

A Learning and Teaching Resource

Introduction

Cape Breton Island is known for its rich heritage and diverse cultures. Dating back to the early days of settlement in the 17th century, European settlers – predominantly French and British at that time – arrived in Cape Breton in search of new opportunities. For the next three centuries, immigration patterns increased steadily, building a community of cultures that to this day still prides itself on diversity and understanding of others.

In the late 1800's and continuing into the first part of the twentieth century, people of Eastern and Central European descent ventured across the Atlantic to settle in Cape Breton, where work in the coal and steel industries was flourishing. Opportunities were plentiful, and despite adverse living and working conditions, they began to carve out a new life, usually never returning to their native lands. Most often, they settled in small communities, surrounded by others of their own culture, and preserved traditions and a way of life that they had experienced in their homeland.

In industrial Cape Breton, they settled in Whitney Pier, a community of Sydney, as well as the towns and villages of North Sydney, Sydney Mines, New Waterford, Dominion, Glace Bay and Donkin. They settled and survived by building on their rich cultural traditions of music, dance and faith to create community spirit and endure hardships that far surpassed what they had left in their homelands. Many of these communities of culture still survive today although the industries have all disappeared. Each culture lives through the descendants of the early immigrants, and the sense of pride remains as strong as it was more than one hundred years ago.

This web portal – *diversitycapebreton.ca* – tells the stories of four of these cultural groups: Croatian, Jewish, Polish and Ukrainian. Through digital archives, their stories, songs, and other artifacts are preserved for us to learn about the past and to celebrate our rich diversity. This *Learning and Teaching Resource* is intended for teachers and students to explore and understand the rich heritage of this part of Atlantic Canada. It is rooted in the current Nova Scotia curricula as well as Foundation Documents of CAMET (Council of Atlantic Ministers of Education and Training).

For students, *diversitycapebreton.ca* provides support for learning in many content areas, including Social Studies, Language Arts, and Arts Education. This resource describes three xx-hour modules containing suggestions for learning and teaching at various levels:

- Grade 3 – 5: *Immigrating to Cape Breton Island*
- Grade 6 – 8: *Life in a New Land*
- Grade 9 – 12: *Immigration Past, Present and Future*

In each module, curriculum outcomes are identified, additional resources are referenced, and suggestions for assessment are presented. Using an inquiry-based learning approach, students will discover and explore the objects presented for each cultural group, and will make direct application to topics covered in other disciplines.

Foundation for the Atlantic Canada Social Studies Curriculum (1999) states:

...social studies, more than any other curriculum area, is vital to developing citizenship...The social studies curriculum promotes students' growth as individuals and as citizens of Canada and of an increasingly interdependent world. It provides opportunities for students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others... The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world and, through participation in the democratic process, improve society. (p. 1)

While the modules provide a multidisciplinary approach through which students examine issues that affect their lives, it is primarily through social studies and the arts that they see the life and times of cultural groups who immigrated to Cape Breton in the early 1900s.

The modules have been developed according to specific grade levels: elementary, middle and high school. However, it is suggested that teachers read through all three to get a sense of the scope of what is possible in the classroom. This may encourage some to take a module from a different grade level and make adaptations to suit the age of the students. In other words, the module becomes a starting point for further inquiry that leads to deeper meaning on a particular topic. Expectations and desired outcomes will vary in this case, and additional classroom resources to support the learning may be different depending on the grade level.

Each module is intended to be approximately 10 hours in length, but this does not limit the teacher in extending the learning beyond the suggested times. Teachers should feel free to branch out into other areas of curriculum, and thus identify Essential Learning Outcomes or Specific Curriculum Outcomes according to the discipline that is integrated.

Above all, it is important that students experience the joy that comes with working through an integrated unit, making connections to other disciplines, taking

ownership for their own work, and seeing life through personal and authentic learning simulations.

For each of the three modules that follow, students will discover and learn about the rich cultural traditions of the Central and Eastern European immigrants who settled in Whitney Pier. Because this is a living repository for archival materials, suggestions for learning, teaching and assessment to support the Croatian, Jewish, Polish, and Ukrainian cultures will be added as they are developed over time. In the meantime, many of the activities suggested can be applied to the other cultural groups with ease and minimal adjustment.

