



Education Resource: Grades 11 & 12

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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 500 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 on every tour stop page 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.

Tour Content



Stop 5: The Market

202 Augusta Avenue

Students will be led through Kensington Market while guide, Brad Bass explains what the Market was like as the Jewish heart of Toronto from the 1920s to the 1950s. The stop discusses why families moved to the market, how they established a community and businesses and how the businesses catered to the needs of the community.



Stop 6: The Standard Theatre, Yiddish Entertainment

285 Spadina Avenue

Students will learn about the history of Yiddish theatre in Toronto and its centrality to the Standard Theatre. The tour guide, Miriam Borden discusses the liveliness and popularity of the theatre as well as the transitions it made throughout the years.



Stop 7: Labor Lyceum, Union Activism & Cultural Hub

346 Spadina Avenue

Students will learn about the garment industry in Toronto. Many people in the Jewish community were employed by the garment industry and the Labor Lyceum was home to unions that supported the workers interests. The stop also discusses two main events, the Toronto Dressmakers' Strike of 1931 and the International Left Opposition demonstration that took place in the summer of 1933.



Stop 8: Cecil Street, Jewish Institution Row

23 Henry Street (Cecil Street & Henry Street)

Students are guided through Cecil Street by Cyrel Troster. Cecil Street was also known as "Jewish Institution Street," as there were numerous organizations that served the needs of the community. At this stop students will learn about the Beth Jacob Synagogue, the Workmen's Circle, the Farband Institute, the Jewish Old Folks Home, the Folks Farein, and the Ostrovtzer Synagogue.

3. Learning Outcomes & Connections

About This Guide

The *Scrolling Spadina: Curriculum Resource Guide* outlines the knowledge and experience that students in grades eleven and twelve can acquire by using the *Scrolling Spadina* website and the educational resources. Each lesson plan contains a pre-tour activity and 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 the 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 11 – Origins and Citizenship: The History of a Canadian Ethnic Group

Strand D. The Canadian Experience

- D1.** explain how various social and economic factors influenced the settlement of some ethnic groups in Canada, with reference to the selected ethnic group, and analyze the impact of ethnic settlements in this country
- D2.** analyze various challenges that have faced new immigrants to Canada, as well as policies that have been developed to address some of those challenges
- D3.** explain various ways in which ethnic groups, including the selected ethnic group, have contributed to Canada

Grade 11 – World History since 1900: Global and Regional Interactions

Strand C. Economic and Political Crises, 1919 – 1945

- C1.** analyze the impact on the lives of people in two or more regions of the world of some key social, economic, and political issues, trends, and/or developments between 1919 and 1945
- C2.** analyze key causes and consequences of various global and regional conflicts as well as the effectiveness of efforts to maintain peace between 1919 and 1945
- C3.** analyze some significant developments related to human/ citizenship rights and cultural identities in societies in two or more regions of the world between 1919 and 1945

Grade 12 – Canada: History, Identity, and Culture

Strand D. Canada, 1867 – 1945

- D1.** analyze how various social/cultural, economic, and political events, trends, and/or developments in Canada from 1867 to 1945 contributed to the development of the country
- D2.** analyze how various interactions at both the national and international level between 1867 and 1945 contributed to the development of Canada
- D3.** analyze challenges facing various groups in Canada between 1867 and 1945 as well as the contributions of various groups and individuals to the development of identity, culture, and citizenship in Canada

Strand E. Canada since 1945

- E1.** analyze various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country
- E2.** analyze how various interactions at both the national and international level since 1945 have contributed to the development of Canada, including the development of identity in Canada
- E3.** analyze how various individuals and groups have contributed to the development of identity, culture, and citizenship in Canada since 1945

4. Lesson Plans

Lesson Plan (1)

Pre-Tour Activity

Activity Name	Reading Photographs
Description	<p>Students will learn about and analyse the challenges the Jewish community faced in Toronto upon settling and throughout the time leading up to and during the Second World War period.</p> <p>Students will analyze how the Jewish people in Toronto responded to events and treatment of Jewish people overseas. Individually, students will complete the primary source sheets to learn how photographs can teach us about the past. Students will then discuss and debrief in their groups after watching the tour videos.</p>
Objectives	<p>Understanding the experiences of Jewish people in Toronto and overseas and the challenges they faced.</p> <p>Gain an understanding of how issues arise when society views you differently.</p> <p>To learn and understand how historians and archivists use and study the content of photographs to learn more about historic events, topics, or times.</p>
Student Learning Outcomes	Students will learn about why archives are important resources for answering our questions about the past. Students will use the archival photographs provided to answer questions.
Materials Needed	<p>Paper or notebook</p> <p>Pencil or pen</p> <p>Archives photograph worksheet provided.</p>
Technologies Needed	<p>Computer to watch the videos and to conduct research</p> <p>Students can also use their computers to design the poster</p>

