



JCC

JEWISH
COMMUNITY
CENTRE
FOR
LONDON



SHOREDITCH



The cover features a collage of various elements: a pink speech bubble with 'JCC', a sun with 'SHOREDITCH', three clouds, three street signs ('JEWISH E1', 'EAST END', 'EDUCATIONAL PACK'), a white t-shirt with cucumbers, a challah, a black and white photo of a street scene, and a stylized cityscape with silhouettes of people on rooftops.

JEWISH

E1

EAST END

EDUCATIONAL PACK

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The Jewish East End Project was delivered in collaboration with: Alex Kanefsky, Danny Braverman, Elinor Honigstein and Sara Levan.



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WELCOME

How to use this Education Pack

Hello! This education resource pack has been designed to extend learning by engaging young audiences (key stage 2) with the theme of the Jewish East End in a critical and creative way. We have included:

- **Links to curriculum area: literacy, history, art and design, geography, citizenship and SEAL**
- **A range of activities – from class based, group work to individual**
- **Worksheets (to photocopy)**
- **Further info and resources**

About the JCC

The JCC for London celebrates Jewish culture. It is also inclusive: it's for anyone interested in Jewish life and our programme of Jewish activities. The JCC for London aims to provide Jews with a lasting sense of community and to promote the best of Jewish values. At its core is building Jewish life, through Jewish cultural, social, educational and recreational activities. It's a gateway into all things Jewish with activities that emphasise the Jewish tradition of helping those in need.

About the Jewish East End Project

The Jewish East End project aims to celebrate the heritage and legacy of the Jewish community in East London.



WOT? NO FISH!!

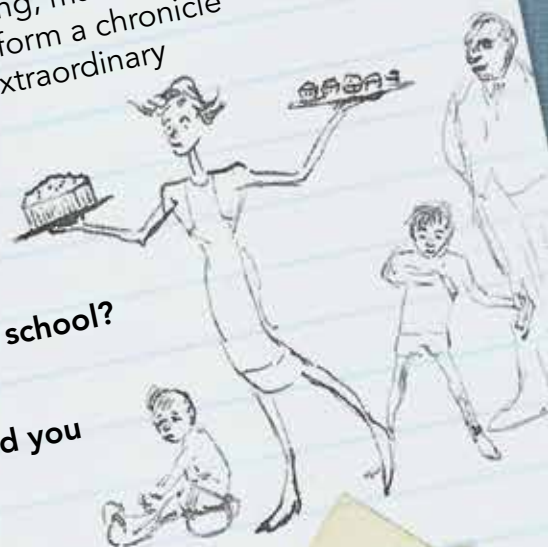
Danny Braverman is a theatre-maker and educator who lives in East London. These are some of the images of illustrated wage packets that are part of Danny's show 'Wot? No Fish!!'

'Wot? No Fish!!' is a very special show about Danny's family that details their family history.

In 1926, Ab Solomons (Danny's uncle) brought his wage packet home for his wife Celie. As a token of his love, he doodled on the packet. From that day on, Ab drew Celie a cartoon every week, recording the ups and downs of their family's life.

Ab's cartoons deal with life, death, catering, parenting, making ends meet, wartime and even more catering! They form a chronicle full of humour and sadness, drawing you into the extraordinary lives of ordinary people.

- If you were to make a picture that would be kept in a time capsule and shared with people in the future what would you draw?
- Would it be an image of your family? Your school? Playtime?
- What moment from your past week would you select to draw?

