

Fishing in Scotland

First and Second levels – Literacy, Technologies, Social Studies, Health and Wellbeing, Religious & Moral Education, Expressive Arts, Sciences, Numeracy and Mathematics

Overview

The context for study is learning about the Scottish fishing industry through factual films from the 1930s and 1950s.

The resource is designed to be used in conjunction with the educational website **Scotland on Screen**.

Three-Step Approach

Our suggestions for learning experiences have been organised into three steps:

- 1 Explore** – Close reading and discussion
- 2 Discover** – Find out more (go into greater depth)
- 3 Create** – Make something new

Each activity can be done on its own but the learning journey is more rewarding when it involves all three steps.

Prior learning:

Learners will be able to reflect on what they know about food journeys. They may be aware of fishing as a hobby but not fully aware of it as an industry important to Scotland's economy and its heritage. Learners should reflect on what they know about how food is processed to be able to see the historical contrasts.

It would be desirable to develop learners' understanding of how films are constructed. How and why were these films made, by whom and who for? It may be helpful to discuss how the films convey meaning using character, colour and camera techniques, as well as through story, setting and sound.

Capabilities:

Successful learners: By exploring familiar themes using accessible media, learners are enthused and motivated. The use of technology for learning is encouraged. Creative and independent thinking is stimulated.

Confident individuals: By cooking and considering the health benefits of eating fish, learners can pursue a healthy lifestyle and prepare for independent living. The breadth of activities allows them to achieve success in different areas and to communicate their own beliefs and ideas.

Responsible citizens: Learners develop an understanding of the world and Scotland's place in it. By considering the impact fishing methods have on the environment they can evaluate scientific, environmental and technological issues and develop informed views around food.

Effective contributors: By stimulating critical thinking and discussion in the analysis of moving image texts and by enabling team work on creative projects, learners are encouraged to be proactive in their learning journey.

Relevant Experiences and Outcomes:

Literacy & English

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a / LIT 2-04a**

As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. **LIT 1-05a / 2-05a**

I can show my understanding of what I watch by responding to and asking different kinds of questions. **LIT 1-07a / LIT 2-07a**

I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 1-11a / LIT 2-11a**

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. **LIT 1-16a**

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a / LIT 2-20a**

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a / LIT 2-26a**

When listening and talking with others, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more. **LIT 2-09a**

To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create questions of my own. **ENG 2-17a**

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-26a**

Technologies

I can work with others to generate, discuss and develop imaginative ideas to create a product of the future. **TCH 1-01b**

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 1-04b / TCH2-04b**

Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. **TCH 2-02a**

Social studies

I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. **SOC 1-01a / SOC 2-01a**

By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. **SOC 1-02a**

I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. **SOC 1-04a / 2-04a**

I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. **SOC 2-03a**

I can use evidence to recreate the story of a place or individual of local historical interest. **SOC 1-03a**

Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. **SOC 1-06a**

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. **SOC 2-06a**

To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland. **SOC 2-14a**

I have developed an understanding of the importance of local organisations in providing for the needs of my local community. **SOC 1-20a**

Health and Wellbeing

I enjoy eating a diversity of foods in a range of social situations. **HWB 1-29a / 2-29a**

By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. **HWB 1-30a / 2-30a**

I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. **HWB 1-30b / 2-30b**

When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. **HWB 1-35a / HWB 2-35a**

Sciences

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. **SCN 1-02a**

I have contributed to discussions of current scientific news items to help develop my awareness of science. **SCN 1-20a**

I have contributed to investigations into the role of microorganisms in producing and breaking down some materials. **SCN 2-13a**

Expressive Arts

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 1-05a / EXA 2-05a**

I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. **EXA 1-14a / EXA 2-14a**

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 1-18a / EXA 2-18a**

Religious Education

I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society. **RME 2-03c**

Interdisciplinary learning and moving image education

Interdisciplinary learning is an important element within Curriculum for Excellence. Moving image texts provide an excellent stimulus for interdisciplinary learning opportunities.

Interdisciplinary learning enables learners to:

- Make clear connections with literacy, numeracy and health and wellbeing across learning.
- Apply what is being learned in new, different and collaborative ways.
- Apply critical thinking and progress their learning, for example through asking and answering questions, exploring an issue or topic, solving problems or completing a final project.
- Deepen their understanding of a topic and to test their learning in ‘real life’ scenarios.

