

## **IDC4UI: ARCHIVES AND LOCAL HISTORY**

**OVERVIEW OF THE THREE MAJOR COURSE STEPS TO ENGAGE STUDENTS WITH THE WORK OF ARCHIVISTS, CURATORS, LOCAL HISTORIANS AND CITY PLANNERS PROVIDING THE LINKS BETWEEN STUDENTS AND LOCAL HISTORY.**

### **STEP ONE:**

#### **THE STUDY OF THE HISTORY OF THE SCHOOL AND THE LOCAL COMMUNITY**

**In units one, two, three and four, students examine forms of commemoration that demonstrate the history of their school and their community.**

1. In pairs, students do a walkabout of the school inside and outside where they document forms of commemoration. They examine plaques, memorial windows, photos, monuments, stones, and paintings that reflect the history of the school and then analyse their work. What do the inscriptions written on memorial plaques, for example, reveal about the way in which the community views its fallen? Their heroes? Their scholars? What memories are celebrated? Forgotten? The dominant collective memory of our society is often revealed in the forms of commemoration that reflect our collective past. What are the elements that our community has established that defines our shared past?
2. Is there is a school archive? What material is kept there? How is it organized, what is missing? Organize the students into groups to do archival work throughout the year in the school archive. Students will catalogue, organize and collect material, create rules and regulations and a database to access the material. Or begin to create a school archive.
3. Students learn interview techniques by performing interviews with members of the school community, such as retired teachers, alumni and former staff. They keep a copy of these interviews in the archives. Photos, artefacts or memorabilia can accompany their written work.
4. Students study the history of Toronto, the history of their local community and the physical and social links between the past and the present. How has the history of the community had an impact on the decisions being made today? How has the community changed? What visions are there for the future of the local community? Guest speakers such as city planners and local historians help provide some of the answers.

### **STEP TWO:**

#### **THE STUDY OF LOCAL HOUSES, COMMUNITY, LOCAL HISTORICAL SOCIETIES/LIBRARIES AND TORONTO.**

**In units five, six and seven students examine the links between the local community and the broader community**

1. Students do individual research on the history of their homes by consulting directories, fire insurance plans, and other records at the local historical society/library and the City of Toronto Archives. Students prepare a written and visual portfolio of the history of their house.
2. Students do major research on several areas within their community such as commercial properties. Here they talk with local store owners, consult local archives and do research on the history of the buildings and their occupants. They examine the changes in demographics, social and economic patterns. They also do fieldwork at the local cemetery, various local religious institutions, community centres and parks.
3. Students work with the local historical societies to help them with their research projects as well as to develop a greater understanding of their own community history. For example, the WTJHS did work on the history of the houses in the community, as well as walking tours of local residences.
4. Students participate in work with the City of Toronto Archives. At the archives, students engage in activities that reflects the work professional archivists do on a regular basis such as examining, arranging and classifying artefacts, preserving and maintaining documents, researching properties, and examining maps or recordings in order to answers public inquiries.
5. Students make links to City Planners. They participate in research that allows them insight into the challenges of maintaining the historical integrity of the city while allowing for development and growth.

### **STEP THREE:**

#### **STUDENTS BROADEN RESEARCH SKILLS AND CONTACTS THROUGH LINKS WITH PROVINCIAL AND NATIONAL ARCHIVES AND HISTORICAL SITES.**

In units eight, nine and ten, students are actively involved with activities at the Archives of Ontario, Library and Archives Canada and Local Historical Sites.

1. Students visit the 'Archives of Ontario.' This allows students the opportunity to examine the various elements of archival work on a provincial level. Students participate in an extended tour that demonstrates preservation techniques and the arranging and classification of documents, viewing video and listening to audio recordings. Students participate in on-site work with a trained Archivist to uncover the history of a specific property.
2. Students may participate in fieldwork in Ottawa. In Gatineau, across the river from Ottawa, students can tour the Preservation Centre where they can view the advanced technology laboratories that preserve the history of Canada. Students may also do research at the genealogy department of Library and Archives Canada in Ottawa, where students can examine and record information from the personal military files of school Veterans. Students can bring the research material back to their school archives for public record.
3. Students visit National Historical Sites and Forts.

## ARCHAEOLOGY FIELD STUDY

### OVERVIEW

Archaeology is a branch of Anthropology, the study of humanity, and is the study of people based on the "things" they have left behind. These "things" may be tools they made and used, structures built for various purposes, traces of different activities they may have engaged in, the bodies of people themselves or even indirect evidence of the impact people had on the land or the impact the land had on them. Primarily, then, Archaeologists study the traces and remains of people in the past.

In this Unit, students will

- become familiar with the role of Archaeologists
- understand the link between archaeological work and local history and archives
- do a formal dig as part of their culminating activity.

The archaeological "history" of Ontario can be divided into two "periods", the prehistoric period that predates written documents, and the historic period, which has been partially recorded in written documents. The contribution of archaeology to these periods is different, however, because of the existence of this documentation. The prehistoric period is known only through study of archaeological remains. The contribution of archaeology to the historic period is found in various written records that provide us with much information about the past. Archaeology can help us understand aspects of people or events that were not fully recorded in historical documents. Ontario has over 19,000 known archaeological sites. Toronto is one of the largest, most culturally diverse municipalities in North America and has a cultural history that began approximately 11,000 years ago.

### STRATEGIES

- The Archaeology and Heritage Planning Unit maintains a computerized database with an entry for each registered archaeological site in Ontario. About 16,000 sites are documented in the database, and about 600-700 new sites are added each year as a result of archaeological investigations. To be added to the database, the site must be found and recorded by a licensed archaeologist and reported to the province. Archaeological sites in Ontario include aboriginal hunting and fishing camps, ceremonial sites and spiritual places, villages, battlefields, remnants of pioneer cabins and cemeteries and shipwrecks. This computerized sites database, which documents some 10,000 years of settlement in

- Province of Ontario, is currently part of the Canadian Heritage Information Network (CHIN).**
- **Information from**  
<http://www.culture.gov.on.ca/english/culdiv/heritage/arch>.
  
