

A TEACHER RESOURCE GUIDE FOR

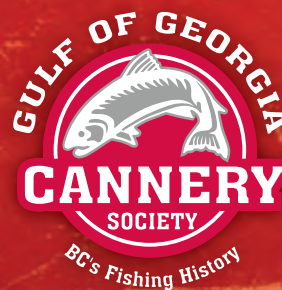
My Monster Cannery

AND

***The Monster Cannery:
The History of the Gulf of Georgia Cannery***



Gulf of Georgia Cannery National Historic Site, Richmond BC



PRIMARY GRADES

Kindergarten – Grade 3

Read the book *My Monster Cannery* with your class then select an appropriate activity from the following pages.

Activities are grouped by the following themes:

THEME 1: TEAMWORK

- A) Kindergarten & Grade 1 Colouring Puzzle
- B) Grades 2 & 3 Cannery Workers & Drawing

THEME 2: DIVERSITY

- Kindergarten to Grade 3 Salmon in Different Cultures

THEME 3: TECHNOLOGY

- Grades 1 & 2 How Tools Help
- Extension for Grade 3 Create Your Own Sentences



Illustration from children's book:
My Monster Cannery

THEME 1: TEAMWORK

A) Colouring Puzzle for Kindergarten & Grade 1

Overview

Successfully operating a cannery required teamwork. Every job inside the Gulf of Georgia Cannery was integral to the process of canning. The activities in this section focus on the importance of teamwork and the role of teamwork in a context relevant to the students today, such as in the classroom, at home, and during extracurricular activities.

Goal

Students understand the importance of working as a team

Instructions

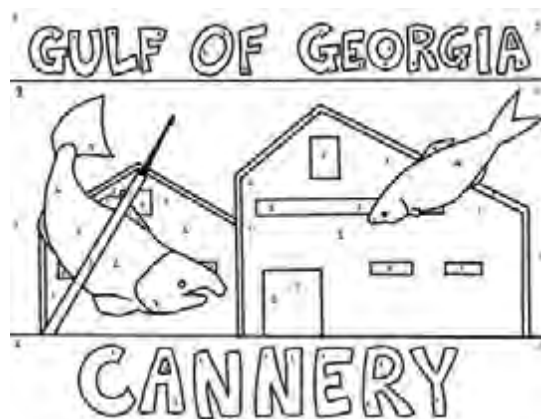
Included in the following pages are **4 colouring sheets labelled “A” to “D”**. From left to right, top to bottom, the four colouring sheets fit together to create one picture – like a simple jigsaw puzzle. These colouring pages are created in the style of “paint by number”.

- 1) Divide your class into groups of four and distribute one of the colouring sheets A – D to each group member (i.e., each student will colour their own sheet, and each group will be able to assemble their four sheets to create “the big picture”).
- 2) Ask students to each colour one sheet and encourage them to assign one colour to each number for “paint by number”. For example, one group might decide that #1 is blue, #2 is orange, etc.

Student Instructions

“Everyone at the Cannery had a different job, but they all worked together to produce cans of salmon. Can you work together in a group to colour and complete this puzzle?”

- 3) When all students have finished colouring, have each group put the 4 pieces together to form one image. This can be glued or taped together on a piece of construction paper.
- 4) Follow up discussion questions:
 - How well did your group work together?
 - What were some challenges you faced?
 - How did you handle those challenges?
 - What could you do differently to overcome these challenges?
 - Could you have completed the same project alone?
 - Why is it important to work together as a team?



APPLICABLE P.L.O.S

Kindergarten:

- > English Language Arts: A8, B2, B3
- > Social Studies: A1, A2, A3

Grade 1:

