

## **FISHING FOR A LIVING:**

### **A Comparison between Newfoundland & Labrador and North Carolina Commercial Fishing**

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#### **Description:**

This unit plan is designed to be a collaborative learning project. Its purpose is to compare and contrast the geo-economics and lives of two Atlantic Coast groups who are accustomed to making their livelihoods from fishing. Students will study about Newfoundland & Labrador fishing and North Carolina fishing and will make an oral group presentation about their findings.

#### **Grade Level:**

Suitable for grades 8-12. Can be adapted for grades 4-6.

#### **Subject(s):**

Social Studies – NC History and Geography, U.S. History, Economics, Sociology

Interdisciplinary connections – Science (biology and ecology), language arts

#### **Duration:**

Three 50-minute periods

#### **Goal:**

To compare and contrast the current state of the professional fishing industries in Newfoundland & Labrador and North Carolina

#### **Objectives:**

The student will:

- Identify the locations of Newfoundland & Labrador and North Carolina on a map of North America
- Identify the types of Atlantic fish historically caught in the Canadian province and the state of NC for commercial purposes
- Explain 3 causes for the decline of the cod supply in the North Atlantic
- Explain 3 causes for the decline of professional fishing along the NC coast
- Draw a conclusion about a lesson(s) that NC fishermen might learn from the plight of the cod fishermen.
- Examine and explain 4 ways people deplete natural resources such as fish and other forms of sealife.
- Propose 3 solutions to reducing overfishing and depletion of the fish supply
- Suggest 3 ways that each of us as individuals may help preserve our ecosystem
- Identify 2 international decisions that have been made in the past 20 years to address the issue of fish depletion/overfishing
- Prepare and present findings from their group to the entire class

#### **Standards:**

This lesson meets NC state standards as follows:

Grade 8 (NC: Creation & Development of the State) Competency Goal 8—

The learner will evaluate the impact of demographic, economic, technological, social, and political developments in NC since the 1970's.

**Grade 9 (World History) Competency Goal 8 –**

**Patterns of history –The learner will assess the influence of ideals, values, beliefs, and traditions on current global events and issues.**

**Grade 10 (Civics & Economics) Competency Goal 7—**

**The learner will investigate how and why individuals and groups make economic choices.**

### **Background Information:**

The teacher will have presented an overview of the cod fishing industry in Newfoundland & Labrador by reading some first-hand accounts of fishermen forced to give up their livelihoods. The teacher will then ask questions to determine the amount of knowledge that students have about conservation and environmental issues relating to the NC fishing industry and coastal life. Examples include:

1. What do you know about the history of fishing/fishing communities in NC? In the US? In Canada? In any other part of the world?
2. How many of you have been to a NC beach?
3. How many of you have fished in the Atlantic Ocean or know someone who has fished?
4. What do you know about the efforts to protect sea turtles, whales, coral reefs, and other endangered marine life?
5. Why do humans deplete wildlife?

Students will have written in their journals for 5 minutes for each of two days to write about their answers to any two of the following questions:

1. If you caught fish for a living, what would your typical day be like?
2. Would you like to make a living on the sea? Why or why not?
3. What are some of the health benefits of seafood?
4. What role should the federal government play in protecting and conserving wildlife?

### **Materials:**

- Atlas and classroom wall map
- Blank map of North America for each student.
- Colored pencils or markers for students who want to use them.
- Computer for Internet search (Note: Students may choose to do research in media center)

### **Procedures:**

#### ***Days 1 and 2:***

Each student will label the map of North America, by marking the following: Canada, United States, Newfoundland, Labrador, North Carolina, Atlantic Ocean, Labrador Current, Gulf Stream

Students will work in groups of 2-3 to research answers to 4 of the following questions. Teacher will make certain that all questions are answered by some group.

- Name 3 types of fish that have been caught by commercial fishers off the coast of Newfoundland & Labrador and 3 caught off the coast of North Carolina
- What are 3 possible causes for the decline of the cod supply in the North Atlantic?
- What are 3 possible causes for the decline of the fish supply along the NC coast?
- What happened to the livelihoods of the Newfoundland fisher families when the cod supply dwindled in the early 1990's? Cite 3 examples.
- What lesson(s) might NC fishermen learn from the plight of the cod fishermen?
- What is the current economy of commercial fishing in Newfoundland & Labrador? In North Carolina?

- What role does recreational fishing now play in the economy of Newfoundland & Labrador? In North Carolina?
- What are at least 4 ways people deplete natural resources such as fish and other sealife?
- What are at least 3 ways we might reduce overfishing and depletion of the fish supply?
- What are at least 3 ways that each of us as individuals might help preserve our ecosystem?
- Explain at least 2 international decisions that have been made in the past 20 years to address the issue of fish depletion/overfishing.

### **Day 3:**

Each group will present the answers to each of its four questions to the full group. Students may determine how they will present the information.

### **Assessment**

A group grade will be given for completion of the oral group presentation.

### **Student Rubric**

See <http://horizon.nmsu.edu/ddl/collaborativerub.html> for student rubric

Thorough Understanding = A  
 Good Understanding = B  
 Satisfactory understanding = C  
 Needs Improvement = 1  
 Did not complete or participate = F

### **Additional Notes**

- *Useful websites:*

[www.nafo.org](http://www.nafo.org) Website of Northwest Atlantic Fisheries Association

[www.exec.gov.nl.ca](http://www.exec.gov.nl.ca) About the Grand Banks

[www.cdli.ca/cod/history](http://www.cdli.ca/cod/history) Detailed history of cod fishing

[www.cbc.ca](http://www.cbc.ca) Then type “codless sea” for several articles

<http://archives.cbc.ca> In Cod We Trust. Music, story, interesting facts

[www.heritage.nf.ca](http://www.heritage.nf.ca) History of fishing in Newfoundland

[www.statcan.ca](http://www.statcan.ca) Fishing Our Oceans

[www.ncfisheries.net](http://www.ncfisheries.net) NC Division of Marine Fisheries website

[www.ncfish.org](http://www.ncfish.org) NC Fisheries Association website

[www.ncagr.com](http://www.ncagr.com) About NC aquaculture

[www.greenpeace.org](http://www.greenpeace.org) Then search “Save Our Seas”

[www.fishingnet.ca](http://www.fishingnet.ca) History of fishing and current commercial fishing

<http://usinfo.state.gov/journals.ites> Article about global fishing and trade restrictions

<http://encarta.msn.com/encyclopedia> Then search “Canada, Section D, Fisheries” and “North Carolina, Section B, Fishing”.

- ***Recommended Books:***

***Cod: Biography of the Fish that changed the World.*** By Mark Kurlansky, 1997.

***Duncan's Way.*** By Ian Wallace, 2000. Suitable for grades 4-6. About a family that has lost its living from cod supply depletion.

***Ocracoke, Its History & People.*** By David Shears, 1989. About the history of a NC island fisher people.