  - **The City of Toronto has developed an archaeological master plan to identify areas of archaeological potential and to require archaeological assessments on land prior to development. A Master Plan of Archaeological Resources for the City of Toronto, August 2004, sets out the framework for the project. Classes can examine this plan to develop a better understanding of the history of the city. Students can do research work on the waterfront development plan.**
  - **Information from:**  
<http://www.toronto.ca/heritagepreservation/pdf/centralwaterfrontarchaeology.pdf>

## **RESOURCES**

**The websites below allow students access to information about archaeological sites that link to the early history of Ontario and the city of Toronto. Archaeologists have discovered thousands of artefacts from various sites across the city. These artefacts are documented and then stored in special facilities. Some items found are flakes of chert, fragments of pottery, stone tools, knives and bricks. Preserving archaeological sites is vital in preserving local history. Students must first research provincial and municipal laws about protecting archaeological sites. This unit examines the role of archaeologists, the discovered archaeological sites in Toronto and Ontario, and examines the work of preserving and maintaining the artefacts found at these site.**

<http://www.toronto.ca/heritage-preservation/archeology.htm>

<http://www.ontarioarchaeology.on.ca/>

<http://www.chass.utoronto.ca/anthropology/OAS/torchapt.html>

<http://www.ontarioarchaeology.on.ca/>

<http://www.toronto.ca/heritage-preservation/pdf/centralwaterfrontarchaeology.pdf>

<http://www.culture.gov.on.ca/english/culdiv/heritage/arch>.

## **CEMETERY FIELD STUDY**

---

### **OVERVIEW**

- **Cemeteries are important historical sites that provide a valuable reflection of the history of a local community. Stones mark the graves of those who lived and worked in the community. They reflect religious affiliation and provide insight into changes in demographics and ethnic associations. The style of the various headstones as well as the symbols placed on the stones reflect local art, religious beliefs, social class, values and morals as well as cultural associations. These artefacts provide valuable data for study.**
- **Students in the Archives and Local History course undertake a field study of a local cemetery. The field work requires collecting data from the headstones, examining the graves, symbols and layout of the stones as well as a study of the physical layout of the cemetery. Students examine the construction and marking of the graves as well as the plants and trees that surround the site. Students engage in analysis and reflect on their gathered material.**
- **There are various different types of cemeteries: private, public, religious or ethnic affiliation and family cemeteries. It is recommended that the class find a public cemetery for this field study.**
- **Cemeteries are important historical sites but also places of honour for loved ones. It is therefore important that all students be coached about appropriate rules of behaviour when doing cemetery work. Students must be respectful, keep noise and movement to a minimum, and be unobtrusive at all times. Be particularly respectful of mourners, should students encounter people in the cemetery. If a funeral is taking place, then ask students to leave and return at another time.**

### **STRATEGIES**

- **Students will need to visit the cemetery more than once, as data collecting is time consuming and tiring. The teacher should pre-arrange visiting times by contacting the cemetery and writing letters of permission. Students pool their data and write formal reports, as well as discuss their findings with the class.**

- **The following cemetery study sheets can be used as part of the cemetery study in the Archives and Local History course. There is a grave data collection sheet, a sample map of a cemetery as well as a sheet that requires descriptions of the physical layout of the cemetery.**

**SOURCES:**

- **Other sheets and ideas can be found at various on-line sites, including organizations that provide information about gravestone symbols that might appear in your local community cemetery.**
  - [http://depthome.brooklyn.cuny.edu/anthro/SCP50/cemetery\\_intro.htm](http://depthome.brooklyn.cuny.edu/anthro/SCP50/cemetery_intro.htm)
  - <http://www.toronto.ca/culture/history/index.htm>
  - [http://www.torontopubliclibrary.ca/uni\\_spe\\_genealogy.jsp](http://www.torontopubliclibrary.ca/uni_spe_genealogy.jsp)
  - Book: Grave Reflections: Portraying the Past through Cemetery Studies, edited by Shelley R. Saunders and Ann Herring. 1995. Toronto, Canada: Canadian Scholars Press. 281 pp. ISBN I-55130-059-1.

## **THE CITY OF TORONTO ARCHIVES: OVERVIEW AND VISIT**

---

**The City of Toronto Archives holdings include minutes and reports, photographs, maps, books and reports, drawings and a wide range of primary documents. The archives collect documents created by the City of Toronto municipal government and by its predecessor municipalities. The archives also contain documents created by the city's agencies, boards, and commissions. These documents reveal the decisions, policies, and activities of these governments. The City of Toronto Archives also collect non-government records that complement the government records and provide a more complete history of Toronto. It is recommended that students enrolled in this course take a tour of the City of Toronto Archives in the fall to become familiar with the records available in the Research Hall. The archives provide a tour of their facility and offer activities for students**

- **The Toronto Archives have an extensive online database of their collection for research work on topics related to the collection. The following website provides access to the on-line database of the City of Toronto Archives.  
<http://www.toronto.ca/archives/description.htm>**

### **Tour of the Facility:**

- **Includes the photographic display in the atrium, building tour, the Research Hall, the conservation labs and the theatre where students will view a presentation of archival principles.**
- **Records stored in the Research Hall will be used in most research assignments for this course. Records include:**
  - **published textual works, including books and reports**
  - **Council proceedings in printed form or on DVD**
  - **printed maps and plans**
  - **periodicals of historical and professional interest**
  - **information files containing clippings, pamphlets, and other ephemera**
  - **scrapbooks and clipping collections**
  - **unpublished theses and papers**
  - **booklets, pamphlets and broadsides**
  - **microfilm and microfiche copies of some archival records and published works**
  - **photocopies, reference prints, or scans of many archival photographs**

### **Student visit and activity**

- **Students are placed into groups, at tables, where they examine files of archival materials that contain primary documents and photos. Each file contains documents that represent materials donated to the City of Toronto Archives. The students must answer a selection of questions that will help them determine the history of the documents. All students fill out a worksheet provided by the archives. Questions include place, date and history of the document or photo. Students attend a presentation in the theatre where the archival entries for each file are revealed. Items examined include photographs, pamphlets, manuscripts and reports.**
  
- **This activity allows students an opportunity to use their research skills to draw conclusions about primary documents and, as well, provides them with a better understanding of one of the roles of professional archivists.**
  
