



## Education Resource: Grades 6 to 8

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## 1. Archives Overview

### The Ontario Jewish Archives

The Ontario Jewish Archives, Blankenstein Family Heritage Centre (OJA) is the largest repository of Jewish life in Canada. Founded in 1973, the OJA, a department of UJA Federation of Greater Toronto, acquires, preserves, and makes accessible the records that chronicle our province's Jewish history. The collection documents organizations, individuals, synagogues, schools, summer camps, leisure, athletes, and businesses.

There are many ways to explore the OJA's collection and learn about the province's Jewish past. You can make an appointment to look at photographs, films, Yiddish newspapers, hand-written correspondence, and even an original Superman drawing! Through exhibitions, programs, research assistance, and walking tours, the OJA tells the stories of Ontario's Jewish community.

The OJA reaches people of all ages from children in the classroom, to scholars in the universities, to teens researching their grandparents, to adults discovering their family history, and to seniors re-connecting with their pasts. The OJA services approximately 600 researchers per year, including academics, students, curators, genealogists, filmmakers, radio and television producers, journalists, UJA Federation staff, Jewish agencies, and other organizations.



## Using Primary Sources

### What is a primary source?

Primary sources are original materials that were created at the time under study. Examples of primary sources are an artifact, document, diary, photograph, or autobiography. On the *Scrolling Spadina* website, there are primary sources available at each tour stop underneath the videos.

### What is a secondary source?

Secondary sources are materials that are second-hand, often created after the event or time-period being studied. Secondary sources are often based on an analysis of primary sources and offer judgements about past events/issues, such as books and magazine articles. Some materials that begin as secondary sources can sometimes be studied as primary sources. For example, someone interested in the history of education may use a textbook from the 1950s as a primary source.

### What is archive-based learning?

By using primary sources as a point of inquiry, students are provided with an unfiltered and first-hand account of the people, places, and events under study. Archives-based learning helps students:

## Archives Based Learning

### 1. Think critically

Primary sources require the user to examine the records and draw conclusions based upon the evidence found in the source. All the required information for understanding the context of the record is not necessarily always present. Students must consider the creator's bias or subjectivity, the intended audience, and the reliability of the information when making assumptions or inferences.

### 2. Consider perspective

History consists of multiple viewpoints. Primary sources can be used to consider different perspectives when analyzing information. These perspectives can be shaped by both current and historical narratives.

### 3. Construct knowledge

Forming reasoned conclusions based on facts and evidence requires the use of primary sources. When students can connect the information gleaned from primary sources with information gleaned from other sources of research, they deepen their understanding and construct a base of knowledge that can be applied to other learning opportunities.

### 4. Understand their part in history

Primary sources teach students that they too are participating in history. Their actions, thoughts, and relationships are part of a continuum of history that will one day form our understanding of the past.

## 2. Scrolling Spadina Overview

### About Scrolling Spadina

In 1974, the OJA began leading tours of Kensington Market and the surrounding area. The previous iterations of the OJA's Jewish heritage walking tours were promoted as *A Sense of Spadina* and more recently rebranded as *Stories of Spadina*. Led by a team of experienced and knowledgeable guides, the tour is popular amongst tourists, school groups, Jewish organizations, social clubs, and historic walking tour fans. In 2020, due to COVID-19, these in-person tours were suspended. However, continued interest in the tour, and the growing demand for digital experiences in the heritage field, inspired the OJA's effort to create a digital version of this popular tour. It is also an opportune time to bring the tour to people who otherwise would not be able to attend in person.

There is a total of eight stops on the tour that lead users through the Jewish history of Kensington Market and Spadina Avenue. Each stop features videos and content narrated by one of the OJA's guides. The tour videos capture the distinctiveness of the market and provide contemporary visual context for each of the stories. Archival photographs and documents from the OJA's collections help illustrate the stories. The result is an immersive online experience that explores themes of immigration, daily life, community development, activism and more. It will transport viewers to the sights and sounds of the market.

## Tour Content



### Stop 1: Moving to the Market, Immigration & Community

#### *Bellevue Square Park*

Students will learn about the mass wave of Jewish immigrants to Toronto in the 1880s and 1890s who settled in St. John's Ward or "The Ward." Cyrel Troster, the guide, discusses why Jewish immigrants moved to Toronto. Students will learn about what was happening in The Ward to precipitate the move to Kensington Market.



### Stop 2: The Kiever Synagogue, Religious Life

#### *25 Bellevue Avenue*

Students will learn about the beginnings of the Kiever Synagogue and its history in the Kensington Market community from the guide, Ralph Wintrob. This tour stop is divided into two videos. The first video focuses on the establishment of the synagogue and its architectural features. The second video takes place inside the Kiever and focuses on the interior elements and the people that make this synagogue special.



### Stop 3: Sammy Luftspring, Growing Up in the Market

#### *82 Nassau Street*

Students will learn about the life of homegrown hero and boxer Sammy Luftspring from the guide, Miriam Borden. The topic of antisemitism is explored through the events of the Christie Pits riot as well as the 1936 Berlin Olympics. The stop also focuses on the Luftspring family, with attention to prohibition and the speak easy that was run out of his house.



