

GRADE 10 THE EMERGENT CITY
INFORMATION FOR THE TEACHER:

1. The purpose of the project

- Urbanization is a fact of modern life. Cities and their services are part of our everyday lives yet most of us know little about how our city or the city closest to us developed. This program gives students and teachers an opportunity to learn about the development of early Winnipeg, the development of city government and the development of the city's infrastructure. Knowing how one city developed can help students when they are examining other urban places.
- Students also have an opportunity to see and use primary sources, an important part of their social studies learning.

2. The best curriculum match for content is as a case study in:

Grade 10 Social Studies: ***Geographic Issues in the 21st Century***
(Cluster 5: Urban Places)

- The following outcomes seem to be the ones touched on by this site.
*Please note that the outcomes are not fully satisfied by these activities or this site but the site could be used to introduce or to reinforce some of the concepts.

Relevant outcomes

Students will...

- KL-030 Describe urban environmental and economic issues.
*Examples: land use, relationship to the hinterland, **infrastructure**...*
- KL-031 Describe the role of urban planning and use examples to illustrate its importance.
Example from exhibits: parks, playgrounds, bridges...
- KE-051 Identify **issues related to urban growth** and decline.

- The historical material in exhibits could be used to show how the early city of Winnipeg developed, dealing especially with issues such as the development of infrastructure and the importance of urban planning.
- Such a study would provide students with a concrete local example of development.

****There are three suggested options** for using *The Emergent City* to give students information about the development of Winnipeg as a city.

3. Equipment needed for the Grade 10 activities

- Please note that a contemporary map of Winnipeg is needed for all of the options.
- OTHER USEFUL PRINT AND ELECTRONIC RESOURCES:
 - (a) Artibise, Alan. *An Illustrated History of Winnipeg*. Toronto: James Lorimer and Company, 1977.
 - (b) Dafoe, Christopher. *Winnipeg: Heart of the Continent*. Winnipeg: Great Plains Publications, 1998.
 - (c) Hamilton, John David and Dickie, Bonnie. *A Winnipeg Album: Glimpses of the Way We Were*. Toronto: Hounslow Press, 1998.
 - (d) Shilliday, Gregg (ed). *Manitoba 125 - A History* series. Winnipeg: Great Plains Publications.

Vol. 1	<i>Rupert's Land to Riel</i>	1993
Vol. 2	<i>Gateway to the West</i>	1994
Vol. 3	<i>Decades of Diversity</i>	1995
 - (e) Wells, Eric. *Winnipeg: Where the New West Begins (An Illustrated History)*. Winnipeg: Windsor Publications (Canada) Ltd., 1982.

THE OPTIONS

Option A.

There is a *Pathways* exercise that could be used to take a fairly fast look at the history of Winnipeg's development. There are 15 questions, so a class of 30 could be divided into pairs and each given a question to answer. Students could then share their answers and discuss what the information told them about the development of a city.
(Use Gr. 10, Worksheet No. 1)

or

Option B.

There is a form for completing **Report: The Development of Winnipeg as a City**.
(Use Gr. 10, Worksheet No. 2)
Students could work their way through it, including the exhibit *The Emergent City*.

or

Option C.

Teacher and class could spend more time on the topic and work through some of the activities suggested, recording the information on **Report: The Development of Winnipeg as a City (Gr. 10, Worksheet No. 2)** or some other format.

Activity:

- Working in pairs, students examine a map of Canada and decide why a city grew up where Winnipeg is today.
 - Pairs report their reasons.
 - Students use Winnipeg websites to confirm their suggestions. Students begin to work through the **Report: The Development of Winnipeg as City**.
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Activity 2 - "What are Winnipeg's major functions?"

Outcomes:

Students will...

- KE-050 Use Canadian examples to describe the major functions of urban places.
Examples: administration, service, tourism, transportation

Equipment:

- Chart paper, markers
- Computer access
- Pathways to Winnipeg History site
- City of Winnipeg sites
- Copies of **Report on The Development of Winnipeg as City** for each student

Activity: **Think-Pair-Square - Winnipeg's Goods and Services**

- Individually, students make a list of reasons why people visit or come to live in Winnipeg.
 - Students join in pairs and then in fours, to make a shared list.
 - Fours report to class and make class list of reasons.
 - What difference would it make if Winnipeg were not the capital city of the province?
 - Students continue to work through the **Report: The Development of Winnipeg as City**.
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Activity 3 - "How does a city govern itself?"

Outcomes:

Students will... Briefly describe the way that the City of Winnipeg is governed.

