

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



JUNIOR GRADES

Grades 7 – 9

Select an appropriate activity from the following pages.

Refer to 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: Sustainability, Ecosystems and Economy

Grade 7 Formal Debate

THEME 2: Civilizations from 500AD – 1600AD

Grade 8 Culture Comparison

THEME 3: Early Canadian History

Grade 9 Persuasive Presentations



Archival photo: BC Packers.
G2004.034.017a

THEME 1: SUSTAINABILITY, ECOSYSTEMS & ECONOMY

Formal Debate Activity for Grade 7

Book Sections:

It's in the Can:
BC's Salmon Rush
Pg 5

The Monster Cannery at Work/The Cyclical Nature of Salmon's Effect on the Cannery
Pgs 17-18

ADDITIONAL ONLINE RESOURCES:

- www.watershed-watch.org
- www.seachoice.org
- www.wwf.ca/conservation/oceans/sustainable_seafood/
- www.oceanwise.ca
- www.davidsuzuki.org

APPLICABLE P.L.O.S

- > English and Language Arts: A1, A2, A3, C5
- > Science: evaluate human impacts on local ecosystems; assess the requirements for sustaining healthy local ecosystems; analyze the role of organisms as part of interconnected food webs, populations, communities, and ecosystems
- > Social Studies: A1, A2, A3

Overview

Organize students into two groups: Economy and Environment. Through reading the selections of *The Monster Cannery*, and doing further research, students will form arguments about the importance of salmon as a commodity or an integral part of BC's ecosystem. Students then engage in a formal debate about their subjects. This exercise will take the information they learnt through their research to a new level by forcing the students to apply their knowledge and critically respond to their subjects.

Goal

Students learn to form logical arguments and understand the complexities of a natural resource-based economy.

Instructions

- 1) Explain the concept and structure of a formal debate to students. It may be helpful to watch a video clip of a debate if your students are not familiar with how debates are run.
- 2) Split the class into two groups: Economy and Environment. Students are to consider this question: **"Should BC take advantage of salmon as a natural resource and risk environmental sustainability to boost the economy?"**
- 3) Hand out worksheets to each student in preparation for the debate. Students will develop arguments for their side and counter-arguments for the points they think the opposition will make.
- 4) Groups begin their research by reading the sections of *The Monster Cannery* listed. They may also refer to the online resources listed below. Library time is suggested for students to do additional research.
- 5) Hold the debate. It is suggested for this activity to set up the classroom in a 'U' shape – GROUP A facing GROUP B, with the moderator (teacher) presiding at the head of the tables. The space in between the two groups will become the "debate floor", where each speaker will go to present their point.
- 6) Team members must take turns presenting their arguments. The moderator must ensure that the students maintain respectful discourse and keep their discussion on topic.
- 7) Students will write a personal reflection of their debate experience, including their actual personal opinion of environment vs. economy, regardless of their assigned group.
- 8) Using these personal reflections, lead students in a discussion on the dilemmas concerning environment and economy present in BC today.

Suggested Debate Structure:

- 1) COIN TOSS – the winning side (Team A) begins with their first point.
- 2) TEAM A – ARGUMENT 1
TEAM B – REBUTTAL
TEAM B – ARGUMENT 1
TEAM A – REBUTTAL
TEAM A – ARGUMENT 2
TEAM B – REBUTTAL
TEAM B – ARGUMENT 2
TEAM A – REBUTTAL
TEAM A – ARGUMENT 3
TEAM B – REBUTTAL
TEAM B – ARGUMENT 3
TEAM A – REBUTTAL

3) Free for all

Anyone from either group may make additional arguments OR respond to an argument/rebuttal they previously did not have a chance to. This section of the debate will last for a pre-determined amount of time, as decided by the moderator.

4) Conclusion

Each team concludes their arguments by making any final points to sway each person to their point of view.

DEBATE RULES:

- > Do not interrupt other speakers, including the use of body language (hand gesturing, foot stomping, etc) to prevent the person from fully expressing their point.
- > The moderator must be respected at all times.
- > No “rebutting” rebuttals.
- > Everyone in the group must speak at least once.
- > Arguments must be supported with evidence – statistics, information from *The Monster Cannery*, info graphics, newspaper articles, etc.

PERFORMANCE EVALUATION CRITERIA:

- > Respectfulness towards the opposing team
- > Are the arguments based on facts, with sources?
- > Quality of oration (volume, enunciation, tone, speed)
- > Group participation & ability to work as a team

To be a successful debater, you must have clear, persuasive arguments with sources and evidence. Fill out this sheet to organize your ideas.

