

## **Voices of Lombard Street: A Century of Change in East Baltimore**

*The Jewish Museum of Maryland*

*Pre-Visit Guide*

*Note to Teachers: These materials are intended to be used in your class to prepare your students in advance of their visit to the Jewish Museum of Maryland. Included are a pre-visit lesson plan, resources, and a glossary.*

### **Introduction**

Chronicling the neighborhood surrounding the Jewish Museum of Maryland from 1900 to today, *Voices of Lombard Street: A Century of Change in East Baltimore* introduces students to the hustle and bustle of an immigrant neighborhood by examining what life was like in tenement houses and places of commerce. Students also have opportunities to hear from a medley of immigrant voices. This lesson plan introduces students to the every-day life of one immigrant family.

### **Grades**

While these materials have been designed for students in Grades 4-5, they can be modified to suit younger and older grades.

### **VSC Standards/Indicators:**

*Grade 4 Standard: Peoples of the Nation and World – Cultural Diffusion*

*Grade 4 Indicator: Describe cultural characteristics of various groups of people in Maryland*

*Grade 5 Standard: Peoples of the Nation and World – Cultural Diffusion*

*Grade 5 Indicator: Analyze how increased diversity resulted from immigration, settlement patterns, and economic development*

### **Objective**

- To introduce students to the lives and people of the East Baltimore immigrant community through an analysis of a particular family and business.
- To introduce students to the primary documents and concepts that will encounter, in more detail, in the Museum exhibit.

### **Materials**

- Map of Historic Jonestown (Source A)
- Group Discussion Worksheet #1
- Samuel Crystal census index (Source #1)
- 1920 census record (Source #2)
- Samuel Crystal court case (Source #3)
- Oral History transcript (Source #4)
- Two *Baltimore Jewish Times* advertisements (Sources #5 and #6)
- Photograph of Crystal Bakery (Source #7)
- Student Worksheets 1 - 5
- Post-Activity Group Discussion Worksheet #2
- Creative Activity/Homework Sheet
- Selected Quotes from Milton Schwartz Oral History
- Answer Key
- Glossary

**Duration of Lesson**

1.5 hours

**Procedure:**

1. Begin the class by discussing the difference between primary and secondary sources.
2. Tell the students that they will use various sources to learn about the lives of real life immigrant families (the Crystal and Schwartz families) and a particular business (Crystal Bakery) that was located in East Baltimore during the 1920's.
3. Tell students that from their study about these particular families and business, they will gain a better understanding about immigrant life in Baltimore.
4. Each student will receive a copy of the Map of Historic Jonestown (Primary Source A). Instruct students that as they conduct their research, they can mark important landmarks and sites on their map.
5. Before the students begin researching, analyze a sample document with the class so that they can understand how to gather information from a document. (see *Group Discussion Worksheet #1*)
6. Divide the class into 5 groups. Each group will receive one primary source document (Primary Sources #1 - 7) and a corresponding Student Worksheet.
7. Each group will analyze a specific document using the appropriate worksheet as a guide. Then they will rotate documents until all of the documents have been analyzed by the entire class. (Allow approximately 7 - 10 minutes per document).
8. After the class has finished analyzing all of the documents, students will participate in the Post-Activity Group Discussion together.
9. Assign Creative Activity/Homework project. (optional)

*Voices of Lombard Street materials available thanks to Judy and Jerry Macks in memory of the Macks, Kravetz, Goldstein, and Wagenheim Families – “Their voices are part of the story.”*

## **GROUP DISCUSSION WORKSHEET: 1920 Census Index**

### **Background:**

A census is an official count of all the people living in a particular area. The US Census has been recorded every ten years beginning in 1790 as a tool for documenting city and state residents. Census records are among the most accessible of all public records used for genealogical research. Important information conveyed in a census record includes the following:

- Address
- Name of the head of household
- Names of other household residents and their relationship to the head of household
- Place of birth / Country of origin for each household member
- Whether or not each resident is a US citizen
- Occupations of all members of a household

The Soundex system is a special index of the census that makes it easier to research specific individuals. A census index is the individual card assigned to each person catalogued in a census. Census index cards can be searched by a person's soundex number, a phonetic algorithm for indexing persons' names by sound as pronounced in English.

