

# Lesson Plan

Grade/Subject: Social Studies 5

Lesson Duration: 50 min

## OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

### General Learning Outcome:

5.3 Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

### Specific Learning Outcome:

- 5.3.1 appreciate how changes impact citizenship and identity
- 5.3.3 assess, critically, how the Famous Five brought about change in Canada
- 5.S.2 develop skills of historical thinking:
  - use photographs and interviews to make meaning of historical information
  - explain the historical context of key events of a given time period
- 5.S.1 develop skills of critical thinking and creative thinking:
  - generate original ideas and strategies in situations of individual and group activity

## LEARNING OBJECTIVES

### Students will:

Examine the effect the members of Confederation had on identity and citizenship in Canada  
Evaluate how the women's suffrage movement shifted the identity of Canada  
Examine primary and secondary sources to understand historical context

## GUIDING QUESTIONS

How has Canadian identity changed?  
Whose voice plays a role in shaping Canadian identity?  
How can people prompt a shift in identity?

## ASSESSMENTS

### Observations:

Listening in on the pair and share sections of question activities  
Listen to analysis of cartoons

### Key Questions:

Why do you think this is such an exclusive group? How would it impact the decisions they make?

What can we learn about the people who published this cartoon and their views towards suffragists?

Why do you think the Women's suffrage movement is a significant part of Canadian identity?

### Written:

The journal entries during the think section on the key questions

## MATERIALS AND EQUIPMENT

- Whiteboard + markers
- Awareness of how 6 groups will be created (proximity/table groups, random live grouping, etc)
- Journals/paper for students
- Optional graphic organizer:  
[https://drive.google.com/file/d/1f7zMbyrt\\_9q20C6XzCB0OoNpT2laVRle/view?usp=sharing](https://drive.google.com/file/d/1f7zMbyrt_9q20C6XzCB0OoNpT2laVRle/view?usp=sharing)
- Google Slides Presentation (<https://docs.google.com/presentation/d/1D5whvICuofR5v3s84pA7TRTQ66qclJEZT-T-RZ4vBrw/edit?usp=sharing>) includes:
  - o Instructions and questions written down
  - o Timer videos
  - o Primary Sources:
    - Confederation painting
    - "What I Would do With a Suffragist" Cartoon
    - "Origin and Development of a Suffragette" Cartoon
    - "When Women Vote" Cartoon
  - o Historical Minute "Should Men Vote": (<https://www.youtube.com/watch?v=SdbG6EIHrbs>)

## PROCEDURE

### Introduction (10 min.):

Let's pretend our classroom wants to be its own country, we need to decide a name for it. Something more awesome than 5MM (or however they label classes in the school), something that really embodies who we are as a class.

Who are we as a class?

**Can you give me some words that describe the identity and who we are as a class?**

(if no one gives suggestions give prompts: "How do you guys act?" "What kind of things do we do? What kind of things do you like to do?" "How would you describe your friends?" "What sort of things do we value?" etc. Prompt for deeper words as necessary)

I'm going to split you up into 6 groups and as a group you're going to come up with two possible names you think our class should have. You have 5 minutes.

---set timer on screen/Smart Board for 5min---

Ask **1** group what they came up with and **why that would describe our class**

Wow, that sounds like a great name.

----Write name up on board---

That is officially the name of our new tiny country.

For those who weren't involved in the naming of our new country **how might you try to get a voice in the matter going forward?**

Write suggestions on the board (creating "Protest Ideas" list)

All great ideas (unless someone suggested getting rid of you, in which case make a joke about the French)

So, when Canada decided it wanted to be its own country it had to do a lot more than just come up with a name. And like us a group got together to make the decisions that shaped how the country would be. But a lot of people weren't in that group and weren't involved.

### Body (30 min.):

But if we look at this picture that depicts people figuring out the final documents of confederation (show picture of all the dudes gathered for confederation talks) **Can you tell me what groups of people are missing?**

- Women
- FNMI peoples
- Poor people
- People of colour
- Basically, anyone who's not a white and wealthy man

So, a very limited group made decisions about the identity of the country.

**Why do you think this is such an exclusive group? How would it impact the decisions they make?**

Explain steps and do quick thumbs (up middle down) for understanding:

Think and feel free to write something in your history journal (or paper), point form notes are fine.

----set timer 3 min---

Talk with your neighbour about your answers.

----set timer for 3 min---

Share some answers out with the class (ask for volunteers)

The decisions that this group of people make are important, not only do they set up parts of our country that last to this day, but the government and the actions they take are concrete representations of our identity.

So, who's in government is important. And people knew this, so they fought to gain a voice those matters and

decisions.

Refer back to the list of “protest ideas (PI)” generated by students, reference any that touch on or get close to voting.

One massive group that you pointed out was missing here was women. They weren’t in government; they weren’t even allowed to vote the men in charge because they lived in a deeply sexist society that viewed them as unable to be equal to or think like men.

They protested this matter in a variety of ways (refer to PI if relevant)

But the men in charge opposed this publicly. One way, and arguably the most amusing way, they did this was through political cartoons in newspapers.

