

THE CHRISTIE PITS RIOT RESOURCE PACK

COURSE: Canadian History since World War I, Grade 10 Academic

SPECIFIC EXPECTATION EXPLORED:

C2. Communities, Conflict, and Cooperation

C2.1 analyse some significant ways in which Canadians cooperated and/or came into conflict with each other during this period, with a focus on explaining key issues that led to those interactions and/or changes that resulted from them

ABSTRACT: The aim of this resource pack is to have students analyze primary and secondary source evidence related to the Christie Pits riot in order to establish its historical significance. The first lesson introduces students to the events of the riot and has them speculate on why this riot is historically important. The second lesson will help students explore different types of evidence related to the riot. The third lesson has students explore connections between Hitler's rise in Germany and attitudes in Toronto, as well as the general social climate leading up to the riot. The fourth lesson asks students to adopt the perspective of a person on both sides of the riot and explore their worldview. The fifth lesson analyses sources from after the riot, asking students to decide whether the riot resulted in continuity or change, and for who. The final lesson looks at how the event has been remembered and commemorated, and what can be learned from it.

KEYWORDS: Christie Pits riot; anti-Semitism; Jewish in Toronto; Toronto in 1933; historical significance; evidence; continuity and change; cause and consequence; historical perspectives; ethical dimensions; Canadian history; Canadian history since World War I

AUTHOR: Megan Suttie

COPYRIGHT:



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

LESSON #: 1**TITLE:** The Harbord Playground-St. Peter's Quarter-Final Game**COURSE:** Canadian History since World War I, Grade 10 Academic**SPECIFIC EXPECTATION:**

C2. Communities, Conflict, and Cooperation

C2.1 analyse some significant ways in which Canadians cooperated and/or came into conflict with each other during this period, with a focus on explaining key issues that led to those interactions and/or changes that resulted from them

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance**SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:** Evidence**OVERVIEW:** This lesson will introduce students to the events of the Christie Pits riot. Students will explore why this event is historically significant and pose questions to be answered to confirm its importance.**MATERIALS:**

1. PSD 1.1 Toronto Star Report August 17, 1933
2. Plan of Instruction
3. BLM 1.1 Data Organizer for Christie Pits Riot Sources
4. BLM 1.2 Analyzing Historical Significance

PLAN OF INSTRUCTION:**Step 1: Warm up – Historically Significant Sports (5 minutes)**

Ask students to brainstorm as many historically significant sporting events as they can. Examples may include the 1936 Berlin Olympics, the 1972 Summit Series, and the 1972 Munich Olympics. For each, ask students why this event is historically significant.

Step 2: Discussion (15 minutes)

Ask the class how many have heard of the Harbord Playground-St. Peter's Quarter-Final Game on August 16, 1933. It's an important game for understanding the history of Canada, and especially of Toronto. How come they don't know it?

Briefly tell students the story of the game: The game was played between two recreational teams at Willowvale Park, popularly known as Christie Pits (and now officially called that). It was the second game in a three-game series played between the predominantly Jewish Harbord Playground team and the St. Peter's team, sponsored by a nearby church at Bathurst and Bloor. There had been some trouble at the first game on Monday night, and people feared there would be trouble again. After the game, riots broke out which lasted for six hours.

Step 3: Modeling (15 minutes)

Ask students why they think this game may have been a source of tension. What else was happening in the world at this time which may have had an impact? Help the class brainstorm events.

Then, inform students that, at the first game, a black sweater with a white swastika on it had been waved while spectators had harassed the Harbord team. At the second game, a group of spectators had unfurled a large blanket with a swastika painted on it.

Show students the front-page article from the Toronto Star the following day (**PSD 1.1**). Read through the article together.

Step 4: Guided Practice (30 minutes)

In small groups, have students review the article and record the facts they learn from it on the Data Organizer (**BLM 1.1**). Review the answers as a class before moving on to the next step.

Step 5: Independent Activity (10 minutes)

On the Analyzing Historical Significance handout (**BLM 1.2**), have students record why they believe this event has historical significance: what does it reveal about the time and/or what change might it have caused?

Students will then list three questions they need the answers to in order to confirm the historical significance of this event. They will work to answer these questions through the remainder of the lessons.

ASSESSMENT:

Students will be able to form a hypothesis on why this event is important, and identify the information they need to confirm this.