Equipment:

- KWL Plus form (*Success for All Learners*, p. 6.20)
- Basic info re city council operation
- Computer access
- City websites
<<http://www.winnipeg.ca/clerks/toc/cityCouncil.stm>>
<<http://www.winnipeg.ca/interhom/mayor/>>
- Pictures of mayor and councillors

Activity: Use a **K?WL** or other activating strategy

Vocabulary:

voter	mayor	councillors	by-laws	election
taxpayer	taxes	services		

Vocabulary activity:

- Check the definitions and information in the exhibit *An Act of Imagination*.
 - Students find names (and pictures, if possible) of mayor and local councillors.
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Activity 4 - "What were the issues in early Winnipeg?"

Outcomes:

Students will...

KL-030 Describe urban environmental and economic issues.
*Examples: land use, relationship to the hinterland, **infrastructure**...*

KE-051 Identify issues related to urban growth (and decline.)

Equipment:

- Pictures and books of early Winnipeg
- Pathways to Winnipeg History site

Activity:

- Check *The Emergent City* exhibit on *Pathways* to find the issues.
 - Record some of the issues and problems.
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Activity 5 - Discussion and Using What You Know **"Why did Winnipeg grow?"**

Equipment:

- Pathways to Winnipeg History site
- History books of Winnipeg
- Daily newspapers

Activity:

- Using the exhibits and books about the history of Winnipeg, compile a list of reasons for Winnipeg's growth.
- If someone asked you to give reasons for moving to Winnipeg today, suggest the reasons you would give. (Remember transportation, living costs, cultural and recreational facilities, education, health...)
- At one time Winnipeg was the fourth largest city in Canada but in 2011 it ranked seventh. Can you give some reasons for this?
- Design a brochure, TV ad or poster to tell people what a great place Winnipeg is. (Check old immigration posters in books for ideas.)

Activity 6 - "What services does a city need?"

Equipment:

- Pathways to Winnipeg History site
- History books of Winnipeg
- Map of Winnipeg

Activity:

- You are a group of urban planners hired by a government to plan a new capital city with a population of about 500 000. (Use the climate, vegetation, location, etc. of Winnipeg as your basis for planning. Choose some of the good ideas from Winnipeg and try to correct any mistakes you see in Winnipeg.)
 - Report to the government on the following:
 - a list of the services your city will need
 - a drawing of the kind of downtown area around your legislative building
 - suggestions for major parks
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Activity 7 - "Good Planning - Parks and Playgrounds"

Outcome:

Students will...

KL-031 Describe the role of urban planning and use examples to illustrate its importance.

Equipment:

- Large maps of Winnipeg
- Chart paper, markers
- *Assiniboine Park* video (made by George Siamandas for Prairie Public Broadcasting)
- Video equipment

Activity:

- Using a map of Winnipeg, count the number of "green spaces" you see - playgrounds, schoolyards, parks, sports fields, etc.
- What are the general reasons for having "green spaces"?
- Watch all or part of the Assiniboine Park video.
- Follow-up activities:

RAFT

Role - Assiniboine Park or Kildonan Park personified

Audience - Gr. 4 or 5 Social Studies class

Format - a story

Topic - "This is My Life"

Activity 8 - "What are modern issues of growth and decline?"

Outcome:

Students will...

KE-051 Identify issues related to urban growth and decline.

Equipment:

- Newspapers
- TV news clips
- *Portage Avenue* video some other video or print material presenting a Winnipeg problem.
(Suggestions:
 - Getting students to the University of Manitoba without all those cars!
 - Creating a mall at the University of Winnipeg
 - Improving your school grounds
 - Making Portage Avenue more exciting
 - Improving old, declining neighbourhoods...))

Activity:

- Students collect newspaper articles about Winnipeg's problems of growth or decline to display for a Gallery Walk.
 - Students use the headlines from "good news" stories to create a collage to publicize Winnipeg's successes in urban planning.
 - Students choose a problem from print or electronic media and work as a group to suggest solutions.
 - Students write to local councillor or the mayor about a current issue.
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Activity 9 - "How do you pay for city services that didn't exist in 1873?"

Equipment:

- List of city services, showing the "new" ones
- List of ways to pay for them
- Cardboard that can be bent

Activity:

- Students go over their list of services that were not even considered in 1873.
- If you were on city council, what would you suggest as ways to pay for these?
 - Be imaginative and produce at least 5 ideas.
- Make a W display to show the issues and suggest the ways to pay for them.

Activity 10 - "What Can I Do to Improve the City?"

- It's easy to make all sorts of lists of what other people can do but students have to be willing to do something too.
- Take a clipboard and ask 10 students for their suggestions about what students can do to improve life in Winnipeg.
- Summarize your suggestions and put them on the school website or make a poster to advertise the ideas.

Note to the Teacher:

Students could also do the following review from **Student Activities** section:

Winnipeg Trivia, Read the Pictures and Calculating the Information