

BLUENOSE - FISHING THE BANKS

Time

60 minutes

Developed by:

Canadian Geographic Education

Overview

Students will learn about the history of the Bluenose and how the Bluenose was built not only for racing but also to serve as a fishing schooner.

Subject

History, Social Studies,
Geography, English

Grade Level

Grades 5-12 (This lesson can be adapted for all ages.)

Learning Goals

Students will:

- Discuss the bathymetry of the ocean.
- Watch a video about the Bluenose and understand how important fishing was to the continued success of the boat and its crew.
- Write a journal entry from the perspective of a Bluenose crew member.
- Discuss how fishing has changed since 1920.

Lesson Description

Minds on:

Using Google Earth, students will explore the bathymetry of the oceans off the Atlantic coast of Canada and discuss how this affects underwater ecosystems.

Action:

Students will watch Fishing the Banks on the [Bluenose 100 website](#) and discuss the importance of ocean bathymetry for the fishing industry in Nova Scotia. Students will use the information from the video as well as information found on the [Bluenose 100 website](#) to create a journal entry from the perspective of a crewmate on the Bluenose in the 1920s.

Conclusion:

Students will discuss how fishing practices have changed over the past 100 years due to environmental and technological changes.

Lesson Implementation

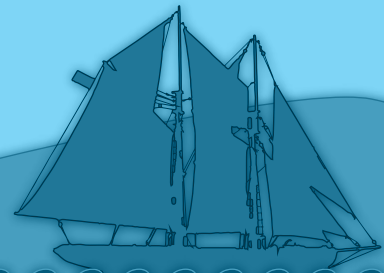
Minds on

Using Google Earth, have students explore ocean bathymetry, specifically focusing on the Atlantic coast of Canada. Students can explore independently, in groups, or as a class. You can use the National Geophysical Data Center's [NOAA data layer](#) on [Google Earth](#) to better see the seafloor depth.

While exploring the seafloor depth, ask students to locate the following:

- Mariana Trench
 - ▶ Hint: The Mariana Trench is located in the western Pacific Ocean. The Mariana Trench is considered to be the deepest part of the Earth's surface, so focus on finding the deepest area in the ocean.
- Nova Scotia's coast
- Continental shelf
 - ▶ A continental shelf is an area of relatively shallow water surrounding land and is usually no more than a few hundred feet deep.
- Mid-ocean ridge
 - ▶ This is an underwater mountain range that is about 65,000 kilometres long.

Discuss how the bathymetry of the ocean affects underwater ecosystems. Ask students to consider how ocean species differ across the ocean and what factors affect where a species lives (e.g., temperature, proximity to other animals, salinity). Ask students to provide examples of species and speculate where these species would be found in the ocean, based on students' prior knowledge. After making some guesses, research where these species are found. Examples could include:



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Materials Needed

- Electronic device with internet access
- Access to the Bluenose website (bluenose100.ca)
- Access to the video [Fishing the Banks](http://bluenose100.ca/video-porthole) (bluenose100.ca/video-porthole)
- Access to Google Earth (earth.google.com)
- Bluenose Journal worksheet

Connection to the Canadian Geography Framework

Concepts of Geographic Thinking

- Interrelationships
- Geographic perspective

Inquiry Process

- Gather and organize
- Interpret and analyze
- Evaluate and draw conclusions
- Communicate

Geospatial Skills

- Foundational elements

- Cod
- Plankton
- Octopus
- Sea cucumber
- Goblin shark
- Jellyfish
- Salmon

Action

As a class, watch the video [Fishing the Banks](#) on the Bluenose 100 website's [Video Porthole](#). Discuss how the particular bathymetry around the coast of Nova Scotia was an important factor for the high volume of cod in the area.

Now that students have an understanding of ocean bathymetry and how important fishing was for the Bluenose, they are going to create a journal entry from the perspective of one of the crewmates back in the 1920s. Students may want to rewatch the video and take notes on the information before starting. Students can also do their own research on what it would be like to be a crew member at that time. Students can watch the [Virtual Tour of the Grand Banks fishing schooner Theresa E. Connor](#) to get a sense of what it is like being on a fishing schooner.

While students are writing their journal entries, they must include a minimum of five facts about what it was like to be a crewmember on the Bluenose. Students can explore everyday events such as fishing conditions, life at sea, life on the banks, preparing to go out to sea, time spent on a dory, what happens at night, etc. Their journal entries should be at least one page long and be written from the first person perspective.

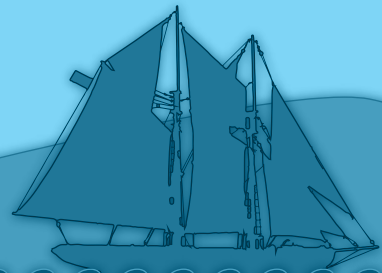
Conclusion and Consolidation

When students have completed their journal entries, they can choose to share them with a partner or share their journals with the class.

After students have shared, ask them what would change in their journal entries if they wrote them in the year 2021 instead of in the 1920s. Use the following questions to guide their answers:

- *What challenges did you find when writing this letter from a historical perspective?*
- *How would technological advances affect people who fish for a living?*
- *Is there an increased demand for fish and seafood? How would this affect the lives of fisherfolk?*
- *Has there been a change in biodiversity? If so, how?*
- *What types of regulations around fishing would you find in the present-day versus*

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the 1920s?

- *Would you be on a boat similar to the Bluenose? Why or why not?*
- *What would your crew look like in comparison to the 1920s?*
- *How have all of these changes affected the environment?*

Extend your geographical thinking

- Have students complete a research project into current fishing practices and ethical fishing practices.
- Compare their journal entries to the 2021 Captain's Log of the Bluenose II: bluenose100.ca/captains-log.
- Learn about the Bluenose and Bluenose II through the Bluenose 100 website: bluenose100.ca.
- Discover the symbolism of the Bluenose with our lesson plan, *Commemorate Canada - Bluenose*.
- Research the current laws and regulations surrounding fishing in the Atlantic Ocean and how these regulations involve and affect Indigenous communities.

Modifications

- Teachers can choose to display Google Earth on a smartboard and complete the exploration as a class.
- Students can work independently or as a group when completing their journal entries.
- Teachers can assign specific discussion questions to students as an exit slip.
- Students can use their journal entries to create a drama piece where they act out what it was like to be a crew member on the Bluenose.

Assessment Opportunities

- Teachers can assess students on their participation in class discussions.
- Students can assess each other based on participation in their group.
- Students can submit their journal entries for assessment.

Sources and Additional Resources

- [Bluenose 100 website](http://bluenose100.ca)
- [Bluenose 100 Video Porthole](#)
- [Google Earth](#)



BLUENOSE JOURNAL

Date: _____

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