

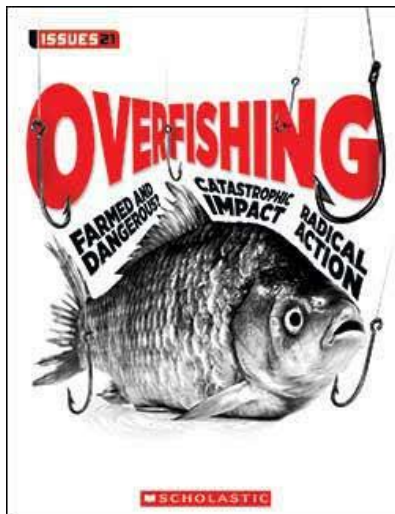
# Brad Fraser- gr. 5/6 - A “Fishing Practices and Sustainability” Inquiry

Lesson sequence to include: storytelling, reading content, tools, artifacts

- Day 1: Exploring responsibility and ownership
- Day 2: Issues surrounding responsible fishing practices  
Lit circle study of **Issues 21 text – Overfishing** Notice/think/wonder modeling with whole class; small group text study to determine and present Main Idea and details from article
- Day 3: Tool study – lesson on inferring from picture clues
- Day 4: Comox Harbour / trap visit
- Day 5: BBQ wrap up at goose Spit – tool making; salmon on the spit

## Materials:

- First Salmon Ceremony Story
- Washington Fisher Video
- Bead Timeline Story
- [Issues 21 –Overfishing](#) – several articles found in [LRC](#)
- Thinking Sheet
- Charts/sticky notes
- West Coast Tools



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**Lesson One: Monday April 20<sup>th</sup> 1:00**

Lynn, Doug, Debbie

Explore students' experiences with fishing. Build on prior knowledge of walking/biking experiences as a class. Record responses on large post-it notes.

Lynn lead with the *1<sup>st</sup> Salmon Ceremony* storytelling – thinking around responsibilities as fishers (who? What?); Aboriginal ownership. How do we get the salmon to come back to us. Sharing the unsettling question from the Issues text:

**To understand the original cause of overfishing, we first have to think about who owns the fish.**

Great time in here for Lynn to share personal stories and connections to her parents and grandparents (or later with the bead timeline)

**Driving question:** We have a past around coastal fishing. How can we learn from it ?

Show video clip of the decimated *Washington coast fishery*. Commercial fishery/ aboriginal ways of knowing and fishing. The lived experience connected to the resource of the salmon in deep ways.

Share the bead timeline.

Content reading: *Looking to the Past to Save the Future* p. 26-27

Students view and interact with a 'masked' version of the article.

Building from clues in the text. Scouring the text features to read deeply.

Turn and talk; share thoughts in whole group.

Invite students to the smaller groups to share read the text.

Conclusion: Pose the question. Discuss how decisions have historically been made. How are decisions made today?

What are the issues that you have to consider when planning for a responsible fishery?

\*\*\* Lynn will look for Trap Map designs and close up of the site for the Field Study

\*\*\* Have Brad link the salmon raise/release to the Trap Field study

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**Lesson Two** : April 27<sup>th</sup>

Doug, Lynn, Debbie

- Issues surrounding responsible fishing practices  
Lit circle study of **Issues 21 text – Overfishing** Notice/think/wonder modeling with whole class; small group text study to determine and present Main Idea and details from article

Refer to poster from last class. Add / clarify thinking. Invite question? Wonders?

Driving question : Who is responsible for our ocean and fresh water fisheries?

Step in to the article. Invite students in pairs to record thinking on sticky notes. Prompt students to use all text features; engage prior knowledge.

Post stickies on 3 charts:

What do you notice from the article?

What do you wonder?

What do you think?

After modeling the notice/think/wonder strategy as whole class move into small group exploration of articles from the ISSUES section of the student book. Suggest that Brad's team have 6 including the student who has sturgeon fishing experience & the other teams would have 8 students:

Brad: Freshwater overfishing – p. 20-21

Lynn: Chain reaction – p. 12-13 (dense text in this article)

Doug: Good catch/Bad catch – p. 14-15

Debbie: Overfishing through time – p. 8 & 9 (less text in this article; timeline)

Read and discuss information in the article. Decide as a group how to present **Mii – Most Important Ideas**.

Teams may choose to draw a picture with labels; diagram a mind map; web ideas; record on sentence strips to share out

Share back highlight (**Mii**) as a whole group.

Wrap:

What are key factors that have led to overfishing?

What are our present day responsibilities?

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**Lesson Three:** April 27<sup>th</sup>

Lynn, Debbie

- Tool study – lesson on inferring from picture clues

Thinking Sheet:. Refer back to the article/topic of responsible fishery. Show salmon video of man in Washington. What do students know about fishing laws/regulations? Add / clarify thinking. Invite question? Wonders? Add to thinking sheet for pre-thinking, different type of fisheries.

Driving question: What would you use to fish?

Stories/history/context: Possible sequence: Bead Timeline, Dipnetting with Dad Picture book, Lynn’s story of dad dipnetting, treaties, (lynn to talk to Gord and Ken for history, types of fisheries)

Dipnetting

<https://www.youtube.com/watch?v=Gte-AzLYONw>

Google images: Dip Nets on the Fraser River

Have an image of a dip net to symbolize the intertwined nature of fisheries.

Post stickies on a chart:

What do you notice from the article (resources discussed)?

What do you wonder?

What do you think?

Infer use of tools – Inuit artifacts

Have students brainstorm/draw a tool they would use to fish with the resources available to them.

Head outside to try to build a tool if time.

Look at Tool pictures from West coast