Module 2: *Life in a New Land*

Grades 6, 7, 8

Background

This module is intended to help students enhance their skills in using research as inquiry. *Atlantic Canada English Language Arts Curriculum Grades 7-9* states:

Students ask questions within meaningful contexts to guide their inquiry, develop solutions to problems, and investigate information and issues related to curriculum content. Broad questions can lead to more specific questions that provide direction for research. (p. 91)

Throughout this module, students will discover a rich source of information on immigrant life of Eastern and Central Europeans who ventured to Cape Breton communities in search of work in the steel plant and coal mines. Through documents, photographs and interviews, stories are told of what life was like for these new immigrants. More importantly, students will understand life today as an evolution of time, place and community. In addition, a primary focus of the module is the Web portal, *diversitycapebreton.ca* – a collection of records, artifacts and stories describing life for the Croatian, Jewish, Polish and Ukrainian immigrants who settled in Glace Bay and in Whitney Pier, a neighbourhood in Sydney, in the first half of the twentieth century. This Web portal is an example of digitized archival collections that tell a compelling story. When used in the classroom it becomes a model for resource-based learning.

Foundation for the Atlantic Canada Social Studies Curriculum (1999) emphasizes the importance of resource-based learning:

Resource-based learning supports students as they develop information literacy: accessing, interpreting, evaluating, organizing, selecting, producing, communicating, and responding to information and through a variety of digital technologies and learning contexts and communities. (p. 30)

To support this notion, a range of possible resources is listed in *Social Studies 6* (p. 16), *Social Studies 7* (p. 14), and *Social Studies 8* (p. 14) including:

- print – books, magazines, newspapers, documents, and publications
- visuals – maps, illustrations, photographs, pictures, and study prints
- artifacts – concrete objects, educational toys, and games
- individuals and communities – interviews, museums, field trips
- multimedia – films, audio and video tapes, digital data devices, television, and radio

- information technology – desktop and laptop computers, digital data recording devices, computer software, databases, CD-ROMs, World Wide Web
- communication technology – Internet connections, bulletin boards, digital cameras, graphics software, audio and video conferencing, emails

Throughout this module, teachers will discover possibilities for students to engage with many of these resources through activities directly related to *diversitycapebreton.ca*, a digital archive of collections and interactive resources. These items are physically housed in various locations in Cape Breton, including the Beaton Institute, Whitney Pier Museum, churches, and private collections. Through the use of technology, they are now accessible online as a digital collection on the World Wide Web.

Information and Communication Technology (ICT) plays a major role in the acquisition and analysis of information. *Social Studies 6* (2010) states,

This program introduces methods and skills for social studies research and provides a context in which students can analyze and evaluate historical, socio-cultural and geographic evidence and make their own interpretations. The program integrates ICT key-stage outcomes as instruction is designed, planned, and implemented. (p. 18)

Module Design

This module is intended to support the Social Studies, Language Arts and Arts Education curricula. It is designed as a ten-hour unit that will lead students through a series of activities to develop in them an understanding of the importance of archival records, their analysis and interpretation, and the stories they tell. It provides authentic learning experiences through individual and group projects, and while completing these the students will develop an appreciation for the preservation and use of archival records. They will experience, either in person or on the World Wide Web, the richness of these archival records in helping us understand our past as well as our future. This has the potential to become an excellent unit in preparation for the annual Heritage Fair or a celebration of an important event or anniversary in the community, province or country, such as Heritage Day, or Canada's sesquicentennial in 2017. There are limitless possibilities, and hopefully teachers will facilitate the learning in a way that allows students to reach out in directions that interest them.

As teacher, it is important to use your imagination to create a learning environment that supports inquiry-based learning, and to allow the students to make personal decisions as you guide the projects from start to finish. As teacher, you act as a facilitator of the learning by ensuring that students are focused and experiencing

success in achieving the outcomes. The joy of learning comes through discovery and exploration.

Curriculum Outcomes

Through the Council of Atlantic Ministers of Education and Training (CAMET), foundation documents in Social Studies, English Language Arts and Arts Education have been created to guide curriculum development in the Atlantic Provinces. General Curriculum Outcomes (GCOs) are general statements of the things that students should know and be able to do upon graduation, and through a building process, they achieve these outcomes through sequential learning experiences from K to 12. From the GCOs, Key-Stage and Specific Curriculum Outcomes fall, and these are identified in the curriculum for each of the disciplines highlighted. In this module, the suggestions for learning and teaching touch upon the following General Curriculum Outcomes:

Social Studies

GCO: Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment – locally, nationally, and globally – and the implications for a sustainable future.

