Lesson: Ginger Goodwin

**Appendix 1- Lesson Strategy**

**Introduction**

This lesson is intended to be taught as part of a World War I unit in the Social Studies 10 Curriculum. Prior to instruction students should have read “The Labour Movement” section on page 50 of *Counterpoints* or some similar reading that explores the labour movement’s response to the call for conscription in 1917.

The teacher should briefly introduce the lesson by describing who Ginger Goodwin was and what his grievances were.

A brief overview of facts regarding Ginger Goodwin:

* A labour leader, who organized Trail smelter workers in a strike.
* Demanded an eight-hour work day for smelter workers during WWI
* Goodwin was a member of the Socialist Party of Canada
* Was a public anti-war protestor. Believed WWI was unjustified and a “capitalist” conflict.

It may also be beneficial to explain to the class that at the time wages were frozen, working conditions were poor and because of the war, there were increasing demands to up production. The government did not, however, initiate any price controls on commodities, staples or other essential goods (as would later happen in WWII). As a result prices rose and it became increasingly difficult for workers to feed, clothe and house themselves. Profiteering was also rampant during WWI, producers of valuable war material charged high prices (this included the mining and smelting industries) and the owners were making huge profits. Possible question for class: “How would you feel if you had to work more, got paid the same, and at the same time, the price of all the things you needed to live went up?”

The teacher can then show the video vignette “Ginger Goodwin” to the class, asking them to pay particular attention to the circumstances surrounding his death.

**Body:**

Explain to the class that to this day, the circumstances surrounding Goodwin’s death remain controversial. At the time many people believed that Goodwin was murdered, not killed in self-defence. Goodwin’s friends said that Goodwin was a pacifist, who would not use violence on the police. Those aligned with the mining bosses and industrialists said that Goodwin was a violent communist revolutionary, who needed to be stopped.

Tell the class that we may never know what happened to Goodwin in the Cumberland bush, but their job today will be to determine whether Goodwin was killed because of his beliefs and advocacy or because he was a dangerous criminal.

This activity will be carried out in three steps:

1. Determine What Your Position Is
   1. Hand out the “Ginger Goodwin Research Materials” and the “Determining Your Position” sheet.
   2. Have students read the materials and complete the sheet. This will have them answer questions which will lead them to establishing a main argument.
2. Justify Your Position
   1. Handout the” Justify Your Position” sheet and have them complete it.
   2. This sheet requires students to back up their position with evidence and good reasons.
3. Submit Your Work
   1. See below under ***Closure*** for details.

**Closure:**

Depending on the amount of time he or she has or what skill set the teacher may wish to develop, the teacher can choose from one of the following options in order to complete step 3 of the assignment.

1. Submit Work Sheets: The teacher may choose to simply debrief the class, hold a discussion and have the class submit worksheets as an assessment device.
2. Write a Multi-Paragraph Composition: Have the students convert the information on the sheets into a multi-paragraph composition/essay justifying their position. Essentially, once the sheets are complete, the students have already completed the *brainstorming, research* and *outline* steps of the essay writing process, now they can compose a draft as part of a homework assignment. This can be used as a good stepping stone toward more involved, full length research essays later on in the year.
3. A Class Debate: This will only work if there are significant numbers of students with differing opinions on Goodwin. The following class, the teacher can break up the students into two or three distinct groups – (1) Those who think Goodwin was a peaceful reformer, (2) those who think he was a criminal who needed to be stopped, and (3) those who are somewhere in the middle (for example: they may think he was a peaceful reformer and union activist, but that he should have submitted to the draft and not resisted the police). Set down rules and guidelines for a debate. It is suggested that the three groups may wish to treat this as a pseudo-trial with the teacher as the judge. Each group could select a student to make an opening statement, a student to make a closing statement, and each student is responsible for making at least one point or asking an argumentative question of the other side, and for making one response to the other side. Using the “Justifying Your Position” sheet, students will have quotes and evidence they can use in the debate.
4. Write a Newspaper Editorial: Have the students imagine they are working for one of the local papers in Vancouver or Victoria in 1918. They can justify their position in the form of an editorial for the paper. It may be helpful to show them a modern example from a paper today. This could also be considered a step toward more full length essay writing.

***Assessment*** *–* The teacher can assess the quality of evidence and arguments on the two worksheets, and/or evaluate one of the assignment options.