

Brightside Neighbourhood Exhibition

Educator's Guide



Contents

- 1. Introduction to the Educator's Guide*
- 2. About the Exhibition*
- 3. A Brief History of Brightside*
- 4. Key Terms*
- 5. Resources*
- 6. Curriculum Connections*
- 7. Suggested activities*
- 8. Appendix*
 - i. Brightside Inquiry Graphic Organizer*
 - ii. Brightside Learning Resources – methods, primary sources, memory writing*

1. Introduction to the Educator's Guide

Educational resources and activities are important for any museum exhibition – physical or digital – but they are especially important to this exhibit since many Brightsiders – and their children – were and are educators themselves. The Brightside Project and this exhibition aim to share the unwritten history of a place that no longer physically exists with future generations, to ensure that the stories of the Brightside neighbourhood – and other places that can no longer be seen - continue to be told. We hope that you will use these resources in your own classroom, to share and remember the stories of Brightside and to inspire students to be engaged with their own neighbourhoods and communities to see the importance of their own voices and stories, and perhaps plant the seed for the next generation of citizen historians and curators.

2. About the Brightside Neighbourhood Exhibition

In 2021, during the physical distancing that marked the Covid pandemic, the City of Hamilton commemorated its 175th Anniversary by expanding its Civic Museums to include 7 new virtual museums, including one on the Brightside Neighbourhood. This website is the product of the Brightside Neighbourhood Project, a five-year project to remember, record, and share the stories, legacies, and cultures of a worker's neighbourhood that once lay amid the City's industrial waterfront. In it we use digital technologies to introduce Hamiltonians to Brightside, a neighbourhood that no longer physically exists, yet which lives on in hearts, minds, and stories of people who once lived there. This past, we hope, will help all of us better understand our present, and inform our visions for Hamilton's future.

Although the Brightside Neighbourhood was demolished in the 1950s and 60s to make way for industry and transportation expansion in Hamilton's eastern industrial waterfront, people's strong memories of the place where they lived, worked, and played survive, as you will see when exploring this website. Through this digital experience, students can learn about important and intersecting elements of Hamilton's social, environmental, immigration and labour history. While raising important issues about public memory, this website explores other key themes, like the history of industry and labour in Hamilton, the social and political backdrop of work, immigrant experiences, and the environmental impact associated with industry, infrastructure, and development, especially regarding the City's industrial waterfront.

The stories of Brightside reveal much about memories of places no longer present, and they provide a cautionary tale about the price of unbridled 'progress.' They provide insights into the strength and resourcefulness of Hamilton's people and help us understand and celebrate how the past can illuminate the present, and how it can help kindle an informed hope for our city's future.

3. A Brief History of Brightside and the Brightside Neighbourhood Project

Brightside was a workers' neighbourhood in Hamilton's north-east end that flourished in the shadow of heavy industry, from its founding in 1910 through to the late 1960s. Many labourers and immigrants from southern and eastern Europe called Brightside home. There they created a resilient, vibrant, and supportive community in the middle of an often-foreboding industrial landscape. By the late 1960s, much of the Brightside neighbourhood was gone, a victim of the local steel industry's need for more land to expand its industrial capacity. As car culture became more popular and available after WWII, parking and transportation became a problem the giant Steel Company of Canada (Stelco), which lay adjacent to Brightside's western boundary.

Stelco's expanding workforce needed places to park and the company's industrial expansion needed more room for steel production and wider and better roads to accommodate the trucks going into and out of the factory. By 1970, most of the houses and local businesses in Brightside were gone. They had been bought up, torn down, and replaced by parking lots, an overpass, and buildings used by Stelco.

4. Key Terms

As students explore the Brightside Neighbourhood exhibition, they may encounter unfamiliar terms. The list below highlights some of these words, which can be reviewed by educators as needed.

- **Coke** is a porous, carbon-rich fuel source used for smelting iron ore in the steel-making process. At Stelco, coke is made by burning coal in an oven. The impurities thus removed turn into gas and slag.
- **Infill** is the rededication of urban territory, often empty land or open space, to new construction. In the example of Hamilton's waterfront, Stelco used slag and landfill from construction sites to fill in many the bay's inlets to create new land that could be used for industry.
- **Neighbourhood versus Community.** In the widest sense, "community" can describe people united by culture, history, geography, and many other factors. A neighbourhood is a geographically localized community within a larger city, town, suburb, or rural area. Brightsiders tend to call the place they lived a neighbourhood rather than a community, because the latter is a more contemporary word, and not what people would have used at the time that Brightside flourished.
- **Primary sources** are original, first-hand accounts of something that happened in the past created at the time of an event, for example, diaries, letters, photographs, newspapers, published first-hand accounts or stories. Historians use these types of

evidence (or data) when they write history or stories about the past. When examining a primary source historians consider key questions to help them use a source effectively. They consider: **What** is it? **Who** created it? **When** was it created? **Where** was it created? And **why** was it created? This helps them answer the big question of, **So what?** What does this source tell us about the past?

