

Finding Connections to the Ocean through Seafood

Modified from the Monterey Bay National Marine Sanctuary's Voices of the Bay program - <http://sanctuaries.noaa.gov/education/voicesofthebay/welcome.html>

Brief Overview

Eating, cooking and catching seafood is a shared heritage throughout communities in Alaska and the Pacific Northwest. It is part of our culture, but how deep does this culture go? In traditional fishing communities our heritage is being forgotten by the newer generations because there are few opportunities to teach them about their community's or their family's traditions in the eating, cooking or catching of seafood. A way to bridge that gap and connect youth with their heritage is to become involved with a place-based educational project to capture that history using multiple forms of media. This project is designed to train educators from classrooms in Alaska and the Pacific NW to help engage their students with their heritage in seafood consumption and to also learn about the status of current fisheries.

Through this module, students will build valuable research and interviewing skills. They will also build a stronger place-based value system and appreciation for their local heritage (Starnes & Crone, 2002). By capturing and sharing the rich and varied stories that have grown out of their family's or community's relationship with seafood, students will gain a deep understanding of what the future of this special "place" might hold. A future that, while likely different in many ways from the past, will always be intrinsically linked to the richness of the sea.

Outcomes

- Students will gain research skills by using a variety of sources, including the internet, published articles, historical archives, and personal interviews.
- Students will strengthen their critical thinking and analysis skills as they evaluate various data sources, published and/or unpublished information, and web-based resources.
- Students will develop interview protocols and skills.
- Students will learn to work individually and in groups to plan and conduct interviews of people associated with eating, cooking and catching seafood.
- Students will actively engage in a meaningful and memorable way with people who eat seafood or work in the seafood industry.
- Students will learn how to effectively use a variety of media to gather, organize, and present creative stories.
- Students will improve their ability to evaluate information gathered and to make critical choices when presenting that information to each other and/or to a broader public audience.

Grade Level:

8-12, Community College

Time Frame:

Preparation:

1-2 hours for teacher

Facilitation: If classroom time is limited, some steps in the following schedule may be suitable for homework.

- One 50 minute period for introduction, sample interview, and in-class practice interviews.
- One 50-minute period for fishery topic research and interview planning.
- One 50-minute period for classroom or community-based interview.
- One 50-minute period for preparing presentations.
- At least one 50-minute period for student presentations.

Key Subjects/Standards

Science, Language Arts, English/Language Arts, History/Social Science, Visual and Performing Arts

National	Science: NS.9-12.6 Personal and Social Perspectives. K-12.2 Places and Regions. NSS-G.K-12.5 Environment and Society. Language Arts: NL-ENG.K-12.2 Understanding the Human Experience. NL-ENG.K-12.4 Communication Skills. NL-ENG.K-12.5 Communications Strategies. NL-ENG.K-12.8 Developing Research Skills.
Alaska	Science: Cultural, Social, Personal Perspectives, and Science SF1-3, Science as Inquiry and Process SA3; Alaskan History: People, Places, Environment PPE 2, 5, 7, Community and Change CC 4, 7; Cultural: Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community CA 3, 5, 6.
Washington	Social studies: History, EALR 4, Communication: EALR 1-4 Integrated Environmental and Sustainability: ESE 1, 2, 3
Ocean Literacy	6. The ocean and humans are inextricably interconnected (b, c, e, g).

Teacher Preparation

1. Read the entire activity and review all student handouts in advance.
2. Determine the amount of time you would like to dedicate to this activity. If classroom time is readily available, a minimum of five 50-minute classroom periods is advised. If classroom time is limited, students may complete some of their tasks as homework.
3. Check with the English, speech, and/or communications faculty at your school to see if they have an existing outline or protocol for planning and conducting interviews, and/or researching, evaluating and referencing original source documents. If available, adapt these protocols for use with this activity to reinforce student skills being learned in other courses. For additional resources, refer to the National Oceanic and Atmospheric Administration's (NOAA) Voices from the Fisheries website (<http://voices.nmfs.noaa.gov>).
4. Decide desired format and complexity of final student presentation. Examples include a written paper or article, photo essays, PowerPoint presentations, community print or electronic publications, displays or demonstrations, and web-postings are all possible vehicles for sharing the place-based stories and profiles that are produced through this activity.
5. For possible interview candidates, contact one or both of the resources provided in the Materials List (Alaska Sea Grant Agent).
6. View Day in our Bay 15 minute short: <http://dayinourbay.org/>

Materials List

- Notepad and pen/pencil, one per student
- Interview Feedback Forms, one per student for practice interviews, one per interview team for community interviews
- Write-up of sample interview with Billy Williams, one per student
- Voices of the Fisheries Handbook and User guide
- Link to training video of how to do oral histories
- Interview consent form, one per interview team
- Digital voice recorder, and/or video camera for capturing voices and images while conducting their community interviews, one per interview team
- See Resources for Teachers section on the last page of this module for resources on Alaska's fishing heritage and conducting successful oral history interviews.
- List of resources.

