

HARRIET ZAIDMAN

# CITY ON STRIKE

A NOVEL

“*City on Strike* is rich with historical details and realistic characters—the past is alive and well on these pages! It’s an important story of bravery and determination.”

—Arthur Slade, Governor-General’s Award Winner of *Dust*



# Educator's Guide

by Harriet Zaidman & Kirsten Morris

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# Introduction

The teacher's guide for *City on Strike* is designed for use in Middle Years classrooms, keeping in mind curricular needs and the diversity of skills and abilities in the student population. Teachers are invited to adapt and extend these activities to suit their students' needs. Inquiry and writing activities are included to develop a foundation of skills that can be applied as students advance in their educational lives. Vocabulary activities support the themes and are intended to promote discussion on ideas or words that may be new to the students. Drama activities are included to give students the opportunity to express their identification of the issues facing the characters through kinesthetic activities, which will deepen their understanding of the novel as a piece of literature and of the issues related to people at the time. Pictures of the North End in 1919 and of the General Strike are included to provide the students with a visual understanding of the events and to prompt writing and artistic work suitable for a display board.

For questions or further information, contact Harriet Zaidman at [hzaidman@shaw.ca](mailto:hzaidman@shaw.ca) or Kirsten Morris at [kgmor58@gmail.com](mailto:kgmor58@gmail.com). We welcome your comments as well.

# Curriculum Connections

*City on Strike* relates directly to Social Studies and Language Arts curriculum requirements for the Province of Manitoba:

## **Social Studies:**

Grade 6 - Cluster 2 - An Emerging nation (1914-1945) 6.2.2 Social Change KH-035

Grade 7 - Global Quality of Life - Citizenship Rights (Canada and elsewhere)

Grade 9 - Diversity and Pluralism in Canada 9.1.1, Human Rights 9.1.2, Living Together in Canada 9.1.3, Pluralism and Integration 9.1.4

## **Language Arts:**

Grade 5-9 - General Outcomes

The activities proposed herein can be used to teach Social Studies Skills and Competencies, as outlined in the Grade 6 Social Studies documents and in relation to the expectations of the General Outcomes of the Language Arts curriculum:

- critical thinking
- evidence based research
  - accessing, selecting, organizing and recording information using a variety of resources, tools and technologies
- distinguishing fact from fiction
- evaluation of information
- identifying perspectives and bias
- the consequences of decisions and actions
- social awareness
- issues related to democratic citizenship
  - dissent and disagreement
  - impact of social inequalities
  - rights of working people
  - racism and stereotyping in history and in relation to society today
- communications skills using information collected
  - organization of information and materials to demonstrate acquisition of inquiry skills, evidence based research and evaluation of information
  - effective expression of information
  - development of print, oral, visual and media skills and use of information and communication technologies for the exchange of information and ideas

# Chapter Summaries and Questions

(Printable Research Guide to assist can be found in a subsequent section)

## Chapter 1

*Saturday, April 26, 1919*

*Jack*

Thirteen-year-old Jack finds his parents on Selkirk Avenue, the main shopping area in immigrant area of Winnipeg, after he finishes selling newspapers. His mother is trying to stretch the little money she has to buy food in case of a general strike, while his father and his friends discuss the demeaning and cruel treatment they experience at the hands of employers and government bureaucrats.

1. Provide evidence from the text that Jack's family and the people in the neighbourhood are poor.
2. Why are people in the neighbourhood hoarding food?
3. Why is there a lot of unemployment?
4. What are the barriers some men face to finding work?
5. Why are immigrants treated differently?
6. What is Relief? Describe the attitude of city officials to giving people Relief. Describe how people feel when they have to apply for it.

## Chapter 2

*Saturday, April 26, 1919*

*Nellie*

Jack's 11-year-old sister Nellie and her best friend, Jeannie Lyszanski, are window shopping on Selkirk Avenue while their parents buy groceries. They love the new fashions, but both admit their families too poor to afford them. Nellie remembers how the Spanish flu impoverished her mother and father even more. Jeannie confides in Nellie that her brother, Walter, has arrived home from service in World War I, but he's changed, angry man. He shocks his family by declaring he will defy any labour actions.

1. Why don't some women like the new fashions that Nellie and Jeannie find so attractive?
2. Where has Walter been? Why do you think he has changed?

3. Why do Jeannie's parents tell Walter to save his money?
4. What is a strike?
5. Why does Jeannie want Nellie to keep her secret about Walter?
6. What's an epidemic?
7. What was the Spanish flu?
8. Schools were closed so the flu wouldn't spread, but why do you think didn't factories shut down?

### **Chapter 3**

*Wednesday, May 26*

*Jack*

Jack is excited to deliver papers across the Maryland Bridge in the South End. He'll be paid extra and see a part of the city he's only heard about. He's overwhelmed by the size of the houses and the expansive yards. He meets William Andrews, a boy Jack's age, who helps Jack deliver his newspapers. Jack learns William's father had been mayor of Winnipeg and realizes that William doesn't know about how poor some people in the city are. William's father called his son into the house, casting cold looks at Jack.

1. Why might Jack think people can't always accomplish their dreams?
2. Why doesn't Jack want to be called "Yankel" and why does Izzie bristle at being called "Yitzchak?"
3. What are the differences between the houses on Wellington Crescent and the houses in the North End? Why are they so different?
4. Why is Jack wary of telling William about his family and his ethnic origins?
5. Why doesn't William know about the kind of life Jack leads?

### **Chapter 4**

*Tuesday, May 13*

*Nellie*

Nellie is sitting with her mother and her older sister, Fanny. Fanny confesses she has changed her name to "Frances Simmons" to appear Anglo-Saxon and get a job at the telephone company, which pays a little more than at a factory job. She says many young women have deliberately shed their accents and anglicized their names because

the employers discriminate against immigrants. Mama expresses concern that Fanny will lose her cultural identity, but Fanny says she has no choice if she wants to help contribute to the family. She's on the way to a meeting to discuss supporting the general strike so they can all earn living wages.

1. Why does Fanny get angry about Nellie discovering she has changed her name to Frances Simmons?
2. Why has she changed her name?
3. Why is Mama concerned Fanny will lose her cultural identity?
4. What's the unspoken secret for a lot of the women at the telephone company?
5. Why are all the women - of British origin or otherwise - the same?
6. What's Fanny's personal ambition?
7. What does Mama hope for Nellie?

## **Chapter 5**

*Wednesday, May 14*

*Jack*

In a snap assembly, the principal admonishes the students about the impending strike, describing strike organizers and supporters as enemies of Canada. He urges the children to report on members of their own families. He praises the Committee of 1000 and its leaders - mentioning A.J. Andrews. Jack realizes that A.J. Andrews is William's father. The children are stunned by the principal's comments. Jack goes home with Izzie, where L.B. Foote is meeting with Izzie's father and arranging a photographic job. Jack learns about cameras and then leaves to deliver newspapers. A fight breaks out among boys on the corner as they debate the principal's attitude towards them.

1. What's Mr. Maxwell's attitude toward the strike organizers and supporters? Why?
2. What is Mr. Maxwell's attitude toward the Committee of 1000? Why?
3. What's the effect of Mr. Maxwell's comments on the students?
4. What's the reason for the dispute among the boys on the corner of Selkirk and Salter?

## Chapter 6

Thursday, May 15

Nellie

The strike has been called. Mama walked off the job and is at home, surprised at her boldness, but nervous about having enough money to feed the family. She lets Jack and Nellie go to Victoria Park. They join hundreds of people flowing from their workplaces to the park. Nellie is jarred by the curses flung at the strikers by a butcher. Jack goes off to try and earn a few cents selling newspapers. Nellie sees Fanny at the park with her co-workers.

1. Why is today different from other school days?
2. Describe the conversation Nellie overheard between Miss Ross and her own teacher?
3. Why is Mama laughing one moment and then worried the next?
4. Describe the different attitudes toward people Nellie and Jack encounter on the Main Street.

