Labour History Project Working People: A History of Labour in BC



**Canning Salmon**

Film Summary: A snapshot of work in early canneries through images and song. This vignette is in the style of a visual essay with historical photographs providing backdrop to the lyrics of the song.

**The Essential Question:**

In what ways were the British Columbia fish processing industry a “gendered industry”? What appears to be the essential differences in the work provided by men and women..

What historical factors

**Curriculum Application:** Social Studies 10 and Social Studies 11

**Summary of the Lesson Activities**

1. Focus questions for the vignettes provide a short lesson option. ( 15 minutes)
2. A background reading activity is provided with guiding questions.
3. Students examine the lyrics of the song and look for supporting evidence in the written materials and the vignette.
4. Students will be able to describe the various tasks in a cannery or “fish plant”.
5. Students will be able to explain the British Columbia fish processing industry as a “gendered industry”
6. Students will examine the effectiveness of song as a means of expression about historical events.

Learning Objectives

**Materials and Resources Provided**

* [“Canning Salmon” Episode 2-](https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/1454421/uiconf_id/26824312/entry_id/0_suz6g69p/embed/dynamic)

[Working People – A History of](https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/1454421/uiconf_id/26824312/entry_id/0_suz6g69p/embed/dynamic)

[Labour in British Columbia](https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/1454421/uiconf_id/26824312/entry_id/0_suz6g69p/embed/dynamic)

Lesson Activity 1: Historical Background

Extension Activity 1: The Salmon Canning Song

**Additional Suggested Materials**

[“These were the reasons….” Chapter 7 Fighting for Equity” The 30’s, the War Years, and a Shoreworker’s Story](https://teachbcdb.bctf.ca/list?q=these+were+the+reasons&p=1&ps=25)

For additional vignettes and lessons that deal with gender roles see [Mattie Gunterman](https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/1454421/uiconf_id/26824312/entry_id/0_44prvu0s/embed/dynamic), [Trouble on the Line](https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/1454421/uiconf_id/26824312/entry_id/0_oe4rrl6i/embed/dynamic), [Helena Gutteridge](https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/1454421/uiconf_id/26824312/entry_id/0_kme4jc6d/embed/dynamic), [The Professionals](https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/1454421/uiconf_id/26824312/entry_id/0_s6ni1f58/embed/dynamic), [Connie Jervis](https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/1454421/uiconf_id/26824312/entry_id/0_9btseqlq/embed/dynamic), [Margaret Rutledge](https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/1454421/uiconf_id/26824312/entry_id/0_ocef1nrz/embed/dynamic) , [Home Front, Work Front](https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/1454421/uiconf_id/26824312/entry_id/0_ul89x774/embed/dynamic), [Bea Zucco](https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/1454421/uiconf_id/26824312/entry_id/0_dsofh51a/embed/dynamic) and [By Women, For Women.](https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/1454421/uiconf_id/26824312/entry_id/0_g7yosdnf/embed/dynamic)

**Lesson Activities**

1. *“Like other jobs in primary industry the BC fishing industry was racialized and gendered?”* What does this statement mean? Explain with examples from logging, mining, and fishing.
2. Consider women and men’s pay in the fish processing industry. Discuss why women’s paid work outside the home has not been valued to the same extent as men’s work. Historically, how have women acted as a “reserve army of labour?”
3. How true is it today that women’s paid work is seen as a “second income?”
4. As a class, brainstorm jobs or work that is still relatively gendered today.

**Vignette Questions**

1. Make a list of the people you see working in the canneries? (Age, Gender, Race)
2. Describe the working conditions in the canneries?
3. What safety provisions can you observe in the images used in the film?
4. Use the Extension Activity 1: The Salmon Canning” Song to more closely review the lyrics of the song.

Credit: Teaching Activities and Lesson Plan developed by Tony Arruda and Wayne Axford