APPENDICES:**1. Primary Source Documents**

PSD 1.1 Toronto Star Report August 17, 1933

2. Black Line Masters

BLM 1.1 Data Organizer for Christie Pits Riot Sources

BLM 1.2 Analyzing Historical Significance

LESSON #: 2**TITLE:** The Only Known Photograph**COURSE:** Canadian History since World War I, Grade 10 Academic**SPECIFIC EXPECTATION:**

C2. Communities, Conflict, and Cooperation

C2.1 analyse some significant ways in which Canadians cooperated and/or came into conflict with each other during this period, with a focus on explaining key issues that led to those interactions and/or changes that resulted from them

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence**SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:** Historical Significance

OVERVIEW: This lesson will introduce students to primary and secondary source evidence related to the Christie Pits riot. Types of evidence will be explored after posing the question, “If there’s only one photograph, how can we learn about the event?”

MATERIALS:

1. PSD 2.1 Christie Pits Photograph
2. PSD 2.2 “Baseball and Ethnic Violence in Toronto”
3. Plan of Instruction for teacher
4. BLM 1.1 Data Organizer for Christie Pits Riot Source
5. BLM 1.2 Analyzing Historical Significance

PLAN OF INSTRUCTION:**Step 1: Warm up – The Photograph (5 minutes)**

Project the photograph of the Christie Pits riot (**PSD 2.1**) and ask students to write down everything they can learn from it. They may only write down facts, not speculations.

Step 2: Discussion (10 minutes)

As a class, go over the facts that can be learned from this photograph. What can students really know for sure?

What questions does the photograph raise? What are they curious about?

Step 3: Modeling (10 minutes)

As a class, work through the Data Organizer (**BLM 1.1**) for the photograph. Answer each question and record information, inferences, and questions.

Step 4: Discussion 2 (15 minutes)

Inform students that this photograph, taken by a Globe and Mail Reporter, is the only known photograph of the Christie Pits Riot.

Ask students: if there is only one photograph, how can we learn about the event? What other sources are there? Record the results of their brainstorming. On the list, mark which of the types of sources they will be seeing in the coming lessons.

Step 5: Guided Practice (25 minutes)

Show students the secondary source article “Baseball and Ethnic Violence in Toronto” by Cyril Levitt and William Shaffir (**PSD 2.1**). Students will read the article and complete another Data Organizer (**BLM 1.1**) evaluating it as a source.

Step 5: Independent Activity (10 minutes)

Students will individually return to their Historical Significance sheet (**BLM 1.2**) from the previous lesson. Which of their questions do they now have the answers to? What do they still need to learn? What new questions do they have?

ASSESSMENT:

Students will be able to analyse each source and record information on its content and its creation. Students will be able to evaluate the sources and the information they have learned to see how it demonstrates historical significance.

APPENDICES:

1. *Primary Source Documents*

PSD 2.1 Christie Pits Photograph

PSD 2.2 “Baseball and Ethnic Violence in Toronto”

2. *Black Line Masters*

BLM 1.1 Data Organizer for Christie Pits Riot Sources

BLM 1.2 Analyzing Historical Significance

LESSON #: 3**TITLE:** Toronto in 1933**COURSE:** Canadian History since World War I, Grade 10 Academic**SPECIFIC EXPECTATION:**

C2. Communities, Conflict, and Cooperation

C2.1 analyse some significant ways in which Canadians cooperated and/or came into conflict with each other during this period, with a focus on explaining key issues that led to those interactions and/or changes that resulted from them

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence**SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:** Evidence, Historical Significance

OVERVIEW: This lesson will introduce students to events and the social climate leading up to the Christie Pits riot. Students will analyse evidence and share with the class what it reveals about life in Toronto leading up to the riots.

MATERIALS:

1. PSD 3.1 “Nazi Germany – Under Hitler’s Spell – The Rise of Hitler”
2. PSD 3.2 “Hitler’s Rise to Power”
3. PSD 3.3 Toronto Star April 20 on Popularity of Baseball
4. PSD 3.4 Toronto Star August 19 on Unemployment
5. PSD 3.5 Toronto Star August 15 on Previous Game
6. PSD 3.6 Toronto Star April 24 on German Declaration
7. PSD 3.7 Toronto Star August 3 on Anti-Semitism
8. PSD 3.8 Toronto Star August 2 on Beaches Controversy
9. PSD 3.9 German Propaganda Poster on Jewish Boycott
10. Plan of Instruction
11. BLM 1.1 Data Organizer for Christie Pits Riot Source
12. BLM 1.2 Analyzing Historical Significance

PLAN OF INSTRUCTION:**Step 1: Warm up – Hitler’s Rise in Germany (10 minutes)**

Show students one or both of the videos explaining Hitler’s initial rise to power in Germany (**PSD 3.1** and **PSD 3.2**). If showing “Hitler’s Rise to Power” (**PSD 3.2**) it is recommended that you stop at 6 minutes 15 seconds.

Step 2: Discussion (15 minutes)

As a class, go over the factors which led to Hitler's rise to power in Germany (from the video and from previous lessons). Record the list as students generate it.