**Directions:** Show students the census index (Source #1). Then, discuss the following questions with students.

1. Is this a primary or secondary source?  
*Answer: Primary source*
2. Who is the subject of this census index?  
*Answer: Samuel Crystal*
3. Where does this person live?  
*Answer: 1019 East Baltimore Street*
4. When did this person come to the United States? From where?  
*Answer: Poland, 1902*
5. What is the name of this person's spouse, and how old were they when they came to America?  
*Answer: Mollie Crystal, ages 26 and 25 when arrived in America*
6. What does this index card teach you about this person? What information can you infer from this index card about immigrants to America? Why is this a valuable research tool?

## **WORKSHEET 1: Fourteenth Census of the United States, 1920**

**Background:** Mollie Crystal and Ethel Schwartz were first cousins.

**Directions:** Examine the 1920 census of the United States (Source #2). Working together as a group, locate 1019 East Baltimore Street and answer the following questions below.

### **Questions:**

1. Is this a primary or secondary source? Why?
2. Who is living at 1019 E. Baltimore Street? Make a chart of each family showing the names and ages of each member.
3. Who in 1019 E. Baltimore was born outside of the United States? Where were they born?
4. What language(s) did the residents of 1019 E. Baltimore Street speak?
5. What profession is listed for Samuel Crystal and Israel Schwartz?
6. What does this census tell you about the home-life of Samuel Crystal? How does this information help you understand what home life was like for new immigrants living in Baltimore?
7. What other information would you like to know about the Crystal and Schwartz families that is not included in the census?

**WORKSHEET 2: Court Case, 1923**

**Directions:** Read over the court case (Source #3). Then working together as a group, answer the questions below.

**Questions:**

1. Is this a primary or secondary source? Why?
2. Who is involved in this court case and when did it take place?
3. Why is the defendant suing the plaintiff? What is the case about?
4. Who were the judges in this case?
5. What was the judges' decision?
6. What does this court case tell you about the defendant and about his living conditions? What does this document tell you about the living conditions of immigrants to America?

### **WORKSHEET 3: Oral History Interview with Milton Schwartz**

#### **Background:**

The purpose of an oral history interview is to collect and preserve an individual's memories. From oral history interviews, we can learn about one person's perspective on a particular time period or event that he or she witnessed. Oral histories are often conducted in order to find out more information about a family's history. It is very helpful to record the interview so that an accurate transcription can take place at a later time.

The oral history transcript that you are about to read is an interview with Milton Schwartz. Milton Schwartz is the son of Israel and Ethel Schwartz. He is the nephew of Samuel and Mollie Crystal. He lived at 1019 East Baltimore Street with Samuel and Mollie Crystal and was involved in the behind-the-scenes action at Crystal Bakery.

**Directions:** Read the oral history transcript (Source #4) carefully. Then working together as a group, answer the questions below.

#### **Questions:**

1. Is this a primary or secondary source? Why?
2. What types of food did Crystal Bakery make? Who worked in the bakery? How long was the work day? What was Crystal Bakery like?
3. What does Milton Schwartz say that set Crystal Bakery apart from any other bakery in Baltimore? Why might this be important?
4. How does Milton Schwartz describe Lombard Street?
5. Describe the building at 1019 East Baltimore Street. What was it like to live there?
6. What does this oral history tell you about Crystal Bakery and life at 1019 East Baltimore Street? What does this transcript tell you about immigrant life in Baltimore and about the neighborhood around Lombard Street? Why are oral histories valuable research tools?

## WORKSHEET 4: Two *Baltimore Jewish Times* Advertisements

**Background:** These advertisements were placed in the *Baltimore Jewish Times*, a weekly-published newspaper that is largely distributed among the Jewish community, during the year 1939. In 1939, Crystal Bakery, owned by Samuel Crystal and Israel Schwartz, moved from one East Baltimore location to another on Lombard Street.

### Glossary of Terms:

**Kashrut or Kosher-** Dietary laws observed by some Jews that contain specific guidelines for what people can and cannot eat. For example, the mixing of meat and dairy products is prohibited, as well as eating certain kinds of animals such as pork and shellfish. This is also referred to as keeping *Kosher*.

**Passover-** A Jewish holiday which commemorates the Exodus and the freedom of the Israelites from ancient Egypt. During this seven day holiday, Jews do not eat *chametz* or leavened bread such as cookies, cakes, etc but do eat the flat, unleavened matzah and bakery items made with matzah meal.

