

Canned Salmon Labels

Students are introduced to a brief history of the salmon fisheries and salmon canneries on Kodiak Island. Discussion centers around the colorfully-designed labels that packers used to enhance canned salmon, also found on trash cans around Kodiak. Background on color choices and cannery logos are provided. Students create their own colorful salmon can label.

Grade Level: Grades 3-5

Alaska Standards Addressed (p. 2)

Timeframe: several class sessions

Materials:

- Student resource sheets (1 per student):
Meaning of Colors
Salmon Can Labels used by Alaska Packers Association
Create Your Own Can Label
- Teacher Resources: *Commercial flags/logos seen in Kodiak*
- Projector/computer
- Digital images of cannery logos and labels
- Images from Alaska's Digital Archive
<http://vilda.alaska.edu>
 - ASL-P20-167 Karluk Cannery
 - ASL-P66-159 Alitak Cannery
 - AMRC-b85-27-999 Bristol Bay Tender
 - ASL-P134a Star of Alaska-Balclutha

Procedure:

- Discuss how symbols are everywhere. Explain how a symbol is a picture that stands for an idea, use the U.S. modern flag or Alaska flag as an example that our flag stands for our country or state.
- Briefly show a few of the canneries where the canning occurred to provide context (using VILDA images), Explain how there are now fewer canneries due to refrigeration systems
- Display labels and logos from Alaska Packers and other canneries that operated in Kodiak (*Commercial flags/logos seen in Kodiak*)



- Review the labels & logos, discuss the use of color, imagery, symbolism, and message. Discuss how a name can encourage positive feelings toward a product.
- Discuss colors, as shown on *The Meaning of Color* and how they may represent or trigger certain feelings or emotions. What color represents your product?
- Distribute *Create Your Own Can Label*, ask students to brainstorm names for marketing canned salmon or other fish, what imagery, product names, etc. would make the product appealing to consumers? Provide guidance on choice of fonts, hand-drawn details, balance and form.
- Explain that students will design a label, using colors and symbols to help tell their product's story. Brainstorm what symbols represent their relationship to Kodiak. After students have drafted their label they share with one another.
- Have all the students share their labels and explain the symbolism and colors chosen.

Assessment:

Success will be determined by:

- Students create a label that advertises and promotes seafood in Kodiak;
- Students' use of color and symbols adequately expresses themselves;
- Students gain an appreciation about the canneries and their history and everyday symbols that are a part of Kodiak's history.

Extensions:

- Compare and contrast today's logos for organizations and businesses in Kodiak
- Students research the history of a commercial entity represented on *Commercial Logos flown over Kodiak*
- Investigate logos of other local entities, e.g. Native corporations and tribes, non-profit groups, analyze the colors, fonts, graphics used on the logo.



Alaska Content Standards

Arts

- A. 6) integrate two or more art forms to create a work of art;
- B. 3) recognize the role of tradition and ritual in the arts;
- D. 6) recognize that people connect many aspects of life through the arts;
- 7) make artistic choices in everyday living;

English/Language Arts

- A.6 Use visual techniques to communicate ideas
- B.1 Comprehend meaning from written text and oral and visual information by applying a variety of reading, listening and viewing strategies
- B.2 Reflect on, analyze and evaluate a variety of oral, written and visual information and experiences
- B.3 Relate what he/she views, reads and hears to practical purposes in his/her own life, the world outside and to other texts and experiences.

History

- A. 4 Understand that history relies on the interpretation of evidence;
- A.6 Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
- A.7 Understand that history is dynamic and composed of key turning points;
- A.8 Know that history is a bridge to understanding groups of people and an individual's relationship to society;

McRel Language Arts Viewing standards*:

9: [Students] use viewing skills and strategies to interpret visual media

- Levels III & IV:** 1). Understands a variety of messages conveyed by visual media;
- 2) Use a variety of criteria to evaluate and form viewpoints of visual media;
- 7) Understand reasons for varied interpretations of visual media

*found online:

<http://www.iste.org/docs/excerpts/MEDLIT-excerpt.pdf>