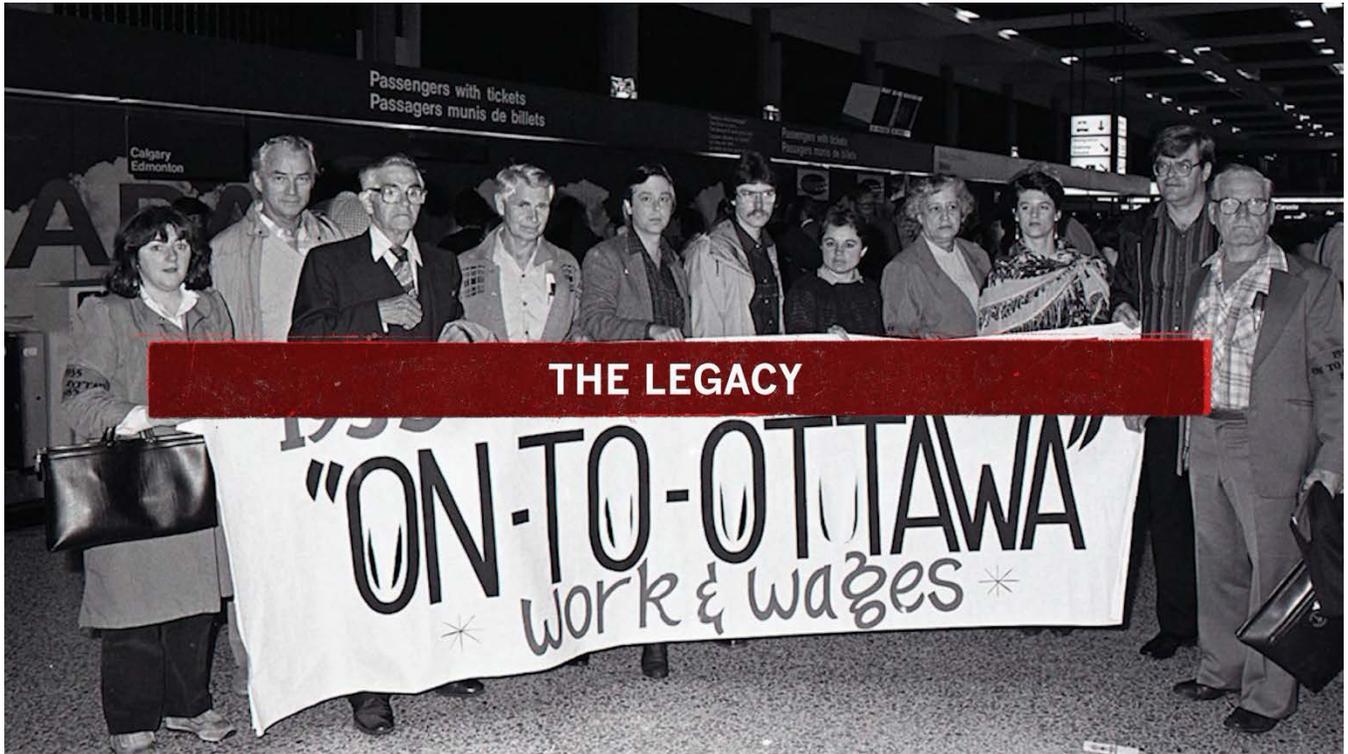


## Section Six | **What Gains were Made**



## **A. The Legacy | Discussion Questions:**

### **Part 1 | What Gains were Made?**

1. What were the strikers and trekkers fighting for? What were they able to achieve?
2. In what ways did the events of the Great Depression influence the results of the 1935 election? What role did the trekkers have in this outcome?
3. What social programs or policies were influenced by the On-to-Ottawa Trek? How do these policies and programs benefit Canadians today?
4. How was winning Unemployment Insurance in 1940 linked to the On to Ottawa Trek?
5. How did the On-To-Ottawa Trek impact labour history in Canada?

## **B. The Legacy | Activities:**

### **Success or Failure?**

Step One: Tell the students reflect on and discuss how the On-to-Ottawa Trek ended. What were the outcomes and the legacy of the trek? Why is it important to remember these events?

Step Two: Have the students individually respond to the question: Do you think the On-to-Ottawa Trek was a success? Encourage students to use evidence from video 1 in their responses. Responses should be half a page to a page in length.

Step Three: In small groups have the students share their responses with one another.

- Who in the group agrees and who disagrees?
- How did they determine if the protest was a success or not?

Step Four: Ask the class for a show of hands who think the protest was successful and who think it was not. Allow students from each side to share their opinions and thoughts.

Step Five: As a class, discuss what makes a protest successful. Some questions to consider during discussion include:

- Do the original goals or demands of the protest need to be met to be considered successful?
- Does changing or influence public thought on the subject make a protest successful?
- How might the legacy of a protest determine its success?

Step Six: As a class: create a list of criteria that determines the success of the On-To-Ottawa Trek based on the outcomes of the protest and its legacy.

### **Keeping the legacy of the Trek alive**

Step One: As a class, discuss what efforts have been taken to keep the memory of the trek alive. Some questions for discussion may include:

- What role do museums have in the remembrance of the protest?
- How did those involved in the demonstration contribute to its lasting legacy?
- What is the role of the historian in the preservation of the trek?
- Why is it important to preserve records of events like the On-to-Ottawa trek?

Step Two: Inform the students that they will be acting as historians who have been tasked with preserving and promoting the history of the On-To Ottawa Trek.

Step Three: The students will work to create a digital piece that commemorates the On-to-Ottawa Trek. The students will choose from a number of digital (info-graph, art piece) or social media platform (twitter, Instagram, blog) to convey to the public the history and importance of the protest.

Alternatively, if access to digital platforms is unavailable, students may create a historical display (bulletin board or display case) that commemorates the On-To-Ottawa Trek.