

Cannery City Kit

Teacher Guide

1. Check out the lesson and activity packet below, which will be included in each student's City Kit.
2. The lessons have been adapted into Google Slides to be used in your virtual classroom as needed. Here is the link:
<https://docs.google.com/presentation/d/14gs17Vi-odokmknMcOd8pPI2WotqIxw6ALoB9XclFTs/copy?usp=sharing>
3. Ask students to watch the introduction video before tackling the kit and the lesson packet. Video can be found on YouTube: <http://bit.ly/canneryvideo> or through Google Drive:
<https://drive.google.com/file/d/1SdS7NUay54RAXI93LaVbzZi4yYk6svpi/view?usp=sharing>
4. Check out our resource list of YouTube videos for additional content related to the canning industry on our website: <https://www.thebmi.org/youtube-student-playlist/>
5. Please fill out this teacher survey about you and your student's experience with the Cannery City Kit: <http://bit.ly/TeacherCannerySurvey>
6. Reach out to Jessica at jcelmer@thebmi.org if you have any questions or need anything.

CANNERY CITY KIT

<p>Grade Bands:</p>	<p>2nd-8th. <i>The activities in this kit build upon each other. All students start at Lesson 1, followed by Lesson 2 and then finish with the two activities in Lesson 3 & 4.</i></p>	<p>Topic:</p>	<p>What work is involved in the process of preparing, preserving and providing food to communities? These lessons explore the historic canning industry as one example.</p>
<p>Background Information:</p>	<p>A cannery is a factory that makes cans and cans food.</p> <p>In the early 1800s, an industry developed around canned food. Canned fruits and vegetables could be preserved for long periods of time. This meant these foods could travel long distances, to a wider distribution of potential markets. Foods could also be eaten at a later date, diversifying the market for buyers. Without having to be refrigerated, canned vegetables would last longer and could be eaten during the cold months when fresh vegetables were not available.</p> <p>At one time, canning was the second largest industry in Baltimore. There were more than 80 canneries along the harbor. The Baltimore Museum of Industry is located in a building that used to be a cannery.</p>		
<p>Materials Included in Kit:</p>	<ul style="list-style-type: none"> ● Activity packets ● Can assembly parts: <ul style="list-style-type: none"> ○ Can body ○ Top and bottom lids ○ Sticker ○ Vegetable(s) ○ Label ● Crayons ● Dice 	<p>Other Materials Needed:</p>	<ul style="list-style-type: none"> ● Pen or pencil ● Craft glue (not required) ● Scissors

Standards:	<p>2nd Grade: 4.A.1.a-4.B.3.b Economics in Our Community</p> <p>3rd Grade: 3.B.1.d-5.A.2.b How Cities Began and How They Grew</p> <p>4th Grade: 1.A.3.b-4.A.4.a Geography of Maryland and the United States</p> <p>5th Grade: 3.B.1.a-c Geographic Characteristics of Places and Regions</p> <p>6th Grade: 7.2.A.1.a.-7.3.D.1.d Our Earth</p> <p>7th Grade: 3.A.1.a-c Using Geographic Tools</p> <p>8th Grade: IA.1-IA.2 Growth of Industrial America, 1877-1890</p>
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PROCEDURE:

1. First, check out this video as an introduction: <http://bit.ly/canneryvideo> This activity kit has two packets, both of which explore elements and information related to the canning industry.
2. Start with a vocab matching exercise to prepare for the lessons. Then move into Lesson 1 to learn about where canned fruits and vegetables come from. Carefully review the maps in the primary source packet, read and answer the questions.
3. Next, explore the experiences of the workers who helped harvest and process fruits and vegetables in a historic cannery. Examine historic pictures of cannery workers to answer the questions in Lesson 2.
4. Then, follow the steps in Lesson 3 to create your own can and fill it with vegetables (or whatever you like!).
5. Lastly, read the instructions in Lesson 4 to play the "Build a Cannery" game with the dice in your kit OR have your student imagine working as a child in a canning factory and write a letter about a day in the life of the factory.