## Chapter 7

Friday, May 24

Jack

Jack has been skipping school and selling *The Manitoba Free Press* behind his parents' backs. He knows he is engaging in activities that damage the strike, but he is worried about the family having enough money. He's confused that *The Winnipeg Citizen* is reporting untruths - lies. Izzie sees him, but Jack declines the offer to go the Victoria Park, afraid Izzie will wonder where Jack got the money in his pocket.

1. What is Jack doing behind his parents' backs? How does he justify his actions to himself?
2. How are services to Winnipeggers being delivered since the strike began?
3. Why do you think Tateh seems to be happy, even though he's not being paid?
4. Describe the differing reports about what was happening in Winnipeg appearing in the different newspapers? Why does Jack think the *Winnipeg Citizen* is telling lies?
5. Why does Jack decline Izzy's offer to do something together?



## Chapter 8

Monday, May 27

Nellie

Nellie is trying to get away from the “noise” of the strike that’s consuming everyone. She recalls Mama’s changed demeanour - Mama went with Fanny and other immigrant women to blockade deliveries from Eaton’s department store - and succeeded. Eaton’s has fired employees sympathetic to the strike. Nellie meets Jeannie in the school playground and is shocked to learn that Walter is now working for the City, despite their parents’ entreaties. Jeannie asks Nellie to keep her news a secret.

1. Why is Nellie upset about the strike?
2. What strike activity has Mama been involved in?
3. Who is Helen Armstrong? Why does Fanny admire her?
4. What’s the term Nellie uses to describe Walter? What does it mean?
5. Why does Walter’s decision upset Jeannie?

## Chapter 9

Tuesday, June 10

Jack

Jack has bought food for his family with his earnings from *The Manitoba Free Press*. Nellie is suspicious about his story about finding the money. Mama is startled, but begins cooking. Tateh and Fanny witnessed an attack by newly-hired Specials (including Walter) on a peaceful march. Jack is increasingly distressed over the false news being printed by the *Citizen* that the city was in turmoil. He wonders if the advice of the *Western Labor News*, to avoid physical conflict, is wise. His internal pain causes him to throw up; his parents are worried he might have the flu.

1. Why does Jack lie about the source of his money?
2. Who are the Specials?
3. What happened at Portage and Main on June 10?
4. Describe the different accounts in the different newspapers about what was happening in the city?
5. What’s the cause of Jack’s stomach ailment? Does he have the flu?

## Chapter 10

Wednesday, June 11

Nellie

Nellie is excited to be in charge of the skipping rope at recess, but all the kids are distracted by the attack on the peaceful march the day before and the financial pressures their families are under. Various children talk about their fathers being forced back to work, threatened with eviction, etc. Nellie is worried, too. She's read the false claims in the *Winnipeg Citizen* and is alarmed at a news article that says the government is moving armed vehicles with machine guns into the city. She sees Jeannie with a new friend and blurts out that Walter is a Special. The other children abandon her as Nellie regrets her outburst.

1. Why are the children distracted by the events of the strike? What effect is it having on their families and them directly?
2. Why is Nellie upset over the description of strikers as "aliens?" What implications does this description have for her family and her?
3. Why does Nellie reveal Jeannie's secret?

## Chapter 11

Wednesday, June 18

Jack

Jack is physically and mentally exhausted. He's been delivering the *Manitoba Free Press*, but his meagre earnings aren't helping much. A display of a wealthy family in a store window makes him despair at his family's situation. There have been no negotiations. It's rumoured companies are deliberately keeping food away from stores to starve the workers out. A massive storm ruined the city two days earlier, ripping off roofs and damaging homes severely. The strike leaders were arrested and hauled off to Stony Mountain Penitentiary in the middle of the night. Strike headquarters and other locations were ransacked. There is turmoil in the ranks of the strikers as new leadership tries to fill the void. Arguments break out between people about whether or not to continue. Despite Mama being energized by her participation in the strike, Jack knows his family can't go on. Miss Ross, his teacher, calls out to him as he approaches Victoria Park. She sees his *Manitoba Free Press* carrier bag. Jack runs away and cries.

1. List the pressures being exerted against the strikers. What effect are they having?
2. Why does the display in the store window upset Jack?
3. Why do you think there have been no negotiations to end the strike?
4. How does the storm affect the situation of the strikers?

5. Why did the North West Mounted Police arrest the strike leaders in the middle of the night? What effect does their arrest and the actions of the Specials have?

## **Chapter 12**

*Friday, June 20*

*Nellie*

Nellie is dawdling in the heat on the way home from school, wishing there was good food at home but knowing there is only potato soup. The weather is hot and there is no energy in the classroom or among the teachers as the strike drags on. She has been going to rallies with Fanny and sees the cracks opening in the resolve of the strikers. She confesses to Fanny she was cruel to Jeannie. Fanny tells her not to let Walter's actions wreck their friendship and Nellie agrees to make it up to Jeannie. Jeannie walks right by Nellie, not stopping to acknowledge her.

1. What is happening at Aberdeen school?
2. What is Nellie learning when she accompanies Fanny to the meetings at Victoria Park?
3. What is Fanny's advice to Nellie?
4. What does Nellie experience on her walk home from school?

## **Chapter 13**

*Saturday, June 16 - Bloody Saturday*

*Jack*

Tateh has told everyone to stay home, but Jack slips out and joins the crowds heading to Main Street to watch a parade of returned soldiers. He bumps into L.B. Foote, who offers to pay him to assist him as he takes pictures of the parade. They see William, who is in front of his father's former office. L.B. Foote gets his permission to take pictures through the office window. Jack is agitated, blaming William for the misery his family and the strikers are experiencing at the hand of the Committee of 1000, led by A. J. Andrews. Mr. Foote intervenes and tells Jack to come along in anticipation of the march.

1. What orders has the mayor issued? Who did he direct them toward especially?
2. Why does Jack defy Tateh's instruction?
3. What is the level of support for the strike now?

4. Explain Jack's response to seeing William.

## **Chapter 14**

*June 16 - Bloody Saturday*

*Nellie*

Fanny drags Nellie away from the house and down to Main Street where they join the large crowds on the sidewalk. Fanny tucks Nellie into an alcove to protect her. As they wait for the march to begin, a streetcar runs down Main Street. People are incensed; they attack the streetcar, beat at the passengers and the driver, then tip the streetcar off the rails. Mounties race their horses toward the crowds on the sidewalks, beating them from above with truncheons, but people fight back, yanking Mounties off their horses. The Mounties withdraw, racing back to Portage and Main. The strike supporters cheer their victory, but it's only a momentary victory; the Mounties are attacking again.

1. Why is everyone gathered on the sidewalks?
2. Why are they angry at the appearance of the streetcar? How do they respond?
3. Why is the crowd incensed when the Mounties attack them? Did the crowd provoke the attack?
4. What does the second assault by the Mounties signify?

## **Chapter 15**

*June 16 - Bloody Saturday*

*Jack*

Jack and William work fast to help Mr. Foote set up the cameras. The boys are ill at ease with each other. Through the lens of the camera, Jack witnesses the streetcar being attacked and the violence unleashed by the NWMP. He is startled to see his father in the crowd, lunging upward to pull a Mountie off his horse. His father is hit with a baton; Jack races down the stairs to find him. He tries to plough through the crowd, but people are surging against him to get away and then he feels himself being yanked backward. William drags him back into the building to safety, refusing to let him go.

1. Why is the office an advantageous position to take pictures?
2. What is Jack's response when he sees his father being hit?
3. Why does William drag Jack back into the building?