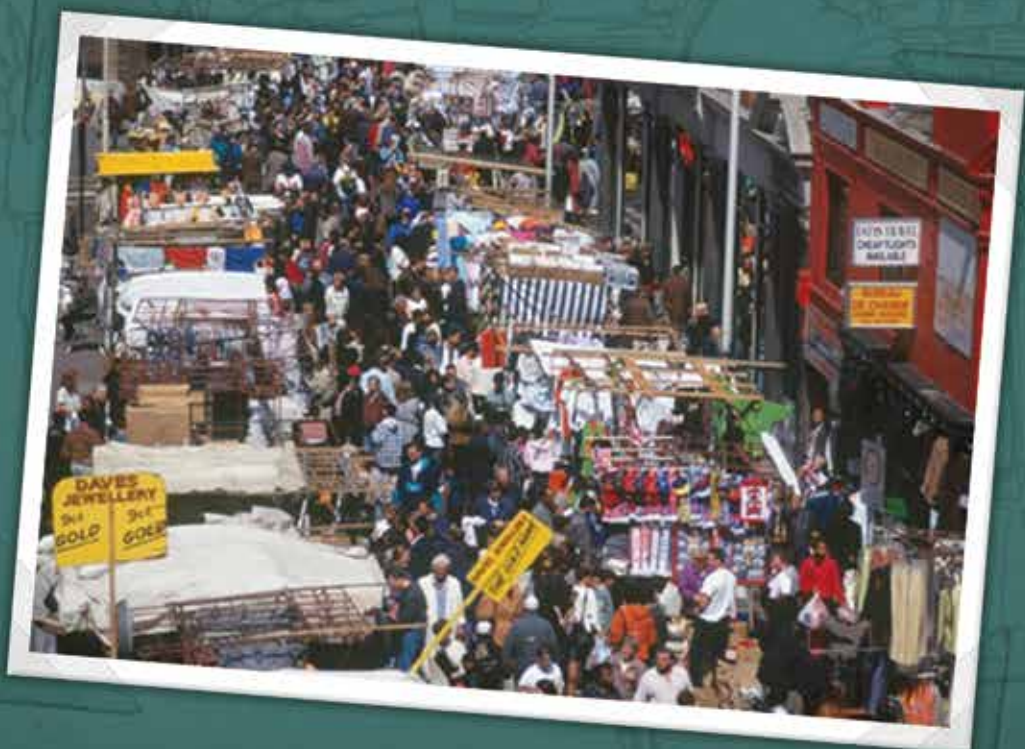




THEN AND NOW

Look at these two images of East London. They are both of Petticoat Lane Market – famous for textile trading.

- How do you think East London has changed?
- What has stayed the same?
- How would life have been different in the past?



CREATE YOUR OWN CITY

Look at the images of the different shops and buildings that were part of the Jewish East End.

We created our own Jewish East End by using simple resources and recycled materials.

You will need:

- Cardboard boxes
- Scissors
- PVA glue
- Coloured paper
- Pens/pencils
- Fabric scraps

See these images (right) for examples – created by students at Arnham Wharf Primary School.

We enjoyed drawing a map of the city streets and putting our buildings where we think they would have been. For example, Petticoat Lane was full of textile merchants, and there were kosher bakeries on Wentworth Street.



DRAMA

Becoming a family

Learning a 'family trade' was a normal part of life at the start of the 20th Century. Many people inherited family businesses.

- This drama-based activity explores the family's role in working life.
- The students work in small groups (4-6 students per group).
- Each group is given a 'trade' – for example tailors, milliners, bakers and carpenters.

Ask the groups to decide who will play each family member – remember that many people lived intergenerationally, with extended family members living and working together.

- The groups will create a 'tableaux' or 'freeze frame' image of a typical working day in their family's life. This is to be held for five seconds in silence.
- The group will then 'bring the scene to life' in performance. This is to be done non-verbally (in silence).

The group will bring the scene to a close with another freeze frame – which they will need to hold for five seconds. As the facilitator, request that each group tries to clearly communicate:

- Who is who in the family – which roles they are playing.
- Their trade or skill.

Ask that the groups think about how they can demonstrate their characters through movement, physicality and gesture. As each group performs their scene ask the rest of the class to observe closely and see if they can identify the character roles and trade/skills.



ALIEN ACT OF 1905

The Alien Act of 1905 was the first piece of immigration legislation in 20th century Britain. It was the first to define some groups of migrants as 'undesirable', thereby making entry to the United Kingdom discretionary, rather than automatic.

The 1905 Act was passed because of fears of degenerating health and housing conditions in London's East End. The cause of the degeneration was seen as the large number of Russian and Polish Jews who had arrived in the East End after fleeing persecution in Tsarist Russia.

www.20thcenturylondon.org.uk/aliens-acts-1905-and-1919

HOT SEATING

Hot Seating is a drama activity where an individual adopts a character's perception and embodies them. Whilst being 'in role' the facilitator can ask questions and engage in a conversation about the relevant themes and topics.

This is an excellent method of asking students to consider a subject from multiple perspectives, and to disassociate their own voice from those of others.

