

# *Farm to Factory*

Pre/Post-Visit Information

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## **Classroom Resources:**

1. Check out the lesson and activity packet below, which can serve as a pre-visit exercise or post-visit exercise component to the guided classroom visit.
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/1fKyHnqskFMd9ZqxyetCI-GgQnUG8a5UAcrX4IOC-ek0/copy?usp=sharing>
3. [Virtual walk-through program](#): check out the museum's virtual space in advance to give your students an idea of what the museum has to offer.
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. Reach out to [tours@thebmi.org](mailto:tours@thebmi.org) if you have any questions or need anything.

# FARM TO FACTORY

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

**PROCEDURE:**

1. 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.
2. 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.
3. Lastly, read the instructions in Lesson 3 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 get hands-on and task kids with playing a dice game to ‘build’ a canning factory. 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.

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

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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.

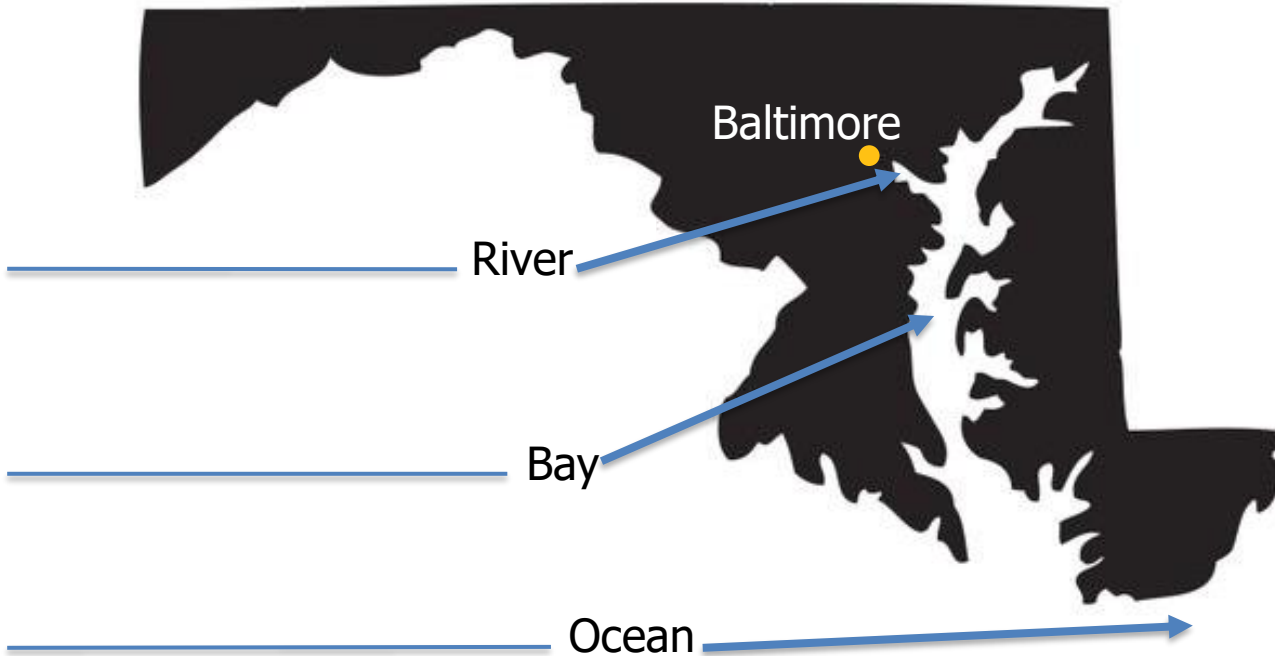
What color is the square around the area of where Baltimore is located?

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

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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.

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**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?

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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.

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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.

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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?

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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?

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## Lesson 3-A: Build a Cannery Game

In this game, you will learn the steps it takes to build a canning factory. If you prefer creative writing to math, skip ahead to Lesson 4-B!

You will need:

1. The dice that came with your kit
2. Something to write with
3. Your math skills

See if you can build a successful business! It's going to take both luck and skill.

1. At each stage, roll both dice, write each number for the roll in the squares (the first roll is done for you!)
2. Then, add the results together. Keep track of your addition to the side of the box or on scrap paper.
3. Keep rolling the dice and adding the numbers until you reach the goal number or higher.
4. If you reach the goal number before you complete all of the rolls, move to the next stage.
5. Be careful not to roll doubles! Anytime the dice show the same number, don't count that roll and roll again.
6. If you would like a challenge, find a friend to see who can reach the goal first!

### Stage 1: Build a Cannery

**Goal:** Buy land, gather materials, build your factory, and hire all of your workers.

**If you roll doubles:** Your factory catches fire! Put out the fire by rolling again.

Roll One	Roll Two	Roll Three	Roll Four
<div style="display: flex; align-items: center; gap: 5px;"> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">1</div> <span>+</span> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">5</div> <span>+</span> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <span>+</span> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <span>+</span> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <span>+</span> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <span>+</span> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <span>+</span> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <span>+</span> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div>			
Roll Five	Roll Six	Roll Seven	Goal Number
<div style="display: flex; align-items: center; gap: 5px;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <span>+</span> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <span>+</span> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <span>+</span> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <span>+</span> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <span>+</span> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <span>+</span> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <span>=</span> <div style="border: 1px solid black; padding: 5px; width: 40px; text-align: center;">40</div> </div>			

### 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		
□ + □	+ □ + □	=	□ <b>30</b> □	

### 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
□ + □	+ □ + □	+ □ + □	+ □ + □	= □ <b>18</b> □

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

Roll One	Roll Two	Roll Three	Roll Four	Goal Number
□ + □	+ □ + □	+ □ + □	+ □ + □	= □ <b>20</b> □

### 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
□	+	□	+	□	+	□	+	□
□	+	□	+	□	+	□	+	□
								= <span style="border: 1px solid black; padding: 2px 10px;">16</span>

*Hire a shipping company to deliver your canned food by boat*

Roll One		Roll Two		Roll Three		Roll Four		
□	+	□	+	□	+	□	+	□
□	+	□	+	□	+	□	+	□
								+
Roll Five		Roll Six		Goal Number				
□	+	□	+	□	+	□	+	□
								= <span style="border: 1px solid black; padding: 2px 10px;">25</span>

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

Roll One		Roll Two		Roll Three		Goal Number
□	+	□	+	□	+	□
□	+	□	+	□	+	□
						= <span style="border: 1px solid black; padding: 2px 10px;">12</span>

**Congratulations, you have successfully started your canning business!**

## Lesson 3-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?