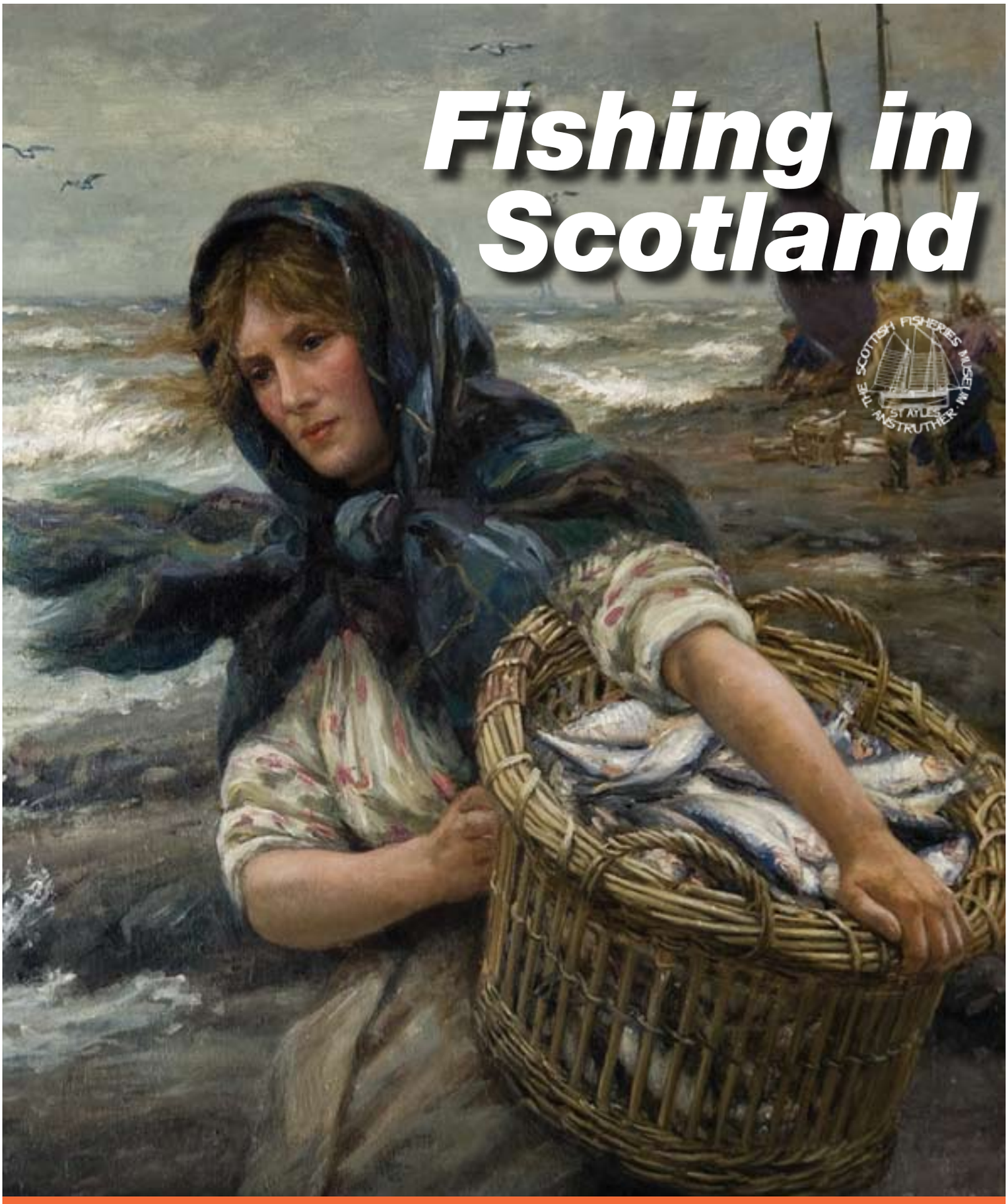

# Fishing in Scotland

THE SCOTTISH FISHERIES MUSEUM
ANSTRUTHER

## Project Meridian

A Resource for Teachers from
The Scottish Fisheries Museum

TALISMAN
ENERGY

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# The Scottish Fisheries Museum

The award winning Scottish Fisheries Museum was founded in the old fishing town of Anstruther in Fife, at a property known as St Ayles. The Museum first opened on the 4th July 1969.