- **Students write a report summarizing the collection at the City of Toronto Archives and answer the question: How does the City of Toronto Archives help preserve local history?**

CONSENT FORM FOR INTERVIEW

INTERVIEW OF: \_\_\_\_\_

INTERVIEWER: \_\_\_\_\_

DATE: \_\_\_\_\_

LOCATION: \_\_\_\_\_

**I \_\_\_\_\_, understand that I will be providing information for research and that my material will only be used for academic purposes. I agree that the information obtained from this interview can be used for course work material only. I agree that this material can be stored in the official school archives for future public viewing.**

**Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

## **LOCAL HOUSE STUDY: OVERVIEW**

---

**The study of local houses in the community provides essential insight into local history. In Unit Five students participate in a research study on the history of their house. When was the house built? How many people lived in the house before? Who were they? What changes have taken place to both the house and the surrounding area? Students who do not own or rent a house can do research on the building in which they live. Both involve the same research skills.**

- **This study involves doing research both online and at the Toronto Archives. The archive provides records for the former separate municipalities of Toronto. Students will need specific information about the house, such as address, number and lot location to do this research. Students are expected to follow the 'Researching Your House' handouts provided in this workbook.**
- **In addition to the written work that reflects the historical research for this study, students must provide a visual representation of their homes. This requires photos and sketches. Rough sketches allow students to take a more detailed examination of their home. A sketch of the outside of the house is required. Additional sketches of the interior may be included as well.**
- **Visual and commercial facts about the house must include the following:**
  - **The roof**
  - **The brick and wood**
  - **The doors and doorknobs**
  - **The garage/driveways**
  - **The size and shape of the property**
  - **The size of the house**
  - **The history of the house**

### **Assignment:**

- **A written summary of the research findings on the history of their house**
- **A primary document that reveals the research work**
- **Photos of the outside and inside of the house**
- **A sketch of the exterior of the house**
- **Copies of any official or legal documents (such as professional surveys, fire insurance plans or property maps)**
- **The completed handout sheets**

**Secondary source material is provided at online sources listed at the back of this workbook**

## Tips on How to Trace the History of Your House

### Collections

- . [Research & Reference](#)
- . [District & Neighbourhood Branches](#)
- . [Digital Collections](#)

### Publications

- . [Local History Publications](#)
- . [Urban Views](#)

### Indexes & Databases

- . [Archindont: Architectural Index for Ontario](#)

### Questions

1. Where is my property located?
2. When was the property developed and the house built?
3. Who was the original owner and/or occupant of the property?
4. Who were the successive owners and/or occupants of the property?
5. Who was the architect/builder?
6. How has the property changed over time, and how has the house been altered?
7. Were the original or successive owners and/or occupants noteworthy?
8. What was the role of the property in the context of the history and development of the neighbourhood and/or the City of Toronto?

### Sources for answers

#### Neighbourhood and community sources

- [Look at your house and its setting in the neighbourhood](#)
- [Look at your deed, assessment notice, or tax bill](#)
- [Talk to previous owners, neighbours and long-time residents](#)
- Visit the local library with a [local history collection](#)
- Visit the [Toronto Reference Library](#)
- Call the local historical society (under construction)
- Consult the Local Architectural Conservation Advisory Committee (LACAC) (under construction)
- [Heritage Toronto](#)
- [City of Toronto Archives](#)

- [Archives of Ontario](#)

### **Primary Sources**

- [Atlases and maps](#)
- **Assessment rolls (under construction)**
- **Building permits (under construction)**
- **Architectural drawings (under construction)**
- **Pictures and photographs (under construction)**
- **Land records (under construction)**
- **Census records (under construction)**
- **Voters lists (under construction)**

### **Secondary Sources**

- **Periodicals and newspapers (under construction)**

## Course Benefits:

- \* This course, created in the Toronto District School Board under the Ontario curriculum, could be implemented across the country as it supports an interdisciplinary approach to global citizenship.
- \* It provides numerous opportunities for students to develop a stronger link between the history of their local and national community, as well their responsibilities as members of a global society.
- \* In all areas the students are connected with professional archivists, libraries, educators, academics, artists and historians who demonstrate their role in maintaining and preserving our Canadian culture and history.
- \* In each unit the students have a wonderful opportunity to discover their past by exploring their community through research projects in local, provincial and national archives and libraries, but by also actively linking to community members, both professional and non-professional. The exercise of important interdisciplinary life skills in this course help students learn how to digest information in new contexts.
- \* Helping students develop a stronger association with their community has many benefits. It allows students to feel less disenfranchised from their surroundings and more connected as a vital member of their neighbourhood.
- \* This course allows students to make these connections as well obtain a senior level credit. Students are also able to find new and innovative opportunities to obtain the volunteer hours requirement of their secondary school diploma.
- \* This course provides a personally rewarding experience for students as they bond with the history of their school and community.

## Praise for IDC4UI:

"The Archives and Local History course offers innovative active learning opportunities. High school students study their own neighbourhoods, and what could be more relevant than discovering more about the place where you live or go to school?"

*Barbara Myrvold  
Service Specialist Local History  
Toronto Public Library*

"The Archives and Local History course is an excellent introduction for students who want to learn about archival resources, and how these primary sources can shed light on the history of Toronto.

"By viewing original documents, such as assessment rolls, fire insurance plans, and other records produced both by municipal government and private individuals or companies, students will learn to assess the relevancy, purpose and bias of primary source materials."

*Paul Sharkey  
Exhibit & Outreach Technician  
The City of Toronto Archives*

## **IDC4UI : Archives and Local History**

### Course Details:

Creator: Rose Fine-Meyer  
School: HumberSide C.I.  
Department: Interdisciplinary Studies  
Course Code: IDC 4UI  
Course Title: Archives and Local History  
Credit Value: 1.0



*Rose assists her IDC4UI students as they examine military documents at Library and Archives Canada in Ottawa.*

### IDC Overview:

This course will help students develop and consolidate the skills required for the knowledge of different subjects and disciplines to solve problems, make decisions, make personal meaning and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic and mass media resources to analyze historical innovations and exemplary research, and to investigate real situations and career opportunities in interdisciplinary endeavours. Students will also assess their own cognitive and affective strategies, apply a broad range of skills in both familial and new contexts, create innovative products and communicate new knowledge.