We’re going to be looking at some primary sources today. Primary sources are things that are actually from the time it is showing or talking about. So, this is a cartoon from a newspaper. **Is this a primary source? Thumbs up for yes, or down for no.**

---look at thumbs---

Looking at this first one, can someone tell me **What is happening in this cartoon?**

--take answers and prompt people who answer **Why they think that’s happening?**

**What can we learn about the people who published this cartoon and their views towards suffragists?**

Feel free to write down some of your thoughts in your journal as well, if you’re not comfortable sharing with the class.

First cartoon: women/suffragists had best be silent

Second cartoon: suffragettes are just lonely spinsters, are angry just because they aren’t married. Only valued in connection to a man in their lives.

Third cartoon: if women could vote there would be a complete gender role reversal and that’s the end of the world.

one woman, Nellie McClung even wrote a funny play pretending that men were the ones trying to gain the vote to point out how ridiculous their arguments were.

Let’s take a look at “Should Men Vote” While your watching it look for **what kind of arguments she used in her speech that men shouldn’t vote.**

<https://www.youtube.com/watch?v=SdbG6EIHrbs>

**What kind of arguments did she use in her speech that men shouldn’t vote?**

- Families would fall apart
- Divorces would follow
- Once men got the taste for politics, they’d never stop
- Nice men don’t vote

**Where do you think she got her inspiration for them from?**

**How are you feeling with women and the vote?**

Fist to five (fist: very lost Five: Yeah! Totally got it)

----take a moment to address questions if any arise----

So, eventually women won the ability to vote in federal elections starting in 1918.

Let’s try that now. Instead of one small group getting to choose, you all get a vote in the matter our class-country name.

**Can everyone who thinks this name represents our class well raise your hands, and keep them up until I’ve counted all the votes? If the majority doesn’t like it, we will change it.**

---count votes---

<p>IF MAJORITY LIKES IT: Wow, a good choice was made by our small group.</p> <p>But the rest of you only got a say after the name had been chosen, you would probably get your ideas better heard if you were in their group (reference "protest ideas" list if this is on there)</p>	<p>IF MAJORITY DOESN'T LIKE IT: Ah, so the public has rejected the name.</p> <p>To the group that answered the first time: <b>What was the other name you came up with?</b> ---put that one on the board instead of the old one--</p> <p>And we could repeat this process over and over again, but that seems inefficient. Wouldn't it be easier if you were in the group that gets to make the decision?</p>
<p>AFTER VOTES BIT:</p> <p>See, women had the vote and some were elected to parliament, but they still couldn't be senators because women weren't considered a person legally. Imagine that, if the government didn't see you as a person. What does that say about them? ---pause for effect and to let them absorb/think about it---</p> <p>So, Nellie McClung, Emily Murphy, Henrietta Muir Edwards, Louise Crummy McKinney and Irene Parlby. Formed a group soon to be known as the Famous Five took to the issue to the Supreme Court of Canada in 1928. <b>Anyone want to guess what they decided?</b> ---take a couple guesses---</p> <p>And sadly, those who said that the Supreme Court ruled that women are not people are right.</p> <p>But at this time The Supreme Court of Canada wasn't the highest authority they could go to. The Famous Five took the issue to the Privy Council in England. That's like if you went to the principal because you didn't like a decision I made.</p> <p>And guess what. The Privy Council over ruled the Supreme Court and said that women were people. BAM. Women can now vote and be in all levels of government and have more of a say the actions that represent and shape Canadian identity.</p> <p><b>How are you feeling about the Persons Case?</b> Fist to five (fist: very lost Five: Yeah! Totally got it) ---take a moment to address questions if any arise---</p> <p>Okay, let's put this into action.</p> <p><b>We'll have every group share their name idea and then we'll vote on one.</b> ---get each group to provide their name idea and write it on the board---</p> <p><b>Now you get to choose which one you think represents our class the best. You get to raise your hand and vote for one of them. Make sure you keep your hand raised until your vote is counted</b> --go through each option and count votes---</p>	
<p>IF THERE'S NO CLEAR WINNER: Do vote again but with the top tied choices until winner</p>	<p>IF THERE'S A CLEAR WINNER: Et voila, our class name.</p>
<p><b>Did that feel more fair than how we decided the name at the beginning of class?</b></p> <p>So that was several years of history and slowly gaining power in one class. But remember how you felt before you got a say in the matter, that feeling would have lasted a lot longer for women over a hundred years ago. But they fought and protested and won rights that had been denied them, for some of the reasons we noted in the cartoons. So, what does that say about the people in charge?</p>	

**Closure (10 min.):**

**Why do you think the Women's suffrage movement is a significant part of Canadian identity?**

Think and feel free to write something in your history journal (or paper), point form notes are fine.

----set timer 3 min---

Talk with your neighbour about your answers.

-----set timer for 3 min----

Share some answers out with the class (ask for volunteers)

Take time to let students add any new thoughts they've had to their written response

But this was only the start. Sadly, it wasn't universal when women gained the right to vote, some people of colour and all indigenous people could not vote yet. There is still a long way to go for women's rights to get to where we are today, one of the highlights being: I get to wear pants.

(Leave protest ideas on board for next lesson)