- **Profane mapping** is a collaborative and intentionally messy creative process in which community members make a map of their environment that locates important places, events, and resources. Unlike more traditional forms of mapping, which are often created by people in positions of power to further their own specific ends, profane mapping draws attention to spaces and histories that have been lost, marginalized, or forgotten. (See 0.0 Brightside Memory Map [below] and: “Profane Mapping” in *Notes from the Brightside Neighbourhood Project*)
- **Secondary sources** are second-hand accounts of the past written after an event by historians, for example, as informed by primary source evidence and the arguments or interpretations of other historians. History textbooks, biographies, research monographs, and websites provide secondary source information.
- **Slag** is a glass-like product left over after desired metal has been separated from raw ore. Slag is one by-product of the steel-making process, and many tons of it were dumped into Hamilton Harbour and its inlets in the process of creating infill for industrial expansion.

5. Resources

The resources listed below are all included in the Appendix II. Students can be encouraged to explore these resources throughout their Brightside inquiries and/or mapping projects.

0. Method, maps, and bibliography sources

0.0 Brightside Memory Map (Source: Brightside Neighbourhood Project, 2017, Drawn by and Courtesy of Matt McInnes and the Brightside Neighbourhood Project)

0.1 *Brightside Overlay Inlet Map* (Source: “Map data ©2017 Google”, Research and Superimposition Drawn by and Courtesy of, Matt McInnes, 2018)

0.2 2021 Bibliography of sources for Brightside and Hamilton History

0.3 Caption for “Word Art Football from *Brightside Reunion* 1983 ‘Sports’ text”: This computer-generated ‘Wordle’ word cloud image of a football that is populated with the words taken from the section on “Sports” from the *Brightside Reunion* book. The size of the words indicates their relative frequency of use in the text. (Source: *Brightside Reunion*, pgs. 10-11, generated by Nancy Bouchier using Wordle software <http://www.edwordle.net/index.html>)

0.4 Matt McInnes, *The Best Fort Ever Zine*. 2018.

0.5 Matt McInnes and Simon Orpana, *Notes from the Brightside Neighbourhood Project* Hamilton: Impressive Printing, 2019.

1.0 Primary Sources

1.1 “Huckleberry Point.” *Hamilton Spectator* 11 March 1878. (Courtesy of the *Hamilton Spectator*).

1.2 1911 Canada Census Hamilton Brightside neighbourhood file in pdf. (Courtesy of Eric Sager, University of Victoria who provided us with access to his digitized versions of the Hamilton census)

1.3 *Vernon's City of Hamilton thirty-ninth [etc.] annual street, alphabetical, general, miscellaneous and classified business directory for the year 1912 to 1914*, Henry Vernon & Son: Hamilton, Ontario, 1912 to 1914. [pages from microfilm] Lloyd Reeds Map Library, McMaster University.

1.4 Bryce Stewart, *Report of a Preliminary and General Social Survey of Hamilton*, Hamilton: Department of Temperance and Moral Reform of the Methodist Church and the Board of Social Service and Evangelism of the Presbyterian Church, 1913.

1.5 1921 Canada Census Manuscript original listing Brightside Streets.

1.6 1921 Canada Census Manuscript listing Brightside Streets in pdf. (Courtesy of Eric Sager, University of Victoria who provided us with access to his digitized versions of the Hamilton census)

1.7 *Vernon's City of Hamilton Fifty-first annual street, alphabetical, Business and Miscellaneous Directory for the Year 1924*, Henry Vernon & Son: Hamilton, Ontario, 1924. Brightside Pages.