### Description:

The IDC4UI Archives and Local History course is designed to provide students with a greater understanding and appreciation of the essential role that local, historical and archival work has played in maintaining our past. This course was designed to help students acquire a highly developed understanding of their school and local community and the broader community in which they live, work and play. As a result of major research projects in the course, students develop a greater knowledge of the role of citizenship, public memory, historical consciousness and commemoration. Students also develop a more in-depth understanding of themselves as Canadians, a greater insight into the role of public memory in the preservation of the national narrative, and the implications that our past will have on future Canadian concerns and policies about Canadian identity and unity. The independent and group research work in this course also provide students with advanced research and analysis skills that will allow them to pursue post-secondary work with greater expertise.



*A student examines the private military files of WWI veterans from her school.*



*Professional archivists instruct an IDC4UI class on the proper way to handle and examine historical documents.*

## Units:

1. Theory and Foundation of Local History and Archival Studies
2. History of the School Community
3. Using Technology in Archival Work
4. Connecting to Local Historical Societies
5. Understanding the Larger Community
6. Uncovering Aboriginal and Local History
7. In-Depth Local Field Studies
8. In-Depth Study of the Broader Community
9. Using Archaeological Study in Local History
10. Culminating Activity: A Local Archaeological Dig and the Creation of an Ideal Archive

## Examples of Course Research Work:

### *Field Work:*

- \* Examination of professional archives.
- \* Local historical sites such as historical homes, local forts, museums and libraries, as well as class visits to local historical plaques.
- \* Examination of the local geography with field studies to parks, ravines, hills or rivers.
- \* Religious site field study.
- \* Community centres, taverns and inns or local historical buildings.
- \* Researching the history of your own house/building.
- \* Commercial building field study: Major research work of buildings in one specific commercial block that serves the local community.

### *Class Trips:*

- \* Local historical societies, libraries, museums or town halls.
- \* Municipal archives or a local library. (All schools can participate in fieldwork at the City of Toronto Archives and the Archives of Ontario.)
- \* Other local archives such as in a university or college, at other school archives, and The Toronto District School Board Archives.
- \* Aboriginal centres/sites.

### *Guest Speakers:*

- \* Local historians, archaeologists and curators, City Planners, Aboriginal Elders, representatives from local community outreach organizations, such as local ratepayers or tenant associations.

### *School Work:*

- \* The general history of Toronto
- \* Local community history, local geography and its impact on the history of the community.
- \* Fact-finding session about the school.
- \* Study of school yearbooks as a form of commemoration.

- \* The collecting, maintaining, preserving and cataloguing of the school archive collection.
- \* Comparative study of other school and local archives.
- \* An examination of the growth of recreation, leisure space and community centres.
- \* An examination of the growth and development of the local residential area.
- \* The history of the local community through an examination of historic homes and estates.
- \* Genealogy work: key historic family names that helped establish the community.

**IDC4UI: Archives and Local History**  
**Designed for the Ontario Ministry of Education**  
**Designed by Rose Fine-Meyer**

**Outline:**

**This course will help students develop and consolidate the skills required for the knowledge of different subjects and disciplines to solve problems, make decisions, make personal meaning and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic and mass media resources to analyze historical innovations and exemplary research and to investigate real life situations and career opportunities in interdisciplinary endeavours. Students will also assess their own cognitive and affective strategies, apply a broad range of skills in both familial and new contexts, create innovative products and communicate new knowledge.**

**Students will:**

- **Build on and interconnect concepts and skills from diverse disciplines in diverse ways**
- **Learn to plan and work independently and collaborately**
- **Develop inquiry and research methods in diverse fields**
- **Use higher level critical and creative skills in diverse fields**

**The IDC4UI Archives and Local History course was designed to provide students with a greater understanding and appreciation of the essential role that local historical and archival work has played in maintaining our past. Understanding the past helps students have a broader comprehension of the present. This course was designed to help students acquire a highly developed understanding of their school and local community and the broader community in which they live and work. As a result of major research projects, students develop a greater knowledge of the role of citizenship, public memory, historical consciousness and commemoration. Students develop a more in-depth understanding of themselves as Canadians, a greater insight into the role of public memory in the preservation of the national narrative, and the implications our past will have on future Canadian concerns and policies about Canadian identity and unity. The independent and group research work in this course also provides students with advanced research and analysis skills that will allow them to pursue post-secondary work with greater expertise.**

## Units:

1. **Theory and Foundation of Local History and Archival Studies**
2. **History of the School Community**
3. **Using Technology in Archival Work**
4. **Connecting to Local Historical Societies**
5. **Understanding the Larger Community**
6. **Uncovering Aboriginal and Local History**
7. **In-Depth Local Field Studies**
8. **In-Depth Study of the Broader Community**
9. **Using Archaeological Study in Local History**
10. **Culminating Activity: A Local Archaeological Dig and the Creation of an Ideal Archive**

## Unit Outlines and Summaries

### **Unit One: Theory and Foundation of Local History and Archival Studies**

Students will be introduced to the theory of local history and will explore its connections to the community at large. Students will become knowledgeable of the diverse and complementary roles of the historian, the researcher and the archivist. An examination of local archives and historical theoretical readings will be included in this unit. The unit builds on an important theoretical framework that is necessary to understand and perform fieldwork in later units. Students will walk around their community and examine and research icons of local history as well as local forms of commemoration.

- a. What is local history/purpose and focus?
- b. What is the role of an archivist/purpose and focus?
- c. Examination of professional archives
- d. Discussion of commemoration and memory
- e. Examination of changes in the history/archival field
- f. Historiography
- g. General history of Toronto (Toronto: A Place of Meeting; 10,000 years of history [http://ve.tpl.toronto.on.ca/TPM/index.html])
- h. Local community history
- i. Local geography and its impact on the history of the community
- j. End-of-unit assignment: Test based on fundamental material used in this course

### **Unit Two: History of the School Community**

Understanding the history of the school is a microcosm of the larger community. Studying the familiar surroundings of the school environment allows students to develop the inquiry and research skills to study the broader community in which they live. The school environment allows students to

interact with people with whom they are familiar and to create a foundation for more individual research.