Instructional Strategies/Procedures

Introduction

1. Introduce students to the rich history and culture of fishing in Alaska. This can be done with a video clip from a movie, photos, reading a passage from a book, sharing personal stories.
 - a. Suggestions for books:
 - *Working on the Edge* by Spike Walker
 - *Cod: A biography of the fish that changed the world* by Mark Kurlansky
 - *Hunting Tradition in a Changing World – Yupu'ik Lives in Alaska Today* by Ann Fienup-Riordan
2. Ask the students to think about who they know, or have met in the community, who might have an interesting story to tell about your community's legacy as a fishing community. What do they know about these individuals? What more would they like to know? Have them reflect on the full range of individuals in the community with ties to fishing. These could include commercial fishermen, recreational fishermen, subsistence fishermen or marine mammal harvesters, fish processing plant employees, elders, fish market or restaurant owners, or others that are connected to fishing somehow.
3. Have students read the sample interview with Billy Williams.
4. As a class, or in smaller groups of 5-6 students each, have students reflect on Billy's life as a fisherman in Alaska. How did he become a fisherman in the first place? What interested them most about his chosen career? Was there anything about Billy's story that surprised them? What special knowledge or skills did Billy have that helped him succeed as a fisherman? What types of fishing gear did he use? What types of fish did he catch? What more would they like to know about Billy?

5. Explain to the students that they will have the opportunity to meet and personally interview a community member who has been, or still is, a fisherman, but first they will practice their research, interview, and writing skills by interviewing each other.
6. Show the Oral History training video from the University of Texas (link under resources) to the students to help them think about how to prepare and conduct their interviews.

Practice Interviewing

7. Explain to the students that they will break into pairs to practice their interviewing skills.
8. As a class, spend about 15 minutes brainstorming a list of possible questions to ask fellow students that would lead to interesting and thoughtful answers.
 - a. Begin with questions that introduce the interviewer to the interviewee – Where were you born? Do you have any brothers or sisters? How long have you lived in this community?
 - b. Then develop a set of questions that lead to more interesting and personal answers. What is your favorite sport or subject at school? How did you get interested in that subject or sport? What do you have to know or be able to do in order to be really good at this subject or sport? Have you ever met someone who makes their living at this? If you were trying to entice a friend to also like this subject or sport, how would you describe it to them?
 - c. Have the students select another student in the class to interview. Suggest they choose a classmate they don't know well. The reason for this is that when we interview others whom we know well, we tend to assume we already know their answers to questions we might ask, so we don't ask those questions. If we had asked the questions, they may well have produced answers that were unexpected.
9. Have each student interview their respective interviewee. Allow at least 20 minutes for the interview. Have the interviewees in each case fill out the Interview Feedback Form (enclosed) and return the completed form to their interviewer.
10. Use the remainder of the class period for students to write up their interviews. Encourage them to be creative in their summaries, developing a strong sense of who the individual that they interviewed really is and what makes them unique. Have them refer back to the Sample Interview with Billy for ideas.
11. At the end of the class help students reflect on the practice interviews. Allow students to provide suggestions to each other about the interview. What lessons did they learn from this practice interview with each other? Did they ask any questions that were not part of the prepared list of questions? How would they change their preparation or approach if they were conducting an interview with someone from the community that they did not already know?

Preparing for the Interview

12. Once students have gained confidence and experience with planning and conducting meaningful interviews, announce that it is time to meet and interview someone in their community who fishes or who is connected to fishing. You can use your networks in the community or work with your local Alaska Sea Grant MAP agent to come up with a list of interview candidates and the date and time you would like to conduct the interviews.
 - a. First, divide the class into teams of four. As a team, students will plan and conduct their interview and create a final presentation. Each member of the team must contribute. Possible roles are:
 - Interviewer – the student officially conducting the interview.
 - Recorder – the student recording the interview, preferably both audio recording and note-taking.

