Prosperity, Cold War and Change, 1945–1982: Unit Overview

CHC2D, Canadian History since World War I, Grade 10 (Academic), Unit 4. 14 classes of 75 minutes (about three weeks), plus two classes for the summative debate.

The big question

How did Canadians redefine who they were in a changing postwar world?

Students analyse census data on the baby boom and suburbs, follow Canada's Cold War choices and its role as a middle power, weigh the relationship with the United States, and assess the welfare state. They study Black Canadians' fight for equality (Viola Desmond, Africville, fair practices laws, porters, the Sir George Williams affair and leaders such as Lincoln Alexander and Rosemary Brown), immigration and multiculturalism, federal Indigenous policy and the Indigenous activism that answered it, the Quiet Revolution and Quebec's debates from the October Crisis to the 1980 referendum, women's rights, culture and identity, and the economy and patriation of 1982. The summative, the Defining Moments Debate, asks students to argue which development did most to change Canadian identity.

Lessons

#	Lesson	Classes	Question	Expectations	What's inside
1	**Baby Boom and Suburbs**	1	Who were Canadians after 1945?	D1.1, D3.5	Census data; war brides; displaced persons; oral histories
2	**The Cold War Begins**	1	Why did Canada take sides?	D2.4, D1.5	Gouzenko; NATO; Korea; NORAD; the Red Scare
3	**Middle Power**	1	Was Canada a peacekeeping nation?	D2.4, D3.1	Suez; Pearson's Nobel Prize; aid; report card
4	**Living Next to the Elephant**	1	Closer to or apart from the U.S.?	D2.5, D1.2, D1.3	DEW Line; Avro Arrow; Auto Pact; Vietnam; technology
5	**Building the Welfare State**	1	What should government provide?	D1.6, D1.5	UI, family allowance, OAS, medicare, CPP and QPP
6	**Black Canadians and the Fight for Equality**	1	How did Black Canadians win change?	D2.1, D3.1, D2.2	Viola Desmond; Africville; porters; Dresden; laws; leaders
7	**Immigration and Multiculturalism**	1	Who could come, and who belongs?	D3.5, D2.2	Points system; refugees; the 1971 policy; three views
8	**Indigenous Peoples: Policy and Impact**	1	How did policy affect Indigenous peoples?	D1.4, D3.3, D2.1	1951 Indian Act; relocation; Sixties Scoop; White Paper
9	**Indigenous Activism**	1	How did Indigenous peoples win rights?	D2.2, D3.3, D1.3	Red Paper; Calder; James Bay; education; Berger

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10	**The Quiet Revolution**	1	How did Quebec transform?	D3.4	Duplessis to Lesage; Maîtres chez nous; B and B Commission
11	**October Crisis to Referendum**	1	How did Quebecers debate their future?	D3.4, D2.1, D1.5	FLQ; War Measures Act; Bill 101; 1980 referendum
12	**Women's Rights, 1945–1982**	1	What changed for women?	D2.3, D2.2	Workforce data; RCSW; Murdoch; Lavell; Charter s. 28
13	**Culture and Identity**	1	Who defines “Canadian”?	D3.2, D3.1, D1.2	Massey; the flag; Expo 67; Summit Series; CanCon; artists
14	**Patriation and the Charter**	1	Who won and lost in 1982?	D1.3, D1.5, D2.1, D1.4	Unions; stagflation; NEP; Charter; section 35; summative launch

Assessment

Type	In this unit
Assessment for learning	Data analyses, source comparisons, perspective charts, report cards, rankings and exit tickets in every lesson
Assessment as learning	Self-checks on success criteria; peer feedback during the debate
Assessment of learning	Defining Moments Debate (12% of the final grade): a structured team debate plus an individual position paper, with a four-level rubric and teacher guide

Sources

Included:

- **Real data (rounded):** census population and urban share, 1941–1981; women's share of the paid workforce, 1951–1981 (Statistics Canada historical series)
- **Original practice sources:** oral histories, editorials, letters and perspectives on Gouzenko, Suez, the Avro Arrow, the White Paper, James Bay, the Quiet Revolution, the October Crisis and multiculturalism, all labelled on the handouts
- **Teacher choice (optional):** archival materials from Library and Archives Canada, the Canadian Museum of Immigration at Pier 21, the Africville Museum, the Nova Scotia Archives, Bibliothèque et Archives nationales du Québec and the National Centre for Truth and Reconciliation

Invented sources are labelled on every handout. Lessons 6, 8 and 9 deal with racism, relocation, the Sixties Scoop and residential schools: preview them, give students choice, avoid graphic detail and role play, and point students to the guidance team and the Indian Residential Schools Crisis Line (1-866-925-4419). Lesson 6 meets Ontario's 2026 requirement for learning on Black Canadian history after World War II.

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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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