Which of these factors (or similar factors) can be seen in Canada at the time? In Ontario? In Toronto specifically?

What would make Hitler and the Nazi party attractive to certain Toronto citizens? Who would be inclined to follow them?

Step 3: Modeling (10 minutes)

Show students the Toronto Star article from April 24, 1933 on the popularity of baseball (**PSD 3.3**). As a class, work through what that source can show about what life in Toronto was like leading up to August 16, 1933. Complete a Data Organizer for the source (**BLM 1.1**).

Note: You may also want to draw students' attention to another article on the page – "Will Not Affect Plans" – concerning the 1936 German Olympics.

Step 4: Guided Practice (20 minutes)

Students will work in small groups to examine another source, analyzing what it can show them about life in Toronto and which group it pertains to. Groups will complete a Data Organizer for their source (**BLM 1.1**).

Each student group will examine one of **PSD 3.4, PSD 3.5, PSD 3.6, PSD 3.7, PSD 3.8** or **PSD 3.9**.

Step 5: Sharing (10 minutes)

Each group will take a turn sharing their discoveries with the class. They will show the class the source they were working with, what it showed them about Toronto in 1933, and which group they believe it was more relevant to.

Step 6: Independent Activity (10 minutes)

Students will individually return to their Historical Significance sheet (**BLM 1.2**) from the first lesson. Which of their questions do they now have the answers to? What do they still need to learn? What new questions do they have?

ASSESSMENT:

Students will be able to analyse sources for what they reveal about conditions in Toronto in 1933.

Students will be able to determine which group these conditions affected.

Students will be able to share their discoveries and decisions with the class.

Students will evaluate the sources and the information they have learned to see how it demonstrates historical significance.

APPENDICES:***1. Primary Source Documents:***

PSD 3.1 “Nazi Germany – Under Hitler’s Spell – The Rise of Hitler”

PSD 3.2 “Hitler’s Rise to Power”

PSD 3.3 Toronto Star April 20 on Popularity of Baseball

PSD 3.4 Toronto Star August 19 on Unemployment

PSD 3.5 Toronto Star August 15 on Previous Game

PSD 3.6 Toronto Star April 24 on German Declaration

PSD 3.7 Toronto Star August 3 on Anti-Semitism

PSD 3.8 Toronto Star August 2 on Beaches Controversy

PSD 3.9 German Propaganda Poster on Jewish Boycott

2. Black Line Masters

BLM 1.1 Data Organizer for Christie Pits Riot Sources

BLM 1.2 Analyzing Historical Significance

LESSON #: 4**TITLE:** The Two Sides**COURSE:** Canadian History since World War I, Grade 10 Academic**SPECIFIC EXPECTATION:**

C2. Communities, Conflict, and Cooperation

C2.1 analyse some significant ways in which Canadians cooperated and/or came into conflict with each other during this period, with a focus on explaining key issues that led to those interactions and/or changes that resulted from them

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives**SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:** Evidence

OVERVIEW: This lesson will help students evaluate the perspectives of the different groups involved in the riot. Students will analyse what they have learned about the riot and write letters from both sides of the event.

MATERIALS:

1. PSD 3.3 Toronto Star April 20 on Popularity of Baseball
2. PSD 3.4 Toronto Star August 19 on Unemployment
3. PSD 3.5 Toronto Star August 15 on Previous Game
4. PSD 3.6 Toronto Star April 24 on German Declaration
5. PSD 3.7 Toronto Star August 3 on Anti-Semitism
6. PSD 3.8 Toronto Star August 2 on Beaches Controversy
7. PSD 3.9 German Propaganda Poster on Jewish Boycott
8. Plan of Instruction
9. BLM 4.1 Writing from Historical Perspectives

PLAN OF INSTRUCTION:**Step 1: Warm up – Which Side Was Right? (5 minutes)**

Remind students that the catalyst for the riot was a group of Gentile youths displaying the swastika and Jewish youths responding by trying to take it from them.

Ask students who is to blame for the riot: the Gentile youths for displaying the swastika? Or the Jewish youths for trying to forcefully take other people's property?

Students who believe the Gentiles are to blame are to gather in one end of the room; students who believe the Jewish are to blame are to gather in the other.

Step 2: Discussion (10 minutes)

As a class, recap what students learned about Toronto in 1933 in the previous lesson. What other factors were involved which made this event about more than just a single swastika at a baseball game?

Step 3: Modeling (10 minutes)

As a class, come up with three reasons each side believed they were “right.” List three reasons why the Gentiles would feel justified in displaying a swastika, and three reasons why the Jewish would feel justified in trying to take it from them.