Students will focus on one of the highlighted events from Stop 7. To introduce archives based learning and primary sources, reference the **Using Primary Sources** section of this guide (Page 4). This activity will focus on the International Left Opposition demonstration that took place on July 11, 1933. Over 15,000 people (mostly Jewish) walked off the job to protest Nazism, fascism, and other human rights issues. Reported in the Globe and Mail as the largest protest of its kind in Canada since the 1919 Winnipeg strike. Using the archival photographs provided, students will learn more about the event through analyzing the records and by using visual analysis in the absence of additional information.



Reading Photographs (Part One)

Record your answers to the following questions. You can also record your answers in a notebook, Microsoft Word Document, or whichever method you prefer.

Observe:

1. What are your first impressions?
2. What details do you notice in the photograph?
3. Is there something you do not understand?

Question:

1. What additional information do you need to understand this photograph?
2. What questions do you have for further research?

Reflect:

1. What is happening in the photograph?
2. When do you think the photograph was taken?
3. Why do you think the photograph was taken?

Draw Conclusions:

1. What conclusions can you draw about the historical period of this photograph?
2. What conclusions can you draw about what is happening in the photograph?

Reading Photographs (Part Two)

Have students watch "Stop 7: Labour Lyceum" after completing Reading Photographs (Part One). After watching the video have students revisit their answers from Part One of the activity. In small groups students are encouraged to share their thoughts after watching the tour video. To conclude the activity, have students think about the information gained from a primary source vs. a secondary source.

Students can discuss the following questions:

1. After watching the video, do you understand the photographs better?
2. Did you gain more clarity and understanding about the events depicted in the photographs by watching the video?
3. Were your conclusions about the historical period correct?

Lesson Plan (2)

Pre-Tour Reflection

This lesson plan focuses on "Stop 1: The Ward," "Stop 3: Sammy Luftspring," "Stop 7: Labour Lyceum" and "Stop 8: Cecil Street" of the *Scrolling Spadina* tour. These stops discuss the challenges the Jewish community faced upon immigrating to Toronto and during and after settlement.

Below are questions and prompts to discuss before watching the tour videos. Students can reflect on these questions individually and are encouraged to write down their thoughts. After watching the tour videos, see if their answers to the questions have changed.

Reflection Questions:

- What issues arise when others view us differently than we view ourselves?
- What is antisemitism?
- How has antisemitism impacted Jews in the past and today?
- Do you think the challenges that the Jewish community faced in the early 1900s in Toronto were similar or different to the challenges they faced in Europe?

Next have students watch "Stop 1: The Ward," "Stop 3: Sammy Luftspring," "Stop 7: Labour Lyceum" and "Stop 8: Cecil Street" of the *Scrolling Spadina* tour. After sharing their initial thoughts and reactions students should discuss the following prompts:

- How did the challenges the Jewish community faced motivate them to make community contributions and change?
- How did these contributions develop a sense of identity and culture?

Helpful Hint: OJA Themed Topics

If students need more clarity on certain topics, they can explore the other themed topics below for more information on some of the people, organizations, and subjects mentioned at Stop 1, Stop 3, Stop 7 and Stop 8 of the *Scrolling Spadina* tour. There are three themed topics, **People**, **Organizations** and **Subjects**. Below are the relevant people, organizations, and subjects for this activity.

People

- Dworkin Family: <https://www.ontariojewisharchives.org/Explore/Dworkin-Family>
- Joseph B. Salsberg: <https://www.ontariojewisharchives.org/Explore/Joseph-B.-Salsberg>
- Ida Siegel: <https://www.ontariojewisharchives.org/Explore/Themed-Topics/Ida-Siegel>
- Sammy Luftspring <https://www.ontariojewisharchives.org/Explore/Themed-Topics/Sammy-Luftspring>

Organizations

- Baycrest Centre for Geriatric Care:
<https://www.ontariojewisharchives.org/Explore/Themed-Topics/Baycrest-Centre-for-Geriatric-Care>

Subjects

- Antisemitism: <https://www.ontariojewisharchives.org/Explore/Themed-Topics/Anti-Semitism>