## **Chapter 16**

*June 16 - Bloody Saturday*

*Nellie*

Fanny and Nellie are racing away from Main Street, but the Specials are chasing the crowd down Market Street. Nellie hopes they can run through an alley and get away, but they are diverted by Miss Ross toward the river. Nellie sees that Miss Ross has cut her hair and looks different from the way she looked at Aberdeen School - she realizes she's a pretty young woman. As they hide in some bushes, Nellie sees the Specials pursuing the strikers into the alley on both sides, hemming them in and beating them unmercifully. Nellie, Fanny and Miss Ross start running again, trying to get away from the scene as fast as possible.

1. Why are the Specials running after the crowds, even though people are dispersing?
2. Describe the different responses people have to the attack by the Specials.

## **Chapter 17**

*June 16 - Bloody Saturday*

*Jack*

William is incredulous at the events on Main Street, horrified to see vehicles with machine guns installed and militia with bayonets drawn. Jack is still stunned, conflicted over his resentment toward what William's father represents but grateful William saved him. William announces he is leaving and does, despite protestations from Jack and Mr. Foote. Jack and Mr. Foote spend the next several hours talking about the events and Jack's hopes and dreams. They discuss the obstacles he faces, including discrimination. Jack is thrilled by Mr. Foote's encouragement and offer of work, if he wants it. They leave under the cover of darkness, but see Specials - one of them is Walter - blocking the underpass at Higgins Avenue. They creep in and out of doorways and then across the street and the rail tracks. Mr. Foote escorts Jack home, and the boy runs into his mother's arms.

1. Why is the militia armed and why is it patrolling the streets? Who poses a threat?
2. Describe the lessons have Jack and William each learned through this experience.
3. Describe Jack's thoughts about what he can accomplish in the future. What does the poems *Invictus* mean to him?
4. What is Mr. Foote's advice to Jack? Is Mr. Foote realistic in encouraging Jack?

## Chapter 18

*Saturday, June 28*

The family is awoken by Tateh's arrival home. He's been protected by Michael Lyszanski, who hid Tateh in their cold cellar and supplied with food by Jeannie. The Mounties had been arresting people and had searched the Sitner's home. Fanny and Nellie spent the night of Bloody Saturday in Miss Ross's room. Miss Ross was fired and will be leaving the city, but she's glad she supported the strike and hopes teachers will organize. She encourages Fanny to follow her dream to be a teacher. Fanny and Nellie tell Tateh that two men were killed by the RWNMP, many were injured and many arrested. They inform Tateh that Strike Committee called off the strike to avoid more violence. Jack tells Tateh about taking pictures with Mr. Foote and the people's reactions when the pictures were printed. Mama has been rehired, but at a lower rate of pay, Fanny must find another job, Tateh has a day job. When Tateh goes to rest, Jack confesses to Mama that he worked during the strike and is surprised to learn that she knew what he was doing. Jeannie knocks on the door and Nellie asks if they can play together; they go outside to play hopscotch. Jack rereads a letter he has received from William, who says he cannot accept his father's version of the strike. William hopes they can be friends and Jack thinks it might be possible in the future, but he needs some normalcy right now and goes off to call on his friend Izzy. Nellie calls after him, asking if he wants to go window shopping on Selkirk Avenue tonight, and Jack readily agrees.

1. Describe the family's reaction when Tateh returns home.
2. Why have the NWMP arrested people and hunted people down in their homes? What is the effect?
3. How were workers treated as a result of the strike's ending? Give examples.
4. What lesson does Nellie learn from Jeannie's actions in the last week of school?
5. What lesson does Jack learn from William's letter?

# Inquiry Questions

Investigate one of the following topics and relate the information you find to:

- a) the text of *City on Strike*, AND
- b) the situation in Canada and the world today

1. The wages and living conditions of workers in Winnipeg or other cities in Canada or the United States during the period from 1910-1920.
2. The impact of World War I on people who stayed behind to work and the men who went to Europe to fight.
3. How did people in 1919 find out about events? Discuss the sources available to them. Evaluate their origins, their intent and their impact.
4. The impact of racism, stereotypes and false news on society.
5. Can people keep the same identity they held when they move from one part of the world to another? Should they try? What does Fanny's decision to take the persona "Frances Simmons" foretell? Why don't Jack and Izzie want to be called by the names they were given at birth?
6. What were the motives of the Canadian government in enticing immigrants to come to Canada, but treating them as they did?
7. What toll does poverty take on the relationships between children and adults?
8. How does the method L.B. Foote used to capture the events during the Strike differ from the way a photographer today would shoot pictures?
9. Why is Walter is a threatening character? Why has he changed since he left to fight in World War I? How does the \$250 he earned from the government change him and affect his family?
10. In the text, characters complain about not being able to get jobs or be accepted because of their accent or their country of origin. Show examples and discuss their situation. Compare their lives with experiences of immigrants and refugees today.
11. Three adults in the Sitner household can't support the family. Investigate the situation facing working families at the time of the strike and compare it to how families live today.
12. Why is Jack shocked at the difference between his neighbourhood and the houses he sees on Wellington Crescent? What does the difference mean?

13. How does Jack's encounter with William change William's ideas about the world?  
Give examples.

## Debates

People should expect to do whatever is asked of them by employers or the government if they come to Canada

vs

People should be accorded living wages and decent working conditions in return for their labour, no matter what part of the world they come from

Working people had/have the right/need to organize to improve their wages and working conditions

vs

Employers are giving workers a job and it's up to the employers to decide the wages they pay, not a union

Employers should not be able to fire workers who organize at their workplace and want to negotiate their wages and terms of work

vs

Employers should have the right to fire workers who organize unions

The Winnipeg General Strike was a conspiracy of foreigners to overthrow the constitutionally chosen government and install a Bolshevik dictatorship

vs

The Winnipeg General Strike was a struggle to gain the rights to collective bargaining and to improve the wages and grim living conditions of working people



# Vocabulary Activities

## **Instructions:**

Word Search #1 is intended to be used before (or during) the reading of Chapters 1-4.

Word Search #2 is intended to be used before starting Chapter 5.

The Word Scramble is intended to be used during the last few chapters.

The crossword is for students to do once they completed reading *City on Strike*. It can be a review and/or an assessment piece and can be done individually or with a partner.

# Word Search 1

Name: \_\_\_\_\_

L E M I E R T H S R S P O M A D E S C A  
D I S H E V E L E D R E V I H M N L Z E  
Q W R K T T J G K B A V V P W O G N W E  
H U B S K I N W A N S S O R I U X S L Q  
I F A J U O X R W O S M U N E G V S V Y  
M D V R M K G W E I A C U E S S G W C W  
E M E H A A D R H T C O R B N X E P J V  
S E S N I N E S S U A L W W L B M R E D  
J I S N T V T P G C M L T C X Q A E P G  
F G I O E I A I A O I E B A B U S H K A  
W N B S P N T Q N L T C F P R H N C N X  
G J R R I P J Y G E N T E A I O U H P O  
T E V S C C H I L G A I I N X Q D U B Q  
P F H L K S D S O H M V L E R S U E Z Q  
Z M C Y L N A M C P N E E Z A S I E F O  
N Q P H E C Y W A J Y K R X X K Y L D B  
M I U T D J Z U U L F X O W B F W I R T  
O T S U K C U R D K O N X J P R Y N X T  
U V R S L T L R X N W Q V O P D D L Z J  
X C E G S F K G A S T V W X O Q T H D U