Step 4: Independent Activity (25 minutes)

Students will work individually to write a letter from the perspective of a person involved in the riot explaining their actions and writing from a historical perspective (using **BLM 4.1**). Half of the class will write as a Gentile youth involved in displaying the swastika; the other half will write as a Jewish youth who tried to take it from them.

The letters should be written as an “open” letter, such as a letter to a newspaper: the purpose of the letter is to explain yourself and why you acted as you did, using specific information learned in class.

The sources examined yesterday will be made available again for students to use as evidence in their letters (**PSD 3.3, PSD 3.4, PSD 3.5, PSD 3.6, PSD 3.7, PSD 3.8 and PSD 3.9**).

Step 5: Sharing (25 minutes)

Students will then exchange letters with another student who wrote from the opposite perspective. Now writing from the same side as that letter (so the opposite side as they were before), students will respond to the letter offering further support to that side and adding any information that might have been missed. Once finished, students will return the original letter and their letter in support to the original student writer.

ASSESSMENT:

Students will be able to write from both perspectives on either side of the conflict.
Students will be able to use evidence to support a perspective.
Students will be able to analyse how different groups would have reacted to events.

APPENDICES:**1. Primary Source Documents:**

PSD 3.3 Toronto Star April 20 on Popularity of Baseball
PSD 3.4 Toronto Star August 19 on Unemployment
PSD 3.5 Toronto Star August 15 on Previous Game
PSD 3.6 Toronto Star April 24 on German Declaration
PSD 3.7 Toronto Star August 3 on Anti-Semitism
PSD 3.8 Toronto Star August 2 on Beaches Controversy
PSD 3.9 German Propaganda Poster on Jewish Boycott

2. Black Line Masters

BLM 4.1 Writing from Historical Perspectives

LESSON #: 5**TITLE:** What Happened Next?**COURSE:** Canadian History since World War I, Grade 10 Academic**SPECIFIC EXPECTATION:**

C2. Communities, Conflict, and Cooperation

C2.1 analyse some significant ways in which Canadians cooperated and/or came into conflict with each other during this period, with a focus on explaining key issues that led to those interactions and/or changes that resulted from them

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change**SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:** Evidence; Historical Significance**OVERVIEW:** This lesson will show students how Toronto reacted to the events of the riot. Students will analyse evidence and decide whether what happened next was progress or decline, and for who.**MATERIALS:**

1. PSD 5.1 Toronto Star August 18 Jewish Youth Attacked
2. PSD 5.2 Toronto Star August 17 Police Response
3. PSD 5.3 Toronto Star August 18 St. Peter's Response
4. PSD 5.4 Toronto Star August 19 Jewish Response
5. PSD 5.5 Toronto Star August 21 City Council's Response
6. PSD 5.6 Toronto Star August 23 Next Game
7. PSD 5.7 Toronto Star August 25 Magistrate's Response
8. Plan of Instruction

PLAN OF INSTRUCTION:**Step 1: Warm up – The Ideal Response (15 minutes)**

Students will work with a partner near them to come up with what they see as the “ideal response” to this incident. What would people do or think differently after? How would life change, and for who? Who needs to do what to make this happen?

Have each pair share their “ideal response” with another pair near them.

Step 2: Discussion (15 minutes)

As a class, discuss what an “ideal response” would involve. Generate a list of what students decided they would ideally like to see.

Now generate a second list of what students think the actual response was. How do they think people at the time reacted? What changed, if anything, and for who?

Step 3: Modeling (15 minutes)

Show students the report of an attack on a young Jewish man from August 18, two days later (**PSD 5.1**). As a class, go through the source to see what it reveals about responses to the event and how things changed after.

Answer the following questions for each source:

- What does this show about changes in Gentile actions, ideals, attitudes, or beliefs? Would they have viewed this as “progress” or “decline” compared to the events leading up to the riot?
- What does this show about changes in Jewish actions, ideals, attitudes, or beliefs? Would they have viewed this as “progress” or “decline” compared to events leading up to the riot?
- As an outside observer, do you view this as “progress” or “decline” compared to events leading up to the riot? For which group?

Step 4: Guided Practice (30 minutes)

Have students circulate the room and look at the primary and secondary sources available (**PSD 5.2, PSD 5.3, PSD 5.4, PSD 5.5, PSD 5.6, and PSD 5.7**). Students will answer the same three questions for each source, working individually, in pairs, or in small groups.

Step 5: Independent Activity (15 minutes)

Once students have analysed the available evidence, they will consider it as a whole and decide whether they believe the overall trend is “progress” or “decline” and for who. They will record this in their notebook preparation for sharing it with the class.

Step 6: Sharing/Discussing (30 minutes)

Returning to whole group discussion, students will have a chance to share what they believe the overall result was: “progress” or “decline,” and for who?