### Stop 4: YMHA, Athletics & Recreation

#### *15 Brunswick Avenue*

Students will learn about how and why the Young Men's Hebrew Association was established from guide, Sharoni Sibony. The stop explores why there was a need for a Jewish recreational centre in the early 1900s and its importance as a place to socialize outside of synagogue.





## 3. Learning Outcomes & Connections

### About This Guide

The *Scrolling Spadina: Curriculum Resource Guide* outlines the knowledge and experience that students in grades six, seven and eight can acquire by using the *Scrolling Spadina* website and the educational resources. Each lesson plan contains a pre-tour activity and two post-tour activities.

This Guide provides educators with:

- Basic information about the tour stops
- Student outcomes
- Curriculum connections
- Lesson plans

### Student Outcomes

1. Students will be able to identify the contributions and history of the Jewish community in Kensington Market (cognitive learning outcome).
2. Students will be able to describe the issues that the Jewish community faced in Toronto in the early twentieth century such as workers' rights and anti-Semitism (cognitive learning outcome).
3. Students will become familiar with what life was like in the early twentieth century for the Jewish community in Kensington Market (cognitive learning outcome).
4. Students will describe and illustrate what life was like for a Jewish person during the early twentieth century through the learning activities (social learning outcome).
5. After being guided through the tour students will feel appreciation for the importance of the Jewish community to the development of Kensington Market and its surrounding areas. (affective learning outcome).
6. After being immersed visually and auditorily in the sights and sounds of Kensington Market students will appreciate its uniqueness in the Toronto landscape (affective learning outcome).



## Ontario Curriculum Connections

### Grade 6 – Social Studies

**Strand A.** Heritage and Identity: Communities in Canada, Past and Present

- A1.** assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions
- A2.** use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of two or more distinct communities in Canada.
- A3.** demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada

### Grade 7 – Language

Overall Expectations for Writing

- 1.** generate, gather, and organize ideas and information to write for an intended purpose and audience
- 2.** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- 3.** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
- 4.** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### Grade 8 – History

**Strand B.** Canada, 1890 – 1914: A Changing Society

- B1.** assess key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of, major challenges facing, and actions taken by various individuals, groups, and/or communities
- B2.** use the historical inquiry process to investigate perspectives of different groups and communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914
- B3.** describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact

### Grade 6 to 8 – The Arts

**Strand D.** Visual Arts

- D1.** apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies
- D2.** apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

## 4. Lesson Plans

### Lesson Plan (1)

#### Pre-Tour Activity

Before starting the *Scrolling Spadina* tour, the pre-tour activities will familiarize students with vocabulary and concepts that may be unfamiliar. There are two definition worksheets provided that can be completed before watching the videos for "Stop 1: Moving to the Market " and "Stop 2: The Kiever Shul." For a challenge, students can try to complete the worksheets while watching the videos.

Below are some questions and prompts to discuss before watching the videos:

- What does immigration mean?
- Why do people move to different countries?
- How did people move to a country in the 1800s?

Students can also fill out a K-W-L Chart to get them thinking about immigration to Canada. The definition worksheets and K-W-L Chart are located on the pages below.

## K-W-L Chart

<b>Topic:</b> Immigration to Toronto or Canada		
<b>What I <b>K</b>now</b>	<b>What I <b>W</b>ant to Know</b>	<b>What I <b>L</b>earned</b>

### Definition Worksheet (1): Moving to the Market

Draw a line from the term on the left, to match its definition on the right.

Yiddish	A cart pushed by hand
Pogrom	A buyer and seller of goods and resources for profit
Immigration	A person who sounds a bugle, a brass instrument that resembles a trumpet
Merchant	A High German language written in Hebrew characters that is spoken by Jewish people and descendants of Jewish people of central and eastern European origin
Antisemitism	A neighbourhood in central downtown Toronto in the 19th and early 20th centuries.
Pushcart	An organized massacre of people
St. John's Ward	To travel into a country for the purpose to live there permanently
Steamship	Prejudice against or hatred of Jewish people.
Bugler	A ship propelled by steam

### Definition Worksheet (2): The Kiever Shul

Draw a line from the term on the left, to match its definition on the right.

Kiev	A small rounded structure on top of a building
Landsmanshaft	Spiritual leader of a Hasidic movement
Simchas	A celebration or happy occasion
Façade	The capital of Ukraine
Turret	A divider used to separate men and women
Cupola	The front of a building
Romanesque	An architectural style of medieval Europe
Rebbe	A blessing performed over wine or bread in a Jewish home or at synagogue
Bimah	A small tower that sticks out vertically from a building
Kiddush	An association or mutual aid society of Jewish immigrants from the same European region, organized for social and charitable purposes
Mechitzah	A raised platform or area in a sanctuary with a reading desk