GCO: Students will be expected to demonstrate an understanding of the interactions among peoples, places and the environment.

GCO: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

English Language Arts

GCO: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings and experiences.

GCO: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

GCO: Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.

GCO: Students will be able to select, read and view with understanding a range of literature, information, media, and visual texts.

GCO: Students will be able to interpret, select and combine information, using a variety of strategies, resources and technologies.

GCO: Students will be able to respond personally to a range of texts.

GCO: Students will be able to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Arts Education

GCO: Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

GCO: Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience.

GCO: Students will be expected to examine the relationship among the arts, societies, and environments.

Suggestions for Learning, Teaching and Assessment

Lesson 1 (1 hour)

Project the photo on the opening page of the Ukrainian Collection. This can be found under the tab “Collections” on the opening page of the web portal. Ask the students to describe what they see. You may wish to ask guiding questions to stimulate the discussion, such as:

- When do you think the photo was taken? How do you know?
- What nationality are the people in the photo?
- The men and women in the photo look like they are dressed in their “Sunday best” clothes. What do you think is the occasion?
- What do you think is the age range of those in the photo? How do you know?

The photo is of the Holy Ghost Ukrainian Church choir, Whitney Pier, Cape Breton, and was taken in 1951. The church was a very important part of the Ukrainian community, and it, along with the church hall, became the centre for community life for Ukrainian immigrants and their families. This was similar to other cultural groups in the neighbourhood, including the Croatians, Jewish, and Polish families, as well as the Italians, Russians and Caribbeans. In these places they spoke their mother tongue language and preserved strong cultural traditions, including feasts and celebrations, music, dance, food, and sports.

In pairs, have the students explore the interior of the church which can be found by clicking on the following tabs:

- ❖ Interactive Resources (found on the home page)

- Curated Exhibits
- Historic Architecture

Demonstrate for the students how they can do a 360° virtual tour by manipulating the tools on the screen. They can also zoom in for more details and greater clarity. Have them give their initial observations. What are some unique features of the architecture (inside and out), as well as the objects contained therein?

Have the students read the article from the Cape Breton Post contained in the photo, “Churches by the Sea: Holy Ghost Ukrainian Catholic Church, Sydney”. Follow the following tabs to access it:

- ❖ Collections (found on the home page)
 - Ukrainians
 - Browse the Ukrainian collection
 - Holy Ghost Ukrainian Greek Catholic Church
 - Holy Ghost General

Next, have them view the photographs in the folder called, “Holy Ghost – Community” housed on the same page as the newspaper article.

Assessment

Based on their observations from the newspaper article and the photos, have them write a reflection in their journals describing the importance of church in the lives of the Ukrainian immigrants. Why do you think it was held in such regard? Look for key phrases such as:

- These immigrants brought with them a strong sense of religion, and this was passed down through later generations.
- The church, with its traditional Eastern Orthodox services, reminded them of life in their homeland.
- The church and church hall were places where they could speak their language, and maintain other customs such as music, dance, Easter egg decorating, needlework, traditional foods, etc.
- They brought their strong sense of identity to the larger community as depicted in the parade float.
- Young and old attended church services.

Lesson 2 (1 hour)

In 2013, the Holy Ghost parish celebrated its 100th anniversary, and to commemorate the occasion, an exhibit entitled Mnohaya Lita! was displayed at the

Cape Breton Centre for Heritage. CBC Radio in Sydney broadcast the opening launch of the exhibit. The program can be heard by following the following tabs:

- ❖ Collections (found on the home page)
 - Ukrainians
 - Browse the Ukrainian collection
 - Mnohaya Lita!
 - Mnohaya Lita! Official Launch of the exhibit on CBC Radio

In the first interview, the host of the show talks to John Huk, author of the book, *Strangers in the Land: The Ukrainian Presence in Cape Breton*. During the conversation he described how the life of the church has changed over its history. Listen to the interview as a class and have the students, in groups of 4 or 5, discuss the factors that caused this change to happen. Have each group do a presentation for the class on their findings, and encourage them to create a power point presentation with images from the web portal using screen shots. In doing so, remind them that these are copyright materials that must be acknowledged with proper citations, and used for this activity only.