This area has long been associated with the fishing industry and from the 12th century onwards there are written records referring to the fisheries here. It is also the site of a 15th century chapel to St Ayle and, in the 16th century, a lodging for the Abbot of Balmerino Abbey was built and this is now the oldest remaining building on the Museum site.

The Museum explains the various types of fishing methods used for different species of fish around the coast and islands of Scotland. The displays also illustrate, by using both model boats and full size vessels, the great variety of boats used by fishermen. The people involved with the industry are obviously key to the story and the galleries vividly display the working and domestic lives of the men, women and children who all contributed to the fishing and associated industries, such as boat building, coopering, engineering, fish processing, the repair of nets and the baiting of lines.

During the early 1900s the Museum's buildings themselves were used for a ships' chandlering business, with a number of storage areas being leased to fishermen as net stores. The courtyard area was used for barking and drying nets and is where the original "gallowses" still remain *in situ* for visitors to see.

The Museum has now expanded to include a number of adjacent 18th & 19th century domestic properties, all associated with fisher families. More recently, in 1997, the former Smith & Hutton Boatyard, where fishing vessels were built for owners all over the UK, has been developed to house most of the Museum's impressive collection of full size fishing vessels.

In 2000 the Zulu Gallery was added to house the 22m Zulu drifter "Research". The Museum's two sea going fishing vessels, "Reaper" and "White Wing", are used for promotional visits to other harbours with fishing connections and these visits coincide with local festivals and celebrations during the summer months. In addition, to complement these permanent displays, the Museum holds several temporary exhibitions annually. During its 40 year history the Museum has collected appropriate material evidence from all around the coast of Scotland, including the Western and Northern Isles. It is committed to continue collecting such material from across Scotland.

In 2007, the collections were formally 'Recognised' as being of 'National Significance'. They include over 65,000 artefacts, 74% of which have been deemed by independent assessors to be of international, UK or Scotland-wide importance. They are preserved, interpreted and made accessible to the public to the standard required of a 'national' museum.

***They comprise:*** fine art, photographic and document archive and library, boats, model boats, associated Industries, engines, navigational aids, safety equipment, galley equipment, coopers' tools.

***Fishing Equipment:*** fishing gear, including nets and lines and Buckland collection of salmon and eel spears.

***Social and Domestic Life:*** Costume furniture, cooking utensils and decorative items from the East Neuk.

***Natural History:*** Buckland fish casts.

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# A Curriculum for Excellence

**The Curriculum for Excellence provides exciting opportunities for teachers to challenge the way in which children learn.**

Discussion, problem solving skills and collaborative learning are all being explored in the classroom and there is a shift from the teacher being the provider of information and knowledge to providing opportunities for the children to find out for themselves. Museums offer unique opportunities to develop these skills and the Curriculum for Excellence encourages schools to take advantage of their collections.

The Scottish Fisheries Museum in Anstruther has a rich collection of objects, paintings and photographs which tell the stories of the fishermen and fisherlasses who toiled to earn a living and exposed themselves to injury and danger to do this.

This resource has captured some of these objects and images for use in the classroom and looks at ways in which they can be used to fulfil the capacities of the Curriculum for Excellence and in doing so help children understand and appreciate their rich heritage in Scotland.

Although all of this can be undertaken within the classroom it is no substitute for a visit and for seeing, smelling and sometimes touching the real thing and so a visit to the museum is highly recommended.

**There is more about planning your visit at the back of this resource page 37**

# Using Photographs and Objects in the classroom

***To explore objects and photographs a framework for each has been created. Use these as a starting point and the additional questions to find out more. The children are also asked to create their own questions. These can be used as a basis for class discussion and the teacher can refer to supporting notes for help. Ideas for cross-curricular links are included.***

## How to use photographs in the classroom

The photographs in this resource are provided in two formats – A4 prints for reproduction and images on disc for projection. These images may also be used for children to create their own powerpoint presentation.

It may be tempting to project the image and undertake a class lesson by questioning but by photocopying the photographs and putting the children into pairs to discuss the images they are given time to think, reflect and feedback. In this way they can hear and appreciate the thoughts and opinions of other children and develop key skills.