**Directions:** Read both advertisements (Sources #5 and #6). Then working together as a group, answer the questions below.

### Questions:

1. Is this a primary or secondary source? Why?
2. What Kosher-for-Passover food does Crystal Bakery make and sell?
3. Who supervises the making of the food for Crystal Bakery and why do you think that information was included in the advertisement?
4. What is the new address of Crystal Bakery?
5. What makes Crystal Bakery the “most modern Bakery Store”?
6. What do these advertisements tell you about Crystal Bakery? According to these advertisements, what do you think immigrants to America might hold as important standards in bakeries and food stores?

### **WORKSHEET 5: Photograph of Crystal Bakery**

**Background:** This photograph was taken in 1939 in Crystal Bakery's new location on 1101 East Lombard Street.

**Directions:** Examine the photograph (Source #7). Then working together as a group, answer the questions below.

#### **Questions:**

1. Is this a primary or secondary source? Why?
2. What do you see in this photograph?
3. What does Crystal Bakery sell?
4. Who do you think are the women in the photograph? How old do you think they are?
5. How is this bakery similar to one that you might go into today? How is it different?
6. What does this photograph tell us about Crystal Bakery that other types of sources (a newspaper article about the bakery's opening, an advertisement, or an interview with a bakery employee) might not? Does this photo help you imagine what other businesses on Lombard Street might have looked like?

**POST - ACTIVITY  
GROUP/CLASS DISCUSSION QUESTIONS**

1. What did you learn about Crystal Bakery?
2. What did you learn about building 1019 East Baltimore Street?
3. What did you learn about the neighborhood of East Baltimore at around 1920?
4. Which document do you think provided the most information and why? Which document do you think provided the least amount of information and why?
5. Why is it important to look at more than one source when researching a topic? What did you learn about Crystal's Bakery and the Crystal and Schwartz families through each source?
6. Where else could we go to research more on Crystal's Bakery? What other materials would we look for?
7. Based on what you learned about Samuel Crystal and Israel, Ethel and Milton Schwartz, what do you think life was like for immigrants growing up and living in East Baltimore?

### **ADDITIONAL ASSIGNMENTS**

1. Pretend that you are Milton Schwartz. Write a diary entry about your daily life. What is it like to live in 1019 East Baltimore Street? What is it like to go into Crystal Bakery? Include facts from the sources you explored but feel free to include new details as well.
2. Pretend that you are a writer for the *Baltimore Jewish Times*. Write an article about Crystal Bakery and its owners Samuel Crystal and Israel Schwartz. Don't forget to include quotes from these two men and customers in your article.

### **SELECTED QUOTES FROM ORAL HISTORY: MILTON SCHWARTZ**

“I was always running around the bakery. My uncle would sit me on the counter sometimes, a little kid, and I used to fill the donuts with the cream, or éclairs. I'd get a big kick out of that.”

“They were known mostly for cakes and pastries (as opposed to bread). At that time, they also served Camp Woodland, Camp Airy, Sinai Hospital, Lexington Market, and Monument Street Marker. Main store was on Lombard Street.”

“Crystal's had a lot of family members working for it. Everybody that my parents would bring over from Europe, gave them a job in the bakery. I had several cousins working there too, and until they got their start in the new world and be able to afford to go out on their own, they always had a job in our bakery doing something. Uncle Sam and my father worked in the bakery. Sam baked and Israel took care of orders, delivery, also baked sometimes. My aunt and my mother also worked in the bakery. Usually worked 8am until 10pm. They worked very hard.”

“On Lombard Street, starting at Exeter Street, on the South side: Sailor's Dairy Store, Garfolo's Italian Market, Dubin's Confectionary, Jake Zell's Deli, Smelkinson's Dairy, Attman's Deli, Tellis Grocery and fruit store, Crystal's Bakery, a couple of more small stores that changed hands a few times, Posner's Meat Market, Hiken's (later Hiken's Tuxedo), Atlantic Import Company, Hymerr's Deli, and then several other stores like Jack's Clothing and Silverman's. Then, before you got to Central Avenue, there were some houses. Across Central Avenue, there was Boltanksy's, a liquor store. At the corner of Lloyd and Lombard was Andy's drugstore. He was like the local doctor. Everyone went there. Across the street was Schulman's, where we used to get a chocolate soda and a coddie.”