- a. How we commemorate the past
- b. Fact-finding session about the school
- c. Research in school library or archives
- d. Study of school yearbooks as a form of commemoration
- e. Creating or improving a school archive
- f. Rules and regulations and mandate for the school archive
- g. Comparative study of other school and local archive
- h. Examination of the interviewing conventions: the study of oral history, academic interview techniques and issues related to ethical review
- i. The collecting, maintaining, preserving and cataloguing of the school archive collection
- j. End-of-unit assignment: Formal academic interviews with members of the school community

### **Unit Three: Using Technology in Archival Work**

Students will investigate how technology has developed and changed over time, primarily in the field of communication and how this has impact on historical research and archival work. Students will examine the ways in which archivists and local libraries manage the diverse means in which to preserve the history including paper, digital recording and electronic sources. Most institutions and organizations use a variety of forms to maintain and preserve their collections.

- a. 100 years of change: the evolution of technology
- b. Examination of older forms of technology
- c. The Internet, the Web, blogs, memory, the delete button and new forms of record-keeping
- d. The Digital Dark Ages? The importance of an Internet archives to maintain historical materials
- e. Library, archives and local history integration of Internet sources, databases and on-site primary material
- f. End-of-unit assignment: Comparative essay of technologies in preserving our history

Historicity: Toronto Then and Now [<http://historicity.torontopubliclibrary.ca/>]

Toronto Public Library Digital Collections [<http://digitalcollections.torontopubliclibrary.ca/>]

Ontario History Quest [<http://ohq.tpl.toronto.on.ca/>]

### **Unit Four: Connecting to Local Historical Societies**

Students will develop connections to local historical organizations through field trips, fieldwork and guest speakers. An end- of unit residential study will serve to build a link with the local historical societies, municipal archives and city planners. Students will be required to work with local experts and examine government documents in order to complete their research for this unit.

- a. Assessing the role and function of local historical societies and libraries
- b. Field trips to local historical societies, libraries, museums or town halls
- c. Field trip to municipal archives or local library. Some examples are: in Toronto's west end, there is the West Junction Historical Society and in Toronto's North York, there is the Canadiana collection at The North York Library. All schools

- can participate in fieldwork at the City of Toronto Archives and the Archives of Ontario.
- d. Guest speakers from Local historical societies as well as City Planners. After the guest speakers, students can work as volunteers or join local community outreach organizations, such as local ratepayers or tenants associations.
  - e. Class visits to other local archives such as in a university or college, at other school archives, and The Toronto District School Board Archives
  - f. Fieldwork to local historical sites such as historical homes, local forts, museums and libraries, as well as class visits to local historical plaques
  - g. End-of-unit assignment: Book Reviews on local history. Writing a formal book report of two major published books related to local community history. (See attached list in this workbook)
- Toronto Public Library: Toronto Local History Resources [<http://www.torontopubliclibrary.ca/localhistory/index.html>]

### **Unit Five: Understanding the Larger Community**

This unit continues to build on the knowledge and skills acquired in previous units. This unit includes a study of the local area, including parks, residential features, community centres, libraries and other buildings and organizations that have influenced the local community. Students do major research work on several places that constitute and define their local community.

- a. Further examination of the local geography with field studies to parks, ravines, hills or rivers
- b. A history of the local community. This history includes Aboriginal history as well as early European history. Maps and documents are recommended. Local experts should be consulted. The history of Toronto is well documented through written material and online databases. (See attached list)
- c. An examination of the growth of recreation, leisure space and community centres
- d. An examination of the growth and development of the local residential area
- e. The history of the local community through an examination of historic homes and estates
- f. Genealogy work related to the community. Key historic family names that helped establish the community.
- g. End-of-unit assignment: Major research work: 'Researching Your Own House'

### **Unit Six: Uncovering Local Aboriginal History**

Students will work to uncover local Aboriginal history. Students will assess the impact of Aboriginal history on the development of their local area.

- a. Identifying legends and myths concerning local Aboriginal history
- b. Examining European documents concerning Aboriginal history
- c. Examining non-traditional forms of commemoration used by Aboriginal peoples
- d. Field trip to Aboriginal centres/sites
- e. Guest speakers: Aboriginal Elders and others
- f. Visual and written presentation that deconstructs the myths concerning local Aboriginal history and the links to the local community
- g. End-of-unit presentation

Toronto Public Library. Native Peoples Collections [[http://www.torontopubliclibrary.ca/uni\\_focus.jsp#native](http://www.torontopubliclibrary.ca/uni_focus.jsp#native)]

### **Unit Seven: In-Depth Local Field Studies**

Students continue to utilize research skills and knowledge from previous units in order to effectively gather and assess material and evidence. This unit involves direct hands-on fieldwork where students work both individually and in small groups to complete their tasks. This work includes research in local libraries and community centres, religious sites, cemeteries and parks, commercial sites and archives and the local town and city halls. The main task involves an in-depth examination of a commercial centre that is central to the local community.

- a. Cemetery field study
- b. Religious site field study
- c. Other places in the community to conduct local field studies such as Community centres, Taverns and inns or local historical buildings
- d. Students examine a section of a major street or mall to explore the history of commercial development in the community
- e. End-of-unit assignment: Commercial building field study: Major research work of one specific commercial block that serves the local community

### **Unit Eight: In-Depth Study of the Broader Community**

Students will research and gather material concerning the larger community that commemorates local history in a more formal manner. Students will be involved in documenting, maintaining, presenting and preserving their findings

- a. History of a fort, historical site, or local museum
- b. Preparation for field trip: individual research
- c. One-four day in-depth field trips. These trips could involve a one day study of a local fort such as Fort York or Fort George or four day trips to the 'Library and Archives Canada' in Ottawa and the Preservation Centre in Gatineau, Quebec.
- d. Students do further work in the field of Genealogy by researching Veterans from the local school community. Field trips to 'Library and Archives Canada' in Ottawa, in order to establish links between local documents and the military files preserved in Ottawa. Students can also examine documents at the Parliamentary Archives, the War Museum, Museum of Civilization as well as the Senate Archives
- e. Links between local history, school history and the national narrative
- f. Debriefing of field trip study
- g. End-of-unit assignment: Written report that examines the maintenance of professional museums, historical sites and national archives.