## How to use objects in the classroom

Put the children into groups to discuss the object .Try to get hold of as many objects linked to the topic as you can but if this is difficult an image can be provided as with the fisherman's boots.

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# Looking at Photographs:

***Framework***

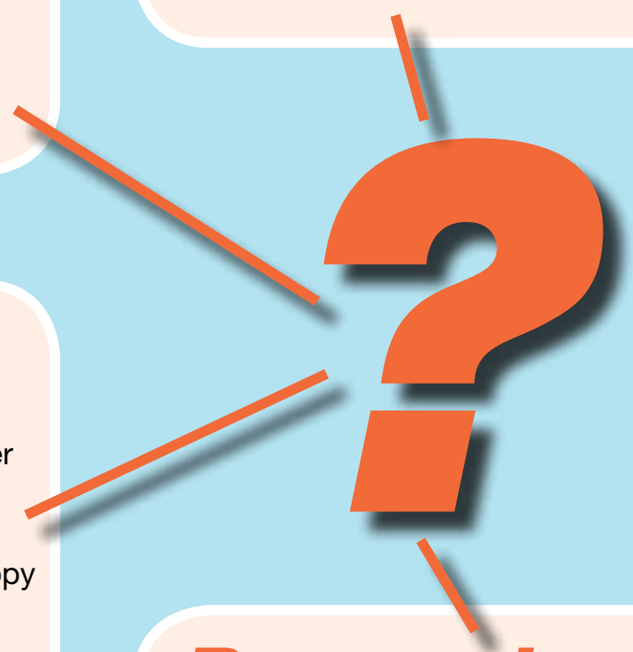
***These questions can be used with all of the photographs in this book. Photocopy and laminate for groups or pairs of children.***

## I see

- Look carefully at the photograph and describe exactly what you see.
- Who is in the photo?
- Depending on the photograph, talk about what is in the background, middle ground and foreground.

## I wonder

- Does this photograph remind you of any others you have seen?



## I think

- If there are people in the picture decide whether it is posed or whether the person knew they were being photographed.
- Do the people in the picture look happy or sad?
- Was it taken in the present time or some time ago?
- How do you know this?
- Where do you think it was taken?
- Was there a reason for this photograph being taken?

## Research

Find out all you can about the photograph from the internet.

Which words would you use to search?

# Looking at Objects

***Framework***

***These questions can be used with the objects suggested within the publication. Photocopy and laminate for groups or pairs of children.***

## Describe

- Describe the object.
- Talk about its shape, colour, weight, size
- What is it made from?
- How is it made?
- What does it feel like?
- What does it smell like?

## Make a guess

- What is it used for?
- Who would use it?
- Are there any clues on it to show where it came from or how it was used – marks, dirt?
- What would you be doing if you were using it?
- Could it be used for anything else?

## Think back

- Does this object remind you of any others you have seen?

# 8

# Fishing in Scotland

***Fishing has always been important to Scotland. Early fisherman stayed close to shore in small boats and their catch, along with shellfish gathered from the shores, was enough to feed their families. By medieval times fish such as herring were plentiful and these were caught and exported to the continent. Villages grew up along the coast and for a time fishermen made a good living from the sea.***

In the late nineteenth century fishing became the main occupation for many men who until this time had combined fishing with other jobs such as crofting. Anstruther became one of the major ports for herring fishing and the industry thrived through innovations in boat design and technology. All this was to change as fishermen faced the challenges of competition, overfishing and quotas.

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# Fishing

***Notes for Teachers***

There were many jobs in the old fishing industry; some were done by men, some by women and some by both. In this section the children should work in pairs to find out more about the division of labour. ***Here are some of the jobs:***

Building boats

Catching

Gutting

Selling

Packing

Mending boats

Basket making

Barrel making

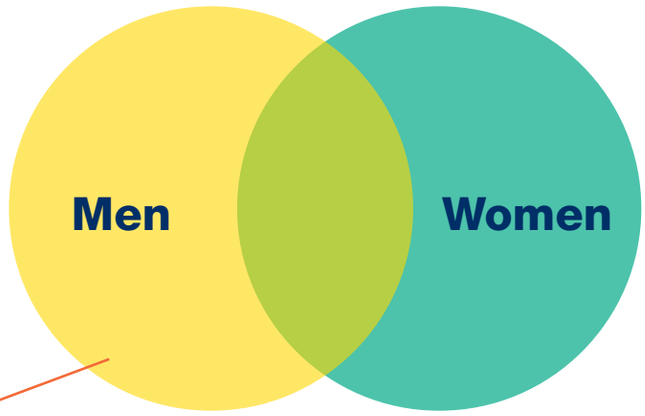
***Photocopy box below for pairs or groups***