Imagine you were a local resident in East London in 1905 – there were different people coming to the city with different languages, customs and beliefs. Work is hard to find and daily life is a struggle. Living conditions are poor. How would you feel towards the new migrants? Would you be scared? Worried? Welcoming?

Imagine that you were coming to London for the first time to find work and build a new life. You need to learn a new language and get used to a new home. **How might you feel? What would be exciting? Challenging? Scary? What do you think about this city? How is it different from your country?**

What do you think about this city?

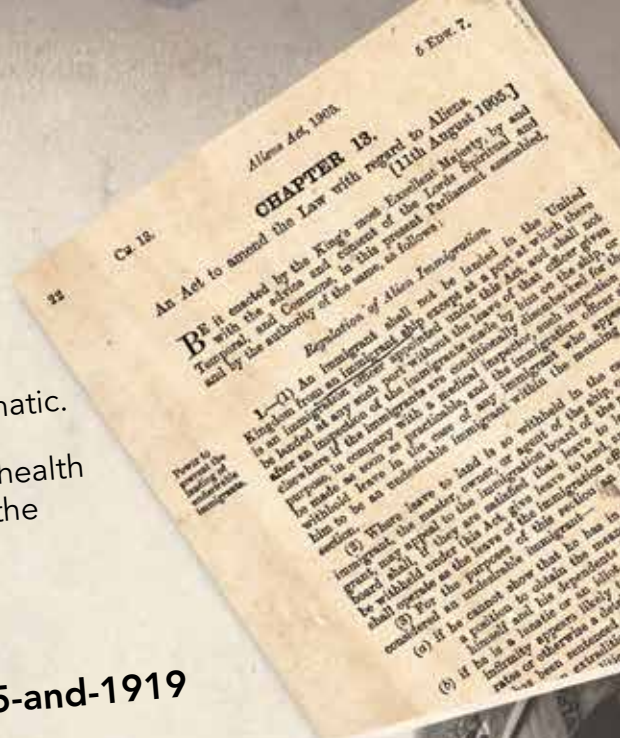
Are the living conditions particularly poor?

How do you feel towards the new migrants?

Are you scared?

How is it different from your country?

Do you feel excited?



TEXTILE TRADE

The textile trade was big business for the Jewish community in the East End – this was commonly referred to as the 'schmatte trade', which is the Yiddish word for cheap clothing.

Many different communities and cultures have come to East London and contributed to the different textiles traded. This includes the Bangladeshi community that came to the UK after the Second World War.

To design your own t-shirts you'll need:

- T-shirts
- A4 paper
- Colouring pencils
- Scissors
- Staplers
- Fabric Pastels
- Buttons
- Needles and cotton
- Fabric scraps – different colours

How to make your T-shirt

Create a design on a piece of A4 paper. Draw the front and back of the t-shirt.

Consider how you are going to make each part – will it be stitched on fabric? Glued on buttons? Drawn directly onto the fabric with pastels?

Use the resources to create your design – explore using different techniques.

Above is an example of one of the brilliant t-shirts created by students from Simon Marks Jewish Primary School and St. Scholastics Catholic Primary School as part of 'Urban Dialogues' – with Three Faith Forum.

This activity was designed by Alison Alexander.

WORKING LIFE

This banner (right) was made around 1925. It belonged to the London Jewish Bakers' Union, the longest-lived Jewish trade union, which operated from 1905 to 1970.

The banner shows the Jewish labour movement that reminded shoppers to buy bread with the union label, which guaranteed that it was baked under acceptable working conditions. The other side of the banner has the same slogans in Yiddish, and an enlarged depiction of the union label.

www.jewishmuseum.org.uk

Many of the Jews in the East End were active in the Trade Union Movement. Among the Jewish unions was the Trousermakers' Union. Their banner was in Yiddish with an English version on the reverse.

Photographs courtesy of Harold Pollins and The Jewish Museum

www.jewishgen.org/jcr-uk/london/East_End_London.htm



TOPICS FOR DISCUSSION

How was working life different then?

Why did people want to change their working conditions?

What do you think are fair working conditions?





THE BATTLE OF CABLE STREET

October 4th 1936

The Battle of Cable Street was an important historic event in East London. There was a clash between the police, overseeing a march by different groups of people.

One group of people were known as the British Union of Fascists, led by Oswald Mosley. This group portrayed Jewish people as the cause of the country's problems. In 1936, fascism was common across Europe.