ANGLO

ANTIMACASSARS

BABUSHKA

BARGAINING

COLLECTIVE

DISHEVELED

ELOCUTION

FEDORA

FISHMONGER

FLU

IDENTITY

PERSEVERE

PICKLED

PIQUED

POMADE

PRESERVES

QUARANTINE

RELIEF

RUCKUS

SAXON

SHTREIMEL

SPANISH

UNIONS

## Word Search 2

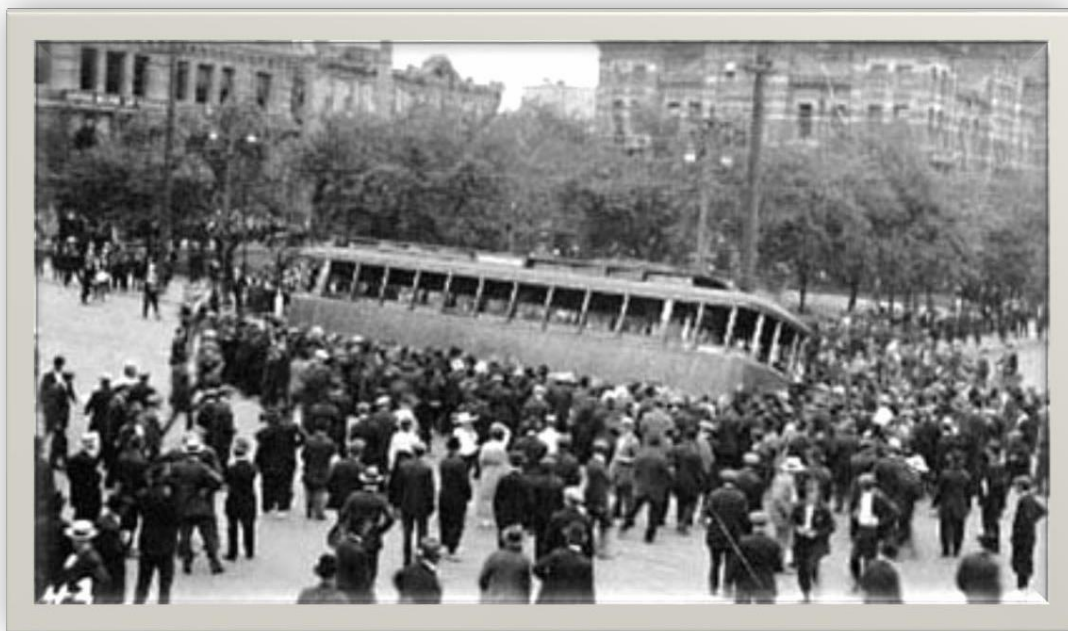
Name: \_\_\_\_\_

S P E C I A L C O N S T A B L E Q Q M E  
S N C R Q P M U R U I J X K O I D J A T  
W N M V J L B N H A M A U H S R C T M N  
S T U O K L A W P H X M W E P N O F C M  
K T C G N R D F V L J V T L U N O K V B  
L R R S E M I E A M O W W E S R R T B U  
G O L I W N U O M B O T T N S H K S A B  
N M V I K G I U T D C A S A U D T U R B  
N G I E I E J H O A M V N R O E K V E V  
S J I T R Z B L C E C B U M N P S A F S  
I E A P D T L R L A L T H S O O N P X L  
S F I R W A H A E O M D E T S R O E X E  
E M A T R Q T R C A E Z H R A T I R W A  
S C A B N S O K O O K K T O E E N T Z P  
E D I N Y U A N E W J E T N R M U U N Z  
J L N C L D O K J Y A X R G T L F R Y Z  
L B G N E K G M C N W W Y S R Y J E F L  
M R F O O T E X S N E I L A U N I G A H  
D E D N U O F B M U D S T R E E T C A R  
Y W Z B T G U W T A E V V R G Y R O J M

ALIENS  
BLOCKADE  
DUMBFOUNDED  
HELEN ARMSTRONG  
MR. FOOTE  
RIOT ACT  
STALEMATE  
THE HUNS  
UNION

APERTURE  
CARD  
EATON'S  
MACHINE GUNS  
OVERTHROW  
SCAB  
STREETCAR  
TREASONOUS  
WALKOUTS

BATONS  
DEPORT  
FATIGUE  
MOUNTIES  
PLOT  
SPECIAL CONSTABLE  
STRIKEBREAKERS  
TWO DOLLAR BILL



# Word Scramble

Name: \_\_\_\_\_

Unscramble the words. Then complete the phrase at the bottom. The numbers will help to solve the phrase.

DNONOMII FO ADCAAN            <sub>1</sub>

NEITSZIC MECTIOTEM OF 1000    <sub>7</sub>    <sub>6</sub>        1 0 0 0

SERNWTE RAOBL SENW        <sub>4</sub>   

SEIRKT CETTIMMOE    <sub>8</sub>    <sub>10</sub>    <sub>3</sub>

TOABANMI REFE SRSEP    <sub>2</sub>       

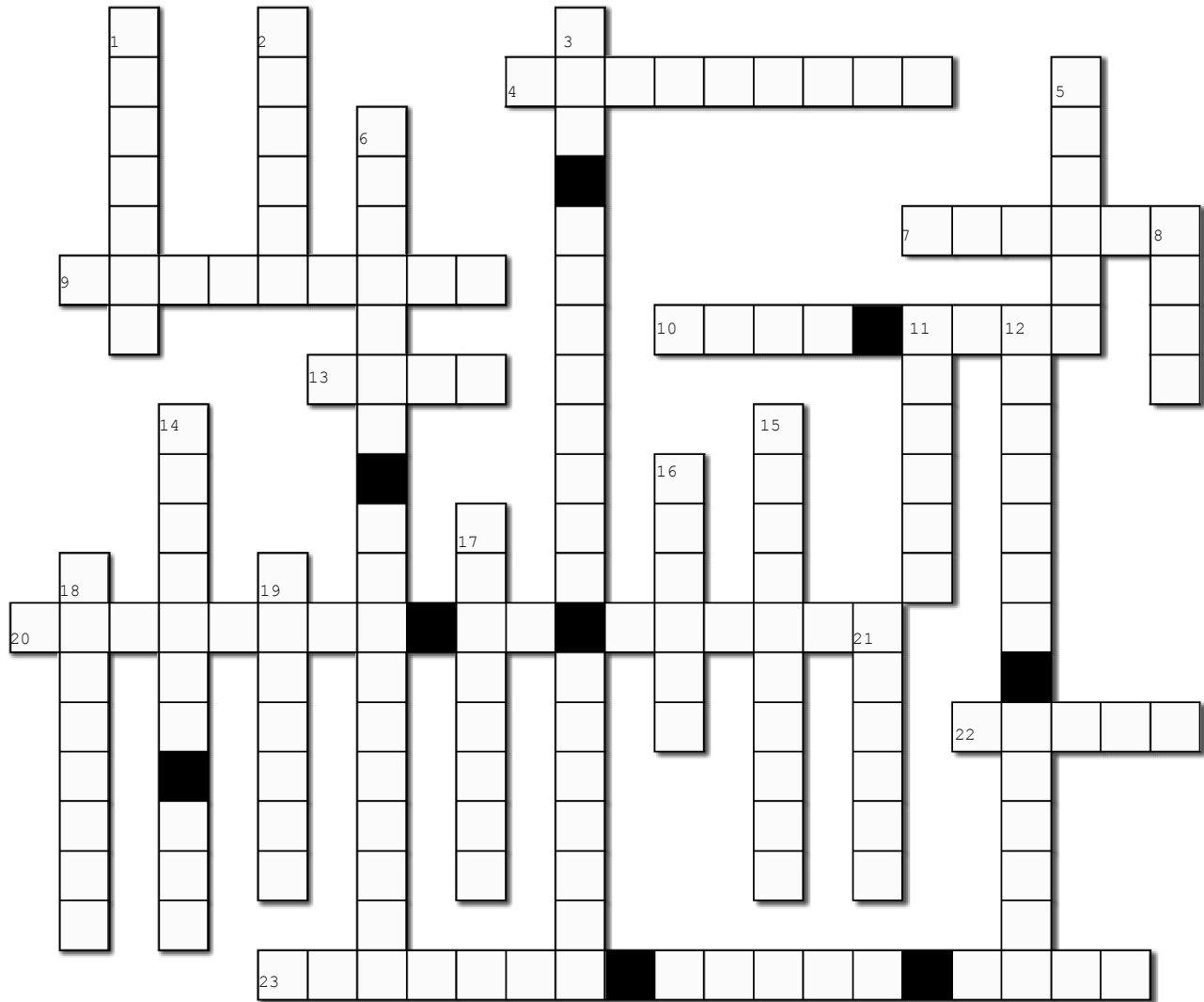
HET NIGNIEPW ZINTECI        <sub>9</sub>    <sub>5</sub>    <sub>11</sub>

