

**A TEACHER RESOURCE GUIDE FOR**

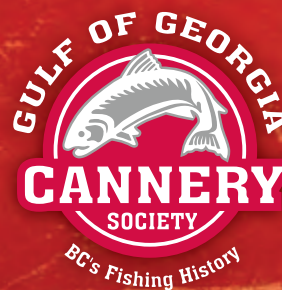
***My Monster Cannery***

**AND**

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



*Gulf of Georgia Cannery National Historic Site, Richmond BC*



# INTERMEDIATE GRADES

## Grades 4 – 6

Select an appropriate activity from the following pages. Refer to sections from the book *The Monster Cannery: The History of the Gulf of Georgia Cannery* for each activity.

Activities are grouped by the following themes:

### **THEME 1: ABORIGINAL INDUSTRIES & HISTORY**

Grade 4                  Study of Cultures

### **THEME 2: IMMIGRATION – B.C. HISTORY & THE FISHING INDUSTRIES**

A) Grade 5              Letter to Home

B) Grade 5              World Map

### **THEME 3: SUSTAINABILITY, ECOSYSTEMS & ECONOMY**

Grade 6                  Mind Map



Archival photo: Workers on the canning line. CFC-3-21-19



# THEME 1: ABORIGINAL INDUSTRIES & HISTORY

## Study of Cultures Activity for Grade 4

### Book section:

**Cannery People:  
The Stó:lō  
Pgs 49-52**

### Overview

In this activity, students learn about two distinct Aboriginal groups of Canada. To accomplish this, students will first read about a local coastal Aboriginal group (the Stó:lō) in *The Monster Cannery*. In groups, they will research another distinct Aboriginal culture and look at differences between the two. This activity combines critical thinking, teamwork, and research skills to learn about the Aboriginal Peoples of Canada in both a historical and modern context.

Research should include the following topics:

- Hunting Practices & Food Sources
- Community Structure
- Place of Origin
- Traditional Culture and Life
- Religious Practices
- Differences & Similarities between their way of life in the past and in the present

### Goal

Students gain an understanding about Aboriginal cultures in Canada

### Instructions

- 1) Split class into groups
- 2) Ask each group to read pages 49-52: "Cannery People: The Stó:lō"
- 3) Either assign or allow students to choose another Aboriginal culture, and allow time for research.
- 4) Ask students to create a Venn diagram to display similarities and differences between the Stó:lō culture and the other Aboriginal culture that they researched.
- 5) Each group may present their findings or engage in discussion about the different cultures and what they've learnt.

### APPLICABLE P.L.O.S

> English Language Arts:  
A1, A7

> Social Studies:  
A1, A3, B1, B3, D2, E3

# THEME 2: IMMIGRATION – B.C. HISTORY & THE FISHING INDUSTRIES

## A) Letter to Home Activity for Grade 5

### Book sections:

#### Everyone

Introduction & The Arrival  
of the Europeans  
Pgs 4-5

#### Greeks

Cannery People: The Greeks  
of Deas Island  
Pgs 13-14

#### Scots

Cannery People: The Scots  
Pgs 29-30

#### English

Cannery People: The English  
Pgs 34-37

#### Chinese

Cannery People: The Chinese  
Pgs 38-40

#### Stó:lō

Cannery People: The Stó:lō  
Pgs 49-52

#### Japanese

Fishermen at the Cannery  
Pgs 33-34

Japanese Internment  
Pgs 47-48

### Overview

“Letter to Home” is a group activity where students research one of the cultural groups who worked in the cannery and write a letter as a fictional character from this group.

### Goal

Students are able to understand the living conditions of immigrants working in the cannery

### Instructions

- 1) Assign small groups of students to one of the listed cultural groups and ask them to read and discuss the corresponding book section.
- 2) Each group must answer the following questions:
  - What cultural group were you assigned?
  - Is your cultural group native to Canada? If not, where did they come from?
  - What was their role in the BC fishing industry?
  - Describe the type of work they did (in both the summer and the winter months).
  - Describe some of the challenges they faced in BC.
- 3) Taking the information from Step 2, students will step into the shoes of someone from their cultural group and “write a letter home”. To do this, they must create a fictional character identity including age, gender, name and ethnic background and address the letter to a specific person from their character’s family, i.e. spouse, mother, father, brother/sister.

Letters should:

- a) include information about their role in the cannery;
- b) discuss specific challenges for that character;
- c) consider what their character’s most important values are.