Significant aspects of learning

Following the learning journey will allow teachers to gather assessment evidence of progress in Literacy and English, as learners:

- engage with and create a broad range of texts, including Scottish and Scots texts
- use reading and listening strategies to understand, analyse and evaluate texts
- find and use information
- develop critical literacy skills, including evaluating sources
- create texts of increasing complexity using more sophisticated language
- develop and use higher-order thinking skills

And in Social Studies, as learners:

- understand the place, history, heritage and culture of Scotland and appreciate local and national heritage within the world
- develop an understanding of the world by learning about how people live today and in the past
- understand economic, political, social and environmental issues
- become aware of change, cause and effect, sequence and chronology



North Sea Herring Fleet

(James E. Henderson Ltd, c.1935. 7 mins) 16mm/B&W/Silent

The herring industry; from the men on the trawlers to the fisher lassies on the shore gutting and packing the fish.

Look out for: **The use of intertitles (words on screen)**
Protective clothing worn by the men and women
Quantity of herring caught, processed and packed

EXPLORE

Reading, Listening and Talking

Key Questions: *Questions can be set as an individual reading activity with pupils writing their answers OR as a talking activity splitting the class into groups.*

Describe the harbour at the very start of the film.

Why does the viewer need the intertitles?
Why are they helpful?

How did the fishermen spot a shoal? How are the fish caught in the nets? What do you think of this?

Discuss the different processes the men go through on the boat. Were they doing anything dangerous? How do the men rest while on board? How does their clothing change as the film goes on?

What are the fisher lassies doing to the fish? Describe the sounds, smells and sensations the women would experience as they work.

Why do they lay out the fish at the top of the barrel and what is the brush for?

What sort of camera angles and shots are used to capture the men and women at work?

DISCOVER

Sciences

How does salting the herring preserve it?
Design an experiment to see what happens to a slice of apple preserved in different ways. Predict what will happen to the apple in each case. Record what happens over time.

Social Studies

Research and make notes about the herring boom in Scotland.

Numeracy and Maths

Watch the intertitles. What is 3 miles of nets in kilometres? Work out where it would stretch to from where you live.

Each barrel holds a cran (1000 herring); find a good place to pause the film and estimate how many herring are in that shot.

Expressive Arts – Music

Research herring songs sung by the fisher lassies as they worked. Compare with the waulking songs sung by women working tweed on Harris in the film *Eriskay – A Poem of Remote Lives* (1935).

CREATE

Technologies

This film shows how fish were caught, cleaned and packed 80 years ago. How do you think this will happen 80 years in the future? Invent something which will do this job sustainably. Will humans or robots be involved? How will your invention cope with the dangers of the sea? How will it be powered?

Draw and label your invention*. Create a moving image advertisement to sell it.

Literacy / Expressive Arts – Drama

Pretend to be fishermen and fisher lassies. You can 'Hot Seat' individuals or groups who must share their emotions and experiences. This can be turned into a film or used to prepare for a writing lesson – either a diary of the worker's day or a story.

Write a voiceover for parts of the film (choose subjective or objective narration). Watch *Sea Food* (1938) to help you with this.



Sea Food

(Films of Scotland, 1938. 12 mins) 35mm/B&W/Sound

A documentary made for the 1938 Empire Exhibition (held in Glasgow) about the skilled work of the Scottish fishing industry and the Scottish Fisheries Board.

Look out for: **How the musical score creates emotion**
How the camera is positioned to get the different shots
The jobs people did (see worksheet)

EXPLORE

Reading, Listening and Talking

Key Questions: Questions can be set as an individual reading activity with pupils writing their answers OR as a talking activity splitting the class into groups.

Note down and discuss all the different jobs you are shown. Describe how they all depend on one another.

How does the music affect the mood of the viewer at different points during the film? What is its purpose?

How many methods of fishing are shown in the film? How many types of boats are there? How many fish species are mentioned?

How do the scientists in the film help the industry? What equipment do they use to help them? Why did they mark the plaice with a disk?

Why is it important to predict whether in two years' time the catch will be light or heavy?

Why was the film made and who was it made for? Do you think the filmmakers did a good job?

Why do you think the people on screen do not speak to the camera? Is the action natural or staged? How do we know?