1.8 “Dad Inside, Three Sons Out in Middle Mother Palango.” *Toronto Daily Star* Wed 28 Aug 1946, p.10 (Courtesy of the *Toronto Daily Star*)

1.9 Ralph Allen, “I left my wife crying.” *Macleans Magazine* 15 Oct. 1946, 7-8; 70-3. (Courtesy *Macleans Magazine*)

1.10 “Huckleberry Point Once Worthless Land! Can’t Say Same Now,” *Hamilton Review*, 30 December 1953, Stelco Scrapbooks, vol. 1, 171–73, (Courtesy of LH&A, HPL)

1.11 Milford L. Smith. “Future of Promise: Steel Makes City Great.” *Hamilton Spectator* 16 Feb. 1955. H&LA, HPL Scrapbooks, Steel Company of Canada (Stelco) 672 St32s, 155. (Courtesy of LH&A, HPL)

1.12 Paul Palango, “Brightside: Old survey levelled, but it still won’t die,” *Hamilton Spectator* 12 July 1975, 21. (Courtesy of *Hamilton Spectator*)

1.13 “Brightside Reunion Expects 800.” *Hamilton Spectator*, nd. Neighbourhoods of Hamilton Scrapbooks, LH&A, HPL. (Courtesy of LH&A, HPL)

1.14 1990s- on, *Hamilton Spectator* Articles about Dr. Cecilioni. (Courtesy of the *Hamilton Spectator* online)

2.0 Brightside Memory Writings

2.1 Joe Bartolacci, *Brightside Recollections*, 1973 (Courtesy of Joe Bartolacci)

2.2 Brightside Reunion Committee, *Brightside Reunion*, 1983, Hamilton, 1983. (Courtesy of Brightside Reunion Committee)

2.3 John Michaluk, *Tribute to Nello Giavedoni*, 2018 (Courtesy of John Michaluk)

2.4 “2021 24 May Michaluk and BNP letter to Facility Naming Committee.” (Courtesy of John Michaluk)

2.5 “2021 May Letters of Support for Brightside Park:” The submissions of some Brightsiders and their allies to Hamilton’s Facility Naming Committee in support of ‘Brightside Park.’ (Courtesy of Diane Adoranti Morelli, John and Mary Fioravanti, Joseph Bartolacci, and Stephen Lechniak)

2.6 “2021 25 May Letter to Council re. Brightside Park Orpana:” Simon Orpana’s letter to Hamilton’s Facility Naming Committee linking the story of Brightside to contemporary struggles of Hamiltonians. (Courtesy of Simon Orpana)

2.7 Joe Bartolacci, “Homer & Wilson.” 2021 (Courtesy of Joe Bartolacci)

2.8 John Fioravanti, “History of Brightside Ten Pin Bowling League.” 2021 (Courtesy of John Fioravanti)

3.0 Useful web sites

- Brightside Memories Facebook group: <https://www.facebook.com/SteveStelco/>
- The Brightside Neighbourhood Project, Centre for Community Engaged Narrative Arts: <https://ccena.ca/projects/2017-2018-projects/the-brightside-project/>
- Workers City - walking tours: <https://www.workerscity.ca/tours>
- Workers Arts and Heritage Centre: <https://wahc-museum.ca/>

6. Curriculum Connections

Key themes addressed in the Brightside exhibition and accompanying learning resources:

- Continuity and change
- Land use
- Community
- Environment

Activities below are designed for students in grades 4-8, with substantial flexibility for use by teachers in varying contexts.

While the suggested lessons outlined below are designed for use with students in grades 4-8 but can easily be adjusted for primary and secondary students. For example, primary students can explore their own neighbourhoods (or school community) and identify special people, places, and things to be documented (artistically, in writing) on a class map. Secondary students can connect their work to wider geographical concepts and/or local history, especially as pertains to environmental history. Many of the primary source documents provided in the research package are well suited to exploration by secondary students. The “Brightside Method” can be applied across a variety of subjects and offers opportunities for student engagement in history, research, and their own neighbourhoods.

Language (Grades 4-8)

- Reading
- Writing
- Media Literacy

Social Studies

Grade 4

- People and Environments: Political and Physical Regions of Canada

Grade 6

- Heritage and Identity: Communities in Canada, Past and Present

Grade 7 - Geography

- Physical Patterns in a Changing World
- Natural Resources around the World: Use and Sustainability

Grade 8 – Geography

- Global Settlement: Patterns and Sustainability
- Economic Development and Quality of Life

The Arts (Grades 4-8)

Visual Arts:

- Creating and presenting
- Reflecting, responding, analyzing
- Exploring forms and cultural contexts

Historical thinking concepts addressed:

- Establish historical significance
- Use primary source evidence
- Identify continuity and change
- Understand the ethical dimension of historical interpretations

7. Suggested Activities**Activity One****Inquiry Investigation: Brightside****Learning Outcomes:**

1. Students will be able to pose a focused inquiry question related to the Brightside neighbourhood and/or Hamilton's local history.
2. Students will be able to identify and employ primary and secondary sources to conduct research and complete the Brightside Inquiry graphic organizer.
3. Students will be able to demonstrate reflection, research skills and overall learning through the completion of the Brightside Inquiry graphic organizer and presentation of their findings to the class in a manner determined by the teacher (this may include, but is not limited to, participation in a group discussion, an oral presentation, production of a graphic/visual work that communicates the results of their inquiry).