- Videographer – the student recording the interview with a video camera.
 - Photographer – the student responsible for capturing images during the interview and/or selecting existing photos that help illustrate the topics covered during the interview.
 - Producer – the student responsible for arranging the interview, ensuring all consent forms are signed, coordinating team member involvement, and lead in the production of the final presentation.
- b. Introduce possible topics for the students to explore as a part of their interview, for example:
- Names of marine resources that are harvested and used for food by members of their community. Students will work with the interviewee to identify local names for each marine resource, including both the English name and any additional names known in the local language.
 - Seasonal patterns in marine resource use and distribution.
 - Types of fishing that take place in the community: commercial, subsistence and/or recreational fishing.
 - How and why did the interviewee get into fishing.
 - Where hunting and fishing takes place.
 - What type of fishing boats, gear, technology, and techniques are used for fishing/hunting or processing a particular fish species.
 - Uses for harvested marine resources.
 - The economy and culture that has grown out of the fishing in your community or Alaska as a whole – what was life like in the past, how does that compare today, what we can expect in the future.
 - How many people in the community rely on fishing.
 - How to be a successful hunter and fisherman.
 - How weather affects local fishermen.
 - How to process and preserve harvested marine resources.
 - Cultural customs and traditions followed in the community regarding the harvest and use of marine resources.
 - How climate change affects local fishermen.
 - Specific jobs of people employed in the community by a particular fishery – for example, fishermen (and women), dockside buyers, processors, distributors/wholesalers.
 - How fishing regulations impact local fishermen.
- c. Using the Sample Interview with Billy William as a model, each team should prepare a list of questions for their interview. Encourage teams to ask questions about fishing that really interest them and remind them that they should also think of creative ways to capture what their interviewee has to share. For instance, how might students best capture a unique element of their interviewee's life experience, for example, how the interviewee got into fishing, how to operate a specialized piece of equipment or identify a fish species at night, what fish or marine mammal species does the interviewee fish/hunt for, or how long has the interviewee be fishing. With today's ready technology, encourage students to be creative about the use of photos, video, or both to help capture elements of their interview that are not easily described in words alone.

Conducting the Interview

13. Be sure at the start of the interview that students explain to the interviewee up front who they are, why they are conducting their interview, and how they intend to use the information that is gathered. The students also need to explain that at the end of the interview the interviewee will need to read and sign a consent form so that the interview can be posted to the Voices of the Fisheries website. After the interview, be sure they thank their interviewee for their time and write a thank you letter.
14. There are two options for how students can conduct interviews with an individual from the fishing community.
 - a. Option A: There is nothing like real hands-on experience to get the feel of a particular setting, individual or skill set. So, a field trip to visit a fishing-related site (e.g., docks with fishing boats) might be the best way for them to capture the knowledge or insights that will interest them the most. Once you have identified suitable people to interview, then have the students develop their list of 10-12 questions. Have the students contribute to the planning of the trip to where they will do the interview, including arrangements for a time and location, on-site logistics, mapping out a route to take, and the time it will take. This increases their ownership of the experience and will keep them more focused during the trip itself. If students will be making their own arrangements for interview sites or site-visits within the community, be sure they adhere to all school policies and regulations regarding transportation and safety. Also, be sure you have made the necessary advance arrangements with their interviewee off-site, such as where to meet, how much time they need, etc. Planning a field trip to a location where multiple interviews can be conducted by multiple student teams at the same time may be the most efficient choice.
 - b. Option B: If it is not possible for teams to visit a fishing related site or leave school to meet with an individual in the community, invite one or more individuals into the class for an interview and/or presentation. Again, the students should be the ones to facilitate such an experience in order to ensure they are gaining the most from making community connections and the responsibility and excitement associate with exploring an area of their own interest. Teams should conduct research so they have background knowledge on the classroom guest in advance of their visit. All groups should be prepared to facilitate a full interview with the guest(s), outlining their 10-12 questions in advance of the interview. The interview can either be conducted by a single team selected by the class or teams can take turns asking questions of the guest, resulting in a final presentation that includes contributions from each student team.

Final Presentations

15. Allow time for student teams to prepare a presentation; the more freedom and flexibility students have with their presentations, the more creative they may be. Examples of formats for the final presentation include: transcription (all interviews need to be transcribed), video, photograph collage, short essay, newspaper article, podcast, monologue, poem, etc. To help ensure quality and consistency among the final presentations, consider requiring that student teams use a certain framework for their presentation. This may include the following:
 - a. Introduction to the topic or individual
 - b. General information about the individual
 - c. Historical or cultural context
 - d. Special or unique insights
 - e. New knowledge or skills learned

f. Summary and Conclusions

Remind students that their presentations will be posted on the world wide web.

16. Have student teams deliver their presentation to the entire class, if possible invite the interviewee to listen to the presentations.
17. Once the final presentations are finished make sure you have the signed Interview Consent Forms (signed by both the interviewee and the students) and electronic copies of the final presentations. Each of the following should be returned to NOAA for posting on the Voices of the Fisheries website (<http://voices.nmfs.noaa.gov>) in the Linking Generations through Fisheries Heritage in Alaska Collection:
 - a. All digital files created for the interviews (video and audio)
 - b. The final presentation for all interviews
 - c. A short description or abstract of your class project.

Extensions & Connections

1. Read books on Crab fishery in Alaska, History of Cod, about subsistence fishing or other relevant book.
2. Invite guest speaker from community.
3. Conduct both of the options listed above, beginning with inviting a guest speaker into the classroom, then arranging a team or class field trip to a fishing harbor, processing site or equivalent location.
4. Invite a panel of 3-4 individuals from the fishing community to visit the classroom. These invited guests could be involved in a single fishery or represent multiple fisheries. Again, divide the student teams so that each team conducts their own background research on an individual or fishery. Each team can specialize in an individual or fishery topic and ask questions that pertain to their specialty. The guests may be interviewed as a group (panel) or as individuals.
5. Have students research other place-based programs across the region or the nation and contact one to offer to share experiences or exchange stories. This could be done electronically, with video, web-postings, or in person. Involve the respective communities if possible, including individuals interviewed or share specific knowledge, skills, etc. gained from their contacts with community members.

