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# BUILDING A UNION: THE CREATION OF THE CSAA

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## MODULE 2 — BUILDING A UNION: THE CREATION OF THE CSAA — ACTIVITY 1

### ACTIVITY 1 – THE WINNIPEG GENERAL STRIKE

**SUGGESTED TIME:** Up to 3 hours if you are giving class time for the project creation, which is suggested

#### MATERIALS:

Access to online webcomic  
Flipchart paper  
Large roll of paper  
Art-making materials  
Internet, library access for research

**ACTIVITY TYPE:** Small group assignment

#### OBJECTIVES

- Deepen learner’s understanding of what lead to the event, who was impacted, and the broader timeframe in which it occurred
- Engage learners in further independent and small group research and discovery around the Winnipeg General Strike
- Practice creative ways to enter into historical material

#### DESCRIPTION

After the learners have reviewed the webcomic titled Building a Union: The Creation of the CSAA and the additional resources offered along with the comic (this can be done as a large group, in small groups, or on their own), move forward on the following assignment that is designed to engage learners in deepening their understanding around the Winnipeg General Strike:

#### GROUP ACTIVITY OPTIONS:

1. Illustrated Timeline – Create a large, graphic timeline, covering The Winnipeg General Strike, that can be posted on the wall and is visible from a distance
  - a) *Includes significant events leading up to the strike, during the strike, and after the strike.*
  - b) *Each event is accompanied by at least one illustration.*
  - c) *Shows an understanding of how the events played out, what the causes and impacts of the events were, and the relationships between each event (for example, how an event leads up to the next event)*
  - d) *Be creative with your writing and art work.*

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2. Newspaper – Create a newspaper dated from the time of the Winnipeg General Strike, and “published” in Winnipeg. This can be 4 – 6 pages.
  - a) *Have the newspaper reflect your understanding of the Winnipeg General Strike, the events surrounding it, and the opinions.*
  - b) *May include:*
    - i. *Front page news stories about the strike*
    - ii. *Editorials giving opinions for and/or against the strike*
    - iii. *Visual elements (photos, cartoons etc)*
    - iv. *Advertisements that are relevant to that timeframe*
    - v. *Other news stories that are relevant to the timeframe (could be Winnipeg specific or Canadian-wide)*
    - vi. *Anything else you think would be included in a newspaper from 1919 in Winnipeg*
  
3. Radio Show – Script and present a live radio show from the days of the Winnipeg General Strike
  - a) *May include:*
    - i. *Interviews with key players from the event*
    - ii. *Live coverage of the strike*
    - iii. *News coverage of the strike*
    - iv. *Advertisements*
    - v. *News stories about other things happening in the city, country, world, at that time*
  - b) *You can present this radio show live to the class, or if you have the tools, you can record it and play the recording back to the class*
  - c) *Be sure to take on the characters, including using your voice in different ways, and that you are clear and understandable*
  - d) *The radio show should display your understanding of the Winnipeg General Strike, how it was talked about in news, the opinions, and an understanding of what else was relevant during that timeframe*

### REPORT BACK/SHARING

Ask the groups to share their creations with each other, one at a time. If they want to include any sort of commentary on how the activity went for them, invite them to do so.

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### FURTHER DISCUSSION

Discussion questions:

- What did you learn that you didn't know before this activity?
- How do you think it felt for these workers to participate in the strike?
- What were the rights that they were fighting for? And why are those things important to people who work and their families?
- How do you think this event in Canadian labour history impacted workers afterwards?

### EVALUATION

If evaluation is necessary for the group you are working with/teaching, it is suggested that it is based on participation rather than quality of writing, quality of artwork, or level of understanding on the topic.