Based on these evaluations, have the class attempt to come to a consensus on whether the events of the riot resulted in change, or whether what followed shows continuity of the same factors which led to the riot.

Step 7: Independent Activity (10 minutes)

Students will individually return to their Historical Significance sheet (**BLM 1.2**) from the first lesson. Which of their questions do they now have the answers to? What do they still need to learn? What new questions do they have?

ASSESSMENT:

Students will be able to analyse evidence to see whether it shows continuity or change/progress or decline, and which group it most pertains to.

Students will be able to synthesize their results and analyse an overall pattern.

Students will be able to evaluate whether the riots led to change or if there was continuity in society.

APPENDICES:***1. Primary Source Documents:***

- PSD 5.1 Toronto Star August 18 Jewish Youth Attacked**
- PSD 5.2 Toronto Star August 17 Police Response**
- PSD 5.3 Toronto Star August 18 St. Peter's Response**
- PSD 5.4 Toronto Star August 19 Jewish Response**
- PSD 5.5 Toronto Star August 21 City Council's Response**
- PSD 5.6 Toronto Star August 23 Next Game**
- PSD 5.7 Toronto Star August 25 Magistrate's Response**

LESSON #: 6**TITLE:** Remembering the Christie Pits Riot**COURSE:** Canadian History since World War I, Grade 10 Academic**SPECIFIC EXPECTATION:**

C2. Communities, Conflict, and Cooperation

C2.1 analyse some significant ways in which Canadians cooperated and/or came into conflict with each other during this period, with a focus on explaining key issues that led to those interactions and/or changes that resulted from them

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: The Ethical Dimension**SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:** Evidence; Historical Significance

OVERVIEW: This lesson will show students how Toronto has chosen to remember and commemorate the event, focusing on the 75th and 80th anniversaries, the park plaque, and articles written around the 80th anniversary. Students will analyse the response and decide whether this is an adequate way to remember the event or what else might need to be done.

MATERIALS:

1. PSD 6.1 The Christie Pits Plaque
2. PSD 6.2 The Globe and Mail
3. PSD 6.3 The Star
4. PSD 6.4 The CBC
5. PSD 6.5 CTV News Toronto
6. PSD 6.6 The National Post
7. Plan of Instruction
8. BLM 6.1 Article Assessment
9. BLM 1.2 Analyzing Historical Significance

PLAN OF INSTRUCTION:**Step 1: Warm up – A Park Plaque (15 minutes)**

In small groups, have students draft a paragraph to put on a plaque in Christie Pits Park to commemorate the 75th anniversary of the event. Their paragraph must include a title, the date of the event, an unbiased description of the event, and any information they think the general public will need to understand the significance of the event.

Step 2: Discussion (5 minutes)

Show the class the picture of the plaque that stands in Christie Pits Park (**PSD 6.1**). As a class, read the text on the plaque.

Step 3: Modeling (15 minutes)

As a class, evaluate the plaque for how well it meets the criteria students were given. Does it include a title? The date of the event? An unbiased description? Further information to help readers understand why this event is historically important? What might be added or changed to make this plaque better?

Step 4: Guided Practice (15 minutes)

Students will work in small groups to examine a newspaper article written to commemorate the event's 80th anniversary last year (one of **PSD 6.2**, **PSD 6.3**, **PSD 6.4**, **PSD 6.5**, or **PSD 6.6**). Students will evaluate it on the similar criteria as the plaque: does it include basic information on the event? Does it give an unbiased account of the riot? What does the article suggest be done to commemorate and remember the event? How does the article show the historical importance of the event?

Each group will fill out a “report card” for their article based on the criteria (**BLM 6.1**).

Step 5: Sharing (15 minutes)

Each group will take a turn sharing the report card for their article with the class. They will briefly describe how the article met each of the criteria, focusing on how the article showed the historical significance of the event.

Step 6: Independent activity (10 minutes)

Students will individually return to their Historical Significance sheet (**BLM 1.2**) from the first lesson. Do they still agree with why they initially thought this event was significant, or would they like to revise their position? What can people learn from this event now?

ASSESSMENT:

Students will be able to write about the riot, giving an unbiased account and explaining how it was historically significant.

Students will be able to explain what can be learned from the riots and why this is important.

Students will be able to analyse how the riot has been popularly remembered and make suggestions for how we might improve.

