



Education Resource: Grades 9 to 10

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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 nine and ten 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 9: Issues in Canadian Geography, Academic

Strand D. Changing Populations

- D1.** analyze selected national and global population issues and their implications for Canada
- D2.** describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada
- D3.** analyze patterns of population settlement and various demographic characteristics of the Canadian population

Grade 9: Issues in Canadian Geography, Applied

Strand D. Changing Populations

- D1.** assess the impact on Canadian communities of changes in the characteristics of Canada's population, and describe ways of responding to these changes
- D2.** analyze recent immigration trends in Canada
- D3.** describe key characteristics of population settlements in Canada and the major demographic characteristics of the Canadian population

Grade 9: Visual Arts

Strand A: Creating and Presenting

- A1.** apply the creative process to create a variety of art works, individually and/or collaboratively
- A2.** apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages
- A3.** produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

Ontario Curriculum Connections

Grade 10: Canadian History since World War I

Strand B. Canada, 1914 – 1929

B1. describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups and communities in Canada

B2. analyze some key interactions within and between different communities in Canada and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics

B3. explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada

Grade 10: Canadian History since World War I

Strand C. Canada, 1929 – 1945

C1. describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups and communities in Canada

C2. analyze some key interactions within and between different communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them

C3. explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945

Grade 10: Civics and Citizenship

Strand C. Civic Engagement & Action

C1. analyze a variety of civic contributions, and ways in which people can contribute to the common good

C2. assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada

C3. analyze a civic issue of personal interest and develop a plan of action to address it

Grade 10: Visual Arts

Strand A: Creating and Presenting

A1. apply the creative process to create a variety of art works, individually and/or collaboratively

A2. apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages

A3. produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

4. Lesson Plans

Lesson Plan (1)

Pre-Tour Activity

This lesson plan focuses on "Stop 7: Labor Lyceum" and "Stop 8: Cecil Street" of the *Scrolling Spadina* tour. These stops discuss civic engagement, local and global issues, and community development. At each stop students will learn about how the Jewish community was comprised of actively engaged citizens who advocated for a better quality of life for all Jewish citizens.

To get students to start thinking about past and current social and political issues, below are some questions and prompts to discuss before watching the videos for Stop 7 and Stop 8.

- Why do people protest?
- Why do people form organizations?
- How can you be an active and engaged citizen?

Next have students watch "Stop 7: Labour Lyceum" and "Stop 8: Cecil Street" of the *Scrolling Spadina* tour.

Helpful Hint: OJA Themed Topics

The collections at the OJA cover an array of research topics. If students need more clarity on certain topics, they can explore the themed topics below for more information on some of the people, organizations, and subjects mentioned at 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>

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>

Post-Tour Reflection

Below are questions to ask students after watching the videos to get them thinking about current issues.

- What were the major concerns of the Toronto Dressmakers' Strike of 1931? Do similar issues exist today?
- Why were places such as Folks Farein and the Jewish Old Folks Home established?
- Do similar issues that were presented in the videos exist today (i.e. workers' rights, unfair treatment of certain groups)?
- What matters to me and why?
- What are some ways I can be an active citizen?

Post-Tour Activity

Activity Name	Artful Advocacy
Objective	Students will work individually and develop a creative call to action in support of a current issue. Students will use the creative process by responding to the creative challenge, planning an artwork, making artistic choices, producing a preliminary vision of the work, and presenting it to their peers.
Description	Students will choose a current issue and create a creative call to action. The call to action can take various forms such as a poster, drawing, PSA, song etc. After completing their calls to action, students will share their work in informal student led groups of five. They will start by describing their work and the topic they chose. Students should write a brief pitch that explains their work, including information about the cause they chose and why it is important to them and to society.
Student Learning Outcomes	<ul style="list-style-type: none"> ▪ Students will analyze and present a selected local, national, or global issue and its implications and relevance for Canada. ▪ Students will practice and assess ways in which people express their perspectives on issues of civic importance. ▪ Students will analyze and present an issue of personal interest and develop a creative call to action that addresses the issue and promotes social change.
Materials Needed	Paper, pencils, markers, glue Students are encouraged to use any materials on hand to create their works
Technologies Needed	Computer to watch the videos and to conduct research Students can also use their computers to design the poster

Artful Advocacy

In "Stop 7: Labor Lyceum" and "Stop 8: Cecil Street" you learned about how the Jewish community addressed civic and global issues, and how they supported each other. In this activity you will choose a current issue and create a creative call to action for it. The issue can be on a local or global scale but should be something that you are interested in bringing attention to. The call to action can take various forms such as a poster, drawing, PSA, song etc.

Consider the following questions when deciding on an issue of social change to address:

- What matters to me and why?
- What are some ways I can be an active citizen?

After creating your piece, write a brief pitch that explains your work, including information about the cause you chose and why it is important to you and to society.

Lesson Plan (2)

Pre-Tour Activity

Split students into smaller groups and assign each group a video from the *Scrolling Spadina* tour that they have not yet watched.

Post-Tour Activity

Activity Name	Investigating Videos: Critical Analysis Process
Objective	Students will work through the critical analysis process to think more thoughtfully and critically about creative pieces and specifically, videos in this activity. Through this activity students will practice skills to help them analyze and think critically about visual materials.
Description	Students will be divided into small groups and each group will be assigned one of the <i>Scrolling Spadina</i> tour videos. Students will reflect individually and in their small groups about the video. To conclude the activity the students will share their thoughts and analysis with the whole class.
Student Learning Outcomes	<ul style="list-style-type: none"> ▪ Students will analyze and interpret one of the videos from the tour to think about impactful and engaging storytelling. ▪ Students will interpret a video and be able to support their opinion through using the critical analysis process
Materials Needed	Notebook Pen, or pencil
Technologies Needed	Computer to watch the videos

This lesson plan focuses on the creative analysis process and getting students to inquire, analyze and reflect. Through this activity students will practice skills to help them analyze and think critically about visual materials. Students will use the critical analysis process to reflect, analyze and discuss their selected video.

Investigating Videos: Critical Analysis Process

Initial Reaction

First students will record their initial reactions to the video. Students are encouraged to evaluate the video, focus on storytelling elements and any other elements that contribute to the overall video. Below are some sample guiding questions that students can consider for their initial reaction responses.

- What is your first impression of this video?
- What does this video bring to mind?
- What emotions does this video evoke?
- What questions do you have?
- What connections can you make between this work and your own experience?

Analysis & Interpretation

In their groups, have students reflect and share their initial reactions. Students may also use the questions below, to help guide further interpretation of the video.

- What was the main idea of the video?
- Were the elements of sound and audio used effectively?
- What message or meaning do you think the work conveys?
- What techniques are being used to engage the audience?
- Who do you think is the intended audience?

Final Thoughts

Have students reflect individually after analyzing and interpreting the video as a group. Students can use the following question to guide their reflection. Students should prepare to share their final thoughts with the class. To prepare, students should think about specific elements in the video to support their interpretation.

- Has your impression of this video changed since your initial reaction?
- Are there any changes you would make to the video to improve it?
- How would you change this work for a different audience?