### **Unit Nine: Using Archaeological Study in Local History**

Students will research the methods used by Archaeologists to uncover the past. Students will come to understand how an Archaeologist collects, identifies and analyzes evidence and how this role is linked to historical interpretation. This work will help the students perform their own archaeological digs.

- a. The role and methods of an archaeologist
- b. The elements of a professional archaeological dig
- c. Guest speakers and examination of material that prepares students to perform the steps for an archaeological dig.
- d. Research, preparation and understanding of historically accurate artefacts that would be found in a local archaeological dig
- e. Research archaeological digs in the City of Toronto and the work of Archeologically organizations. The storage and maintaining of artefacts in Toronto. Research on local archaeological digs in the local community.
- f. The creation and/or acquisition of artefacts for final culminating activity
- g. Written plan for local archaeological dig
- h. End-of-unit assignment: Preparation for the Archaeological dig.

### **Unit Ten: Culminating Activity**

Students will use the skills and knowledge acquired throughout this course to examine excavation sites and create their own excavation site within their own home or local community. Students work in small groups and find artefacts relevant to their local community's history. (some artefacts will be made, others will be found) Students present their findings in a multi-media format or presentation.

Students work individually to create an ideal archive where they present both visual as well as written materials to support their creation. This part of the final evaluation may be in a written research report or final examination.

- a. Preparation for Archaeological Dig
- b. Performing the Archaeological Dig
- c. Preparation of multi-media presentation of the Archaeological Dig
- d. Presentation of dig and artefacts
- e. Written and visual summary of the artefacts
- f. 'Creation of Ideal Archive' as a final examination or final research report.
- g. End-of-unit Multimedia presentation of all final material

## **INTERVIEW ASSIGNMENT**

---

**The local school archive is filled with important source material such as yearbooks, photos and trophies. Few archives contain personal documents that reflect on the changing role of the school. Therefore students are to participate in a formal academic interview with a person familiar with the history of the school. This person might be a former student (alumni), former teacher, former administrator, or a current long-standing member of the staff. You may also consult parents within the community. The assignment requires that students research about interview techniques, prepare questions and create a permission sheet before participating in the interview process. Ethical issues related to the interview process as well as the maintaining of personal oral histories are necessary parts of the research work required to perform a proper interview. Some material is provided here in the workbook. Other material can be found online and is listed in the workbook bibliography list.**

### **STRATEGIES**

- 1. Readings on oral history work and the ethical issues related to oral histories.**
- 2. Readings on how to participate in a formal academic interview.**
- 3. Creation of a consent form to be used at the interview so that the person being interviewed is clear as to the purpose of the interview and in agreement that the interview be stored in the school archives for public use.**
- 4. Creation of a list of interview questions.**
- 5. The final interview.**

### **ASSESSMENT**

**The final submission will include the written consent form, the list of questions as well as all answers. Students must also include a bio and photo of the person that you have interviewed. The final submission must also include an introduction, conclusion and cover page. All material must be typed and presented in a portfolio to be stored and may be stored in the school archive. Use the following checklist for the final submission.**

### **ACADEMIC INTERVIEW CHECKLIST:**

- **Contact the person you would like to interview and arrange an interview time and place.**
- **Prepare the consent form and get it signed by the person being interviewed.**
- **The interview should take 45-60 minutes, unless the person wants to share more material. Watch the time when performing the interview.**
- **Prepare a list of questions. Hand the questions in to the teacher for approval before your interview. Provide a copy of the questions to the person doing the interview so that they have enough time to prepare answers. You may give it to them a few days before the interview.**
- **Record all interviews as well as write material down or type into a computer. Be sure to receive permission to do the recording. Be sure that all equipment is in good working order before you begin the interview. Take the time to listen to all answers and try not to interrupt. Some people will not want you to use recording devices, so you must carefully write down everything they say at the interview.**
- **Type all your material into an academic format. Include all questions and answers.**
- **On a separate sheet of paper provide all basic background information such as time, date and place of interview, the interviewee's position within the school community, and the length of time to complete the interview. Include a brief biography of the person, as well as a photo or sketch.**
- **Place the final copy of the interview into a folder to handed in for evaluation. The interviews may be placed for permanent storage in the school archive.**

## **LINKS TO LOCAL HISTORICAL SOCIETIES AND LIBRARIES: OVERVIEW**

---

- **Links to local historical societies and libraries that house local historical collections are valuable resources for documents and materials in the study of local history. Every community has local historians who are supportive of local history studies. Invite these individuals to your classes to provide a lecture or discussion about the history of your community.**
  
- **Local Historical Societies and libraries collect and preserve materials and organize their collections so that they are accessible to the public. They also assist visitors with research work, organize exhibitions, walking tours and social events, and provide public lectures, concerts and workshops. Many publish newsletters and some have websites. They are also involved in saving and preserving old buildings from destruction, writing about local history and acquiring materials to preserve.**
  
- **Local historical societies rely on the work of interested volunteers. Part of the work for this course could involve working with the local historical society or library. Students can be employed in numerous ways such as helping maintain, expand and preserve the collection, serving as local tour guides and helping with special events throughout the year. Students can do research work that will help ensure the preservation and commemoration of the collection.**
  
- **Unit One in this course involves visiting a local historical society or library where students take a tour of the facility as well as receive written material that reflects the official mandate. Professionals such as curators, historians, archivists and librarians can be extremely helpful with the course work. They can direct students and teachers to primary and secondary material as well as act as facilitators in linking students with key individuals and sites in the community. Field studies involve walking in the neighbourhood and taking note of historical sites and homes. There are examples of neighbourhood walking tours, as well as class visits, in the following pages. This workbook also provides links to websites where students and teachers can find local history professionals in their community.**

## **RELIGIOUS SITE FIELD STUDY: OVERVIEW AND FIELDWORK**

---

Religious sites provide important places in which to examine the history of a community. Canadian cities are multicultural places of religious diversity. Many religious institutions have changed their affiliation or combined efforts as joint religious institutions serving two different religious communities in order to preserve their congregations, especially due to the rising costs of maintaining buildings in the area.