APPENDICES:**1. Primary Source Documents:**

PSD 6.1 The Christie Pits Plaque

PSD 6.2 The Globe and Mail

PSD 6.3 The Star

PSD 6.4 The CBC

PSD 6.5 CTV News Toronto

PSD 6.6 The National Post

2. Black Line Masters

BLM 6.1 Article Assessment

BLM 1.2 Analyzing Historical Significance

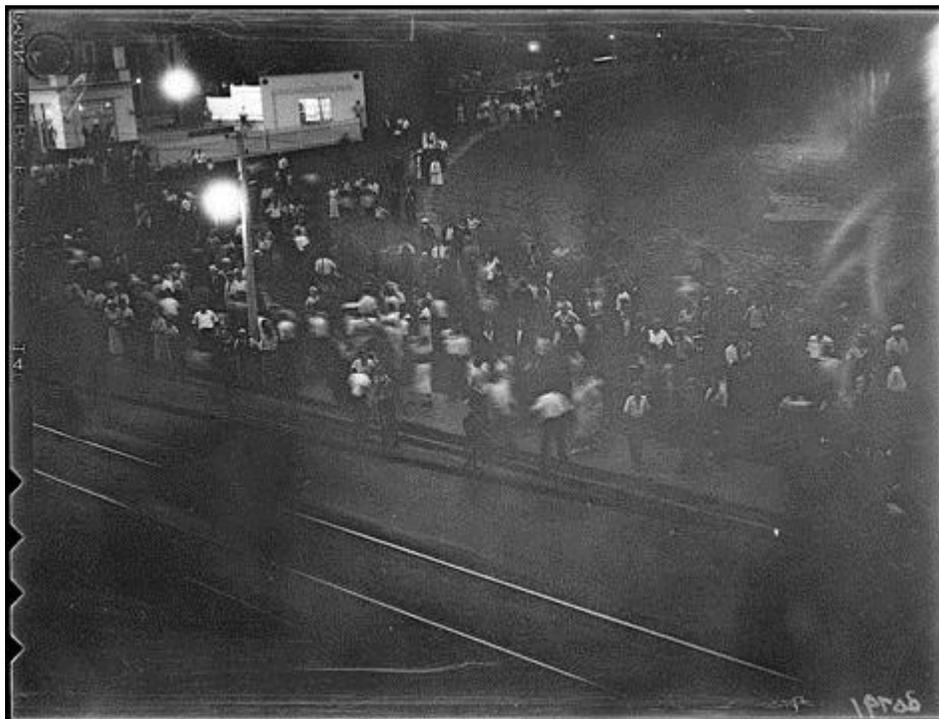
APPENDIX 1 – Primary Source Documents**PSD 1.1 Toronto Star Report August 17, 1933**

“Six Hours of Rioting Follows Hitler Shout Scores Hurt, Two Held.” *Toronto Star*, Aug. 17, 1933: 1, 3.

This document can be accessed through the Toronto Public Library (with a library card) at the following links:

<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434388493>

<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434388391>

PSD 2.1 Christie Pits Photograph

Unknown Globe and Mail photographer; Toronto Archives; fonds 1266, Globe and Mail Collection, item 30791.

PSD 2.2 “Baseball and Ethnic Violence in Toronto”

Levitt, Cyril, and William Shaffir. “Baseball and Ethnic Violence in Toronto: the Case of the Christie Pits Riot, August 16, 1933.” *Sports and Ethnicity* 7, no. 1 (1985): 67.

This article can be accessed through Library and Archives Canada at the following link:

http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/polyphony/sports_art2.html

PSD 3.1 “Nazi Germany – Under Hitler’s Spell – The Rise of Hitler”

BBC. *Nazi Germany – Under Hitler’s Spell – The Rise of Hitler*, 2013. YouTube video, 3:54. Posted by “Timelines.tv.” February 6, 2013.

This video can be accessed through YouTube at the following link:

http://www.youtube.com/watch?v=A9_Zre8cTTg

PSD 3.2 “Hitler’s Rise to Power”

Hitler’s Rise to Power, 2008. YouTube video, 9:08. Posted by “History is Happening.” April 6, 2008.

This video can be accessed through YouTube at the following link:

<http://www.youtube.com/watch?v=9CFWH4Fhkak>

PSD 3.3 Toronto Star April 20 on Popularity of Baseball

“More Than 400 Toronto Boys After Berths On Ball Teams.” *Toronto Star*, April 20, 1933: 15.

This document can be accessed through the Toronto Public Library (with a library card) at the following link:

<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434371952>

PSD 3.4 Toronto Star August 19 on Unemployment

“Recent Disorders.” *Toronto Star*, August 19, 1933: 6.

This document can be accessed through the Toronto Public Library (with a library card) at the following link:

<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434388463>

PSD 3.5 Toronto Star August 15 on Previous Game

“Anti-Jewish Movement Hits The Roof.” *Toronto Star*, August 15, 1933: 2.