**y**        <sub>1</sub> <sub>2</sub> <sub>3</sub>    <sub>4</sub> <sub>5</sub>    <sub>6</sub> <sub>7</sub> <sub>8</sub> <sub>9</sub> <sub>10</sub> <sub>11</sub>



# Crossword

Name: \_\_\_\_\_



Created using TheTeachersCorner.net [Crossword Puzzle Maker](http://TheTeachersCorner.net)

## Across

4. big fur hat worn by Jewish men
7. Mounties used this to hit and hurt protestors
9. overturned on tracks: a symbol of Bloody Saturday
10. concerned teacher and activist
13. newspaper boy
20. Canada's name as of July 1, 1867
22. Jack's father
23. newspaper published by the Strike Committee

## Down

1. Bloody Saturday photographer
2. Jack's oldest sister
3. anti-strike newspaper causes fear by printing lies
5. organizations that protect the rights of workers
6. men sworn in quickly to replace striking police
8. takes another's job during a strike
11. social assistance for people in need
12. popular shopping area
14. infectious disease that killed millions after WW1
15. separated from others because of illness
16. hair product
17. people linking together to prevent Eaton's deliveries
18. rode horses attacking protestors
19. a language stemming from old German
21. derogatory term for immigrants

# Crossword Key

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Created using TheTeachersCorner.net [Crossword Puzzle Maker](http://TheTeachersCorner.net)

## Across

4. big fur hat worn by Jewish men (**shtreimel**)
7. Mounties used this to hit and hurt protestors (**batons**)
9. overturned on tracks: a symbol of Bloody Saturday (**streetcar**)
10. concerned teacher and activist (**miss ross**)
13. newspaper boy (**jack**)
20. Canada's name as of July 1, 1867 (**dominion of canada**)
22. Jack's father (**tateh**)
23. newspaper published by the Strike Committee (**western labor news**)

## Down

1. Bloody Saturday photographer (**mr.foote**)
2. Jack's oldest sister (**fannie**)
3. anti-strike newspaper causing fear by printing lies (**the winnipeg citizen**)
5. organizations that protect the rights of workers (**unions**)
6. men sworn in quickly to replace striking police (**special constable**)
8. takes another's job during a strike (**scab**)
11. social assistance for people in need (**relief**)
12. popular shopping area (**selkirk avenue**)
  
14. infectious disease that killed millions after WW1 (**spanish flu**)
15. separated from others because of illness (**quarantine**)
16. hair product (**pomade**)
17. people linking together to prevent Eaton's deliveries (**blockade**)
18. rode horses attacking protestors (**mounties**)
19. a language stemming from old German (**yiddish**)
21. derogatory term for immigrants (**aliens**)



# Drama Activities

Drama activities are a great way for students to engage with a novel and its message beyond the printed word. We have included 3 simple activities that can be easily done in a classroom. They promote understanding of text and plot, predicting what happens next, and imagining one's self in the situation.

## Activity 1 I Am

Each student is assigned a character from Chapters 1 or 2. Students go around the circle and introduce themselves as the character and give one or two pieces of information about themselves based on Chapters 1 and 2. A small, soft ball is used to indicate the speaker. Examples follow.

- Student 1 Hi. My name is Jack. I am 13 years old. My mother is Goldie Sitner. (*passes the ball to a student across the circle*)
- Student 2 Hello, I am Nellie, Jack's younger sister. I love window shopping and looking at pretty dresses. (*passes the ball to a student across the circle*)
- Student 3 Good morning. I am owner of the market on Selkirk Avenue. I usually like Saturday because people are busy shopping but these days my customers don't have a lot of money to spend. (*passes the ball to a student across the circle*)
- Student 4 Hello. I am a close friend of Harry Sitner. I am very worried that I won't find work and won't be able to support my family. (*passes the ball to a student across the circle*)

This continues until all students have had a turn. A brief group discussion follows to summarize, talk about new insights or clear up any misunderstandings. Please note, it's okay if there are duplicate characters. For example, if there are 2 Jacks, encourage each to give new information if possible.

The additional Jack could add that he is a paper boy and his parents are poor. Duplicate characters encourage students to really look through the text and explore the assigned character. Also, if students are aware there are duplicate characters, they tend to listen more intently to peers while waiting for their turn ensuring they don't repeat the same information.

## **Activity 2    I Predict**

The format is the same. However, each student, while still in character, gives a quick predication of what they think might happen next.

Student 1     I'm Jack. I am going to try really hard to sell more papers to help my family get food.

Student 2     I'm Nellie and somehow I am going to find a new pair of shoes. These old boots from Jack have holes and I hate them.

Continue until all have had a turn and follow with a discussion or a quick written reflection.

Activities 1 and 2 can be revisited every few chapters and can lead to writing or research assignments.

## **Activity 3    Tableau**

In tableau students create a still image of an event or situation in *City on Strike*. They pose and freeze until everyone has joined the whole group picture. (If you are unfamiliar with tableau, there are many resources on the internet. The ThoughtCo provides information.)

### 3a. WARM UP - whole group tableau

Determine a "performance space" (an open space in the classroom).

Students are asked to recreate the opening scene in Chapter 1. One at a time, they quickly *go into* the performance space, *state who* or *what* they represent, *pose* and *freeze* until everyone is part of the whole group tableau. Encourage students to build on one another's images. Students hold the pose until the teacher cues to break the image. An example follows.

Student 1     "I am a storekeeper selling potatoes and onions." (*poses as if holding vegetables in his hands and freezes in the pose*)

Student 2     "I am the fishmonger." (*poses as if holding a fish for sale and freezes in the pose*)

- Student 3 “I am Mama. I’m haggling with the fishmonger.” (*poses as if haggling with the fish monger and freezes in the pose*)
- Student 4 “I am Nellie, admiring the dresses in the store window.” (*poses as if staring at a shop window and freezes in the pose*)
- Student 5 “I am Jeannie and I’m admiring dresses with Nellie.” (*links arms with Nellie and looks into the same store window and freezes in the pose*)
- Student 6 “I am the barrel that the fish monger uses for his fish.” (*sits on the ground in front of the fishmonger and puts arms in a big circle to represent the barrel and freezes in the pose*)
- Student 7 “I am the door to the dress shop.” (*runs in front of Nellie and Jeannie and stands erect to create a door and freezes in the pose*)

Once everyone is part of the whole image the students take a quick peek around. As a group, decide if you are pleased with the opening scene on Selkirk Avenue. Are any characters missing? Is the mood of the men talking about jobs represented accurately? Is there tension in the women haggling for fair food prices? Ask students for their observations. You may decide to recreate the same scene with students playing different roles or move on to another chapter and create another tableau. You may use this tableau to initiate a writing assignment. Think of possibilities that work for your students.

The whole group tableau is meant to be very engaging, fun to do and can be noisy. Generally, students have a great time working as a group and exploring the text.

### 3b. SMALL GROUP TABLEAU

Students are divided into smaller groups. Each group decides on or is assigned a significant event in a chapter. Groups are given a few minutes to decide on and rehearse the essential details. One group at a time performs their tableau. The process is different than the Warm Up.

Step 1 - The first group creates their tableau in silence and holds for a few seconds.

Step 2 - One at a time, each character steps out of the tableau, faces the audience. He or she explains who they are (in the scene) and what they are doing or why they are important to the scene. Be sure to give information about character or plot development. Students need to demonstrate the emotions of the character as well. The student then returns to the tableau in position. Continue until each character has performed.