## Post Tour Activity

<b>Activity Name</b>	Exploring Immigration
<b>Description</b>	Students will be given a few options to learn about immigration either through conducting an interview, telling their own story, or listening to the suggested resources. Through this activity students will learn about the experience upon arriving and adjusting to life in Canada.
<b>Student Learning Outcomes</b>	<ul style="list-style-type: none"> <li>▪ Students will become familiar with the experience of immigrating to Canada from the tour videos and from a relative or friend.</li> <li>▪ Students will describe the experience of immigrating for a Jewish person during the early twentieth century and for someone who has more recently immigrated.</li> </ul>
<b>Materials Needed</b>	Pencil or pen Notebook or paper Worksheets provided
<b>Technologies Needed</b>	Computer for watching tour videos Phone or computer for conducting interview

**Exploring Immigration:** Activity to be completed after watching "Stop 1: The Ward" and "Stop 2: The Kiever Synagogue" from the *Scrolling Spadina* tour.

**Helpful Hint:** For more Immigration context visit the Immigration themed topic on the OJA website. <https://www.ontariojewisharchives.org/Explore/Themed-Topics/Immigration>

Students will be asked to interview a Canadian immigrant to learn about their experiences upon arriving and adjusting to life in Canada. Students can also tell their own immigration story by answering the outlined questions or, can listen to the recommended resource. If students are conducting an interview, the interviewee can be a friend, neighbour, or relative. It is best if students speak to them directly (over the phone or by video) but can also use email or text. Students are encouraged to collect copies of artifacts or photographs to help illustrate the immigration story.

**Important Note:** We encourage teachers to use trauma informed care when conducting this lesson. Immigration stories may bring up traumatic and upsetting feelings for students. The stories the students explore or tell might bring up sensitive topics.

### Post-Activity Sharing & Reflecting:

After students have completed the activity, including writing their immigration piece, use the following prompts to discuss the activity. Students can share their work if comfortable.

- Are there similarities between the immigration story they wrote and information from the tour?
- Are there differences between what they learned from their interview and the *Scrolling Spadina* videos?
- How has their understanding of immigration changed?

## Exploring Immigration

### There are three options for this activity

- A. Interview a Canadian immigrant to learn about their experiences upon arriving and adjusting to life in Canada. The person can be a friend, neighbour, or relative. It is best if you can talk to them directly (on the phone or by video), but you can also do it through email or text.
- B. Tell your own immigration story by answering the questions. Please only answer the questions that you are comfortable sharing.
- C. Use videos from the OJA South African Legacy Project to answer the questions.  
<https://www.ojasalp.org/profile/anthony-melman/>

**Here are some questions to think about and answer. These questions will help you in the next stage of the activity. Write down any other information you think is compelling and will help you tell the immigration story.**

- What country did they come from?
- When did they immigrate to Canada? What was the date and year?
- Why did they leave?
- Did they bring anything with them? Do they still have these things?
- Why did they choose to come to Canada?
- What traditions did they bring from their country?
- Was it difficult to adjust to life in Canada?
- How has their life changed since they first immigrated?

After writing down the answers to these questions write a short piece that illustrates the immigration story. The piece can be written in the form of a diary entry, short story, or summary. If you collected copies of any artifacts or photographs be sure to incorporate them into this part.



## Lesson Plan (2)

### Pre-Tour Activity

Before starting the tour, here are some questions to get students thinking about community building, development, and contributions.

### Pre-Tour Questions & Prompts

- Have you ever been to Kensington Market?
- Do you have any memories of Kensington Market?
- What places make a neighbourhood unique?
- Are there places in your community you visit often?
- Are there places in your community that make it special?

## Post Tour Activity

<b>Activity Name</b>	Tour of My Neighbourhood: 100 Years from Now
<b>Description</b>	Students will be asked to create an outline for a tour they would lead in their hometown or more specifically in their neighbourhood. The tour is to be set 100 years from now. Students are encouraged to include places on the tour that they think are important to their community. Students are encouraged to present their tour through a slideshow, physical map, drawing or Google Map.
<b>Student Learning Outcomes</b>	<ul style="list-style-type: none"> <li>▪ Students will describe and assess contributions to their communities and understand community building and development.</li> <li>▪ Students will describe significant developments made in their communities by individuals and organizations.</li> </ul>
<b>Technologies Needed</b>	Computer for watching tour videos, conducting external research, and creating tour slideshow or Google Maps tour

After watching the *Scrolling Spadina* tour, students will learn about major contributions from the Jewish community. These contributions helped establish a sense of community and served the needs of the Jewish people. After watching the videos have students reflect on important places in their communities. Students will design their own tour of their neighbourhood. Students can create their tours as a slideshow and add photographs.

Have students brainstorm the places that were highlighted and mentioned on the *Scrolling Spadina* tour. These places should help students when considering what to add to their tour.

One option for students to organize their thoughts is to have them structure their tours using sequential theme development format:

**Topic:** Your Neighbourhood

**Theme:** Big idea or main point – what should people know about your neighbourhood or hometown

**Body:** Key messages or the places on the tour. Try to present the places on the tour in a logical sequence connected with transitions.

**Conclusion:** Summary of your key messages and reinforce your main theme.