MODIFICATIONS:

- Lessons 1 and 2 include primary source materials and guiding questions to help get kids looking closely and asking 'What do I see, think, and wonder?'. Please feel free to modify questions or build on ideas that work best for your student.
- Lesson 3 & 4 get seriously hands-on and task kids with making their own cans and playing a dice game to 'build' a canning factory. Once your can is constructed, consider using it for a container for anything else that you might have around (cardboard coins, pencils, as a piggy bank). After playing the 'Build a Cannery' game, create your own game with the dice.
- If your student would prefer stretching their writing skills instead of their math, challenge students to write a letter imagining what a day in their life would be like working as a child in a canning factory.

LESSON 1: Where do our canned fruits and vegetables come from?

Match the words in the bold to their correct definition to learn the important vocabulary terms for this lesson.

- | | |
|---------------------------------|--|
| A. Bushel Basket | Work |
| B. Chesapeake Bay | An item manufactured or made |
| C. Product | A way to keep food fresh for a period of time |
| D. Transport | A job that requires a lot of training |
| E. Skilled Job | A river that runs through Baltimore |
| F. Patapsco River | A factory that produces canned food |
| G. Produce | Food that has been grown on a farm |
| H. Rural | A time of change and innovation in the way products are made |
| I. Industry | A job that requires very little training |
| J. Atlantic Ocean | An important natural resource and waterway in Maryland |
| K. Cannery | To take or carry goods or people from one place to another |
| L. Unskilled Job | The Chesapeake Bay empties into this large body of water |
| M. Preserve | Countryside, outside of a city or a town |
| N. Industrial Revolution | A container that holds a specific amount of vegetables or fruits |

Before fruits and vegetables can be canned, the produce needs to be grown, picked, and shipped from a nearby farm. Farms are usually found in rural areas outside of the city. Workers on farms grow the fruits and vegetables that are canned in canneries. Historically, many of these farms were located on the Eastern Shore of Maryland. In Baltimore, canneries processed mostly peaches, tomatoes, and corn, but also beans, peas, and strawberries.

Farmers and their workers would need to pack the fruits and vegetables to transport them to be canned. Look at **Photograph 1** in your primary source packet. This is a photograph of workers packing tomatoes into baskets in Cambridge, Maryland.

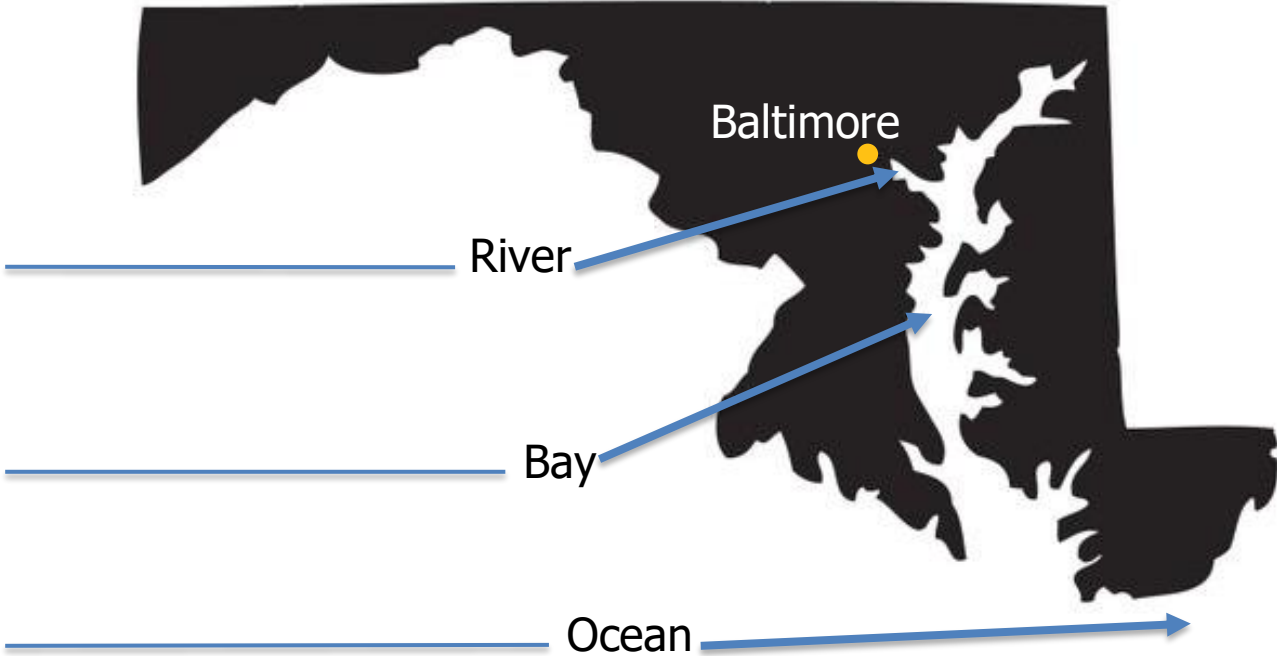
What do you notice about this photograph? What do you see, think, and wonder? List at least three things you notice.