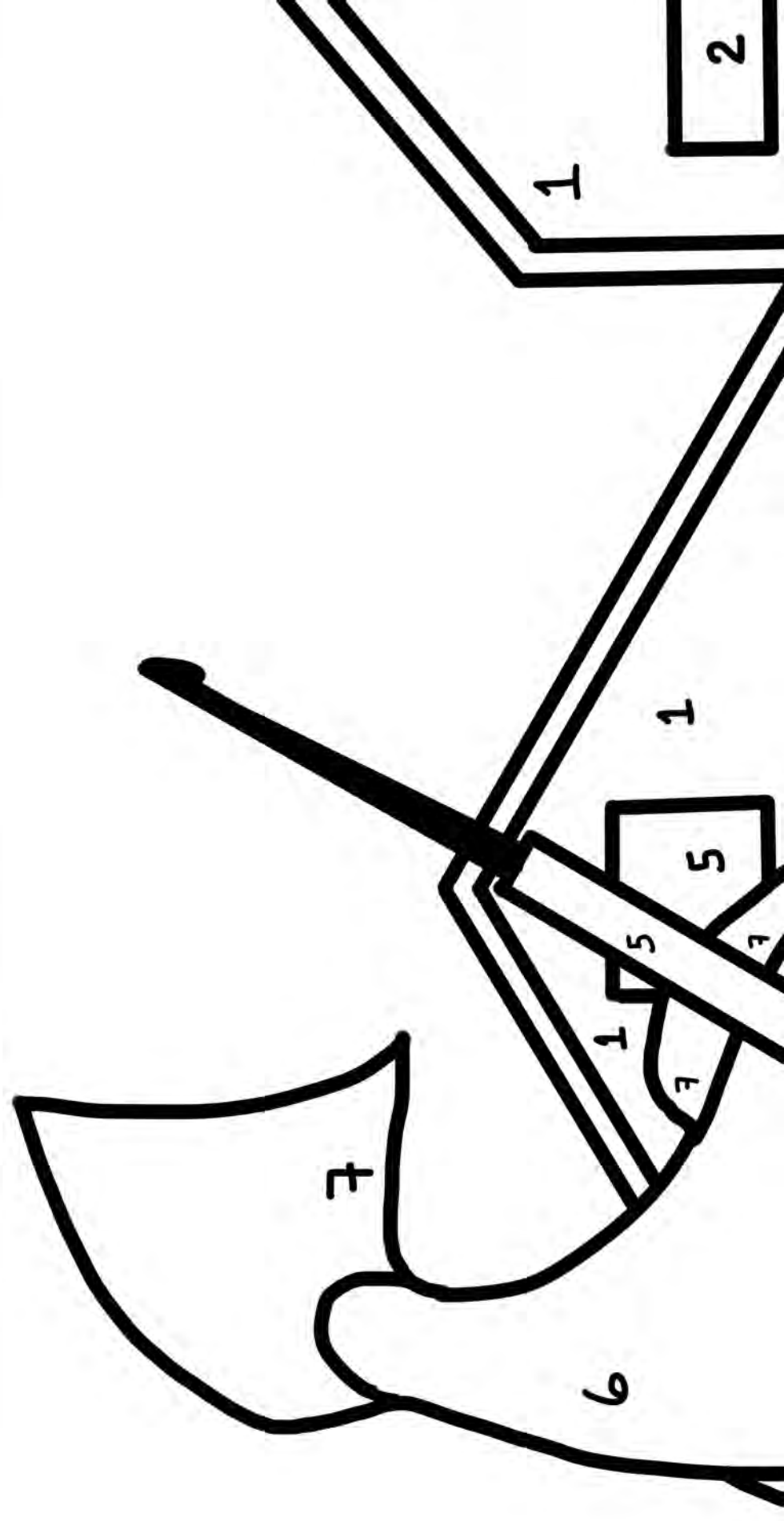
- > English Language Arts: A1, A4
- > Social Studies: A2, A4