	Your arguments	Sources & Proof for each argument
Point #1		
Point #2		
Point #3		



Your opponents will have arguments and sources. Brainstorm what you think their argument will be. Write down rebuttals to counter these arguments.

	Opposing Arguments	Your rebuttals
Point #1		
Point #2		
Point #3		

THEME 2: CIVILIZATIONS FROM 500AD – 1600AD

**(Society & Culture,
Politics & Law,
Economy & Technology,
Environment)**

Culture Comparison Activity for Grade 8

Book Sections:

Introduction
Pg 1

**Salmon – From Subsistence
Activity to Commercial
Enterprise**
Pgs 4–5

Cannery People: The Stó:lō
Pgs 49–52

Overview

Students research traditional coastal First Nations culture and compare to modern ways of life.

Goal

Students will gain a better understanding of coastal First Nations culture and how it compares to modern life in BC.

Instructions

- 1) Read the following quote, found on page 4, together. “For thousands of years prior to European contact, the Aboriginal peoples of coastal British Columbia enjoyed a high level of economic prosperity due, in part, to the natural abundance of marine resources such as salmon, herring, and halibut.”
- 2) Divide class into groups. Have each group read the 3 sections from *The Monster Cannery* book listed.
- 3) Either assign or allow groups to choose a coastal First Nations group from BC.
- 4) Have students research the traditional way of life used by this group before European contact. To do this they should consider:
 - > Food sources
 - > Population
 - > Social structure
 - > Cultural differences
 - > Religious practices
 - > Home life
- 5) Ask them to compare what they learn about historic ways of life to how people live today.
- 6) Have students present their information. They may use a Venn diagram, T-chart, written report or other method.

APPLICABLE P.L.O.S

> English Language Arts:
A3, A7, C9

> Social Studies: analyze how
people interacted with and
altered their environments, in

terms of resource use; gather
and organize a body of
information from primary and

secondary print and non-
print sources, including
electronic sources

THEME 3: EARLY CANADIAN HISTORY

Persuasive Presentations Activity for Grade 9

Book Sections:

Introduction

Pgs 1-3

Chapter 1:

Salmon – From Subsistence Activity to Commercial Enterprise

Pgs 4-15

Chapter 2:

A Period of Change

Pgs 16-31

Overview

In this activity, students will step into the role of a character from the 1800s, attempting to convince Europeans to immigrate to Canada by praising the values of the various natural resources.

Goal

Students learn the art of persuasive speaking and gain a better understanding of the important role natural resources played in the settlement of BC.

Instructions

- 1) Read *The Monster Cannery* Introduction as a class.
- 2) Introduce the activity as follows: “Europeans began to explore the West Coast of Canada in the late 1700s and 1800s. Many factors drove them to come to BC, one of the most significant of which was the abundance of natural resources such as lumber, furs, gold and salmon. European immigrants began to settle in BC during this time to take advantage of the bounty of the land, ocean and rivers. Learn about the salmon and their importance while reading the suggested sections of *The Monster Cannery*.”
- 3) Allow students time to read Chapters 1 and 2. Then, provide them with library time do further research on salmon and one other natural resource significant in the settlement of BC. They can do their research either individually or in small groups.
- 4) Ask students to work individually to create a “first person” presentation based on the outlined instructions. Give them approximately 5 minutes each to do their “sales pitch” in front of the class in which they will attempt to convince the rest of your class to settle in BC. They should make reference to the two natural resources they researched for this pitch.

Suggested student guidelines for presentations:

- You are in England. Pretend that you are a ship master, and your job is to entice as many people as possible to immigrate to BC by travelling on your boat.
- Treat the rest of the class as though they have never heard of Canada – or only very little.
- Persuade others by appealing to both their logical minds and emotions.
- Presentations can include interactive activities, visual aids, skits, and other creative devices.

APPLICABLE P.L.O.S

> English Language Arts:
A1, A2, A3, A4, A5, A6, A7,
A12, B2, B3, B5, B6, B7, B10

> Socials Studies: analyze reasons for the initial exploration and settlement of North America; assess impact of fur trade on settlement; identify factors

that influenced growth and development of industry; identify major exploration routes and historical events in the development of Canada; assess the role of

geographical factors in the development of trade and settlement in Canada and other colonies.