

TEACHER GUIDE

Thank you for choosing to visit Harbourfront Centre! Harbourfront Centre is Canada's community waterfront, home of arts, culture and education, and a registered, charitable not-for-profit cultural organization operating a 10-acre campus on Toronto's central waterfront. School Visits offers hands-on, inquiry-based programs that are designed to foster creativity and personal growth while connecting to the Ontario Curriculum.

WHAT TO EXPECT FROM YOUR DAY

When you arrive on site, you will be greeted by one of our staff. Payment will be taken care of by our Registrar during the morning of your visit. Your class will then receive a brief introduction to Harbourfront Centre and your program(s) will begin shortly thereafter.

Grade: 4 - 12

Key Inquiry Question: How do different immigrant groups leave their mark on our urban landscape?

CURRICULUM LINKS
Science:
Social studies, 2013 (Grades 5-6)

- Heritage and identity

Science and technology, 2007 (Grades 5-8):

- Understanding Structures and Mechanisms

Geography, 2013 (Grades 7-8)

- Physical patterns in a Changing World
- Global settlement: Patterns and Sustainability

Canadians and World Studies 2013 (Grade 9):

- Liveable Communities
- Impacts of Urban Growth
- Characteristics of Land Use in Canada

Canadian and World Studies 2013 (Grade 10, 11, 12):

- Canadian: History, Identity and Culture
- Use the historical inquiry process and the concept of historical thinking when investigating aspects of world history

ACTIVATION (PRE-VISIT IDEAS)

- Have students complete a **KWL chart** (see link in the Additional Links to Learning sections for a template). In this chart, students should complete what they **Know** about Kensington and Chinatown, and what they **Want** to know before attending their trip.
- Have students research the community identity of Kensington Market or China Town. Have them explore the following questions:
 - What makes Kensington Market / Chinatown special compared to other Toronto neighbourhoods?
 - How do local businesses and art reflect the community's history and values?
 - How has immigration shaped this area?
- Have students compare old maps vs new maps of the communities. Facilitate a conversation with students regarding the differences in order to understand why and how communities change.

EXTENSION (POST-VISIT IDEAS)

1. Have your students revisited their **KWL charts** and complete the **Learned** column. See if any pieces of information that they shared in K or W columns proves to be inaccurate.
2. Ask the students to **create a fact sheet for each of the major buildings and communities visited on the program**. Work as a class to identify the key elements that should be included in the fact sheet. As a reminder, the key buildings visited were:
3. Ask students to **reflect on their own community**. What is the history of the community? How does existing state of your community contribute to your community's identity? How do your community compare to what was seen in Kensington Market and China Town.

ADDITIONAL LINKS TO LEARNING

(Harbourfront Centre School Visits does not assume responsibility for content on the weblinks in this document. Please confirm the content is appropriate for your class and school community before using these suggested resources in your classroom)

- 1) KWL Chart https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf

ASSESSMENT TOOL

Name: _____

Date: _____

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
INTERACTION IN GROUP DISCUSSION	never able to respond to direct questions; never volunteers point of view	rarely able to respond to direct questions; rarely volunteers point of view	responds occasionally to questions; occasionally volunteers point of view	responds frequently to questions; routinely volunteers point of view
LISTENING SKILLS	student does not listen when others talk and follows few of the instructor's directions.	student does not listen when others talk and sometimes follows the instructor's directions	student listens when others talk and often follows the instructor's directions	student listens when others talk and always follows instructor's directions
USE OF TECHNIQUES	applies few of the skills, concepts and techniques taught.	applies some of the skills, concepts and techniques taught.	applies most of the skills, concepts and techniques taught.	applies all (or almost all) of the skills, concepts and techniques taught.
PARTICIPATION	student never participates willingly and acts inappropriately	student rarely participates and occasionally acts inappropriately	student willing participates and acts appropriately	student participates enthusiastically and always acts appropriately

COMMENTS