Project Evaluation

At the end of the project, students and the teacher should fill out the Linking Generations Questionnaire.

Resources for Teachers

Voices from the Fisheries website – <https://www.st.nmfs.noaa.gov/voicesfromthefisheries/index.html>

- Voices from the Fisheries Handbook - http://voices.nmfs.noaa.gov/documents/VFF_handbook_july2009.pdf
- Voices from the Fisheries User Guide (instructions for uploading interviews to the Voices website) - http://voices.nmfs.noaa.gov/documents/VFF%20System%20Version%202.1%20Users%20Guide%20Final_04262010.pdf
- Interview release forms (these must be signed for every interview) - http://voices.nmfs.noaa.gov/documents/forms_to_download.pdf
- How to participate and upload interviews - https://www.st.nmfs.noaa.gov/voicesfromthefisheries/how_to_participate.html#start_step1

Subsistence Management Information: Informing Alaskans - <http://www.subsistmginfo.org/index.htm>

U.S. Fish and Wildlife Service Subsistence Management Program - <http://alaska.fws.gov/asm/index.cfm>

Alaska Department of Fish and Game, Division of Subsistence - <http://www.adfg.alaska.gov/index.cfm?adfg=subsistence.main>

Alaska Subsistence: A National Park Service Management History - http://www.nps.gov/history/history/online_books/norris1/index.htm

Find an Alaska Sea Grant Marine Advisory Program agent to help you connect your students to your fishing community: <http://seagrants.uaf.edu/map/staff/>

Voices Oral History Project: This project seeks to document and create a better awareness of the contributions of Latinos and Latinas of the WWII, Korean War and Vietnam War generations. <http://vimeo.com/vocesoralhistoryproject>

How to Conduct an Interview video from University of Texas <http://www.lib.utexas.edu/voces/training-index.html>

Voices from the Fisheries Website <http://www.st.nmfs.noaa.gov/voicesfromthefisheries/multimedia.html>

Cultural video (1:30 min)

http://www.youtube.com/watch?v=0sEG_Rlov0k&feature=plcp

Black Cod Fisher video

<http://www.youtube.com/watch?v=zqkqkjzSPIE&feature=plcp>

Listen to Moe Bowsten

<http://www.st.nmfs.noaa.gov/voicesfromthefisheries/mmMbowstern.html>

Kid friendly Video interview

<http://www.youtube.com/watch?v=ZgL6z3ZuziI&feature=colike>

Shellfish aquaculture video

<http://bcove.me/x2j75zkz>

Mississippi Heritage Oral histories

<http://www.msgulfcoastheritage.ms.gov/CMP/ABOUTUS/Media.aspx>

http://www.youtube.com/watch?v=_R_B8qdt99o&feature=player_embedded

Story about Jonesport student project

<http://www.fishermensvoice.com/archives/0306fishinghistory.html>

Interview Release Forms
Interviewee Release Form

TO BE COMPLETED BY THE PERSON BEING INTERVIEWED

(In cases of oral history interviews of deceased persons, to be completed by donor of the material) I, _____, am a participant in the Voices from the Fisheries Project (hereinafter "VFFP") of the National Oceanic and Atmospheric Administration's National Marine Fisheries Service (NOAA/NMFS). I understand that the purpose of the VFFP is to collect audio- and video-recorded oral histories of the United States of America and its territories' commercial, recreational, and subsistence fishermen and women, and those who support them, as well as selected related documentary materials such as photographs for inclusion in the Voices from the Fisheries Database (hereinafter "VFF DB"). The VFF DB is housed on NOAA/NMFS servers and will be accessible to the public through a website. These oral histories and related materials serve as a record of the Nation's commercial, recreational, and subsistence fisheries and as a scholarly and educational resource for NOAA and the general public.

I understand that NOAA/NMFS plans to retain the product of my participation in the VFFP in digital form, including but not limited to my interview, presentation, video, photographs, statements, name, images or likeness, voice, and written materials ("My Collection") as part of its permanent collections in the VFF Database.

I hereby grant to NOAA/NMFS ownership of the physical property comprising My Collection. Additionally, I hereby grant to NOAA/NMFS, at no cost, the perpetual, nonexclusive, transferable, worldwide right to use, reproduce, transmit, display, perform, prepare derivative works from, distribute, and authorize the redistribution of the materials in MY Collection in any medium. By giving this permission, I understand that I retain any copyright and related rights that I may hold.