This document can be accessed through the Toronto Public Library (with a library card) at the following link:

<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434388742>

PSD 3.6 Toronto Star April 24 on German Declaration

“Jews Must Be Extirpated By Any Means, Says Hitler.” *Toronto Star*, April 24, 1933: 1, 5.

This document can be accessed through the Toronto Public Library (with a library card) at the following link:

<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434371736>
<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434371799>

PSD 3.7 Toronto Star August 3 on Anti-Semitism

“Think Emblem Sales Anti-Jew Drive Aim.” *Toronto Star*, August 3, 1933: 14.

This document can be accessed through the Toronto Public Library (with a library card) at the following link:
<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434387224>

PSD 3.8 Toronto Star August 2 on Beaches Controversy

“Swastika Emblems Vanish From Beaches As Jews Parade There.” *Toronto Star*, August 2, 1933: 1, 11.

This document can be accessed through the Toronto Public Library (with a library card) at the following links:

<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434387246>
<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434387098>

PSD 3.9 German Propaganda Poster on Jewish Boycott

Bytwerk, Randall. *German Propaganda Archive*. <http://www.bytwerk.com/gpa/posters2.htm>

The propaganda poster is #7 at this link:

<http://www.bytwerk.com/gpa/posters2.htm>

Translation by Ken Fields is found at the following link:

<http://research.calvin.edu/german-propaganda-archive/geisenheim.htm>

PSD 5.1 Toronto Star August 18 Jewish Youth Attacked

“Hoodlum Street Gang Attacks Young Jew.” *Toronto Star*, August 18, 1933: 3.

This document can be accessed through the Toronto Public Library (with a library card) at the following link:
<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434388721>

PSD 5.2 Toronto Star August 17 Police Response

“\$50 Or Two Months For Ball Park Rioter.” *Toronto Star*, August 17, 1933: 2.

This document can be accessed through the Toronto Public Library (with a library card) at the following link:
<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434388656>

PSD 5.3 Toronto Star August 18 St. Peter’s Response

“Deny St. Peter’s Men Were In Park Riot.” *Toronto Star*, August 18, 1933: 2.

This document can be accessed through the Toronto Public Library (with a library card) at the following link:
<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434388284>

PSD 5.4 Toronto Star August 19 Jewish Response

““Die With Boots On!” Cry Of Incensed Toronto Jews.” *Toronto Star*, August 19, 1933: 1, 2.

This document can be accessed through the Toronto Public Library (with a library card) at the following links:

<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434388608>
<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434388679>

PSD 5.5 Toronto Star August 21 City Council’s Response

“Council Alone Can Give Permit For Park Meeting.” *Toronto Star*, August 21, 1933: 15.

This document can be accessed through the Toronto Public Library (with a library card) at the following link:
<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434388365>

PSD 5.6 Toronto Star August 23 Next Game

“Police Will Attend Harbord Ball Game.” *Toronto Star*, August 23, 1933: 5.

This document can be accessed through the Toronto Public Library (with a library card) at the following link:
<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434388814>

PSD 5.7 Toronto Star August 25 Magistrate’s Response

“Four Youths Freed Of Park Riot Charges.” *Toronto Star*, August 25, 1933: 2.

This document can be accessed through the Toronto Public Library (with a library card) at the following link:
<http://search.proquest.com.ezproxy.torontopubliclibrary.ca/docview/1434410468>

PSD 6.1 The Christie Pits Plaque

The Friends of Christie Pits Park. *History: Christie Pits Riot of 1933*. <http://www.christiepits.ca/history/riot.asp>

Both a picture of the plaque and the text of the plaque are available at the following link:
<http://www.christiepits.ca/history/riot.asp>

PSD 6.2 The Globe and Mail

Bitonti, Daniel. “Remembering Toronto’s Christie Pits Riot.” *The Globe and Mail*, August 9, 2013.

This article can be accessed at the following link:
<http://www.theglobeandmail.com/news/toronto/remembering-the-christie-pits-riot/article13695461/>

PSD 6.3 The Star

DiManno, Rosie. “Remembering the Christie Pits Riot.” *The Star*, August 10, 2013.

This article can be accessed at the following link:

http://www.thestar.com/news/gta/2013/08/10/remembering_the_christie_pits_riot_dimanno.html

PSD 6.4 The CBC

Stroubouloupoulos, George. ““Dark Days” In Toronto’s History: Remembering The Christie Pits Riot 80 Years Later.” *The CBC*, August 16, 2013.

This article can be accessed at the following link:

<http://www.cbc.ca/strombo/news/dark-days-in-torontos-history-remembering-the-christie-pits-riot-80-years-1>

PSD 6.5 CTV News Toronto

Miller, Adam. “Toronto Remembers Christie Pits Riot as a ‘Very Dark Day’ in History.” *CTV News Toronto*, August 15, 2013.