“Crystal's was the only kosher-for-Passover bakery in Baltimore. They had a special, separate bakery for Passover foods that was only used six weeks of the year. The rest of the time it was closed. We made macaroons and cakes and glazed nuts and all kinds of confections that you'll never see in this world again. The recipes went with our parents and relatives. At the time, they shipped to Richmond, Washington, and Philadelphia. One of the 'dumbest' things that ever happened was that Mr. Manischewitz came to Uncle Sam and asked if they would bake for Manischewitz. They would package their good under the Manischewitz label and send them all over the country. Sam refused because he did not want to sell anything that did not have his name on it.”

“When I was growing up, Lombard Street was very unique. During World War II, the defense plants were open all night long and on a Saturday night we closed our shop at 3am Sunday morning. People would shop all night. You couldn't believe it, it was like Times Square on New Years Eve on a Saturday night. And we used to play, all the kids whose fathers had bakeries and grocery stores and all we got together and we would be playing while our parents had the stores open.”

*Voices of Lombard Street Pre-Visit Material*

“We lived in a building with five apartments. It was next door to the Presbyterian Eye, Ear, Nose and Throat Hospital. (A parking lot is on that spot now). It had two storefronts on the bottom, apartments second and third floor front and rear, and first floor rear. The first floor apartment is where Sam and Rose (his second wife) lived.”

“Each apartment had its own bathroom. The only thing they shared was on the first floor, an outdoor bathroom between the apartment and the bakery, which they’d use if they didn’t want to go up to their own bathrooms. In those days, bathrooms had tubs, only rarely showers. Sam and Rose had two apartments. They lived in the one on the first floor and kept one on the second floor for guests.”

“In the yard were steps to go down to the basement. There was an old fashioned washing machine there. Clothes were hung in the yard. The yard went from behind the stores on Baltimore Street to the back of the bakery. There was no grass, only cement. Upstairs, each apartment also had lines strung across.”

“They were ‘real modern’. They had steam heat, heated by oil. They were one of the few at the time. A lot of apartments had hot water heaters that had to be lit by hand. Some had coal. They had oil heat because they needed oil heat for the bakeries in the ovens.”

“Since we had a bakery no more than 50 feet away from us, they were making hot bread and rolls, you can imagine most the time we’d go into the bakery, get a roll. I could take a loaf of bread and cut it longwise, a hot rye bread, and put a quarter pound stick of butter in there and fold it over, that could be a meal. I guarantee you it doesn’t taste as good today as it did then.”

“There were many non-Jews who came to Lombard Street to shop. On Saturday night they would stay open to 3:00 in the morning for retail trade. It was unbelievable. I mean, you couldn’t ride a car through. People had stands along the pavements, and on the pavements, and in the streets, it was wild. I gotta tell you, you’re never gonna believe it, it was like downtown New York.”

“The bakery was closed on all major Jewish holidays.”

**ANSWER KEY**  
**WORKSHEET 1: Fourteenth Census of the United States 1920**

**Questions:**

1. Is this a primary or secondary source? Why?

*Primary source.*

2. Who is living at 1019 East Baltimore Street? Make a chart of each family showing the names and ages of each member.

<b>Husband</b>	<b>Wife</b>	<b>Children</b>
<i>Samuel Crystal, 44</i>	<i>Mollie Crystal, 43</i>	<i>NONE</i>
<i>Israel Schwartz, 27</i>	<i>Ethel Schwartz, 25</i>	<i>Harry Schwartz, 8 11/12</i>
<i>Benjamin Silverstein, 29</i>	<i>Ida Silverstein, 24</i>	<i>Anita &amp; Alvin Silverstein, 4 &amp; 8 months</i>
<i>Jacob Zubin, 40</i>	<i>Anne Zubin, 40</i>	<i>Blanche, Joseph, Hyman, and Dora Zubin, 20, 19, 17, 15</i>

3. Who in 1019 E. Baltimore was born outside of the United States? Where were they born?

*Israel – Russia, Ethel – Poland, Harry - Maryland*

4. What language(s) did the residents of 1019 E. Baltimore Street speak?

*Yiddish*

5. What profession is listed for Samuel Crystal and Israel Schwartz?

*Baker*

6. What does this census tell you about Samuel Crystal? What information can you infer from this census about immigrants to America?

