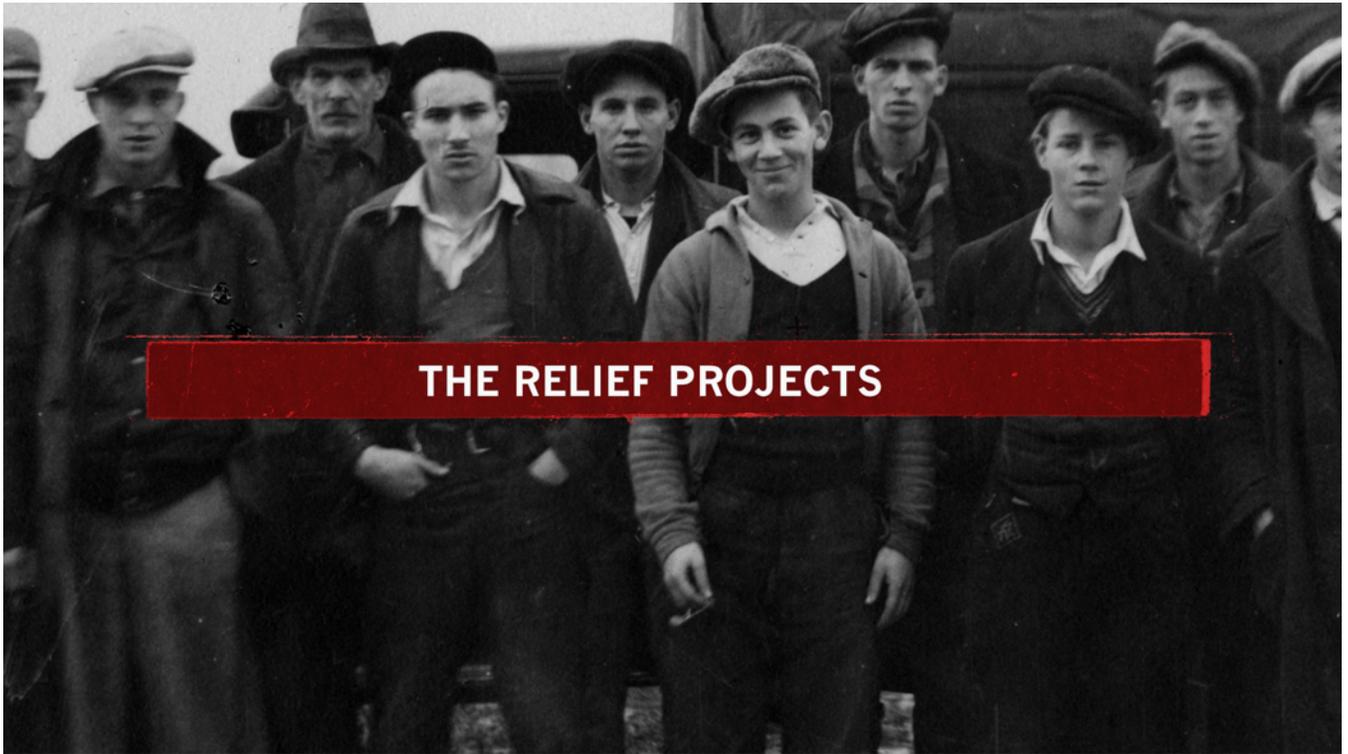


Never Forgotten | Educational Resources

Section Two | **The Relief Projects**



A. The Relief Projects | Discussion Questions:

Part 1 | R. B. Bennett

1. What was Prime Minister Bennett's focus when he was elected in 1930? How did Bennett come across to the Canadian public?
2. What is an oligarchy?
3. How was Bennett perceived by the organized worker's movement?
4. Why were destitute people attracted to revolutionary ideals?
5. How were the unemployed viewed by society in the early years of the Great Depression? Why do you think this stereotype came about? Does this view of the unemployed still exist today?

Part 2 | The Relief Projects

1. What was the purpose of the relief camps? Who was eligible to work at these camps?
2. What type of work were the men doing? Do you think the benefits of working at the relief camps were worth it? Why did Bennett support the idea of relief camps opposed to support handouts?
3. Who was Andrew McNaughton? What were the implications of having the Department of National Defense organizing and managing the camps?

Part 3 | The Official Records

1. How many photographs were required to be taken by the camps administrators every month? Why do you think so many photos were necessary?
2. What did the government ask to be shown in the photographs? What was the importance or goal of capturing these specific moments?
3. Why was it required for the men in the photos not to be lined up?

Part 4 | The Truth

1. What was the reality of life like at these camps? How did the men come to view their place in society?
2. Where was the Lac Seul camp located? What were the living and work conditions like at Lac Seul? How did this camp demonstrate the failures of the relief camps?
3. How do the photographs or the notion of the relief camps shown in Video 3 represent a different version of what these camps were really like?
4. Analyze the political cartoon below. What does the cartoon reveal about public perception of the camps? What message is the cartoon trying to portray?

B. The Relief Projects | Activities:

The Official Truth

Step One: Ensure the students have watched Video 2 and 3 from this section. Make photographs of the relief camps available to the students ([Link to images of the Relief Projects](#)).

Step Two: The students will choose a photo of which they will write an analysis report on. Students are to treat the photographs as primary source evidence.

Step Three: Students are to use the “Photograph Analysis Worksheet” (see document below) to help guide their investigation.

Step Four: Students will then expand and summarize their findings by writing a one-page report on the selected photograph.

Letter from Lac Seul

Step One: Replay the clip of Lac Seul Camp (15:10 - 16:15).

Step Two: Imagine you are a worker at Lac Seul Camp in Northern Ontario and are unsatisfied with the current conditions of the camp. You and a group of other workers at the camp have decided to petition Prime Minister Bennett to improve circumstances at the camp through a letter writing campaign.

Step Three: Begin by brainstorming a list of problems that existed at Lac Seul. The list may include such problems as, the isolation of the camps or the harsh working conditions.

Step Four: Then choose two items from that list to focus on in your letter to the Prime Minister.

Step Five: When writing your letter make sure to detail both the shortcomings of the camp and the ways in which you think the quality of life and work could be improved.

The Relief Camps | Photograph Analysis Worksheet

Name:

Chosen Photograph:

What do you know about the photograph? Date taken, location, etc.

What is the subject matter and focus of the photograph? What do you notice in the foreground and background?

Why was this photograph taken? What purpose does the photo serve? Does the photo match the criteria created by the Department of National Defense (work, meals and recreation)?

Who is the intended audience? Does the photo evoke certain emotions? How do these emotions affect the way the photograph is viewed?

Is the photograph posed? Why do you think the photographer chose that moment to capture? What was happening immediately before and after the photo was taken?

What is the historical context of the photograph?