Lesson Sequence:

1. Provide students with a brief overview of the Brightside Neighbourhood Project and the exhibition they will be exploring. Teachers may wish to use the information provided in this educator's guide or the accompanying slide deck for these purposes. The slide deck is especially useful for introducing the project to younger grades, as it provides context, beginning discussion and inquiry activities.

2. Working individually or in groups, have students complete questions #1-3 in the Brightside Inquiry graphic organizer:

- I. Inquiry question – what would you like to learn about the Brightside neighbourhood or the people who lived there? Be sure to ask a “good question” that has the following characteristics (insert here).
- II. How do you plan to answer this question?
- III. How will you document or present your work?

(Encourage creative solutions, like the map produced in the Brightside Neighbourhood Exhibition or the Zine included in the resource package, infographics, art-based presentations, oral presentations, or written responses.)

3. Students begin their research – the Brightside digital exhibition is a great starting point but encourage students to go beyond the website. This guide contains selected primary resource documents as well as a list of additional sources students may consult to do their research.

4. Following their active research, students will complete the graphic organizer, responding to the following questions:

- What did you learn through your research?
- What answer(s) did you arrive at?
- Were there any surprises you encountered in your research?
- What other questions do you still have?

5. Depending on the format determined by the teacher/class, students present and/or share their work with their peers. Discussion and reflective learning questions may include:

- I. What new information did you discover through exploring the Brightside digital exhibition and resources?
- II. How does what you learned about Brightside and its residents connect to what you already know? How does it connect to your experience living in Hamilton – similarities and differences?
- III. How does the story of Brightside and the people who lived there connect to big picture concepts about community, neighbourhood, and power?
- IV. What questions do you still have about Brightside? Were there any challenges that came up for you in exploring the exhibit and the information?

Extend the Learning

Working individually or in groups, students can repeat a modified version inquiry process to answer those questions that remain following their initial exploration of the exhibition. For this second, modified inquiry, students need only respond to the following prompts:

- What did you learn through your research?
- What answer(s) did you arrive at?
- Were there any surprises you encountered in your research?

Going deeper into the inquiry process enhances student experiences with the exhibition and primary source materials, as they will discover new information their second time through with a slightly different focus. This cycle of asking questions, conducting research, and discovering new questions to investigate provides students with an experience akin to historical researchers and a deeper understanding of both the process and subject matter.

Activity Two: Doing History: Students as Citizen Curators

Overview

The Brightside Neighbourhood tells the story of a neighbourhood of workers and immigrants in Hamilton, Ontario – from its beginnings in 1910 to the end of the physical neighbourhood – through the powerful experiences of those who lived there.

Brightsiders ensure the legacy and memories of their community continue by sharing their stories through exhibitions, an active Facebook page, writings, mapping, recordings, and art. Even though many of the homes, businesses and buildings that made up Brightside are no longer standing, the detailed neighbourhood histories the Brightsiders have collected, with the help of friends and collaborators, is of great value to researchers, historians, curators, and the people of Hamilton. Their work has ensured that even though Brightside has largely disappeared from the physical landscape, its people, its stories, and its impact upon the City of Hamilton will not be forgotten. Their first-person accounts help us all to understand what life in Brightside was like, how the community has struggled and changed, and how this important element of our past connects to our present and future.

Inspired by the work of the Brightsiders, this lesson empowers students to become citizen curators, documenting the history of their school and community, and sharing their own stories and experiences as important elements of the story of Hamilton.

Learning Outcomes

1. Students will be able to identify and employ primary and secondary sources to conduct research that will inform the final story map project.
2. Students will be able to share their personal experiences and identify key features of their own community in a collaborative physical or digital story map project.
3. Students will be able to demonstrate their understanding that multiple voices and perspectives are important to the study of history by working collaboratively as a group and ensuring the final project reflects the varied experiences of each student in the classroom.

Lesson Sequence

1. Introduce the Brightside exhibition to your students, using the information provided in this educator's guide or the accompanying slide deck. Next, explore the online Brightside Neighbourhood exhibit with your students, discovering the Brightside neighbourhood through maps, photographs, text, and audio recordings.
2. As a class or in small groups, discuss the experience of exploring the site through the story map and accompanying resources. Discussion points can include:
 - What is a primary source? Why are primary sources important tools for research and learning?