PLEASE NOTE This works very well when students are cued to step out of the tableau with an unobtrusive, gentle tap on the shoulder from the teacher. Also, this tableau is more focused and thoughtful than the whole group warm up. Encourage students to look beyond the printed word to better appreciate the character and what's happening.

Example – Chapter 2

**Create a tableau depicting the time Tateh was sick with the Spanish flu.**  
(requires 4 students)

Tateh is laying down, looking very ill. Mama sits holding a cloth to Tateh's head. Nellie is off to the side washing a sheet, looking sad. The nurse stands over Tateh, signing a piece of paper, looking concerned but distant.

Nellie *steps out of the tableau, faces the audience*

"Papa is very ill. I wash his sheets because his fever makes him sweat so much. And now this nurse shows up. *(rolls her eyes)* She's wearing such nice clean clothes. I feel so dumpy. She says she has to report Tateh's flu to the city and we need to have a sign on our door telling people not to come in. Why? She hasn't even said hi to me. I do not like any of this. I just want to go out and play." *returns to tableau in original position*

Tateh *steps out of the tableau, faces the audience*

"I am very sick with the Spanish Flu. Goldie is taking such good care of me. I don't know if I will live or die. I don't know what will become of my family if I can't work. What will happen if I die?" *returns to tableau in original position*

Mama            *steps out of the tableau, faces the audience*

“Oh, Oh... my Harry. I sit here night and day to cool his hot sweats. I cannot go to work. Oh... oh... no money. What will happen to him? To us? This nurse comes in and who does she think she is? She gives me a note to get Relief. Papa will never agree to that.... but... I may have no choice. I need to be strong for us all.”

*returns to tableau in original position*

Nurse            *steps out of the tableau, faces the audience*

“I have seen **so** many people with flu. They live so poorly and the sickness keeps spreading. Well, at least that little girl is washing some rags so this man can have a clean rag to cool his face. I do not want to touch this man. Well, (*gives an uninterested sigh*) **my job** is to give his wife a note for Relief and to have the city put up a quarantine sign on the door. I want to leave as soon as I can.”

*returns to tableau in original position*

Continue until all small group tableaux have been presented.

The tableau activities can be revisited often as students read *City on Strike* and become familiar with its social issues.

# Ideas for Display Boards

## Instructions

These photos can be used to create a display board. A blank page is included, so that you can create your own prompts or for students to sketch and describe their own ideas. These images can be used in many ways while reading *City on Strike*. Be creative! This is only a suggestion.

Using cut out letters, create the heading *City on Strike*.

Print multiple copies of each picture. Have students respond to the writing prompts on the lines. Try to have at least 2 or 3 copies of each picture on display. This helps students understand there are different responses to the same image and adds to the whole understanding of the topic and individual perceptions. You may also wish to include additional Winnipeg General Strike photos which are available on line.

When the display board is complete, have the students do a gallery walk and discuss. Alternately, you may use these photos to check for comprehension, initiate class discussion, develop a writing assignment or tableau, or in other ways that best supports your class.

HARRIET ZAIDMAN

# CITY ON STRIKE

A NOVEL

“*City on Strike* is rich with historical details and realistic characters—the past is alive and well on these pages! It’s an important story of bravery and determination.”

—Arthur Slade, Governor-General’s Award Winner of *Dust*



Winnipeg circa 1919



What indicates that this family is well off?

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## Winnipeg's North End 1919



What indicates that these people are not well off?  
In what ways is their daily life different than the people in  
the wedding photo?

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Why did the Committee of 1000 label the immigrants  
“aliens”?

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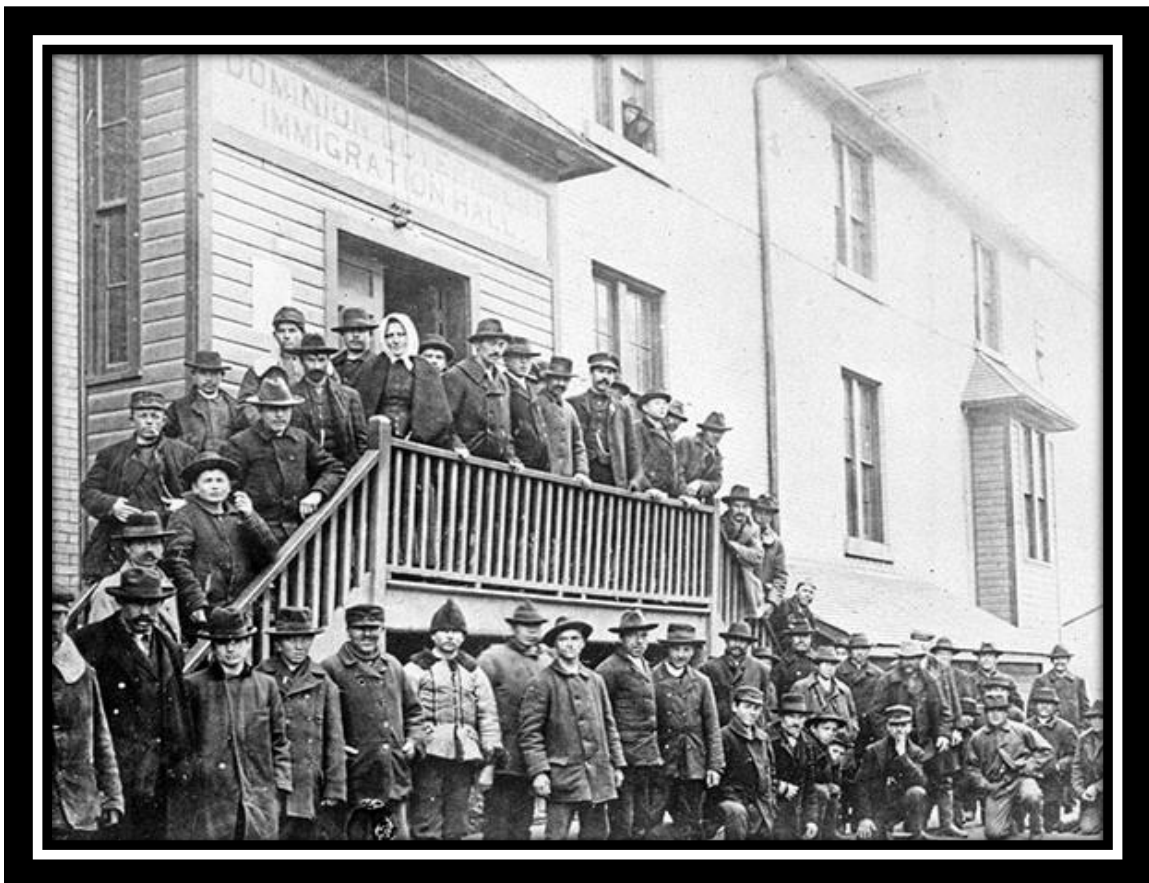
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This could be Mama's work place.  
Are the conditions safe? Explain.

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Think about this march. How would you describe the people? What else do you notice?

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What was the "Specials" intention when they attacked the crowd on June 10?  
What did their actions predict for Bloody Saturday?

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This shows the destruction of the June 15/16 storm.  
How do you think it affected the situation of the strikers?

