

LESSON 6: THE OCEAN, FOOD AND THE SUPPLY OF FOOD

Understanding Goals

- The ocean is an important source of food for many people.
- Making canned tuna, as well as other types of seafood, requires resources (the ocean), many different kinds of people (e.g., fishermen, factory workers, fish market workers, truck drivers) and processes (catching, cleaning, canning, distributing).
- Money that consumers pay at the counter go to all of these people; thus, the ocean directly and indirectly supports the livelihoods of these people.

Students will continue to build their understanding that

- Every food item/good/object requires many different kinds of resources, people, and processes.

Thematic Strands in Social Studies, National Council for the Social Studies

People, Places, and Environment

Production, Distribution, and Consumption

Advance Preparation

Be ready to play YouTube user zackrz7's video at <http://www.youtube.com/watch?v=7ahvSxpIh0M> or videos/DVDs/tapes of sounds of waves.

Materials

None

Lesson Plan

Part 1a: Taking Stock – What Have We Learned Thus Far? (15 minutes)

If the previous lesson (Lesson 5) was not taught, do Part 1B instead.

Listen to the sounds of waves. Have students read over their answers in their journals. Discuss homework questions from previous class. This is an opportunity for students to ask any questions if they are still confused about a particular concept or topic.

Part 1B (10 min)

Have students watch the ocean and listen to its waves for a few. Gather reactions. How do they feel after listening to the waves and watching the ocean?

Part 2 (20 minutes)

If previous lesson was taught: We've been learning about the water cycle, and last time we discussed the role of the water cycle – and particularly, rain – in our everyday lives. We talked about how there would be far less rain if the ocean disappeared, and that this would have harmful consequences for food production. We're going to switch gears a bit and start shifting our attention towards food and the relationship between food, humans and the ocean.

Start from here if previous lesson was not taught.

Ask: What kind of food do we get from the ocean? Gather ideas.

Ask: So then how does the fish end up in a market or a restaurant where people can then buy and eat the fish? Let's take the example of canned tuna. Guide students' exploration of this question by asking them to imagine that they are telling a life story about canned tuna from the perspective of the fish and consider the following question:

How did a tuna fish become canned fish? Tell a life story of how that happened.

What kinds of people were involved along the way?

What journey did the tuna take to become canned tuna?

Students will work in small groups to construct the life story of canned tuna.

Part 3 (10 min)

Students share with one another their life stories of canned tuna. Emphasize at the end that a lot of different processes, people, and resources are required to make anything – not just canned tuna, but for any food, or piece of clothing or a computer.

Reflection / Homework Questions

- 1 What might happen if all the fish disappeared from the ocean? Follow the format: If the fish disappeared from the ocean, then _____ because _____.