I hereby release NOAA and its assignees and designees, from any and all claims and demands arising out of or in connection with the use of My Collection, including but not limited to any claims for copyright infringement, defamation, invasion of privacy, or right of publicity. Should any part of My Collection be found to include materials that NOAA/NMFS deems inappropriate for retention with the collection or for transfer to other collections in NOAA/NMFS, NOAA/NMFS may dispose of such materials in accordance with its procedures for disposition of materials not needed for NOAA's collections.

I hereby state that I am of legal age and competent to sign this release. I agree that this release shall be binding on me, me legal representatives, heirs, and assigns. I have read this release form and am fully aware of its contents.

ACCEPTED AND AGREED

Signature _____ Date _____

Printed Name _____

Name of Interviewer (if applicable) _____

Relationship to Interviewer _____

Interview Release Forms
Interviewee Release Form

TO BE COMPLETED BY INTERVIEWERS, RECORDING OPERATORS, AND PHOTOGRAPHERS
(Please circle appropriate category.)

I, _____, am a participant in the Voices from the Fisheries Project (hereinafter "VFFP") of the National Oceanic and Atmospheric Administration's National Marine Fisheries Service (NOAA/NMFS). I understand that the purpose of the VFFP is to collect audio- and video-recorded oral histories of the United States of America's and its territories' commercial, recreational, and subsistence fishermen and women, and those who support them, as well as selected related documentary materials such as photographs for inclusion in the Voices from the Fisheries Database (hereinafter "VFF DB"). The VFF DB is housed on NOAA/NMFS servers and will be accessible to the public through a website. These oral histories and related materials serve as a record of the Nation's commercial, recreational, and subsistence fisheries and as a scholarly and educational resource for NOAA/NMFS and the general public.

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I hereby release NOAA/NMFS, and its assignees and designees, from any and all claims and demands arising out of or in connection with the use of My Collection, including but not limited to any claims for copyright infringement, defamation, invasion of privacy, or right of publicity. Should any part of My Collection be found to include materials that NOAA/NMFS deems inappropriate for retention with the collection or for transfer to other collections in NOAA/NMFS, NOAA/NMFS may dispose of such materials in accordance with its procedures for disposition of materials not needed for NOAA/NMFS's collections.

I hereby state that I am of legal age and competent to sign this release. I agree that this release shall be binding on me, me legal representatives, heirs, and assigns. I have read this release form and am fully aware of its contents.

ACCEPTED AND AGREED

Signature

Date (month/day/year)

Printed Name

(_____) - _____
Phone

Signature of Parent or Guardian (if interviewer is a minor) Date (month/day/year)

Address City State Zip

Name of Interviewee Email

Partner Organization affiliation (if any)

School Project Pre-Interview Worksheet

Student Name(s) _____

The person I (we) plan to interview is: _____

The interview topics are: _____

The interview will take place:

Date _____

Time _____

Location _____

Driver and/or chaperone _____

Questions I (we) will ask are: _____

I (we) explained the purpose of the project and what we plan to do with it. Yes__ No__

I (we) asked the person if he or she could be tape recorded and/or videotaped? Yes__No__

I (we) explained the release form that the interviewee will be asked to sign. Yes__No__

Other people who will participate in this interview are: _____

Interview Consent Form

The interview you are about to participate in is one piece of the Voices of the Bay curriculum provided by the National Oceanic and Atmospheric Administration (NOAA). The program is designed to provide students with first-hand knowledge about the fisheries in their community, and the people involved in these fisheries. This consent form is to be read and signed by both the Student Team and the Interviewee prior to starting an interview. For more information on the Voices of the Bay program being implemented in your community, please contact:

Teacher's Name: _____

Teacher's Phone Number: _____

School: _____

Student Team: please read then print and sign your name below.

As a Student Project Team, we are committed to treating others with respect and being truthful in the recount of this interview. We will give proper acknowledgement or credit for all original contributions to our project work. We will ensure permission is granted by the interviewee before taking any photographs or recordings, publishing or posting on the web any elements of this interview.

Student Project Team Name: _____

Team Member Names (please print) Signatures Date

Team Member Names (please print)	Signatures	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Interviewee: please read then print and sign your name below.

As an interviewee, I understand that I have been invited to participate in a Voices of the Bay interview to help students capture the rich stories, traditions, and knowledge that define my community's fishing legacy. By signing this consent form, I agree that I am a voluntary participant in this Voices of the Bay project and have granted my permission before any photographs or recordings are taken, or any content is published or posted on the web following this interview. I understand that the information I provide will be used solely for educational purposes, and I agree to that use.

Interviewee's Name (please print):

Interviewee's Signature: _____ Date: _____

THIS SIGNED CONSENT FORM SHOULD BE KEPT ON FILE BY THE TEACHER NAMED ABOVE.
A COPY SHOULD BE SUBMITTED TO voicesofthebay@noaa.gov WITH THE FINAL PRESENTATIONS.
INTERVIEWEE MAY KEEP A COPY FOR PERSONAL RECORDS IF DESIRED.