- Students in this course will participate in research and fieldwork of religious sites within their community. Students are encouraged to include a full range of places of worship, including Hindu and Buddhist temples, Jewish synagogues, Catholic and Protestant churches, Islamic mosques and centres and Sikh gurdwaras. The purpose of this study is to engage in research that links students with their local religious community which provides information about the history of the community. Students are to document the religious landscape of their neighbourhood and share their knowledge with the class.
- Students work in pairs. They choose ONE religious site and do fieldwork to gather information. It is important that students obtain permission from the religious organization to do this study. Some religious institutions will choose not to participate in this study.
- Research questions must be prepared. Students can find the answers through a number of sources. First, students consult the leaders of the religious institution (Priests, Ministers, Rabbis, Spiritual Leaders) or members of the congregation. Second, students examine books and documents written about the history of the religious institution which can be found in local libraries and historical societies. Finally, students should go to the City of Toronto archives where they will complete their research.

Research questions can include some of the following:

- When was the building first opened?
- Which religious groups was first present? Who are the current members? Is there more than one group?
- Who are the religious leaders?
- Why was the building built in that place? What changes have taken place to the building? Is there a cemetery?
- What other groups utilize the building? Do they provide a Daycare? After school programs? Are there other uses for this religious site?
- Other information related to the fieldwork?

## **RELIGIOUS SITE FIELDWORK: ASSIGNMENT**

After the research has been completed, students must include the following for the written assignment.

1. Write a 4-5 page (1000 words) summary of your findings and include an introduction and conclusion. The introduction must provide the basic information about your study. This included place, names, dates and key figures in the site. The conclusion should include a discussion of how the religious site has changed throughout the years to adapt to changes within the local community.
2. Include a history of the religious site and its links to the community.
3. If possible, provide statistics that reflect changes to the congregations.
4. Include a photo and illustration of the site. If possible, include historical photos or sketches.
5. Provide one primary document. It can be a copy of a document that you found at the religious site or one that you found at the local library or historical society. You may need to make a photocopy of the document.
6. Information must be included that you obtained about the building site from the City of Toronto Archives. This will include additional information about the history of the religious site.
7. Place the assignment and accompanying photos/sketches in a folder to be stored in the school archive.

## **SCHOOL FIELD WORK: OVERVIEW AND STUDENT WORKSHEET**

---

### **Survey of the School Grounds, Both Inside and Outside**

**In order to understand the history of the school, students must first take a physical survey of the building, both outside and inside, taking note of all items that reflect the school's past. Schools contain a rich history that is reflected in the commemorative plaques, historical photos, memorial windows and plaques, paintings and artefacts that are placed throughout the building.**

- **Students take a blank sheet of paper and walk around the inside and outside of the school recording all the items that reflect the school's past. Lists are prepared and class discussions take place. What do these items reflect? What messages of memory and commemoration do they suggest? Why is the plaque or photograph there? What do we want to remember? How does this help commemorate the school and reflect on the history of the community?**
- **Students share their findings and take further steps to research the commemorative items that are not thoroughly documented.**

### **Establishing a School Archive or Expanding and Maintaining an Existing School Archive**

**Schools produce a wide variety of historical records such as yearbooks, dance and formal invitations, concert flyers, graduation records, student elections, photographs, newspapers and sports memorabilia. Although all school archives will have some common documents, each school contains a collection of materials unique in its reflection of the local community. Creating and maintaining a school archive provides students with the opportunity to collect, arrange, describe and maintain records, conduct oral history interviews and preserve the collection. Consulting a professional archivist can be very helpful, when establishing or expanding a school archive. The school archive can serve many purposes:**

- **A repository for the school's historical collection**
- **A form of preservation of valuable historical documents and artefacts**
- **A basis for continued research for students and alumni of the history of the school**
- **A form of developing research-related skills**

**The following information provides some suggestions for establishing or expanding a school archive. Teachers and students can find other suggestions on-line at various websites and books, some of which are listed at the back of this workbook. Students can create rules and regulations for the school archive and post them on the door. Establishing rules and regulations provides an important basis for the archive to function properly. Rules such as hours of operation, code of behaviour, use of protective gloves or pencils, and number of people allowed in to examine material at one time, are important. Technology can also help in the organization of the collection. Computer software programs that provide spreadsheets and databases can assist in maintaining an accurate catalogue. A scanner can provide digital copies of the documents. Digital cameras and audio tapes can be helpful in recording major school events.**

**Collectible items for the school archive:**

- **Student yearbooks**
- **Student newspapers**
- **Student handbooks**
- **Photographs**
- **Books about the school**
- **Interviews from alumni and staff**
- **Trophies, flags, uniforms and other artefacts**
- **Teacher files and grade books**
- **Scrapbooks**
- **Paper ephemera\* such as postcards, concert programs, dance tickets**

**Suggested procedure for establishing or expanding a school archive:**

- **Establish a committee of people to decide on the historical collection**
- **Establish a budget**
- **Create a mandate**
- **Create working rules and regulations**
- **Find a location to house the collection**
- **Purchase equipment and supplies**
- **Include a locked door and locked cabinets**
- **Begin collecting and organizing material**
- **Set up a catalogue to maintain records and create a database**
- **Store items in acid-free folders or containers. Ensure that items in the archive are not exposed to excessive temperatures, moisture or light**

**At the end of this unit students should be able to answer the following questions:**

- **What is the purpose of an archive?**
- **What is the purpose of a school archive?**
- **What is the role of an archivist?**
- **What are the various roles that each of the official archives provide in Canada: nation, provincial and municipal? How do they differ? What are their mandates?**
- **What forms of commemoration can be found in your community?**
- **What forms of commemoration can be found in your school?**
- **What is the role of a local historian?**
- **What do local historical societies do?**
- **What is the role of a City Planner?**
- **How does geography affect local community development?**
- **How does geography reflect links to local history?**
- **What are the steps necessary to conduct a formal academic interview?**
- **What are the ethical issues that must be considered before and after doing oral history?**
- **What are the steps required to establish a school archive?**
- **What is the purpose/mandate of your school archive?**
- **What steps can you take to improve your school archive?**
- **How does the school archive reflect on the history of the school? Of the local community?**