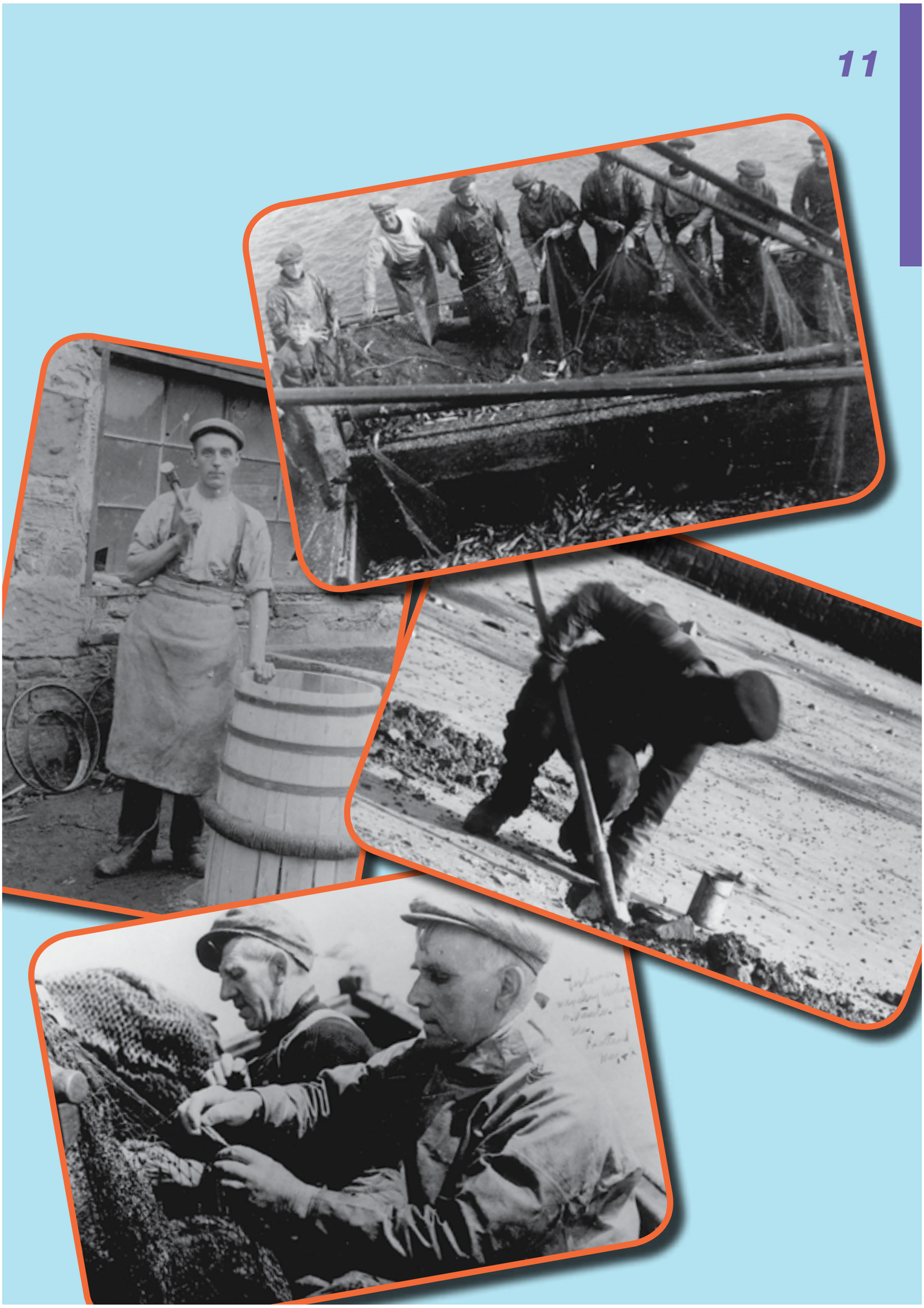
## Questions on photos

Look at the photographs. They show some of the jobs done by men and women in the fishing industry. Not all of the jobs are shown; try to work out what other ones there might be. Work in pairs to make a list of all the jobs related to the fishing industry you can think of.