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Interview feedback form

Interviewer Name: _____ Interviewee Name: _____

Date: _____

To be completed by the interviewee following their interview.

For each question below, circle the number that best represents your response to the question.

- | | No/Never | | | Yes/Always |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|---|------------|
| 1. The interviewer was professional and polite. | | | | |
| Comments: | 1 | 2 | 3 | 4 5 |
| 2. The interviewer explained in advance the reason for the interview. | | | | |
| Comments: | 1 | 2 | 3 | 4 5 |
| 3. The interviewer asked permission to record prior to the start of the interview. | | | | |
| Comments: | 1 | 2 | 3 | 4 5 |
| 4. The interviewer asked questions that were relevant and appropriate to my life experiences. | | | | |
| Comments: | 1 | 2 | 3 | 4 5 |
| 5. The interviewer showed a general interest in my life experiences. | | | | |
| Comments: | 1 | 2 | 3 | 4 5 |
| 6. The interviewer asked questions that invited more than a "yes" or "no" answer. | | | | |
| Comments: | 1 | 2 | 3 | 4 5 |
| 7. The interviewer asked to learn a particular skill or be able to try their own hand at performing a particular task that related to my career. | | | | |
| Comments: | 1 | 2 | 3 | 4 5 |
| 8. The interviewer asked to be shown photos or other memorabilia that gives context and interest to their interview and helps tell my story. | | | | |
| Comments: | 1 | 2 | 3 | 4 5 |

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Sample Interview with Billy Williams

Date: 9/23/2010

Location: Kodiak, Alaska

Interviewer: Christina Package (CP)

CP: How did you get started in the fishing industry?

Billy Williams (BW): I got out of the Navy in 1963 and I worked out of Newport. One of my old classmates had an uncle who had a fishing boat. The skipper of that fishing boat got moved to another fishing boat and so my friend started running the boat. He was ready to come up (to Kodiak) and he needed a crew and so he got people together that he knew, mostly ex-Navy people, Navy veterans, and that was the first experience I had fishing. That was 1965. We got up here in July of 1965. It was a little early for the crab season because they weren't quite mature enough to start that year. We just stuck around preparing to go fishing. We fished that fall season and then we started that next year in 1966 on the same boat. The skipper, Danny, he moved off to another boat, so we had a new captain on the boat. We fished for the spring months of 1966 and then brought the boat back down to Oregon for refab.

CP: How long did you fish up here in Alaska?

BW: I fished that season and that boat actually had a fire. To get it ready they used a different crew to do that and so I flew back and met the owner of another boat and I got hired on with that boat. I helped prepare that boat to get ready which took a little time. So we went to Alaska with that boat in 1967.

CP: Was that boat owned by the Halls?

BW: Yeah. That was owned by Wilburn and his wife and some others. They came up in the spring of 1967 and I remained on that boat. That was the Rondys.

CP: When did you stop fishing?

BW: Well, I fished until 2005. I think it was 2005. It was pretty close to rationalization time. It had not gone to rationalization yet, but it was real close. We fished in the Spring of 2005 and then it was done.

CP: Did you get crab quota then?

BW: Well, yeah. For those years I participated in the King crab quota.

CP: Were there many other Oregon people on the boats you worked on?

BW: Sometimes there were. If it was out of Oregon, then it seemed to be that way. When you're in the ship yard and doing upkeeps on the boat and you are looking for a crew, it's much easier to get people who are near you. When you do have Oregon people on the boat, you know, they will vouch for you. It is convenient to take someday who is vouched for. That seemed to work out real well.

CP: Do you think that is why so many Oregon guys came up here?

BW: Well, that's part of it. Especially if you happen to know something about the people you are hiring, it seems to make things work a little bit better. It doesn't always work that way though.

CP: Could you talk a little bit about what it was like when you got into fishing and how it compared to when you got out of the industry?

BW: Well, when I first got into it we didn't use hydraulics. We used the hydraulics for certain things and there were some things that later on they used. At that time we used manpower and we knew how to do things. People were doing lots of things by hand. But actually, there were probably more people hurt by using hydraulics. By hand, people didn't get hurt too bad. But, the pot launchers were quicker. The hydraulic machine can really shake that pot. We could shake it by hand, but not very much. It was like trying to shake a big old walnut tree or something like that.

CP: How would you get the crab out without the machine?

BW: We would pick them out by hand. We had pickin' pots where the door would open and we would crab them out. We would shake 'em out. Anything to get 'em out. The machines made it much much faster getting them out.

CP: So the hydraulics are more dangerous?

BW: Well, sometimes when things wouldn't work right there would be more danger because then you would have more weight up in the air. If a wave came over when that big pot was hanging over you it was risky. The big pots are now made out of stainless steel.

CP: How many people were on the boat for your first trip?

