

**Title:** Dr. Coady & the Maritime Fisherman

**Grade:** Nine

**Subject:** Social Studies/Language Arts

**Time required:** 60-65 minutes, suggested time frames included

**Lesson Overview:** Using newspaper clippings and an audio tape about how Dr. Coady helped the fisherman of the rural Maritimes students will discuss and write about the employment and financial conditions of the 1930's. Students will be given a brief outline on community leaders and a more in-depth look at Dr. Coady and his work.

**Resources**

- Coady/ Extension Digitization Website\*
- Newspaper Clippings from 1930
- Newspaper Clippings from Present Day (provided by teacher)
- Dr. Coady & the Maritime Fisherman Audio Tape

[http://collections.stfx.ca/cdm/stfx\\_coady,9671](http://collections.stfx.ca/cdm/stfx_coady,9671)

[http://collections.mun.ca/u/?stfx\\_coady,9671](http://collections.mun.ca/u/?stfx_coady,9671)

- Journal Entry Rubric

\* It is recommended that the teacher preview this website before students engage in their research to ensure that any links and information is available for the use of this lesson plan.

**Specific Curriculum Outcomes**

*Social Studies*

- 2.8.5 Identify actions citizens can take to become politically empowered
- 3.5.2 Determine the effect of individual/local attitudes on the economic well-being of Atlantic Canada
- 3.5.7 Assess the extent to which regional disparity exists in Atlantic Canada in Canada, and in the global community
- 3.5.9 Assess the extent to which lifelong learning and personal development will be required of Atlantic Canadians
- 3.5.14 Evaluate the role of individual and groups in dealing with the economic challenges facing Atlantic Canada

*English Language Arts*  
Speaking and Listening

- Participate constructively in conversation, small-group and whole-group discussion, and debate, using a range of strategies that contribute to effective talk
- Demonstrate active listening and respect for the needs, rights, and feelings of others

**Writing and Other Ways of Representing**

- Make informed choices of language to create a range of interesting effects in imaginative writing and other ways of representing
- Consistently use the conventions of written language in final products
- Integrate information from several sources to construct and communicate meaning

**Lesson Procedures/Teaching Strategies**

*Introduction (Employment in Newspaper Articles) (10- 15 minutes)*

Start the lesson with a group activity. Place students in groups of three and be given two newspaper articles. One of the articles will be present day and the other one will come from the selection of newspaper clippings in 1930 provided (see Newspaper Clippings.) Ask students to compare the types of jobs and ways of making a living in 1930 compared to the present day. Get students to use the following table to summarize their findings.

<b>Types of Jobs, Ways That People Made an Income... etc</b>	
1930	Present Day

*Summary (Employment Now & Then) (15 minutes)*

Conclude the above activity by having an in class discussion about what they found when they compared the newspaper articles. You may want to draw out the following points:

- jobs in farming, fishing, and forestry more common in 1930
- education was less prevalent in 1930
- more choice in careers in the present day
- wage difference between the two time periods

From the discussion draw out the need for change in the 1930's to alleviate some of the impoverished conditions in Atlantic Canada. Talk about how community leaders such as teachers, professors, and clergyman felt that people needed education and co-operative living to improve upon some of the economic conditions of that time. Highlight some of these community leaders, and define the words **Antigonish Movement, Co-operative Movement, Study Clubs, and Credit Unions.**

From this discussion and definitions focus in on Dr. Moses Coady as one of the founders of the Antigonish Movement and Extension Department through the following audio clip.

*Audio (Dr. Coady and the Maritime Fisherman)(22 minutes)\**

This audio clip talks about the influence that Moses Coady had with the local fisherman, helping them get loans and save money in the Credit Unions. The tape also shows the influence of co-operatives and power for the people.

\*The full tape is 22 minutes; the teacher may wish to use clips only.

*Closure & Assignment (Life of a Fisherman) (10 minutes)*

Talk briefly about the tape, but the students will do their own summary by completing the following assignment which could be started in class with the teachers help or be strictly a homework assignment.

Pretend that you are a rural fisherman and you attend a study club or “kitchen meeting” where Dr. Moses Coady spoke. Write a 150 word journal entry outlining your living conditions and some of your reactions to the ideas of co-operative living and credit unions. You can use the Coady/Digitization Project website as a source of information and facts.

Some ideas to write about:

- Problems and concerns of rural fisherman in the 1930’s
- Problems and benefits that might come up from investing your money, or working with neighbours
- Your first impression of Dr. Coady and the Antigonish Movement

**Suggested Assessment Strategies**

- Evaluate the students in class discussion and participation by marking down tally marks beside each student’s name of good and constructive contributions
- Evaluate the journal entries with the Journal Rubric (Figure 1)

**Additional Resources**

- Man From Margaree Audio Tape- broadcast on CJFX
- Pictures of Dr. Coady from the website
- The Antigonish Movement: A Multi-Media Educational Project Website
- Nova Scotia Curriculum Documents  
([https://sapps.ednet.ns.ca/Cart/index.php?](https://sapps.ednet.ns.ca/Cart/index.php?UID=20090323110942141.109.16.23)

UID=20090323110942141.109.16.23)

- Community Economic Development: A Curriculum Supplement for Atlantic Canada in the Global Community.

**Modifications/ Adaptations**

- Give the students a list of questions before the hear the audio tape that they will have to answer as they listen.

- Incorporate a research component to the journal entry, where students need to find facts from the website to include with the journal entry.