Look at **Photograph 2** in your primary source packet. Photograph 2 is an historic map of Maryland which shows the state split into counties. Many of the farms that grew fruits and vegetables are found on the Eastern Shore.

What color is the square around the area of where Baltimore is located?

What color is the rectangle around the area of where the Eastern Shore is located?

Label the bodies of water that make up Maryland's waterways in the diagram below. Hint: find the names of the waterways in the vocab list.



If you needed to bring fruits and vegetables from the farms on the Eastern Shore to Baltimore, which mode of transportation would you choose? Remember, you'll need to travel along the quickest and fastest route and the Bay Bridge was not yet built.

Photograph 3 is a map of a part of Baltimore City where the Inner Harbor feeds into the Patapsco River. Find the yellow star on the map. The star is where the Baltimore Museum of Industry is located - it used to be a cannery. Take a look at **Photograph 4** to see a view of the Inner Harbor from the museum.

Why do you think it was important for a canning factory to be located near the water?

Many industries were located near the water because many products and materials were delivered to the city by boat. In the space below, draw a picture of a large, steam boat delivering fruits and vegetables to a cannery on the Patapsco River in Baltimore:

LESSON 2: Cannery workers and their jobs

Once the product (for example, fruit or vegetables) is delivered to the canning factory, the first step in the canning process is preparing the food to be canned. Look at **Photograph 5**, which depicts workers stringing beans in a historic cannery in Baltimore.

What do you notice about the workers in this photograph? Do they look like you? What do you see, think, and wonder? List three things you notice.

What do you notice about the children? What do you imagine it would be like to work in a factory at your age? Describe what you think they would say about their work.

There are two types of jobs in a factory—skilled jobs and unskilled jobs. A skilled job requires a lot of training, takes years to learn, and may require knowing how to read, write, and do math. An unskilled job can be learned quickly, does not require understanding the language, and anyone can learn how to do it.

Do you think stringing beans, skinning tomatoes, or taking the tops off of strawberries would be considered a **SKILLED JOB** or an **UNSKILLED JOB**? Circle what you think is the correct answer.

In **Photograph 6**, women are skinning tomatoes to be canned. What do you notice about the women in this photograph? What do you imagine it would be like to skin a tomato? What else do you see, think, and wonder?

Check out **Photograph 7**. Changing technology and new inventions brought about machines that sped up the can-making process, but replaced some workers' jobs. Early machines could be dangerous, the belts and engines were usually exposed, clothes and body parts could easily get caught in the machine. Can you list some ways you imagine working in a factory could be dangerous or hard for the children? What else do you see, think, and wonder about the photograph?

Lesson 3: Make your own can!

STEP 1:

Check out the coloring sheets with vegetables on them in the Primary Source Packet. Prepare the vegetables for your can by coloring them using the crayons. (Note: if worksheets aren't your thing, you can also design your own paper vegetables or even use playdough to make little veggies - remember though, they'll need to fit in your can!)

There are multiple vegetables to choose from: corn, potatoes, tomatoes, string beans, peppers, and carrots. You can choose several vegetables to make a vegetable medley if you would like!

Which vegetables did you choose to go into your can?

STEP 2:

Next, design your can's label.

Why do you think it is important for canned food to have a label?

Canned food labels usually have three parts--the name of the company who canned the food, a picture of what food is inside of the can, and the name of the food. It was important to have both a picture of the food and the name of the food in case customers could not read or could not read English.

Check out **Photograph 8** of historic canned food for an example of can labels. Do you have any canned food at home that might be an inspiration for your label?