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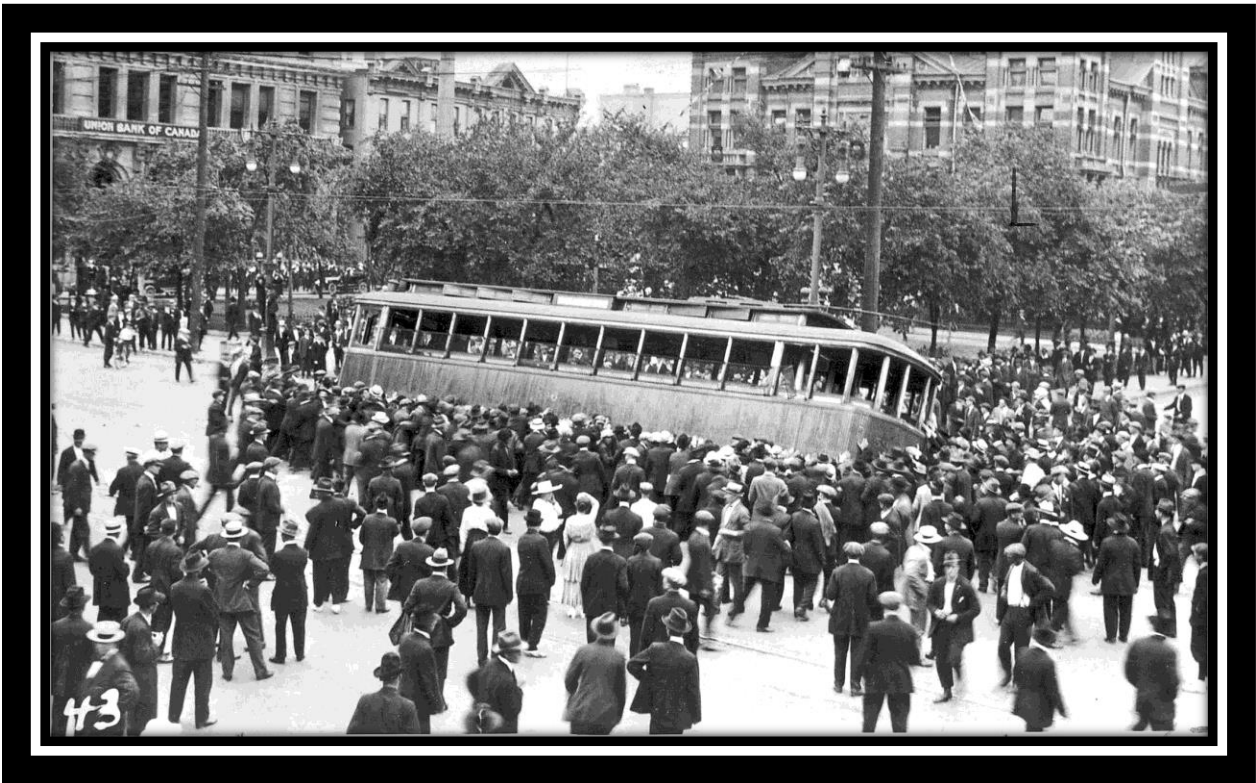
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In what ways is this event important to the story?

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The writing at the bottom says "Winnipeg riot."  
Is there a riot? Explain your thoughts.

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# ***Research Guide For Students***



***Student Name:*** \_\_\_\_\_

***Room Number:*** \_\_\_\_\_

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# Introduction

## Why should I research if I am not going to be an expert in this subject?

- Learning how to research not only teaches you about a specific subject (and you may enjoy what you learn), but mostly it teaches you how to organize:
  - Your information
  - Your thoughts
- By learning how to organize, you can then come to more reasoned conclusions about problems and issues. This skill can be applied to anything in life, from daily activities to work to issues you will face in life.
- Someone who is organized wastes less time. With practice you will be able to make quicker decisions about what kind of information you need and whether or not the information you have gathered is adequate.
- On the next page is a guide to research, taken from The Research Quest, created by the British Columbia Teacher-Librarians Association.
- Follow each point and you will find your work becomes easier to accomplish and turns out better and better.

# The Research Request

## A Student Checklist

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Block: \_\_\_\_\_

Assignment: \_\_\_\_\_

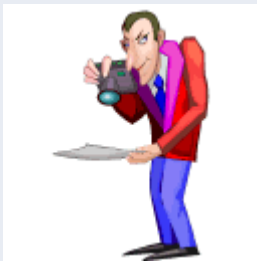
### Focus



TO **FOCUS** MY RESEARCH PROJECT, I have identified:

- My research challenge and my purpose
- Critical questions
- My audience
- What I already know and what I need to know
- What my product might be
- A plan for my time

### Find and Filter



TO **FIND AND FILTER** RESOURCES FOR RESEARCH, I

- Located different resources (print and electronic)
- Decided which resources might be suitable
- Selected the most appropriate resources
- Revised my research questions (if necessary)

## Work with Information



TO **WORK WITH THE INFORMATION** I FOUND, I have:

- Read (viewed, listened to) the information
- Interpreted, recorded, and organized
- Looked for patterns and made connections
- Checked that I understand the information
- Reviewed, revised, reorganized, edited

## Communicate



TO **COMMUNICATE** THE RESULTS OF MY WORK, I have:

- Prepared my final results
- Shared my new ideas, knowledge, or product
- Acted on the findings

## Reflect



TO **REFLECT** ON THE RESEARCH I UNDERTOOK, I have:

- Decided what I have learned about the topic
- Determined what I did that worked well
- Figured out what I will do differently next time
- Reviewed what I have learned about researching

# Focus



## What is my research challenge? Purpose?

- What information do you want to collect? Be sure. That will save time and you won't collect information you do not need.

## What are the *essential questions*?

- Develop an *essential question*. Write it down at the top of your work and keep referring back to it. For example:
  - Why does the Winnipeg General Strike matter?
- Elaborate on your question. Write down what you need to find out to develop a complete answer. For example:
  - What events led people to do on strike?
    - local events
    - world events
  - Who took part?
    - who were the strikers?
    - who were the members of the Committee of 1000
  - What were the goals of each side?
    - labour groups, strikers
    - Committee of 1000, federal government
  - Who benefitted from the keeping the situation the same?
  - How did each side advance its cause?
    - publicity, news, racism
  - What was the result of the important events?
    - list the major events
    - impact of events
  - Bloody Saturday
    - events
    - reasons
    - results
  - Commission of Inquiry
    - its conclusions
    - effects on society
  - Trials of Strike Leaders
    - reasons
    - reaction of public and strike leaders on prison sentences
    - effects on society

- Long-term effects on strike
  - on Winnipeg, on workers' situations elsewhere
  - on the class and governing structure of society in Winnipeg

### **Who is my audience?**

- My class or my teacher? This will decide how you will present your finished work unless you have instructions on what form it will take (essay, presentation, with illustrations, etc.)

### **What do I know? What do I need to know?**

- Jot down any information you think you know and any questions that come to mind.

### **What could my product be?**

- If you have a choice, think about what kind of product (essay, oral presentation) would suit this topic. How can you do the best, most effective job?

### **How will I plan my time?**

- Start early so you can gauge your time requirements. *A research project cannot be completed in a few days.*



# Find and Filter



## Locate different types of resources

- Keep the essential question in mind. Collect the different types of information
  - Use the *databases* listed on the school Home Page or those from the Winnipeg Public Library at <http://wpl.winnipeg.ca/library/> (a library card is required – it's free at any branch). These resources should be used before searching on the Internet. They have been checked for content and reading level and will save you a lot of time and frustration.
  - *Internet sites* **See Appendix 1 to find out how to search**
  - *Books* – Use the table of contents and index
  - magazines, brochures, newspapers
  - *organizations*
  - *resource people*

## Decide which resources might be suitable

- Keep the essential question in mind.
- Ask yourself if the resources have the most current or useful enough?

## Select most appropriate resources

- Leave aside resources you do not need.
- Sort through the resources you have decided to keep. If some of them have exactly the same information, keep the best ones.

## Revise research question if necessary

- Take a look at the essential question and change or add to it if necessary. For example, an additional question that may be added is:
  - What may happen to the environment and to our lives if wetlands are not restored?

# Work with the Information



## Read, view, listen

- Start collecting information from all the sources, based on the questions you have created. If there is extra information that you think might be useful, collect it and keep it handy.