The other group on the march were 'anti-fascists' including local Jewish, socialist, anarchist, Irish and communist groups. They did not like the way that they were being portrayed and found this intimidating.

During the march up to 250,000 people gathered to defend the East End. There was a fierce battle with the police when they attempted to clear a path for the march and a barricade was erected and defended in Cable Street.

People in their houses threw eggs, milk bottles and the contents of chamber pots from upstairs windows, whilst at ground level marbles were rolled under police horses hooves. After a series of running battles, Mosley agreed to abandon the march.

Many demonstrators were arrested, although some escaped with the help of other demonstrators. Demonstrators kidnapped several members of the police. Around 175 people were injured including police, women and children. It was a blow against fascism and that night there was dancing in the streets.

References

Text from: www.battleofcablestreet.org.uk

Battle of Cable Street video:
www.youtube.com/watch?v=-AQDOjQGZuA

Creative Writing Activity

Imagine that you are a resident of East London and have witnessed the Battle of Cable Street – write a letter to a friend with your eyewitness account of the event.

Remember to write your address, their address, to date the letter and to write it from your perspective (in the first person).

USING ITC TO EXPLORE THE PAST

The JCC worked with Alex Eisenberg and Charlotte Goodhart to create a unique 'community mapping' project. We used Historypin to create an online map that 'pins' images of the Jewish East End.

Historypin allows you to explore the world through images, stories and memories.

These are some of the images that have been 'pinned'



Why not have a look at our History Pin channel:

1 Go to www.historypin.com

2 Go to 'channels'

3 Enter 'JCC London'

4 Browse the images.

Or click: www.historypin.com/channels/view/id/16144102/

historypin



USING ITC TO EXPLORE THE PAST (CONTINUED)

Historypin is a great tool for use in schools, it helps:

- Improve communication, social and inter-personal skills
- Get families and carers more involved in the life of students and the school
- Build positive links between your school and the local community
- Engage students in curriculum subjects such as History, Computing, Geography, Citizenship and English with an exciting digital tool
- Run natural and meaningful inter-generational sessions and events
- Turn your students into local archivists

Find out more about how other schools are using it :
www.historypin.com/community/schools-resources

Here are some simple activities, questions and discussion points based around exploring the map that you could use straight away:

Explore by place

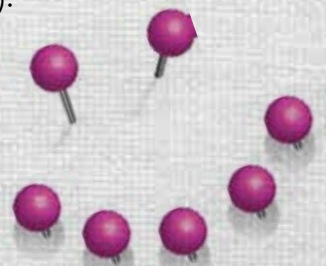
Find a photo of: White House, Washington DC, USA • St Peter's Basilica, Rome, Italy • Australia • St Paul's Cathedral, London, UK • Times Square, New York City, USA • New Zealand • Trafalgar Square, London, UK • San Francisco, USA • Boston, MA, USA • Paris, France

Search for a photo of your neighbourhood. If there are no photos pinned, why don't you pin one of your own to add your neighbourhood to the map?

Explore by theme

Find a photo that fits in with the following themes (hint: type in keywords):

- Transport
- Protest
- Stores
- Fashion
- Street Party
- Parades



Explore by time

Find a photo which was taken:

- In the year you were born
- In 1900
- Around the same time as a key event such as the moon landing, eg. search for 1969
- Explore individual photos
- Choose a photo you like
- What does the photo show about the life of people at the time it was taken?
- Why do you think the photo was taken?
- Compare photos
- Choose two or more photos from the same time period. What similarities and differences can you see?
- Choose two or more photos from the same place which were taken in different years. What similarities and differences can you see?

BAKE YOUR OWN CHALLA!

The Jewish community come to London with their customs and traditional foods. Challa is a type of bread eaten on Shabbat – the holy day of rest.