1. What is the name of your can company? Would it be named after you? Or would it be named after the place you live? Think of a creative name for your canned food and draw on your label.
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2. Next, draw the vegetables that you selected in the first step on your label. Do you have multiple kinds of vegetables in your can? Or just one kind? Make sure you draw all of the vegetables.
3. Finally, write the name of each of the vegetables that are in your can on your label.

See our example below:



STEP 3:

There are three pieces of can parts that came in your activity kit--you should have one can body, one lid with a hole in it, and one lid without a hole.



First, use glue or tape to attach your label to the body of the can.



Then, the rest of the can needs to be assembled.

The lids are put on the can before the food is placed inside. Why do you think there is a hole in one of the lids?

Use glue to join the two lids to the can body. Put glue along the inside edges of each lid to connect to the can body. If you put glue on the middle of the lid, would it connect to anything? Using a paint brush to put the glue around the edges may make this easier.

If you do not have glue, that is okay! The lids will still stay on the can without glue, they just may fall off a little easily. But you can always just put them back on.

Once you have glued the inside edges of your can lid, put each lid on either side of the can body to complete your can. Make sure the lid with the hole goes in the same direction as the top of your label so the canned food will be right side up!



This is what your completed can will look like:



STEP 4:

Finish your can by putting all of the pieces together. Place your colored vegetables inside the can through the hole in the lid. Then, place your silver sticker to cover the hole in the can lid.

Once all of the can pieces are together, you have completed your canned vegetables!



Stage 2: Sail to Baltimore

Goal: Fill your boat with vegetables and travel from a farm in Cambridge, Maryland to Baltimore.

If you roll doubles: Your boat springs a leak! Fix the hole by rolling again.

Roll One	Roll Two	Roll Three	Roll Four	
□ + □	+ □ + □	+ □ + □	+ □ + □	+
Roll Five	Roll Six	Goal Number		
□ + □	+ □ + □	=	30	

Stage 3: Process the Canned Goods

Goal: Create, fill, and cook your canned food.

If you roll doubles: There is a Spanish Flu outbreak and your workers get sick! Roll again to hire and train new workers.

Workers make cans and labels

Roll One	Roll Two	Roll Three	Roll Four	Goal Number
□ + □	+ □ + □	+ □ + □	+ □ + □	= 18

Workers process food, fill the cans, and cook the canned goods

Roll One	Roll Two	Roll Three	Roll Four	Goal Number
□ + □	+ □ + □	+ □ + □	+ □ + □	= 20

Stage 4: Ship to Customers

Goal: Ship your canned food to customers with trains, boats, and horse drawn carts

If you roll doubles: The train breaks down. Roll again to borrow extra money from the bank to hire another train to deliver the canned food by erasing one of the tracks.

Connect with the B&O Railroad company to arrange transport for canned food

Roll One		Roll Two		Roll Three		Roll Four		Goal Number
□	+	□	+	□	+	□	+	□
□	+	□	+	□	+	□	+	□ = 16

Hire a shipping company to deliver your canned food by boat

Roll One		Roll Two		Roll Three		Roll Four		
□	+	□	+	□	+	□	+	□
□	+	□	+	□	+	□	+	□
□	+	□	+	□	+	□	+	□
□	+	□	+	□	+	□	+	□ = 25

Hire a driver with a horse and carriage to deliver your canned food to local markets

Roll One		Roll Two		Roll Three		Goal Number
□	+	□	+	□	+	□
□	+	□	+	□	+	□ = 12

Congratulations, you have successfully started your canning business!

Lesson 4-B: Write a Letter

If you prefer writing instead of math, this is the lesson for you!

Prompt:

Use your imagination and write a letter to a friend or family member about what YOU think it would be like to work in a canning factory as a child in the Industrial Revolution in Baltimore. Use another piece of paper or your device to write at least two paragraphs on this topic. If you are feeling creative, draw a picture to go along with your letter.

Describe what life is like – which job would you have in the factory? Are there some fun parts to working? What are the biggest challenges? Do you have a goal or something you are working towards? Do you think it would be dangerous? How would your life be different if you never went to school?

Send us your feedback!

Share a picture of your can or your letter:

#BMICityKits or info@thebmi.org

Take a survey: <http://bit.ly/BMIStudentCityKit>

Check out our website to learn more: www.thebmi.org