## Interpret, record and organize

- You **must write down** the information you collect. That is the only way to get yourself to understand it and to make decisions about how to organize it.
- You must create some sort of outline, web or graphic organizer so that you can see whether the information you collect is complete and makes sense
- Keep adding information to the outline. You may then finally decide to reorganize it, get more information or discard some of it.
- **Record** where you got the information **right away**, or you will forget which resources you have used. That is especially important if you have used a quote. **See the Appendix to find out how to record sources.**

## Look for patterns, make connections

- Think about the information you are gathering. Reorganize if needed.

## Check for understanding

- If you use an outline, web or graphic organizer you will be able to see if your information answers all the parts of your question.
- **Now start writing.** In your introduction state your question, what you think about it, and the evidence that will support your position.
- The project should contain information that supports your ideas, from the most important to the least important. Include extra information where it fits, at the end if it does not fit in the body of the project.

## Review, revise, reorganize, edit

- After you have written your project, read it out loud. You will be able to hear if it all makes sense and the grammar is correct.
- Now is the time when you make changes. **Do not be afraid to move information around, rewrite sentences or paragraphs.**
- Get someone else's opinion about your work. If that person has any questions, then rewrite.
- Make sure everything is explained clearly. Do not assume the reader will figure it out.

# Communicate



## Prepare final results

- Create the final draft. Practice your speech and include graphics if the project is a presentation. Make sure your voice travels across a room and you can make eye contact with your audience.
- Prepare posters or graphics if necessary.
- Create the bibliography

## Share ideas, knowledge, product

- If your project is a presentation, speak out!
- Be prepared to answer questions.

## Act on findings

- Use your knowledge and skill to learn more about this, or any other subject.

## Reflect

Think about the questions listed below. If you want advice on how to improve your work, ask a teacher or fellow student.

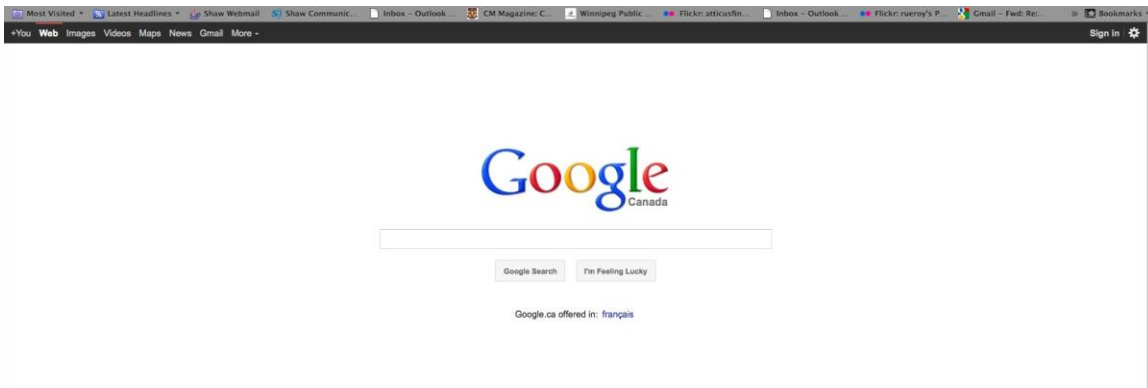


- What did I learn about the topic?
- What worked well?
- What will I do differently next time?
- What did I learn about research?

# Appendix 1

## How to search effectively on the Internet

- Before you select a search tool (most commonly Google, but this also applies to other search engines), always think about your topic and what you are trying to find.
- Eliminate stopwords, such as ‘the’, ‘and’, ‘a’ – this slows down the search engine since there are so many used.
- Use key words and phrase searching to limit hits. Put searches for exact phrases in quotation marks for effective results. For example:
  - “women’s rights” will find articles with that specific phrase
- Use the different services offered by the search engines to get the most appropriate resources. For example:
  - Click on ‘News’ above the Google search box to get the most up-to-date news about events in Syria or other news stories. Click on ‘Images’ to get the most pictures.



- Use **Boolean** logic to get better results. You can do that in two ways:
  - Type in “Advanced Search”. Fill in the boxes according to the instructions and press “enter”.
  - Use symbols. *Always include a space before the symbol, but not after it.*
    - OR
    - AND +
    - NOT -

- For Example:
- strikes -canada (no space after the - ) will show results for strikes in other countries but not Canada.
  - Strikes +canada (no space after the +) will show results for strikes in Canada right at the top.
- If a url (address) does not work, slice off the last sections to get to the home page of the site. For example:
    - If you type in: <https://www.cbc.ca/news/canada/manitoba/1919-winnipeg-general-strike-centenary-1.4669345> and it does not work, then cut it to <http://www.cbc.ca> and find the right link or search the site.
- Know where your source is from.
    - Every country has a two letter suffix. For example:
      - ca for Canada
      - fr for France
      - it for Italy
      - us for United States
    - Sites with the suffixes. For example:
      - .edu - reliable for educational information
      - .gc.ca - from the Government of Canada
      - .mb.ca - from the Government of Manitoba (or find the suffix for each province)
      - .org - organizations (usually non-profit)
      - .com - sites - sold by private companies. Often have advertising.
  - To save time and get the appropriate type of sites, type in the word(s) you are searching, then site: and one of the above suffixes. For example:
    - “Winnipeg General Strike” site:edu - No spaces between the words and the colon. This will give you sites that are educational. All results will end with .edu
    - “Winnipeg General Strike” site:ca – Will only provide results from Canadian sites.
  - If you would like to know how many times a topic has been mentioned on a certain site, type: the topic and site:url
    - “Winnipeg General Strike” site:cbc.ca - shows all of the 1340 articles or news items about the Winnipeg General Strike on the CBC website.

## Appendix 2

### How to Record Quotations

- **Short quotes (3 lines or less):** Quote a word, a phrase or a sentence using quotation marks. After the quote, put the author's last name and the page in parentheses or a few words from the title of a website:
  - The day was hot and the wind was still. "Robert cut through the old slough on the school grounds, walking over what was now caked and cracked earth." (Slade, 103)
  - The adventurous story of a shape-changing secret agent named Modo who works for the British Empire and fights against the Clockwork Guild. (Hunchback Assignments)
  - If you are using part of a sentence, follow this format: The reader can picture the weather when Arthur Slade describes the "... caked and cracked earth." (Slade, 103)
- **Longer quotes (3 lines or more):**
  - begin on a new line
  - indent the quote
  - don't use quote marks
  - start the sentence following the quote on a new line.

**Example:** Arthur Slade, in his award-winning novel *Dust*, captures the dry, dusty surroundings of the Prairies during the Great Depression, when it seemed nothing seemed to grow.

Robert cut through the old slough on the school grounds, walking over what was now caked and cracked earth. Several clumps of dried bulrush pointed skyward, their sausage-shaped heads billowing with fluff. (Slade, 103)

- If you use two book by the same author, then put the year of publication in your citation: (Slade, 2003, 103)

### How to Record a Bibliography

- Use **easybib.com** or **bibme.org** or other bibliography websites to put your information into the right format and alphabetical order.

# Bibliography

Checklist of Internet Resource Tips (9 May, 2005) from University Libraries, University of Albany. September 14, 2005  
<<http://library.albany.edu/internet/checklist.html>>

Citation Styles Online! (2003) 18 September, 2005  
<<http://www.bedfordstmartins.com/online/cite5.html#1>>

Google Help Centre. (n.d.) 16 September, 2005  
<<http://www.google.ca/help/basics.html>>

The Research Quest: Becoming Information Literate (2001, January) British Columbia Teacher-Librarians Association. 17 September, 2005  
<http://gladstone.vsb.bc.ca/library/research1.htm>

Points of Inquiry – A Framework for Literacy for the 21<sup>st</sup> Century Learner (2011, January) BCTLA Info Lit Task Force. 15 January, 2012  
<https://www.bctf.ca/bctla/>