1

A

GOLF OF

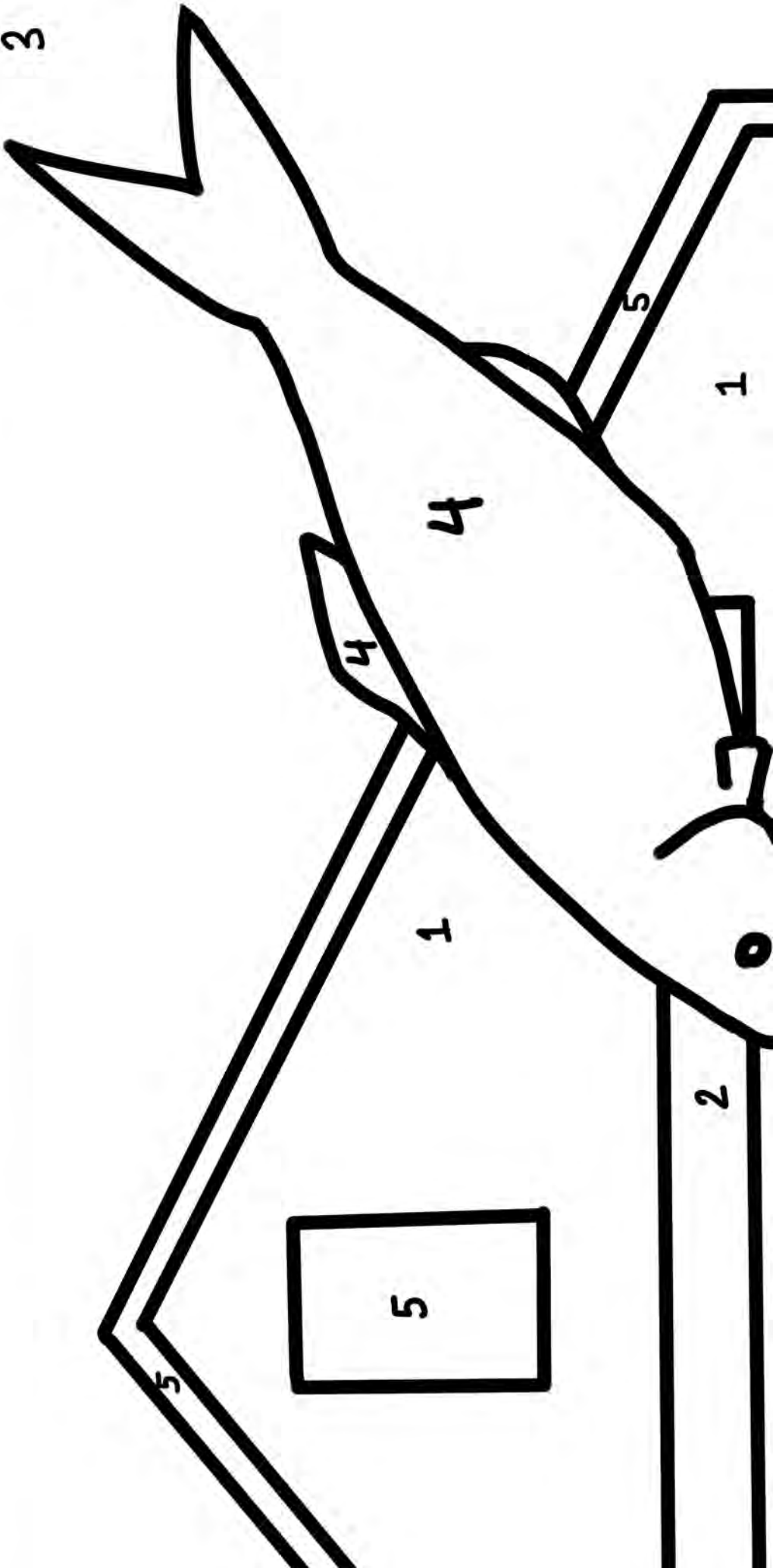
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