*Census records include the following information:*

*(Information for Samuel Crystal in parentheses)*

- *Address (1019 E. Baltimore Street)*
- *Name (Samuel Crystal)*
- *Age (44)*
- *Number of people at the same address (15)*
- *Relationship to people sharing the same address (Head of immediate family, building owner)*

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- *Marital status (Married)*
  - *Year immigrated to America (1902)*
  - *Whether naturalized or alien (?)*
  - *When naturalized (N/A)*
  - *Whether person attended school since September 1, 1919 (No)*
  - *Whether person is able to read (No)*
  - *Whether person is able to write (No)*
  - *Place of birth (Poland)*
  - *Mother or "native" language (Yiddish)*
  - *Person's father's and mother's place of birth and native language (Poland and Yiddish)*
  - *Whether person can speak English (Yes)*
  - *Trade, profession, or particular kind of work (Baker)*
  - *Industry (own shop)*
  - *Employer, salary or wage earner (OA)*
7. What other kinds of information would you like to know about the Crystal and Schwartz families that is not included in the census?

**ANSWER KEY**  
**WORKSHEET 2: Court Case**

**Questions:**

1. Is this a primary or secondary source? Why?

Yes

2. Who is involved in this court case and when did it take place?

*Samuel Crystal and Louis Cohen, February 20, 1923*

3. Why is the defendant suing the plaintiff? What is the case about?

*Damage to Samuel Crystal's house by a water leakage from Louis Cohen's roof*

4. Who were the judges in this case?

*H. L. Caplan, Nathan Silberman, Isaac C. Rosenthal*

5. What was the judges' decision?

*Innocent negligence on both plaintiff and defendant's parts. Louis Cohen must pay Samuel Crystal 60% for the damage claim (\$125). Each person will pay for his own lawyer and the court costs (\$8.13 each)*

6. What does this court case tell you about the defendant and about his living conditions? What can you infer from this court case about the living conditions of immigrants to America?

**ANSWER KEY**  
**WORKSHEET 3: Oral History Interview with Milton Schwartz**

**Questions:**

1. Is this a primary or secondary source? Why?

Yes

2. What types of food did Crystal Bakery make? Who worked in the bakery? How long was the work day? What was Crystal Bakery like?

*They made pastries. Everyone worked in the bakery. Hours: 8am – 10pm except Saturdays where they were opened until 3 in the morning.*

3. What does Milton Schwartz say that set Crystal Bakery apart from any other bakery in Baltimore? Why might this be important?

*They were open on Passover. They made kosher-for-Passover food. Not many restaurants were open during Passover. This made them unique.*

4. How does Milton Schwartz describe Lombard Street?

*Full of shops and as busy and as crowded as New York City.*

5. Describe the building 1019 East Baltimore Street. What was it like to live there?

*Five apartments, outdoor bathroom on the lower floor, shared laundry facilities, hung laundry out to dry, had steam heating.*

6. What does this oral history tell you about Crystal Bakery and living at 1019 East Baltimore Street? What can you infer from this oral history about immigrant life in Baltimore and about the neighborhood around Lombard Street? Why are oral histories valuable research tools?

**ANSWER KEY**  
**WORKSHEET 4: Two *Baltimore Jewish Times* Articles**

**Questions:**

1. Is this a primary or secondary source? Why?

Yes

2. What Kosher-for-Passover food does Crystal Bakery make and sell?

*Cakes, Macaroons, Sweet Almonds, Pure Almond and Walnut cakes, Unberliech, Pomeranzen, Honey Cake, Honey balls and sponge cake.*

3. Who supervises the making of the food for Crystal Bakery and why do you think that information was included in the advertisement?

*Joseph Sofer, Abram Sofer, and Rabbi Samuel I. Liebb. These are trusted and respected individuals.*

4. What is the new address of Crystal Bakery?

*1101 Lombard Street.*

5. What makes Crystal Bakery the “most modern Bakery Store”?

*New facilities, most sanitary conditions, etc.*

6. What do these advertisements tell you about Crystal Bakery? According to these advertisements, what do you think immigrants to America might hold as important standards in bakeries and food stores?