**Beside each job you should write whether they think it is a man's job, a woman's job or could be done by either.**

**Make a venn diagram to show this.**





12

# Fishing

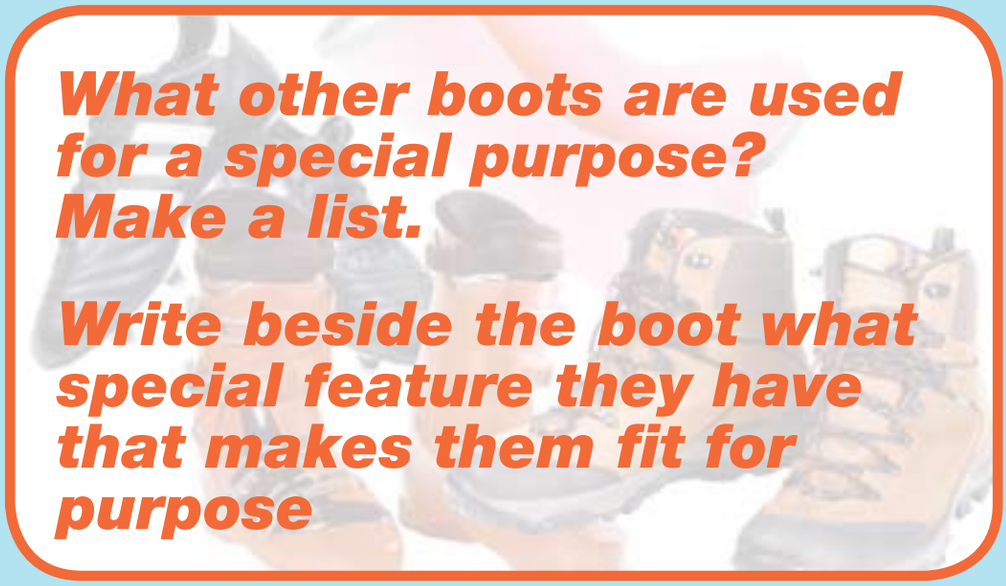
***Notes for teachers***

These are the boots that a fisherman would have worn at the turn of the 20th century. They were high, made of leather with thick textured soles for grip. Children should use the object question framework to discuss these questions in pairs or small groups.

***Use the object question framework to discuss this object and then use additional questions.***

***Photocopy box below for pairs or groups to discuss***

- ***Why are the boots so tall?***
- ***What material might they be made of? Why?***
- ***What would the soles be like?***
- ***What could you add to them to make them more suitable for their purpose?***
- ***What other clothing would the fisherman wear?***

