</strong></th>
<th>In what ways is this event or person historically significant?</th>
<th>Does it apply? (Y/N)</th>
<th>In what way does this event or person meet the criteria?</th>
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<tbody>
<tr>
<td><strong>Resulting in Change</strong></td>
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<tr>
<td><strong>Profundity:</strong> How were people affected by the event or person?</td>
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<tr>
<td><strong>Quantity:</strong> How many people’s lives were affected?</td>
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<tr>
<td><strong>Durability:</strong> How long lasting were the changes?</td>
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<td><strong>Revealing</strong></td>
<td>How does this event or person help us to understand the past?</td>
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<td><strong>Resonant or Relevant</strong></td>
<td>How does this event or person shed light on issues or problems that concern us?</td>
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<tr>
<th>Of what larger story or argument might this event or person be a part?</th>
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<tr>
<th>How might the historical significance of this event or person change over time?</th>
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BLM 6.3: Winnipeg General Strike Mural Assignment

Winnipeg General Strike Mural Assignment

Mural

Work in a group of 3. This assignment is designed so that you can demonstrate your knowledge and understanding of the various events and the timeline of the Winnipeg General Strike. Further, it is a chance to show your ability to use historical thinking to assess the significance of this historical period. Get creative, use images, drawings, important quotes, events, individuals, dates etc. Your group will submit a, one page, layout of your mural as you would have it produced if you were in fact commissioned with creating an actual mural.

Students will be given a group mark for this part, it will cover creativity, group work, and inclusion of historical aspects.

Essay

As an individual you will write an essay based on the mural you produced with your group. In your essay, you should explain the historical significance of the topic - why it needs to be included - and comment on the mural your group has developed. You are writing an insider’s critical assessment of your group assignment. It is to be no more than 5 pages, double-spaced, with 12 point font. Your essay should include at least 3 sources in your bibliography. You are required to use at minimum, 2 primary sources. It is most likely you will be using the same sources that supported your group’s mural, but you can use others. You are, of course, expected to provide a critical discussion of your group’s work.

Students will receive individual marks based on spelling and grammar, source requirements, expression and organization of information, and depth and reflection of writing.

For both the mural and the essay, you are expected to demonstrate your ability to assess and present complex issues, and to discuss and explain their significant role in the lifespan of the Winnipeg General Strike.

- Explain the decisions made – e.g. had I had more words to work with I would have talked about this…why you highlighted certain aspects…
- Historical relevance: how the Winnipeg General Strike ties into the history of human rights/advocacy of human rights
# Winnipeg General Strike Mural Rubric

**Group Members Names**

<table>
<thead>
<tr>
<th></th>
<th><strong>Level 4</strong></th>
<th><strong>Level 3</strong></th>
<th><strong>Level 2</strong></th>
<th><strong>Level 1</strong></th>
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<tbody>
<tr>
<td><strong>Group Work</strong></td>
<td>Students worked very well and consistently with other group members, on task, often providing new insights and adding valuable information while encouraging others</td>
<td>Students worked well and consistently with other group members, offering new information and engaging with others</td>
<td>Students worked well and though not consistently on task with other group members</td>
<td>Students do not engage well with other group members, often missing materials and off task</td>
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<tr>
<td><strong>Creativity</strong></td>
<td>Students put significant insights and made a creative layout and mural that could realistically be used a significant mix of individuals, events, quotes, images</td>
<td>Students included good insights and made a creative layout, a mix of individuals, events, quotes, images</td>
<td>Students included minimal insights and made a satisfactory layout, with some degree of a mix of individuals, events, quotes, images</td>
<td>Students included no real insights and made an unsatisfactory layout, with minimal collaboration of individuals, events, quotes, images</td>
</tr>
<tr>
<td><strong>Inclusion of Historical Aspects</strong></td>
<td>Significant historical variance, events are included from across the timeline of the Winnipeg General Strike, wide scope of events and issues. Large degree of historical thinking evident</td>
<td>Good historical variance, events are included from across the timeline of the Winnipeg General Strike. Solid degree of historical thinking evident</td>
<td>Some historical variance, limited scope of events are included from across the timeline of the Winnipeg General Strike. Some degree of historical thinking evident</td>
<td>Minimal historical variance, no real degree of historical thinking evident</td>
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</table>
# Winnipeg General Strike Essay Rubric

Name_______________________

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<tr>
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<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student was creative in essay writing, very thorough in explanations of what was included in the mural and why. Also goes on to explain items not included. Student displayed excellent understanding of historical thinking skills. Great depth in reflection and connections between present day and the Winnipeg General Strike</td>
<td>Student was creative in essay writing, thorough in explanations of what was included in the mural and why. Student also displayed good understanding of historical thinking skills. Good depth in reflection and connections between present day and the Winnipeg General Strike</td>
<td>Student’s essay includes a satisfactory explanation of what was included in the mural and why. Student also displayed minimal understanding of historical thinking skills. No real depth in reflection nor were connections made between present day and the Winnipeg General Strike</td>
<td>Student’s essay includes some explanation of what was included in the mural and why. Student also displayed no real understanding of historical thinking skills. No reflection, nor were connections made between present day and the Winnipeg General Strike</td>
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<table>
<thead>
<tr>
<th>Source Requirements</th>
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<th>Level 2</th>
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<tr>
<td>Student used more than 3 sources – a varied mix of primary and secondary sources</td>
<td>Student used 3 sources – at least 2 primary sources</td>
<td>Student used 2 sources – one primary source</td>
<td>Student used 1 or less sources, no primary sources</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expression and organization of information</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
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<tbody>
<tr>
<td>Thorough demonstration of clear and detailed information. Letter flows well and connects arguments throughout</td>
<td>Good demonstration of clear and detailed information. Letter flows well but lacks connections in arguments throughout</td>
<td>Some demonstration of clear and detailed information. Some arguments are connected throughout</td>
<td>Limited demonstration of clear and detailed information. Letter does not flow well with arguments not connected</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar and spelling</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Grammatical or spelling mistakes throughout</td>
<td>1-3 grammar or spelling errors in assignment</td>
<td>3-6 grammar or spelling errors in assignment</td>
<td>More than 6 mistakes throughout the assignment</td>
<td></td>
</tr>
</tbody>
</table>
Canada - Winnipeg's Labour Trouble - Scenes during the Big Strike which Lasted Six Weeks. Directed by Jean Arsin. 1919.

Foote, L. B. Winnipeg: Provincial Archives of Manitoba, 1919.

"Strikebreakers for the Committee of 1,000 took over the fire department when the firefighters joined the strike." Winnipeg Free Press. Winnipeg, 1919.


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