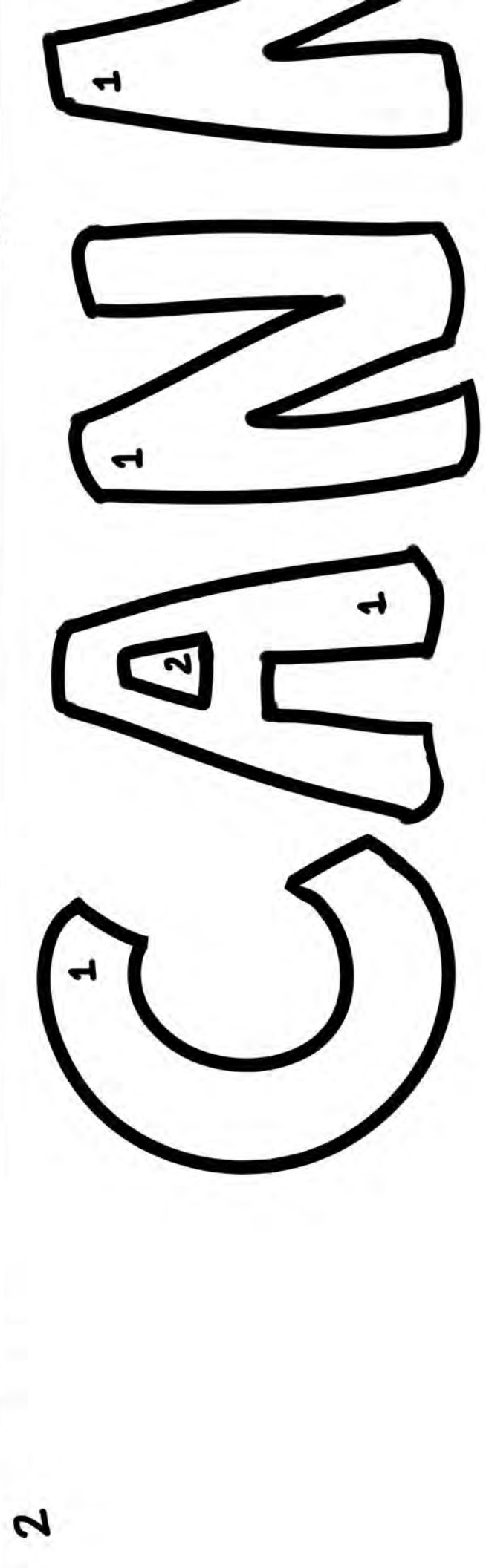
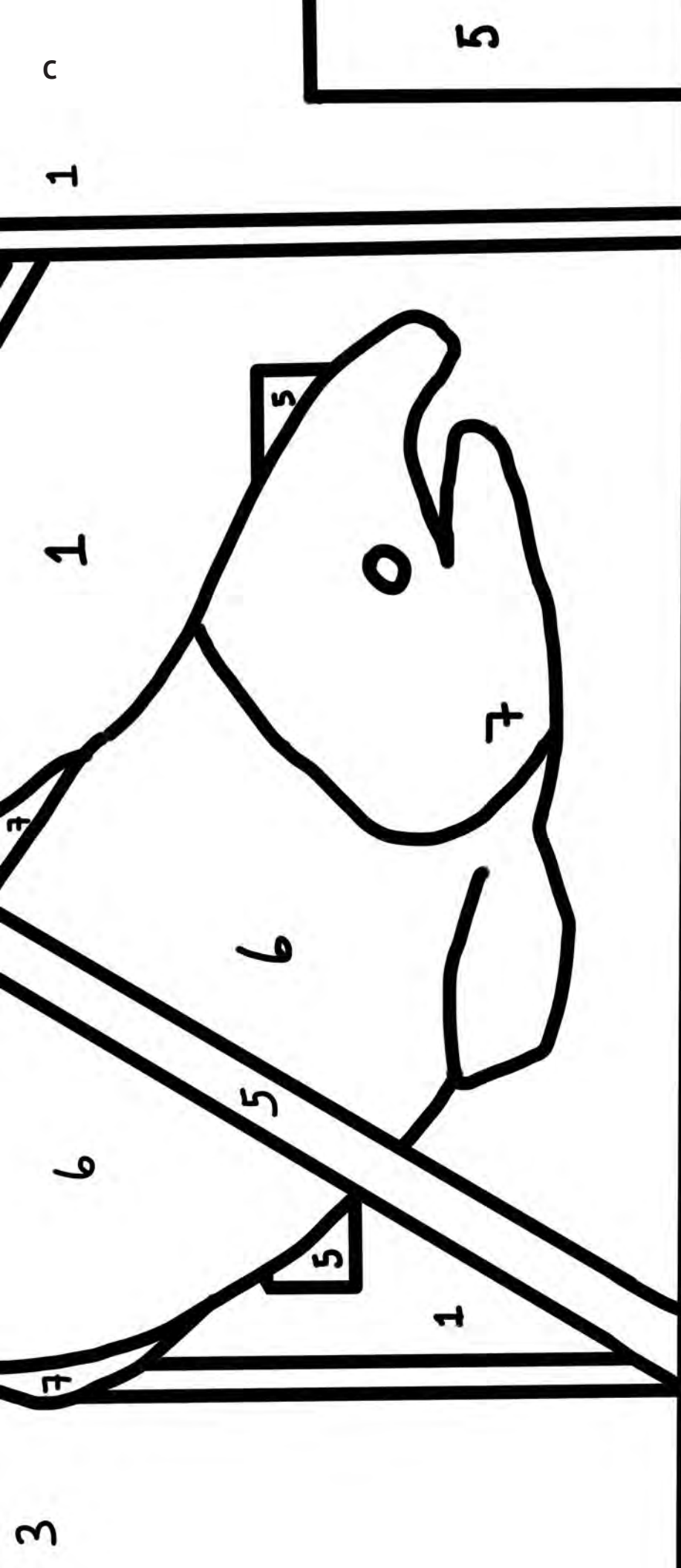