**\*What is ephemera? It is a term used to describe a wide range of everyday documents intended for one-time or short-term use. The variety of ephemera is enormous: trade cards, valentines, newspapers, pamphlets, broadsides, billheads, magazines, postcards, sheet music, songsters, watch papers, trade catalogues, labels, letters, die-cuts, tickets, photographs, advertisements, indentures, greeting cards, theatre programs, chromolithographs, posters, invitations, timetables, brochures, clipper ship cards, baseball and hockey cards, bonds, stocks, maps, bookmarks, bank cheques, calendars, menus, luggage labels, business cards, and much more.**

## **PREPARING AND EXECUTING AN ARCHAEOLOGICAL DIG**

**Students need to gather supplies, understand the steps to prepare for an archaeological dig and then execute the dig. Students work in teams. One is the designated recorder with a clipboard, one person takes all the measurements, and one brushes, trowels and screens.**

### **Required supplies:**

**Trowels, buckets, tarps, small brushes, string to mark off grid squares, nails to hold the string, tweezers, small plastic bags, clipboards, recording forms and paper, pencils, tape measures, line levels, small screens, brushes and digging tools.**

- **Designate a site datum. A datum is a mark that will never move. It becomes the point from which all measurements are taken**
- **Mark the edges of the area to be observed**
- **Draw anything that will not move (playground equipment, a fence, etc.) onto the graph paper**
- **Use a scale. Photocopy the form, with grid lines to use as field record forms**
- **Students work in teams**
- **Student teams describe, sketch, photograph and map all artefacts found in the dig area**

- 
- **Dig gently into the dig area**
  - **Brush or trowel the top layers. Every time you find a change of soil colour, texture or grain size, you must note it**
  - **Excavate in layers and record each feature, each soil change and each artefact that is found**
  - **Keep all artefacts in a small plastic bag with the exact point location written on the bag or on small pieces of paper placed inside the bag**
  - **Describe and measure each artefact**
  - **Draw and photograph every artefact**
  - **Number every artefact with nail polish or ink**
  - **Enter the data onto the master list**

**Questions to address in archaeological fieldwork report:**

- **Can you identify any special natural features such as a fire-blackened area, a hearth ring of stones, a compacted or hardened area, a hole or a pit?**
- **Can you make any deductions as to what these features may have been, perhaps a packed floor that was the floor of a house, an outside work area or a dance platform - a hole for a post, for a totem pole base, or a storage pit.**
- **What soil changes were evident throughout the dig?**
- **What artefacts did you find?**
- **Which layer did you find the artefacts? Did they come from the same level?**
- **How can you tell which ones were earlier? Later?**
- **What can the artefacts help you conclude about the activities the people did at your site?**
- **What can this tell you about their culture? Trade and commerce? Contact with other people?**
- **What does the collection of artefacts indicate about the land use?**
- **How does the collection help you understand the history of the local community?**

**Students will write conclusions and present their dig summaries, conclusions, sketches and photos in the final submission for this assignment. Assignments can be stored in the school or local museum archives.**



**TDSB MUSEUM AND ARCHIVES DEPARTMENT**

**EXPLORE THREE CENTURIES OF EDUCATION**

The history of public education in Toronto dates back to 1807 when the first publicly funded school was founded. January 1<sup>st</sup>, 1998, the boards of education for East York, Etobicoke, North

York, Metro Toronto, Scarborough, Toronto and York were amalgamated to form the Toronto District School Board.

### **MANDATE**

The Sesquicentennial Museum and Archives preserves the history of the Toronto District School Board and its schools. It collects, documents, researches, exhibits, and interprets historical artifacts, fine art, and archival and published material for its educational community - students, parents, staff and trustees - and the citizens of Toronto.

### **COLLECTIONS**

Records and Manuscripts (1847 to date)

- ◆ Official Papers: includes minutes of the Toronto District School Board (and its predecessors). Records/files of individual schools (contents vary according to school).
- ◆ Associated Papers: includes records of associations, teachers' groups, and individuals

### **Historical Collections**

- ◆ Publications: includes Board publications, educational and curriculum materials, and materials about the Board and education in Toronto and Ontario
- ◆ Vertical Files and Pamphlet Collection (550 subject headings): includes reports, newspaper and magazine articles
- ◆ Press Clippings (1877 to date)
- ◆ Broadside Collection: includes posters, invitations, and certificates
- ◆ Ontario Textbook Collection and Historical Book collection

### **Historical Photograph Collection**

- ◆ includes more than 10 000 photographs and slides of school and Board activities

### **Artifact Collection**

- ◆ includes trophies, medals, silver, furniture, educational equipment and school and office equipment from various eras

### **Fine Art Collection**

- ◆ an extensive collection of works by the Group of Seven and many of Canada's most distinguished artists. Included are portraits, landscapes, sculptures, prints and architectural drawings

### **Audio Visual Collection**

- ◆ includes sound recordings, films, videos and slides, digital images (limited)

**CONTACT: Greg McKinnon: Manager and Board Archivist**

**Tel: 416-397-3682 Fax: 416-397-3685**

## TDSB: INDIVIDUAL RESEARCH AND GROUP VISIT

### INDIVIDUAL RESEARCH:

Students in the Archives and Local History course can visit the TDSB Archives to do research work on the history of schools in Toronto. The archives have specific days and times when they are available to assist researchers so students must prearrange research appointments.

### STUDY OF THE HISTORY OF LOCAL SCHOOLS

Teachers can arrange class visits to the TDSB Archives where students will tour the facility, view several parts of the collection, artifacts, storage and work facilities and then participate in research activities that will enhance their understanding about the schools in their local community.

The TDSB Archives has a number of records that would aid students in researching the history of the schools in their community.

Some primary records are:

- Building plans, costs and approvals
- TDSB minutes
- Managements structure of the TDSB
- Historical Photographs
- Individual school vertical files (empheria)
- Fine art sources
- School records
- Corporal punishment records
- Artifacts
- Yearbook collections

Some secondary records are:

- Local school histories
- Historic book collections
- Curriculum documents
- Bibliographies

**ASSIGNMENT:** Based on the work performed at the TDSB Archives, create a folder of information and photos that examines the history of the schools in your local community. This work can be displayed at your school, shared with the school community and stored in the school archive.