Assessment

In advance of assigning the power point project, as a class create a rubric for peer assessment. This should include key points such as authenticity of information presented, visual effects, originality, acknowledgement of all primary sources, and group collaboration. Following each presentation, have the other students complete the rubric and provide constructive feedback to those students presenting.

Lesson 3 and 4 (2 hours)

Music and dance have played a prominent role in the life of the Ukrainian immigrants. Like most cultures, there are traditional instruments that have maintained their prominence in music of the culture s that has been passed down from generation to generation. Church music was learned from an early age, and songs for feasts and celebrations in the church continue to contemporary day. Holy Ghost parish had a children's choir and an adult choir, and this encouraged singing in the home and at special events in the church hall. Play for the students a few examples of church music from the Holodomor Liturgy as found at:

- ❖ Collections (found on the home page)
 - Ukrainians
 - Browse the Ukrainian collection
 - Music and Dance
 - Church Music
 - Commemorative Holodomor Liturgy

During the 100th anniversary celebrations for the church, Julian Kytasty, an internationally renowned Ukrainian musician, facilitated workshops and performed in concert. Follow the following tabs for videos of his performance:

❖ Collections (found on the home page)

- Ukrainians
- Browse the Ukrainian collection
- Mnohaya Lita!
- Sea Winds and Immigrant songs

In these videos you will see Kytasty sing and perform on the Bandura, a traditional Ukrainian instrument. Have the students in small groups listen to Part 7 and any two others in the series. Have them identify the following:

- genre of music (church, folk, ballad, etc)
- texture
- timbre of the Bandura
- use of tempo, dynamics, and harmonies

You may wish to prepare a work sheet for them to complete as they listen to the recordings.

Have the students in small groups do a search on the Internet for other traditional Ukrainian instruments, and ask them to search Ukrainian folk music on Youtube. Based on their research, ask each group to select a video, and present it with an explanation of what they should listen for (instruments, texture, harmony, tempo, etc.).

Ukrainian dance is inherent in the traditional music, and from the late 1930s the Ukrainian community in Whitney Pier had instruction for adults and youth. There were periods where it lapsed, but through the efforts of key people in the community, and with external funding for workshops and travel, it was revised several times. Have the students listen to an interview with Dave Mahalik.

❖ Collections (found on the home page)

- Ukrainians
- Browse the Ukrainian collection
- Music and Dance
- Ukrainian Dance
- Dance Traditions in Cape Breton – Dave Mahalik

Show the video on Ukrainian dance at the Ukrainian National Festival in Dauphin, Manitoba:

<https://www.youtube.com/watch?v=ON4cDeRTivw>

Next, show the video of the Voloshky Ukrainian Dance Ensemble. Ask them to note key points that describe the style of dance demonstrated.

<https://www.youtube.com/watch?v=VH0DYT1jvvo>

As a class, discuss what they viewed in both videos. Ask if there are students in the class who do traditional dances from other cultures, such as Italian, Scottish, Irish. If so, have them compare their style of dance to that seen on the videos. What are the similarities and differences?

If by chance you live in a community where there is someone who has studied Ukrainian dance, invite them to the class to demonstrate and teach some basic steps.

Lesson 5 (1 hour)

An important part of music and dance is the costumes worn by the performers. In the videos shown in the preceding lesson, the musicians and dancers were wearing traditional costumes. Review these videos and have the students give initial observations. Project the following web site:

https://www.google.ca/search?q=Ukrainian+costumes&newwindow=1&tbm=isch&itbo=u&source=univ&sa=X&ved=0CCkQsARqFQoTCPLG_rPc_MYCFY4Ykgod3ZEN0w&biw=1067&bih=503

What are some key features that they see? Look for ideas such as bright, vivid colours, ribbons, full skirts for the girls, balloon pants for the men, head pieces, etc.

Often, shirts and blouses were decorated with fine embroidery. The designs were very intricate and they used a range of bright colours. Show examples of embroidery by following these tabs:

- ❖ Collections (found on the home page)
 - Ukrainians
 - Browse the Ukrainian collection
 - Community
 - Women
 - Embroidery

These designs not only appeared on clothing, but they were also used for decorative pieces in the home. This is similar to other European cultures, and embroidery used to be a popular past time in days past. Try to find someone in the community who embroiders and invite them to the class to demonstrate their skill. They may even have a small project for the students to try.