

### TEACHER GUIDE:

Thank you for choosing to visit Harbourfront Centre! Harbourfront Centre is an innovative, non-profit cultural organization which provides internationally renowned programming in the arts, culture, education and recreation, all within a collection of distinctive venues in the heart of Toronto's downtown waterfront. Our School Visits programs are rooted in the inquiry-based learning model, and accommodate for a number of exceptionalities.

### WHAT TO EXPECT FROM YOUR DAY?

When you arrive at Harbourfront Centre, you will be greeted by one of our Educators. Payment will be taken care of by our Registrar (if you are onsite) or our Educator (if you are offsite) during the morning of your visit. Your class will then receive a brief introduction to Harbourfront Centre. Your program will begin shortly thereafter.

### ACTIVATION (Pre Visit Ideas)

- 1) 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 Toronto, and what they **Want** to know before attending Harbourfront Centre.
- 2) Have students **research a favorite building, landmark or monument they know of or visited**. This building does not need to be in Toronto. Once students have shared this information in the format of your choosing, compile a list of criteria for what makes a building important or memorable.
- 3) Ask students to **research different architectural styles and prepare a visual board or oral presentation** about the various styles seen in and around Toronto. These presentations should include visual elements (photos, short clips, Google Street View) so that students can see the key elements. A list of architectural styles found in the downtown core include:
  - International style
  - Art-deco
  - Post modern
  - Gothic
  - Brutalist
  - Classical
  - Neoclassical
  - Victorian
  - Industrial
- 4) Ask students to **sketch a building** in their local community that appeals to them. This could be a house, your school, a place of worship or any other building of note in your neighborhood. Students do not need to sketch the entire building, but rather, a feature that makes the building unique.

### PROGRAM DETAILS:

**Grades:** 4 to 12

#### **Curriculum Links:**

**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

#### **Key Inquiry Question:**

*How do the buildings in the downtown core contribute to Toronto's identity?*

### 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 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:
  - Union Station
  - Royal York Hotel
  - TD Tower
  - Brookfield Place
  - Eaton Centre
  - Old City Hall/Courthouse
  - City Hall
- 3) Ask students to **reflect on the buildings in their own community**. What is the history of these structures? What purpose do they serve today? How do they contribute to your community's identity? How do they compare to buildings in downtown Toronto?

### 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  
[http://eworkshop.on.ca/edu/pdf/Mod37\\_graph\\_KWL.pdf](http://eworkshop.on.ca/edu/pdf/Mod37_graph_KWL.pdf)
- 2) City of Toronto Archives  
<https://www.toronto.ca/city-government/accountability-operations-customer-service/access-city-information-or-records/city-of-toronto-archives/>
- 3) The History of Toronto Architecture  
<https://medium.com/@jastakhar13/the-history-of-toronto-architecture-6f7dbbf1ff3a>