BW: There was three of us on the boat. The Captain and two crewman. Later on, on the bigger boat there was a captain and three crewman. Later on when we fished around the clock there would be a captain and four crewman. There was also an engineer. Also, a cook. It was a small crew, but we got the job done. It worked out good. I don't have a favorite either way but you always said back then, 'hey we are sure doing things good this way'. Then you say the same thing today. It was good both ways.

CP: Did you enjoy it more back then?

BW: Yeah, it's kind of like the Navy. You remember the good parts and the bad parts you deal with. It was fishin'. There were good parts and bad parts. Long hours and heavy weather, you have that. But, there are parts of it that you enjoy.

CP: Did you fish around Kodiak?

BW: Sometimes, yeah. When we would come up here, I fished around Kodiak and sometimes we wouldn't fish Kodiak at all. Later on, when I was on the King N Wing we fished around the Bering Sea for that season (July-August) and then we would come down here to the Kodiak seas and fish that.

CP: Where did you deliver?

BW: It depends. When I first started fishing up here we delivered at Panalaska, which was a major buyer at that time. Later on we sold at Panalaska and then, if it worked out, we would bring the crab back here. It varied year by year and for various reasons.

CP: What would some of those reasons be?

BW: Well, if there was a good season than we could make another trip in the same season. We would sell and then make another trip. Things like that.

CP: How long have you lived in Kodiak?

BW: In town since 1973.

CP: Why did you choose to stay up here?

BW: I was single. Years later I met my wife. I went to school. I had a chance to come up here and so I did. I was scheduled to go back, but I stayed a little longer. But, we got married. After we got married I actually fished a little in Oregon. I went salmon fishing out of Newport. I fished on the Whisper boat. This was in the 1960s. The captain was a barber and a fisherman. He fished salmon and cut hair. A lot of guys do more than one thing. Locally, we know one guy that's a lawyer and then goes back salmon fishing.

CP: How many people would you say came up here from Newport?

BW: A lot of them came up. The first time I brought a boat up myself it was all Oregon guys. Lots of Oregonians.

CP: Could you talk more about how the crab fishery changed over time?

BW: When I first came up here it was a few months or a year after the earthquake. I have seen the pictures and it must have been really something. I mean trying to do business around that time must have been really hard. Everything had to be torn up, plumbing, electricity, everything. The canneries were put back together and these guys were taking care of business. We came into town and we had enough business with this one cannery. Our boat was so small we didn't even have warm water. The community here, all downtown you see, was been rebuilt. Everything was being fixed up. The social life at that time was pretty small. They had a lot of help from the state to get things back together.

CP: What cannery did you deliver to?

BW: It was called Mary Joe which was I think park to New England, which was big in Astoria and Newport. For years they were big. Maybe they still are. We didn't go into Depot Bay, because most of our summer boats were too big to go in there.

CP: Could you talk more about what things were like here in Kodiak?

BW: When I first came up here and it's true for the first time for anybody up here, but your hands get really cold when you get out there. Young guys can be out there in the cold longer than us old guys. I'll be 69 in January. When I do a little work out there I can't work too long.

Finding Connections to the Ocean through Seafood Activity Review Form (Teacher)

School Name: _____
 Teacher Name: _____ Phone Number: _____
 Location: _____ Email: _____
 Date of Implementation: _____

Classroom Description

Course Name: _____ Elective or Required Course
 Number of Students: _____ Grade Level: _____
 Amount of Time Spent on Preparing for Activity(ies): _____
 Amount of Time Spent on Activity: _____

Materials Used – Please check all that apply.

- Interview Feedback Forms
- Write-up of sample interview with Billy Williams
- Interview Consent Form

Module Evaluation

Please check the response that best represents your opinions about the activity and provide an example if possible.

1	Activity increased student interest in topics that are significant Alaska 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ Strongly Disagree Strongly agree Example:
2	Activity effectively introduced students to “place-based” learning 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ Strongly Disagree Strongly agree Example:
3	Activity provided an appropriate platform for students to connect with fisheries heritage 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ Strongly Disagree Strongly agree Example:
4	Activity effectively fostered development of student interview skills and ethics. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ Strongly Disagree Strongly agree Example:
5	Activity fostered good research practices and critical-thinking among students. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ Strongly Disagree Strongly agree Example:
6	Timeframe was suitable for middle/high school settings. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ Strongly Disagree Strongly agree Example:
7	Teacher instructions were clear and preparation was manageable. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ Strongly Disagree Strongly agree

	Example:
8	Background information section was adequate, accurate, and clear. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ Strongly Disagree Strongly agree Example:
9	Activity appropriately addressed stated standards. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ Strongly Disagree Strongly agree Example:
10	Students were engaged and enjoyed the activity. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ Strongly Disagree Strongly agree Example:
11	Activity effectively fostered student collaboration. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ Strongly Disagree Strongly agree Example:
12	Other comments or suggested changes:

Oral History Rubric

CATEGORY	4	3	2	1
Setting Up the Interview	The student introduced himself, explained why he wanted to interview the person, and asked permission to set up a time for an interview.	The student introduced himself and asked permission to set up a time for the interview, but needed a reminder to explain why he wanted to do the interview.	The student asked permission to set up a time for the interview, but needed reminders to introduce himself and tell why he wanted to interview the person.	The student needed assistance in all aspects of setting up the interview.
Preparation	The student read a minimum of three sources related to the proposed interview. Before the interview, the student prepared several in-depth AND factual questions to ask.	The student read a minimum of two sources that related to the proposed interview. Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	The student read a minimum of one source that related to the proposed interview. Before the interview, the student prepared several factual questions to ask.	The student did not read any material that related to the proposed interview. The student did not prepare any questions before the interview.
Follow-up Questions	The student listened carefully to the person being interviewed and asked several relevant follow-up questions based on what the person said.	The student listened carefully to the person being interviewed and asked a couple of relevant follow-up questions based on what the person said.	The student asked a couple of follow-up questions based on what s/he thought the person said.	The student did not ask any follow-up questions based on what the person said.
Sound Quality	Both the interviewer and the person being interviewed can be heard/understood very clearly on the tape with no wind or background noise.	Both the interviewer and the person being interviewed can be heard/ understood very clearly on the tape, but there is some wind or background noise.	The person being interviewed can be heard/understood very clearly on the tape, but the interviewer's voice is not easily heard.	The sound quality is poor, making it hard to hear/understand the person being interviewed.
Formatting & Editing	The student edited and organized the transcript in a way that made the information clear and interesting.	The student edited and organized the transcript in a way that made the information clear.	The student edited and organized the transcript, but the information was not clear or as interesting as it could have been.	The student did NOT edit or organize the transcript.

Student Questionnaire

STUDENT NAME: _____

SCHOOL: _____

GRADE: 9th 10th 11th 12th

Your school participated in Linking Generations Through Fisheries Heritage project. We are collecting the following information so we can learn about your experiences

PLEASE ANSWER THE FOLLOWING QUESTIONS.

1. Thinking about what you know right now, write an X at the place on the line that best describes what you know about each item (0 means you know nothing about it, while 7 means you know a lot about it).

	ITEM
1.1	The life of a fisherman 0__1__2__3__4__5__6__7__ Know Nothing Know A Lot
1.2	The fishing industry in the area where you live 0__1__2__3__4__5__6__7__ Know Nothing Know A Lot
1.3	The fishing industry in the U.S.A. 0__1__2__3__4__5__6__7__ Know Nothing Know A Lot
1.4	The connections between your community's economy and the fishing industry inearlier times 0__1__2__3__4__5__6__7__ Know Nothing Know A Lot
1.5	The connections between your community's economy and the fishing industry Today 0__1__2__3__4__5__6__7__ Know Nothing Know A Lot
1.6	How the fishing industry has influenced your community's culture and way of life 0__1__2__3__4__5__6__7__ Know Nothing Know A Lot
1.7	How the health and quality of the marine environment (e.g., water, sediments, marine animals, marine plants etc.) affects the fishing industry 0__1__2__3__4__5__6__7__ Know Nothing Know A Lot
1.8	How the fishing industry affects the health and quality of the marine environment (e.g., water, sediments, marine animals, marine plants, etc.) 0__1__2__3__4__5__6__7__ Know Nothing Know A Lot

2. . Thinking about your experience so far with the Local Fisheries Knowledge Project, is there anything else that you have learned more about? Write down what that is and explain how the project helps you learn about it. You can write as many things as you want to. You can write on the other side of the page if you want to.

3. Do you think you could be interested in any of these careers in the future? (Put a check mark in the boxes that best show your career interests)

	CAREER	ANSWER			
		NO	MAYBE	YES	I was interested before the project started
3.1	Commercial fishing				
3.2	Commercial fishing support industry (e.g., fishing supply store, live bait, producer/harvester, ship building, trap or gear construction, insurance, finance, etc)				
3.3	Charter fishing boat operator				
3.4	Marine wildlife viewing guide				
3.5	Marine education				
3.6	Marine safety and enforcement (e.g., Coast Guard, etc)				
3.7	Shipping and marine transportation				
3.8	Marine science/marine biology				
3.9	Fisheries management				
3.10	Marine social scientist				
3.11	Other marine related (write in)				

IF YOU HAVE ALREADY PARTICIPATED IN AT LEAST ONE INTERVIEW, ANSWER QUESTION

4. Thinking about the interview(s) that you helped collect or transcribe, write down two things you learned from the person (or persons if more than one) who was interviewed.

5.1. _____

5.2 _____

EVERYONE ANSWERS QUESTIONS 5, 6, AND 7.

5. What is the best thing about this project? _____

6. What is the worst thing about this project? _____

7. What would make this project better? _____