**ANSWER KEY**  
**WORKSHEET 5: Photograph of Crystal Bakery**

**Questions:**

1. Is this a primary or secondary source? Why?

*Yes*

2. What do you see in this photograph?

*People, flowers, pastries, signs, etc.*

3. What does Crystal Bakery sell?

*Pastries and flowers*

4. Who do you think the women are in the picture? How old do you think they are?

*Family members working the store.*

5. How is this bakery similar to one that you might go into today? How is it different?

6. What does this photograph tell us about Crystal Bakery that other sources would not? What can you infer, from this picture, about the look of other shops on Lombard Street?

## GLOSSARY OF TERMS

**Alien** A resident born in or belonging to another country who has not acquired citizenship by naturalization.

**Ancestors** People from whom one is descended, for example, grandparents and great-grandparents.

**Ashkenazi** The medieval Hebrew name for Germany. Ashkenazim (pl.) are Jews who can trace their origins to Central and Eastern Europe where Yiddish was the common language.

**Assimilation** A term used to describe the absorption of immigrants or a culturally distinct group into the mainstream culture.

**Census** A count of a population

**Census Index** The individual card assigned to each person catalogued in a census. Census index cards can be searched by a person's soundex number, a phonetic algorithm for indexing persons' names by sound as pronounced in English.

**Citizen** A person who is a permanent resident of a country and is, therefore, entitled to certain rights and privileges, such as voting in elections. Someone who is not born in the US must go through a legal procedure in order to become an American citizen.

**Ellis Island** Located in New York's harbor, Ellis Island was an immigration station that served as the gateway through which more than 12 million immigrants passed between 1892 and 1954 in their search for freedom of speech and religion, and for economic opportunity in the United States.

**Genealogy** The research of a family history or family tree.

**Immigrant** An individual who leaves his or her country of birth and settles permanently in another country.

**Immigrate** The act of settling in a new country.

**Kashrut or Kosher-** Dietary laws observed by some Jews that contain specific guidelines for what people can and cannot eat. For example, the mixing of meat and dairy products is prohibited, as well as eating certain kinds of animals such as pork and shellfish. This is also referred to as keeping *Kosher*.

**Manifest List** A passenger list, prepared by a ship's captain, which documented passenger information on board each vessel. These lists provided information about immigrants aboard each ship to immigration officials.

**Nativism** An anti-foreigner and anti-immigrant sentiment that gained momentum in the United States during the 19<sup>th</sup> and early 20<sup>th</sup> centuries and eventually led to the implementation of strict immigration quotas in 1924.

**Naturalization** The process by which an immigrant becomes a citizen of the country where he or she settles.

**Oral History** A primary resource document that is created in an interview setting for the purpose of collecting and preserving first-hand information.

**Pale of Settlement** Twenty-five Russian provinces where the Czarist authorities restricted the permanent residence of Jews. The Jews were confined to this area by laws of 1795 and 1835.

**Passover** A Jewish holiday which commemorates the Exodus and the freedom of the Israelites from ancient Egypt. During this seven day holiday, Jews do not eat *chametz* or leavened bread such as cookies, cakes, etc but do eat the flat, unleavened matzah and bakery items made with matzah meal.

**Pogrom** The Russian word for “thunderstorm,” this term describes the violent attacks, sanctioned by the Czars, on Jews that began in the 1880s and lasted through the Russian Revolution in 1917.

**Primary Source** An original fundamental and authoritative document pertaining to an event or subject of inquiry; a firsthand or eyewitness account of an event

**Secondary Source** Any document that describes an event, person, place, or thing, not created contemporaneously

**Sephardim** A Hebrew term meaning “Spanish” used to describe a Jew of Spanish or Portuguese descent; also applies to Jews from Mediterranean countries.

**Shtetl** The Yiddish word for a Jewish small town in Eastern Europe.

**Soundex** A phonetic algorithm for indexing names by sound, as pronounced in English.

**Sweatshop** Part of the factory system that employed immigrants to manufacture clothing. Sweatshops were subcontractors that operated out of the owners’ apartments or other informal workplace. In general, conditions were worse in sweatshops than in larger factories, because space was so crowded and they were not as regulated.

**Yiddish** A language comprised of a combination of German and Hebrew that was the primary language spoken by Eastern European Jews.