- What stuck with you about the Brightside community? What was the most memorable story for you?
- Brightside and neighbourhoods like it may not appear in a textbook, but they're essential to understanding local history – how can diverse voices and different perspectives better shape our understanding of Hamilton's history?
- What kinds of stories tend to get presented as history and which ones don't? What impact does this have? How can we change what counts as history, to ensure the way we tell histories better represents our communities and doesn't leave out important stories? [Projects like the peoples' history put together by the Brightside Neighbourhood Project is one example of a more inclusive, community-led history endeavor.]

3. Choose a format and set parameters for the class project. You can create a physical story map of the classroom, school, or neighbourhood to capture the experiences of students, their families and/or members of the community, or employ a digital platform (like HistoryPin or Google Maps) to present information. The Brightside collaborative map is a great place to start for inspiration, but there are many options for organizing and sharing the information the students produce.

For inspiration, students may wish to consult any of these local map collections:

- Historical fire insurance maps at the Hamilton Public Library Local History and Archives Collection
- Municipal resources, such as Hamilton Maps: <https://map.hamilton.ca/>
- McMaster University Library's Historical Map Portal: <https://library.mcmaster.ca/maps/aerialphotos/index.html>

Setting an overall project theme and related sub-themes can be done by the teacher, with student input completed or crowd-sourced from the class following their initial exploration of the Brightside resources.

4. Inspire students to become historians and engage in the work of documenting their community. Some questions to get them started could include:

- What would you want future students to know about your experience at school and in your community?
- What important events, people and places do you want people to know about in the future? Why are these events so important?
- What personal experiences could help future historians better understand student life in Hamilton today?
- Continuity and change – what might be the same for students of the future? What buildings, sites or processes might students of the future be able to identify with? Have you experienced the loss of buildings, spaces, or resources that future students might not know about? How might you make a record of these that show their importance to your experience?

- What information stuck with you from the Brightside example? Can you source similar information about your school community?

Using photographs, stories, community artifacts (i.e., school newspaper or newsletter, student artwork, brochures & pamphlets), interviews and even audio/video resources, collect the history of your classroom, the school or your neighbourhood.

- Students may identify important places (school, home, parks, rec facilities) and explain what happened there or note important events or people, who, together, can help to tell the story of what it is like to go to school or use these facilities in Hamilton today.
- Student photographs, video or audio recordings can be used to share stories, as well as art, pieces of written work or even 3-D objects.
- Students may focus on their individual stories or work in groups to address key themes, such as important individuals and places, the neighbourhood and environment, sports, play and leisure.
- Use the Brightside exhibit as inspiration for the kinds of items students can gather.

5. Curate the final project.

Once students have gathered their respective resources, it's time to put the project together. What resources (images, words, audio, video) best tell the story? How can students organize different elements of the project so that together they best communicate the project goals? What design elements – colour, layout, sound, etc. – will you use to best share the information the class has produced?

6. Share your project!

Sharing our work – and our stories – is the most important part of museum work. Groups of students may present their final product to classmates or display the map in the school. We encourage teachers and students to share your project with your school community and with Hamilton Civic Museums! We'd love to see your work and the ways in which the Brightsiders have inspired your students to "do history." Please tag @hamiltoncivicmuseums in your posts or send images to museums@hamilton.ca

Extend the Learning

Once student mapping projects are complete, groups could create short documentary video tours of the school or community, highlighting the information included on the map and the stories of their classmates. Alternatively, they could create a walking tour script or booklet to share their work with others in the community in a different format. Students could be encouraged to share these tours with family members and friends as a way of sharing their work with the wider community.

Appendix I: Brightside Inquiry Graphic Organizer

Question	Response
<p>My inquiry question <i>what would you like to learn about the Brightside neighbourhood or the people who lived there? Your question should focus on one main topic or concept.</i></p> <p><i>i.e., "How did the children of Brightside spend their free time?"</i></p>	
<p>How do you plan answer this question?</p> <ul style="list-style-type: none"> • What kind of information are you looking for? <p><i>i.e., photographs and first-hand accounts from Brightside residents</i></p> <ul style="list-style-type: none"> • Will you use primary and/or secondary sources? • Which sources in particular could you consult in your research? <p><i>i.e., the Brightside digital exhibition, titles of other books, websites</i></p>	
<p>How will you document and present your work, so the information can be shared with others?</p>	

What did you learn through your research?

- What answer(s) did you arrive at?
- Were there any surprises you encountered in your research?
- What other questions do you still have?