B

1
G E O R G I A

3



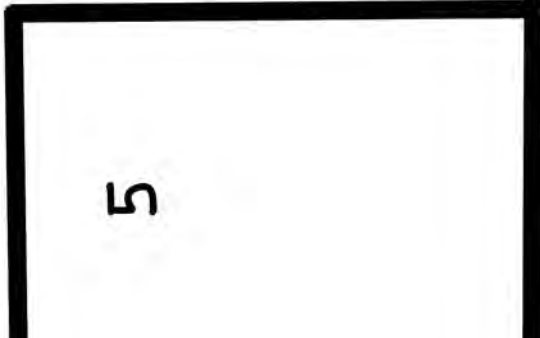




D

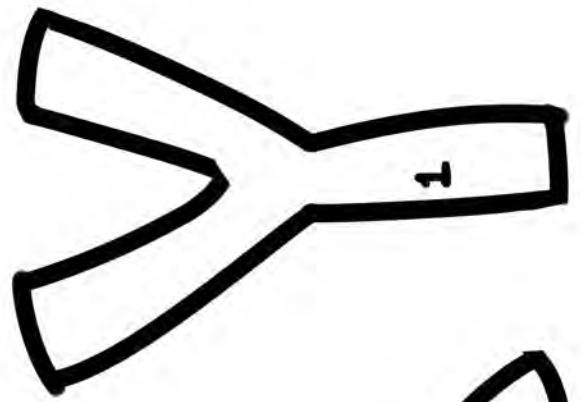
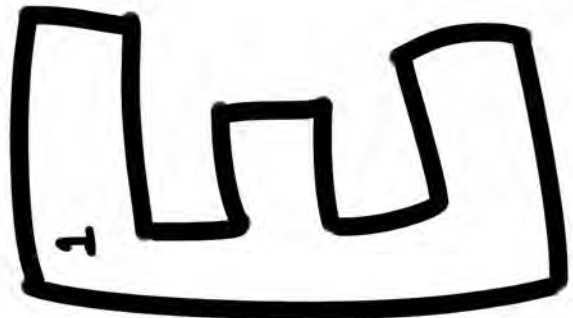
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1



5

2



THEME 1: TEAMWORK

B) Cannery Workers & Drawing Activity for Grades 2 & 3

Overview

Students will complete the worksheet “Cannery Workers” (found on the following page) about the workers in *My Monster Cannery* and their roles in the cannery teams. Students will then draw a picture of one of their own “teams” (family, group of friends, sports team, etc) and label each person’s role within that team.

Goal

Students understand individual roles in the cannery and can relate them to the roles they play on teams in their own lives

Instructions

- 1) Review *My Monster Cannery* characters with class as needed.
- 2) Ask students to complete worksheet.

Student Instructions

“Everyone at the Cannery had a job. Can you remember which person did which job?”

- 3) Ask students to draw their own picture, labelling each person’s job.

Student Instructions

“Every job at the Cannery was important, no matter how small. Teamwork was very important and everyone always had a role to play. Now think of one of your teams. That team could be your sports team, your family, or even a group of friends. Each person plays an important role in keeping that team together. Draw a picture of your team and label their roles.”

- 4) Follow up discussion questions:
 - What are some of the different roles in your team?
 - Does your team have a leader? (yes/no and why?)
 - Why is it important that each person has a job or a role within the team?
 - What would happen if one person or one role was taken out of the team?
 - What are some of the jobs that you, as students, do?

APPLICABLE P.L.O.S

Grade 2:

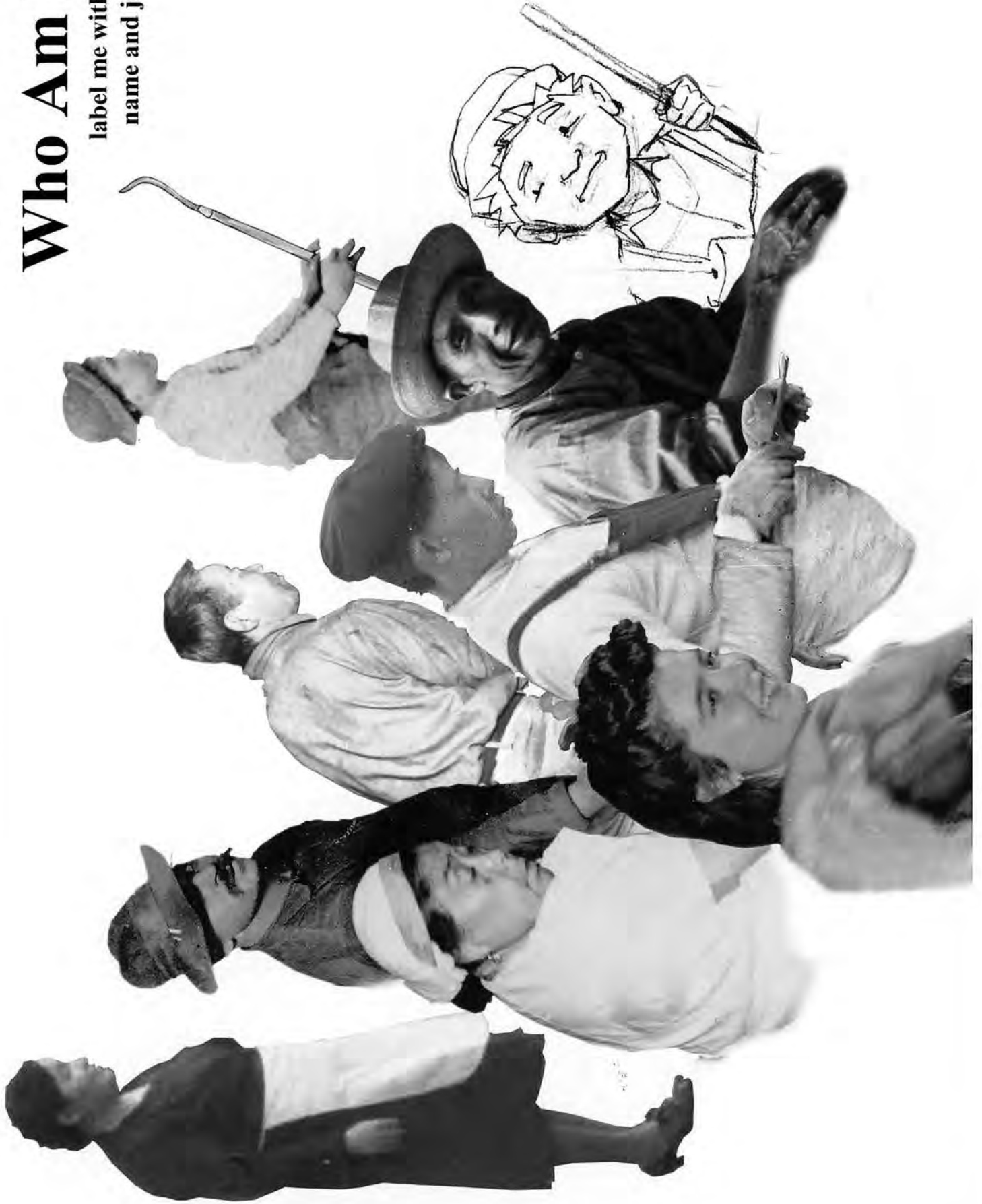
- > English Language Arts:
A1, A3, A8, C1
- > Health and Career: B1
- > Social Studies: B2

Grade 3:

- > English Language Arts:
A1, A3, B8, C7
- > Social Studies: A1, B3

Who Am I?

label me with my
name and job



THEME 2: DIVERSITY

Salmon in Different Cultures Activity for Kindergarten to Grade 3

Overview

The Gulf of Georgia Cannery workforce was comprised of people with different backgrounds brought together to process salmon. Salmon was easily one of the richest and most predominant resources in British Columbia. Today, many of our diverse communities are descendants from this era and the people who worked in the fishing and canning industries. This activity celebrates and acknowledges this diversity through the salmon, the common denominator for many of these cultural groups.

Goal

Students understand that salmon fishing brought together many different cultures in BC

Instructions

- 1) Examine the last page of *My Monster Cannery* as a class. It is important for students to realize the diversity among workers at the Cannery. In particular, try to have them notice the “place of origin” for each worker.
- 2) Using the handout “**Salmon Names**”, help students learn how to write the word “Salmon” in the following languages: English, Chinese (Cantonese), Japanese, Haida, Hindi – the languages of the workers in *My Monster Cannery*.

Tip: For the younger students, we suggest demonstrating the differences in the written languages on the white board.

