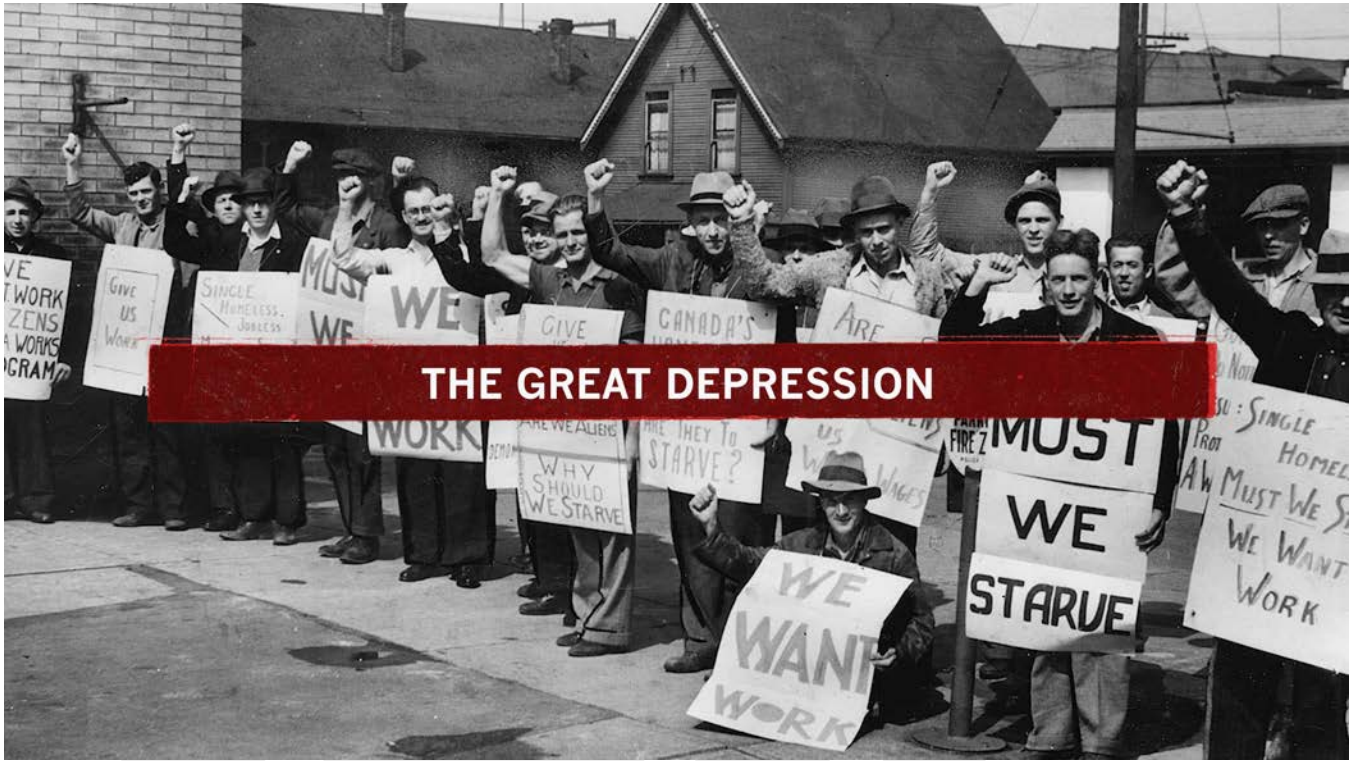


Section One | **The Great Depression**



A. The Great Depression | Discussion Questions:

Part 1 | The Hungry Thirties

1. What were some of the factors that caused the Great Depression? What were some of its consequences?
2. Which Canadian communities were especially targeted by the Great Depression?
3. Consider both the photograph below and the information provided by the video. What motivated people to leave their homes? Where do you think people migrated to?



Family and covered wagon en route to High Prairie, Alberta, Edmonton, Alberta. May 1933

Photographer: Mcdermid Studio, Edmonton, Alberta

Remarks: Deynaka family photographed at Edmonton Market Square, May 6, 1933. L-R: Ted, John, Mike, Salomya holding Mary. An article about this family appeared in the Edmonton Journal, May 6, 1933. The article is available in the McDermid Depression Photos finding aid, Glenbow Archives.

Original: Black and White – Colourized by Gerard Nash

Part 2 | Cities of Lost Dreams

4. What was the Great Depression like for those living in cities? When migrants arrived in cities, did they find what they were looking for?
5. Examine the image shown below, what do you think the purpose of these tickets was? Why were families the focus of subsidies? What would be the long-term impact of food subsidies?



Meal tickets, Nova Scotia Archives

6. If families were the focus of government subsidies, where did this leave single men? What help, if any, was being offered to these men? Were they treated equally?
7. What was the "Hobo Jungle"? Why do you think these homeless settlements were formed? Based on the photos shown and the poem from the video, what do you think the conditions of the tent cities were like?

B. The Great Depression | Activities:

Recollections from the Great Depression

1. Have the students reach out to a grandparent or elderly family member who might have memories of the Great Depression, or who might have been raised by people who experienced the Great Depression.

(Alternatively, the teacher or facilitator may choose to get into contact with a local retirement home or Legion to see if its members may wish to participate in the research project).
2. The students will conduct an interview (audio or video) with the person of their choosing on their memories of the Great Depression. As a class brainstorm a list of potential interview questions the students may want to ask during the interview. These questions should be both open ended and specific, for example:
 - a. How did the Great Depression affect your way of life?
 - b. Do you remember a time when your family relied on subsidies during the Great Depression?
 - c. How was it like going to a grocery store or buying clothes when you were a child? Do you notice any difference in terms of patterns of consumption?
3. Give students time to come up with questions that may be unique to their interviewee.
4. Conduct the interviews.
5. After the students have conducted their interviews, they will write a short report on their findings. Students should support their interview findings with secondary sources.

Homelessness

1. Ask the students to recount the details of the homeless settlement shown in the documentary. Some questions to help with critical thinking:
 - a. What were some of the problems those in the settlement would have encountered?
 - b. Did you notice any initiatives in place to help those in the settlement?
2. Have the students reflect about homelessness during the Great Depression and today.
 - a. What are some similarities? What are differences?
 - b. What initiatives are in place to help homeless people in your community?

3. Either as a class or in small groups of three or four, brainstorm possible initiatives that could prevent, lessen or end the problem of homelessness. For example: your initiative could focus on such areas as: housing, access to food, creation of new jobs.
4. If the activity is done in small groups, have each group share their initiative with the rest of the class.

The Pandemic: A Difficult Time

Compare the Great Depression to the COVID-19 Pandemic:

1. What things are the same as in the Great Depression?
2. What things are different?
3. What did the government do or not do during the Great Depression?
4. How have governments changed in terms of how they act now during the pandemic?
5. What lessons, if any, have they not yet learned?

C. The Great Depression | Calls to Action:

A Sustainable Planet

Consider how farming practices have changed since the Great Depression. How do farmers work to ensure that their agricultural practices are sustainable? What are some ecological problems that still exist within the agricultural sector? How might the economy influence agricultural practices both during the Great Depression and currently? What can be done as consumers to help change current agricultural practices?