Discuss how the film starts and ends. In what ways do they mirror each other in shots, music and narration? Why do you think it is made like this?

DISCOVER

Health and Wellbeing

Taste some herring. How was it caught? Where did it come from? Research herring recipes and try some.*

Does the package have the Marine Stewardship Council logo? Research what the Council does.

Social Studies

Sea Food was made for the 1938 Empire Exhibition in Glasgow. Research this event using films from the National Library of Scotland Moving Image Archive and other resources.

Expressive Arts - Music

Listen carefully to the music from the film and work in groups to identify which instruments are used. Make a table to note which instruments are most important in each scene.

Social Studies

The film shows how the fishing industry depended on all sorts of skills and cooperation. Research more about the fishing industry, or another industry you are interested in, and report on all the jobs associated with it e.g. film, clothing, aviation, food.

Sciences

Watch again how the scientists discover which species live in the sea. Go pond dipping in the local area, make a note of all the creatures you find and learn more about them.

How do scientists today track the currents?

CREATE

Expressive Arts - Drama

Turn the class into a mini fishing industry. Individuals or groups choose jobs from the film and act them out. Start to interact with the other groups. Freeze frame dramatic moments and ask the actors to speak their thoughts aloud to the group.

Technologies

Create a silent film of the drama above. Groups can create their own ambient soundscape to match the action or create a voice over like the one in *Sea Food*, copying the narrator's brisk intonation.

Literacy

Design or film an advertisement for one of the jobs you see. Think about what skills might be needed, what hours would they work, what would be enjoyable about the job and what would you need to warn them about?

Write a message to put in a bottle. What would you want to tell someone far away about your life? Make the messages anonymous and hide the bottles around the playground; can other classes return them to the correct owner?



Up-Stream: A Story of the Scottish Salmon Fisheries

(Arthur Elton, 1932. Clip length: 9 mins) 35mm/B&W/Sound)

Documentary produced by John Grierson for the Empire Marketing Board. It shows different methods of salmon fishing on the east coast of Scotland at St Cyrus Beach and cliffs.

Look out for: **Artistic framing of shots**
Use of music
Fishing technology

EXPLORE

Reading, Listening and Talking

Key Questions: Questions can be set as an individual reading activity with pupils writing their answers OR as a talking activity splitting the class into groups.

Make a list of the pros and cons of each type of fishing. Think about weather, catch size, danger, energy used, strength needed, time taken, share of the catch received, money earned...

Which method of catching salmon do you think is best and why?

Why did the fishing boat take longer to return to shore than it did to go out?

Can you describe how the fly nets near the shore catch the fish?

Do you recognise the melody played in the background? Why do you think it was chosen? Listen carefully for the tempo at which this and other music is played. When is it played faster and why?

How is the catch taken back to the packing sheds? Why do you think they chose this method?

What do you think the impact of this type of fishing had on the environment?

How many different shots can you count? How does the filmmaker make them look interesting?

DISCOVER

Religious Education / Mathematics

The Christian fishermen have a 'day of rest' on a Sunday. Research holy days.

Conduct a survey around the school and at home to find out if people think it is important to keep one day a week special and different.

Social Studies

The film is shot on St Cyrus beach and cliffs in Aberdeenshire. Find this on a map of Scotland and visit the village using an interactive map. Is it different to the place you live? Make a comparison chart showing how and use this to decide whether you would like to move to St Cyrus!

Literacy / Technologies

Learn more about camera shots and angles in film making. Make notes of all the different shots used in *Up-Stream* and investigate how they help the viewer understand more about the fishing methods.

Health and Wellbeing

Taste and cook with salmon.*

Where and how was it caught? Use our suggested web resources to watch films about how salmon is farmed today and look up salmon recipes.

Investigate what Omega 3 is and why it is important for health.

CREATE

Technologies

Look carefully at the film and how the runner works. Make your own model of a runner which could lift a toy boat.

Expressive Arts - Art and Design

The method used by the fishing boat is thousands of years old and is represented in art from cave drawings onwards. Look at the work of Klee, Rockwell, Hokusai, Hundertwasser and the Scottish painter John Bellany who have all portrayed fishing.

Use these and the films as inspiration to create a piece of art which emphasises the important parts of fishing for you.