Ingredients:

- 2½ cups warm water
- 1 tablespoon active dry yeast
- ½ cup honey
- 4 tablespoons vegetable oil
- 3 eggs
- 1 tablespoon salt
- 8 cups unbleached all-purpose flour
- 1 tablespoon poppy seeds (optional)

Method

- 1 Preheat oven to 375°F.
- 2 In a large bowl sprinkle yeast over lukewarm water. Beat in honey, oil, 2 eggs, and salt. Add the flour one cup at a time, beating after each addition, graduating to kneading with hands as dough thickens (Your kids will love this part). Knead until smooth and elastic and no longer sticky, adding flour as needed. Cover with a damp clean cloth and let rise for 90 minutes or until dough has doubled in bulk.
- 3 Punch down the risen dough and turn out onto floured board. Divide in half and knead each half for five minutes or so, adding flour as needed to keep from getting sticky.
- 4 Divide each half into thirds and roll into long snake about 1½ inches in diameter. Pinch the ends of the three snakes together firmly and braid from middle. Either leave as a braid or form into a round braided loaf by bringing ends together, curving braid into a circle, and pinching ends together. Grease two baking trays and place finished braid or round on each. Cover with towel and let rise about 1 hour.
- 5 Beat the remaining egg and brush a generous amount over each braid. Sprinkle with poppy seeds if desired (optional, but this is what gives it a beautiful colour and taste when baked).
- 6 Bake at 375°F for about 40 minutes. Bread should have a nice hollow sound when thumped on the bottom. Cool on a rack for at least 1 hour before slicing.

www.kidsministryideas.com/articles/view.php?aid=79



MAKE YOUR OWN PICKLES!



Ingredients

1 whole cucumber, peeled
1 tsp salt
60ml/2fl oz white vinegar

50g/2oz sugar
7.5cm/3in fresh root ginger
4 stem ginger in sugar syrup

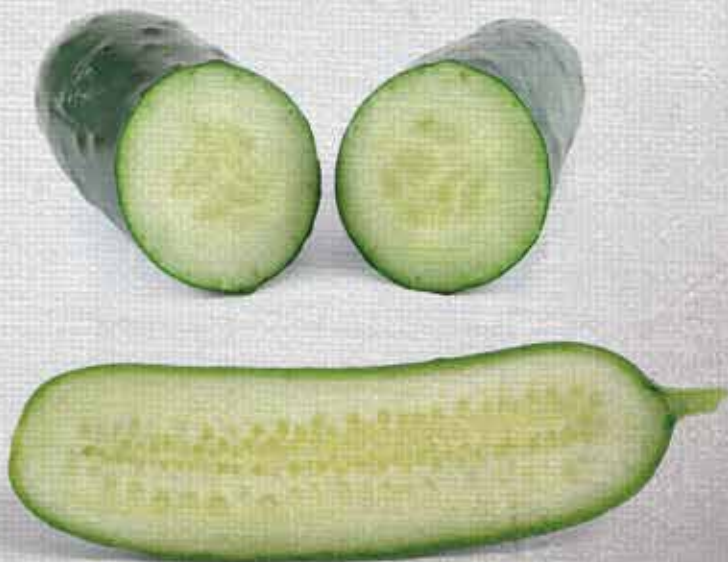
Preparation method

- 1 Use a fork to run through the surface of the cucumber, vertically downwards, to obtain a fluted pattern when sliced.
- 2 Cut cucumber into thin slices and put into a large bowl, sprinkle with salt and mix well. Leave the cucumber for 10 minutes to absorb the salt then rinse with cold water. Drain off excess liquid in a colander. Return cucumber to the large bowl.
- 3 Grate the fresh root ginger. Cut the stem ginger into thin slices.
- 4 Combine sugar, vinegar and the two types of ginger together. Add to cucumber slices and mix well.
- 5 Decant into a plastic container. Refrigerate overnight or for a few hours before serving.

Tips

- 1 Use cucumbers that are small, young, dark green, firm and have warty skin.
- 2 The jar should be filled to the top with the cucumbers and water.
- 3 The vinegar ensures the pickles will be crunchy and not soft. So if you like a hard pickle, add a bit more vinegar.
- 4 If you want your pickles to be ready in less than 4 days, you can boil the water with the salt and vinegar. Let it stand so it gets to room temperature. And then add it to the cucumbers. This speeds the fermenting time.

www.bbc.co.uk/food/recipes/pickledcucumber_11033



USEFUL LINKS

Jewish East End

www.jewisheastend.com

Jewish East End Celebration Society

www.jeecs.org.uk

Jewish East End Film Trailer

www.youtube.com/watch?v=0UZeyhRRTUA

BBC Local History

www.bbc.co.uk/legacies

Historypin

www.historypin.com

The Jewish Museum

www.jewishmuseum.org.uk

The Jewish Community Centre for London

www.jcclondon.org.uk

