

# Lesson 3: What is Commercial Fishing?

## Objectives:

Students learn what commercial fishing means and vocabulary associated with commercial fishing.

## Alaska Native Values:

Learn by doing, observing and listening, traditional arts, skills and ingenuity, hard work, hunter success

## Essential Questions:

Do you know someone who goes out commercial fishing? What is commercial fishing? Would you like to learn how to commercial fish? What kinds of skills do you need to know how to catch fish?

## Standards:

L14. Recalls people, places, objects and experiences and makes connections. L21: Demonstrate eye hand coordination in different tasks. M2. Know basic shapes. M3. Describes and compares measurable attributes. PSH6: Engages in play as a means of self-expression and creativity.



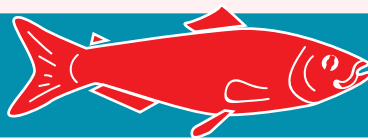
## Promoting Culture Self Assessment:

2. I select props for the dramatic play/housekeeping
2. I select props for the dramatic play/housekeeping area that are culturally diverse including those that reflect Alaska Native culture (e.g. dolls, clothing, cooking utensils, household articles, furniture).
4. I ensure that toys and play accessories that depict people are representative of the various cultural and ethnic groups both within my community and the society in general.
6. I encourage and provide opportunities and experiences for children that support Alaska Native culture.

Whole Group Lesson	Math/Art	Bulletin Board	Dramatic Play
Net Play figures from transportation kit (optional) Water table fill with water Or Large tote filled with water Fish A small scale	Shapes template from transportation kit or use objects from around the class to make basic shapes (rectangle, circles, squares) To draw a boat floating in the water with buoys	Take photos of students playing with boats, counting fish, weighing fish  Add pictures of boats drawn by students	Find large boxes, one for commercial fishing boat and one for a tender boat. Students can re-enact the ways of fishing and taking their catch to the tender.

Whole Group	Guided Art	Bulletin Board
See main Lesson below Vocabulary words: Commercial Fishing, Deck Hands, Captain, Tender, Subsistence	Use shapes to draw/trace a boat in the water. Start with a rectangle for the body of the boat Add a square on top for the overlook. Draw circles for the net floating in the water. Ask students "What other things can we add? What shapes should we use?" Drawing together makes the activity fun and engaging for the students	Designate a space to display their work from the art activity. Reference to board for students to retain any new information from the kits. "Look at this square Shaylin drew for her boat, isn't that nice?" "What do we call the circle shaped things we use to keep the net floating?" (floats)

# Activity



## Engage: Hook, Iqsak, Uqtaq, Ihshak

Engage: Show the commercial fishing boat to students. Explain: “This is a commercial fishing boat. Does anyone here have a family member who is a fisherman/woman?” “What do they do?” “Where do they go to fish?”

Demonstrate: “This is a commercial fishing boat. All commercial fishing boats have a number on the sides of the boat to tell whose boat that belongs to its called the vessel number. Boats also have names, usually written on the sides and on the back of the boat. Let me show you how the boat is used.” Demonstrate how you put the boat in the water. “When it’s time to fish, the captain of the boat decides where it is a good place to set the net. The people fishing for the captain are called “deck hands”. The deck hands help to do many jobs on the boat. One job is to set the net. The captain calls out, “Set the net!” and the deck hands throw the net out of the boat. This net has a blue floating line which makes the line float in the water so the net won’t sink. One side floats and the other side, the led line is heavy and so it sinks. When the fish are swimming they can’t see the net and they run into it under the water. When the fisherman sees the net moving up and down they can tell that fish are hitting the net. The captain decides to pull the net up and he/she will yell, “pull the net up!” The deckhands work together to pull the net up and they pick out all of the fish.” Demonstrate how to set the net out and pull it back in.

Explore: Allow students to play and explore catching fish.

Activity: Once the fish are caught they can go to the tender boat that can weigh the fish. This can be the teacher or classroom helper. The tender can say, “I’ll give you \$1 a pound for these fish.” The tender then pretends to weigh fish and say each fish is 1 pound. Using pretend money, have students who catch fish deliver their fish to the tender and get a dollar for each fish they catch. Count money out to each captain who delivers.

## Explain: Talking, Niugtuk, Qalarte, Qenax

Explain: “Some fishing we do for subsistence so that we can eat fish at home all year long. Other times we may go commercial fishing and that is when you sell your fish to make money. People who don’t have fish or can’t get fish in places all over the world buy fish that we catch in Alaska. Commercial fishing is a way that many people in Alaska make money for their families.”

Extend:

Ask students to help create a dramatic play scene to pretend to be commercial fishing and tender captains. If you can’t find any large boxes, students could just use chairs or blocks to create “boats” for play. They need a large enough space to get “inside” the box or block spaces.

# Evaluation

Emerging:  
Student does not participate.

Developing:  
Student plays with the boat but is not responsive to the lesson.

Proficient:  
Student pretends to catch fish and brings them to the tender to deliver fish.

Advanced:  
Student pretends to catch fish and delivers to the tender. With or without help, student counts their money and understands that they get paid based on how many fish they can catch.