Depression, Ideology and War, 1929–1945: Unit Overview

CHC2D, Canadian History since World War I, Grade 10 (Academic), Unit 3. 14 classes of 75 minutes (about three weeks), plus time to complete the summative.

The big question

How did hard times and extreme ideas test Canadians, and what did Canada learn about human rights?

Students investigate the 1929 crash and the Depression, relief camps and the On-to-Ottawa Trek, new parties and institutions, and policies affecting First Nations, Métis and Inuit in the 1930s. They study fascism, Nazism and Soviet communism, the Holodomor, antisemitism in Canada (quotas, Christie Pits, the MS St. Louis), the road to war, Canada's military and home front contributions, the internment of Japanese Canadians, Indigenous peoples' service and the loss of Stoney Point, the Holocaust and its impact on human rights, and Canada's changing ties with Britain and the United States. Black Canadian history runs through the unit, from the Brotherhood of Sleeping Car Porters to Christie v. York and wartime service. The summative, Voices of the Era, asks students to write three linked first-person pieces from different perspectives and a historian's commentary judging how well they reflect the evidence.

Lessons

#	Lesson	Classes	Question	Expectations	What's inside
1	**The Crash**	1	Why did the crash become a depression?	C1.3, A1.4	Buying on margin; staples economy; share price and farm data
2	**The Dirty Thirties**	1	How did Canadians survive hard times?	C1.1, C1.3, C2.1	Relief; dust bowl; relief camps; the Trek; porters; Antigonish
3	**New Parties, New Ideas**	1	Who had the answer?	C1.5, C3.1	Bennett, King, CCF, Social Credit, Union Nationale; Bank of Canada, CBC
4	**Indigenous Peoples in the 1930s**	1	How did policy affect Indigenous lives?	C1.4, C1.1	Indian Act, Franchise Act, Ewing Commission, Métis settlements, Inuit discs
5	**Extreme Ideologies and the Holodomor**	1	What did extreme ideas cost?	C3.2, C2.3	Fascism, Nazism, Soviet communism; the Holodomor; Canadian responses
6	**Antisemitism in Canada**	1	Why did Canada close its doors?	C2.1, C3.2, C1.5	Quotas; Christie Pits; the MS St. Louis; “none is too many”; Christie v. York

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7	**The Road to War**	1	Why did war come again?	C2.3, C2.2	Versailles, appeasement, the League; Canada decides in 1939
8	**Canada at War**	1	What did Canada contribute?	C2.3, C3.1	Hong Kong, Dieppe, the Atlantic, Italy, D-Day, the Netherlands; BCATP
9	**The Home Front, 1939–1945**	1	Did the war change everyone?	C2.5, C1.3, C1.2	Total war; rationing; women's work; radar and sonar; conscription 1944
10	**Internment of Japanese Canadians**	1	Why were citizens removed?	C2.1, C1.5, C2.5	Removal, dispossession, camps; causes; 1988 redress
11	**Indigenous Peoples and World War II**	1	Were Indigenous veterans treated fairly?	C2.4	Enlistment; Tommy Prince; Stoney Point; veterans' benefits
12	**The Holocaust**	1	How did discrimination become genocide?	C3.3, C3.2	Stages; resistance and rescue; answering denial; survivors in Canada
13	**After the Holocaust: Human Rights**	1	What did Canada learn?	C3.3	John Humphrey and the UDHR; rights laws; refugee policy
14	**Allies, Science and Identity**	1	Who shaped the era?	C2.2, C1.2, C3.1, C3.2	Britain and the U.S.; uranium and Dél̨ı̨nę; identity; summative launch

Assessment

Type	In this unit
Assessment for learning	Data Detective, Hard Times, Platform Match, Policy Chart, Ideology Sort, Evidence of Exclusion, Cause Ranking, Campaign Significance, Home Front Voices, Two Perspectives, Service and Change, Step by Step, Rights Then and Now, Hall of Significance, exit tickets
Assessment as learning	Self-checks on success criteria in every lesson
Assessment of learning	Voices of the Era (15% of the final grade), with planning organizers, a source bank, a four-level rubric and a teacher guide

Sources

Included:

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- **Original practice sources:** invented share price and farm income data, letters, diaries, reports, editorials and a resort advertisement, each labelled on the handout
- **Original summaries of real people and events:** the Warsaw Ghetto Uprising, the Danish rescue, Raoul Wallenberg and survivor Max Eisen
- **Teacher choice (recommended):** real letters to R. B. Bennett (Library and Archives Canada), Japanese Canadian sources (Nikkei National Museum), and survivor testimony or memoirs from a Holocaust education centre or the Azrieli Foundation's Holocaust Survivor Memoirs Program

Invented sources are labelled on every handout; every historical fact in the unit is accurate. Lessons 4, 5, 6, 10, 11, 12 and 13 deal with sensitive topics (residential schools, the Holodomor, antisemitism, internment, the Holocaust). Teacher notes give trauma-informed guidance: preview, give choice, no graphic images, no simulations, and support from the school's guidance team and, for residential schools, the Indian Residential Schools Crisis Line (1-866-925-4419).

What's in each lesson

- Teacher lesson plan with expectations, timed sequence, differentiation, look-fors and answer guides
- Slides with speaker notes
- Student handouts and organizers
- Editable Word and PowerPoint files, plus PDFs

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