Literacy / Expressive Arts - Drama

Make a modern day version of this film to demonstrate to an audience two ways of doing the same thing. Try to be creative with camera shots and angles. Experiment with narrating the film in Received Pronunciation as in this film, and in your own accent.



Smokies

(Educational Films of Scotland, 1958. Clip length: 7 mins) 16mm/Colour/Silent

How an Arbroath Smokie is made. The haddock are cleaned, split and hung in pairs on sticks and placed over smouldering hardwood logs in a pit. They are covered with cloths until they are ready and removed to cool.

Look out for: **The clothing worn by people in the film**
Attention paid by the filmmaker to the work processes
Imagine the sounds and smells

EXPLORE

Reading, Listening and Talking

Key Questions: Questions can be set as an individual reading activity with pupils writing their answers OR as a talking activity splitting the class into groups.

Where do the people make the smokies?

What can you say about the materials used in producing the smokies? What common material we use today is missing?

Where do you think the family got the equipment they need for the process?

Why does the man cover the smokies with cloth? Why does he sprinkle the fish with water?

Who do you think the people in the film are?

What are the children doing? Do they all belong to one family?

Why do you think the film was made? (Clue: look at who made it.) Who was meant to see it?

How does the film help you understand the process of making smokies clearly?

Does the film make you want to try a smokie? Why or why not?

DISCOVER

Health and Wellbeing

Taste an Arbroath Smokie if you can. Make a list of adjectives to describe the texture, taste and smell.

Create a dish using smoked Scottish fish.*

Social Studies

Find out where Arbroath and Auchmithie are on a map of Scotland. Research the history of the Arbroath Smokie, which now has protected status. Discover what other foods have protected status and why.

Make a list of what changes have taken place in rural societies since this film was made.

Sciences

Investigate how smoking fish prevents microorganisms rotting it. Which foods are smoked to preserve the food and which to add flavour?

Literacy

Compare this film to *Up-Stream* which uses 'a thrilling story' (narration) to describe the fishing processes. Have a class debate on which documentary technique is most effective at helping us learn about the past.

CREATE

Literacy / Technologies

Watch the film carefully and make notes. Write a new script or storyboard and create an animated film about making the perfect smokie.

Foley artists create realistic sound effects to match the action of the film. Watch the film in small groups and together use objects, voices and percussion to create ambient sound for the film.

Research the legend of how an Arbroath Smokie was invented (see arbroathsmokies.net). There are lots of legends associated with things which were invented by accident. Can you make up one of your own?

Expressive Arts - Drama

Imagine you had a time machine to travel back to Arbroath in 1958, what would you want to ask the people in the film? Act out the different roles.*

Weblinks

<http://www.scotlandonscreen.org.uk> The films referred to can be found on this educational website which is packed with archive film clips and tutorials.

<http://www.nls.uk/learning-zone> National Library of Scotland learning resources.

<http://www.scotfishmuseum.org/resources-for-learning> Site for the Scottish Fisheries Museum in Anstruther. A visit to the museum would really enhance your learning but through the website you can find out about the Herring Boom and fishing communities in clear, easy to follow language.

<http://www.historyshelf.org/secf/silver> *Silver Darlings: The History of Herring Fishing on the East Coast of Scotland*. Great local resource for young learners to explore.

<http://www.arbroathsmokies.net> A site which shows how respected the Arbroath Smokie is in culinary and heritage terms. Easy to read with lots of images.

<http://scottishsalmon.co.uk> Advertising site for the salmon industry. The videos on how salmon farming works are an excellent contrast to the methods seen in the film *Up-Stream*.

<http://www.mcsuk.org> The Marine Conservation Society campaigns for cleaner seas and has a ‘fish finder’ webpage where you can find out whether a species is sustainable.

<http://www.somuchtosea.co.uk> Campaign website that shows how fishing is vital to the Shetland economy. The site’s clear explanations of how seafood is caught today offer an interesting comparison to the films.

<http://www.fish-quay.com> This site is about the North Shields fishing heritage but has information under the history tab on ‘Scotch Lassies’. Lots of detail that could enrich writing or drama experiences.

<http://www.educationscotland.gov.uk/scotlandssongs/secondary/songofthefishgutters.asp> This song is about Scots lassies from the fishing communities of the North East of Scotland going down to the English port of Yarmouth to gut the herring.

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