- 3) If there are students who speak another language in the class, teachers can invite them to share with the class how to say and write salmon in that language.
- 4) Have each student create and cut out a construction paper salmon. They will write the word “salmon” on it using the many different languages learned. Students can then decorate their salmon however they wish. Once each student decorates their fish, they can be assembled together to show the diversity among the classroom.

Tip: For the younger students, we suggest handing out pre-cut paper fish on different colours of construction paper.

- 5) After everyone has completed decorating their salmon, collect each student’s artwork and assemble them together for display in the classroom.

Tip: Putting the fish together with blue string or gluing them to blue paper can represent the fish swimming in the waterways of British Columbia.

- 6) Follow up discussion questions:

- Why was salmon important to the people working in the canneries?
- How did salmon bring people of different cultures together?
- Why is it important to learn about different cultures?
- What are some of the different cultures represented in our classroom?
- Do you have important foods and resources in your own culture?

APPLICABLE P.L.O.S

Kindergarten:

- > English Language Arts: A2, A7, B2, B3
- > Social Studies: A3, D1, E1

Grade 1:

- > English Language Arts: A3, B6
- > Social Studies: A3, A4, E2

Grade 2:

- > English Language Arts: A1, A8, C1
- > Social Studies: B2, E1, E3

Grade 3:

- > English Language Arts: A1, A3, A7, A8, C7
- > Social Studies: A1, B3, E4

Name: _____

SALMON'S DIFFERENT NAMES

S-A-L-M-O-N. That's how you spell "salmon" in English. But salmon is very important to many other cultures and has different names. Can you learn them all?

CHINESE (CANTONESE)

三文魚

In Cantonese, 3 different characters make up the word salmon.

Each character is one syllable. It is pronounced "sah-mun-yu"

JAPANESE

鮭

Salmon is written with only 1 character in Japanese, but it is two syllables.

It is pronounced "sah-keh"

HINDI

सामन

This is Hindi for salmon.

It is pronounced "sah-mah-nah"

HAIDA (Xaat Kil)

Ts'it'an

This is the Haida word for pink salmon. The Haida have been using salmon for thousands and thousands of years!

It is pronounced "CHEE-tahn"

Do you know how to say "salmon" in any other languages?



Gulf of Georgia Cannery National Historic Site of Canada
www.gulfofgeorgiacannery.com

THEME 3: TECHNOLOGY

How Tools Help Activity for Grades 1 & 2

Overview

Technological innovation was integral to the development of the West Coast Fishing Industry. At the Gulf of Georgia Cannery, machines were used to do work inexpensively and quickly. Beyond the fishing industry, tools are used every day in all aspects of life to improve the quality of living by making many tasks less labour intensive. This group activity will enhance the students' perception of tools by drawing connections between the tools inside a cannery and the tools in their classrooms.

Goal

Students gain a better understanding of how tools are used to improve people's work and life

Instructions

1) On a white board, write sentences such as:

- > A PENCIL helps us to _____
- > The _____ helps us to CUT salmon
- > A FILLING MACHINE helps us to _____
- > A FORK helps us to _____
- > A _____ helps us to cut the grass

Tip: There should be examples relevant to both the classroom and a cannery.

2) As a class, students will help complete each sentence and come up with additional sentences.

3) Discussion questions:

- Do we use tools every day?
- What are some examples of simple (or complex) tools?
- What are some jobs that are easier because we use tools for them?
- Can you think of some tools we use in the classroom (or at home)?
- Can tools do everything? Why / Why not?
- What would life be like without tools?
- Can you think of a tool that you would like to have that doesn't yet exist?

APPLICABLE P.L.O.S

Grade 1:

- > English Language Arts: A3, A6, B6
- > Social Studies: A3, A4, D4

Grade 2:

- > English Language Arts: A6, A8
- > Social Studies: D3

EXTENSION: CREATE YOUR OWN SENTENCES

Instructions

- 1) After completing the "Tools Activity" for grades 1-2, the third graders will now create their own sentences that follow the same trend.
- 2) After creating 5 new sentences, students will pick their favourite sentence statement.

- 3) Students will draw out their sentence on a new sheet of paper. (e.g., "A leash helps me walk my dog", Student would draw a picture of themselves walking their dog.)
- 4) Students could either present their pictures to the class or continue in discussion, similar in topic to above discussion questions.

APPLICABLE P.L.O.S

Grade 3:

- > English Language Arts: A3, A7, B8, B9, C7
- > Social Studies: A1, D2