*E.g., A teenage boy working on the receiving floor of the Cannery might write a letter to his grandmother in China.*

### APPLICABLE P.L.O.S

> English Language Arts:  
A1, A7

> Social Studies:  
A1, B2, E2, E4

# THEME 2: IMMIGRATION – B.C. HISTORY & THE FISHING INDUSTRIES

CONTINUED

## B) World Map Activity for Grade 5

### Overview

“World Map” is a full class activity followed by a personal reflection on students’ family history of immigration. Students explore the cultural geographies of the class by locating the originating countries of different classmates on a map. Using this map, the class will discuss the immigration patterns and trends within their own classroom.

### Goal

Students recognize personal familial roots and the role of immigration in BC

### Instructions

- 1) Have students refresh their memory of *The Monster Cannery* by rereading their letters and notes from Immigration Activity A) Letter to Home.
- 2) The day before the activity, ask students to answer the following question: “Where are you from?” For the students born in Canada, ask them to think of where their parents, grandparents or great-grandparents are from. If students do not know where their ancestors are from, they can ask their family at home that night.
- 3) On the day of the activity, have students group themselves based on their answers. e.g., All students who say they are from England sit together; all students from Japan sit together, etc. Note: For those who have more than one place of origin, they may simply choose one, or be part of multiple groups. Some groups may be over a dozen people; some may simply be one student. Emphasize that there is no right answer to this question.
- 4) Either use a large world map or project a world map onto the white board. The teacher will begin by drawing one dot in BC (near school) to represent the entire class.
- 5) The teacher will now ask a representative from each group to come up and draw a dot on their place of origin.
- 6) The teacher will connect each dot to the 1st dot (where the school is located) by drawing a line between the two. The teacher will do this for every new connection. By the end of the activity, the BC dot will be the centre of multiple connections, creating a spider web effect across the world.
- 7) Discuss with your class the following points:
  - Are there any common patterns. If so, why do you think that is?
  - What trends and events in history could have affected immigration patterns?
  - If someone comes from a different place, are they still considered ‘Canadian’?
  - What does being ‘Canadian’ mean to you?
  - What do you think this map would have looked like 100 years ago? A thousand years ago?

### APPLICABLE P.L.O.S

> English Language Arts:  
A1, A3, A6

> Social Studies:  
A1, B2

# THEME 3: SUSTAINABILITY, ECOSYSTEMS & ECONOMY

## Mind Map Activity for Grade 6

### Book sections:

1. **It's in the Can:  
BC's Salmon Rush**  
Pg 5
2. **The Monster Cannery  
at Work**  
Pg 17
3. **The Cyclical Nature  
of Salmon's Affect  
on the Cannery**  
Pgs 17-18

### Overview

The Mind Map activity explores the tension around the economy and ecology of salmon. Working in groups, students research the importance of salmon as a commodity and as a part of the marine ecosystem then create a mind map illustrating these points. This mind map is used as the basis for a class presentation.

### Goal

Students understand that salmon (like many natural resources) are valued for multiple reasons which sometimes oppose each other.

### Instructions

- 1) Have students read the listed book sections while considering the importance of balance in sustainability, the ecosystem, and the economy.
- 2) Split students into small groups and have them explore the web resources listed below.

*Tip: Give students library time for further research to supplement their project.*

- 3) Using their research, groups will create a SALMON mind-map (see explanation below). Students may organize their mind-maps as they see fit, with the following parameters:
  - a) "SALMON" is the central point, with all topics branching off from this topic,
  - b) include points pertaining to: economy, sustainability, ecosystems,
  - c) include drawings/pictures,
  - d) include a minimum of 5 sub-topics with facts to back up each point.
- 4) After the completion of the mind-map, groups will create a formal presentation.

Their formal presentation should:

- be organized with specific points and opinions
- be approximately 5 minutes long
- explain the mind-map they created
- have an introduction and conclusion
- allow each group member to explain different points

### ADDITIONAL ONLINE RESOURCES

- [www.watershed-watch.org](http://www.watershed-watch.org)
- [www.oceanwise.ca](http://www.oceanwise.ca)
- [www.seachoice.org](http://www.seachoice.org)
- [www.davidsuzuki.org](http://www.davidsuzuki.org)
- [www.wwf.ca/conservation/oceans/sustainable\\_seafood/](http://www.wwf.ca/conservation/oceans/sustainable_seafood/)

### APPLICABLE P.L.O.S

- > English and Language Arts:  
A1, A2, A3, B5, B6
- > Social Studies: A1, A4, D3