This article can be accessed at the following link:

<http://toronto.ctvnews.ca/toronto-remembers-christie-pits-riot-as-a-very-dark-day-in-history-1.1412482>

PSD 6.6 The National Post

Battersby, Sarah-Joyce. “Christie Pits riot witness Joe Black remembers seeing the swastika rise – and then all hell broke loose.” *The National Post*, August 10, 2013.

This article can be accessed at the following link:

<http://news.nationalpost.com/2013/08/10/christie-pits-riot-witness-joe-black-remembers-seeing-the-swastika-rise-and-then-all-hell-broke-loose/>

APPENDIX 2 – Black Line Masters

BLM 1.1 Data Organizer for Christie Pits Riot Sources

BLM 1.2 Analyzing Historical Significance

BLM 4.1 Writing from Historical Perspectives

BLM 6.1 Article Assessment

BLM 1.1 Data Organizer for Christie Pits Riot Sources

Name: _____ Date: _____

Inquiry Question

Sample question: What does this source tell us about the Christie Pits riot?

Source

Sample questions: What type of source is this? Who created it? When and where was it produced?

Context

Sample questions: What other events or developments were happening at the time the source was created? How might they have influenced this source?

Description

Sample questions: What do you notice that's important about this source? What do you notice that's interesting? What can't you explain?

Inferences about the perspective of the creator

Sample questions: To what groups might the creator have belonged? Why do you think he or she made this source? Who do you think was the audience for this? What do you think the audience wanted to hear or see? How might the background of the creator and the audience have influenced this source?

Inferences to answer inquiry question

Sample questions: What can you learn from examining this source? How does this source help you answer your inquiry question? Does it confirm, extend, or contradict what you know? What does it not tell you? What further questions do you have?

BLM 1.2 Analyzing Historical Significance

Name: _____ Date: _____

Answer the following questions to help you speculate on why the Christie Pits riot is a historically significant event.

1. Does this event show well-known events and powerful people? Or does it show the ordinary lives that most people live?
2. Which group(s) does it relate to?
3. Does this event have connections to local, national, or international issues?
4. Did this event cause big historical changes?
5. Did this event change people's lives?
6. What can be learned from this event?
7. Considering your answers to questions 1 to 6, what reasons do you have to believe this event is historically significant? Is it significant because it is revealing, or because it helped create change?

8. List three questions you will need the answer to in order to confirm your belief of why this event is important. Leave room between each to record the information as you find it.

BLM 4.1 Writing from Historical Perspectives

Name: _____ Date: _____

Ground Rules for Writing from a Historical Perspective

- Unless otherwise instructed, you may include imaginary characters. However, the conditions within which these characters operate and the major events they witness must conform to the historical record. Include the facts as we have learned them and present accurate perspectives.
- Good writing does more than describe events. Show how your characters saw those events at the time through their historical perspectives.
- Convince the reader that your characters are real. Give them depth. The reasons behind their actions or beliefs may be complex, or even contradictory.
- Remember that you do not need to agree with or support your characters' beliefs—you need merely to represent those beliefs accurately.

Questions to Think about When Writing from a Historical Perspective

- How can I use language and dialogue to create an authentic sense of the time period?
- How can I make my characters authentic, with perspectives that reflect the time and place in which they lived?
- What evidence do I have that this is what my characters would believe or do?
- What other options might my characters have, given this time and setting?
- What is my point of view?
- How does my story or poem help others understand the past in ways that other sources do not?

**I am writing this letter on the events of the Christie Pits riot from the perspective
of: _____**

I am writing this response on the events of the Christie Pits riot from the perspective

of: _____

(My actual name is: _____)

BLM 6.1 Article Assessment

Name: _____ Date: _____

Headline: _____

Author: _____

Newspaper: _____

1 What, or who, does this article discuss?

2 Who wrote this article? When was it written, and why?

3 How do they describe the events of the riot? What does this suggest about their attitudes towards it?

4 What symbols, imagery and/or comparison are used in the article, if any?

5 Is the timing of the article important? appropriate? in what ways?

<p>7 What is the purpose of the article? What message does it convey? What did the writer of the article want us to think about or learn from the past?</p>	
<p>8 How effective is this article? How well does it achieve its purpose? How does it represent the people it commemorates?</p>	
<p>9 How do you feel about this article? What is your reaction to it?</p>	
<p>10 How does this article reflect the historical context of the time when the events occurred? Are the ethical standards of today different?</p>	
<p>11 If you were to grade this article on how well it presents an unbiased record of the events, what grade would you give it (A-F)?</p>	
<p>12 If you were to grade this article on how well it shows readers what can be learned from the past, what grade would you give it (A-F)?</p>	