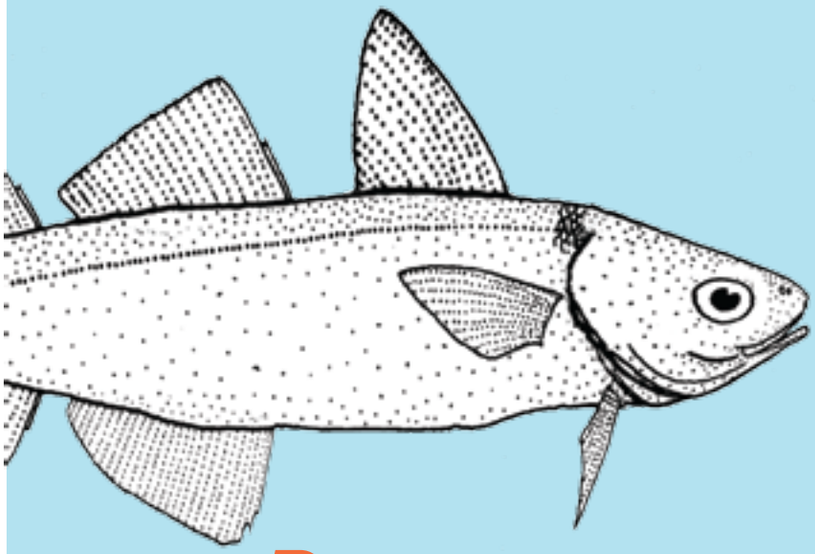


***What other boots are used for a special purpose? Make a list.***

***Write beside the boot what special feature they have that makes them fit for purpose***

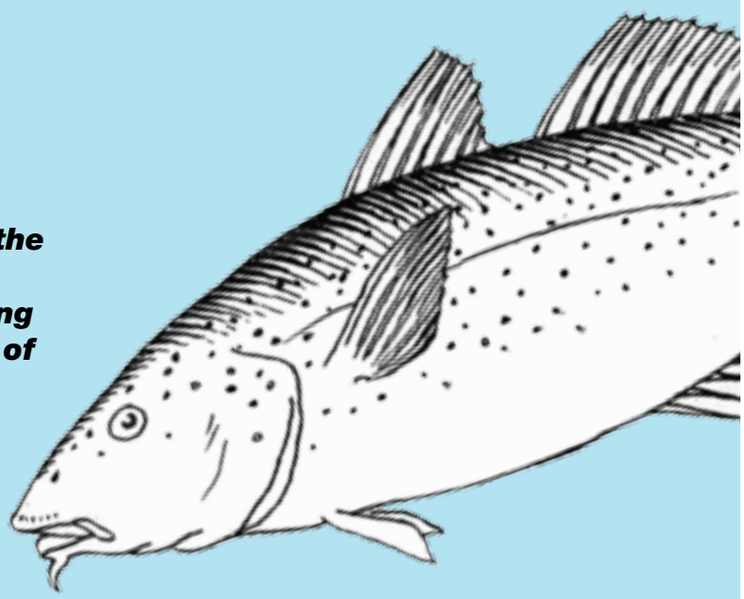
# Fishing

**Cross curricular links**



## Music

***Find out what songs the fisherlasses or fishermen sang and listen to them on the Scottish Fisheries Museum website.*** (Fishing songs)



## Drama

***Think of all the different jobs in the fishing industry and dramatise a production line starting at building the boats and ending in the sale of the fish. Choose a song from the website to perform to.***

## Art and Design

***Find out what fish the fishermen in Scotland would catch. Use polystyrene squares (these can be ordered from most art catalogues) and make mono-prints by drawing onto the foam, rolling in ink and printing.***

***Make small fishermen from clay as they would have looked at the turn of the 20th century. Research their clothes to make it look authentic***.

# Fisherlasses

Fisherlasses worked hard to support the fishermen and to earn a living for themselves. They followed the fleet along the east coast of Scotland and England*, staying in ***"digs"*** and working long hours. Their job was to gut the fish that had been caught (mainly herring) and pack them in barrels. There was a strong bond between the lasses.

* depending on the period they used various modes of transport – by the late 19th century rail was most common, before this they might sail with the boats themselves (before the season was extended to include East Anglia).

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# Fisherlasses

***Notes for teachers***

This photograph shows fisherlasses taking a break from the gutting. They are knitting ganseys (jumpers) to keep the fishermen warm at sea. The shot is posed to document their lives. Also in the picture note the horse drawn cart and barrels ready to store the fish. The women are wearing stout shoes, scarves and aprons and despite their tiring work appear to be wearing tight fitting, uncomfortable corsets!

***Photocopy this photograph.***
Put children into pairs and give each pair the image

- Ask children to work together to make a list of questions they would like to know about the photograph. These can be discussed later in a teacher led discussion.
- Using the photograph question framework have children look at the photograph and explore it.
- Additional questions for discussion.
  ***Photocopy box below for pairs or groups***

- ***What do you notice about all the women?***
- ***What might they be knitting?***
- ***If you were in this photograph, what might you hear, smell?***
- ***What other things are in the picture apart from the women? What can you say about them?***
- ***If you could see the women's hands close up, what might you notice about them?***
- ***The women are knitting in their spare time, looking at their surroundings, what do you think their job might be?***
- ***If this was a photograph of young women today in what way would it look different? What would they be wearing, holding, doing?***

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# Fisherlasses

***Notes for teachers***

This picture shows cloots which were bandages wrapped around the hands of the fisherlasses. They were rags, often made from old flour bags. The cloots protected the hands from the sharp knives and they stopped the salt used for curing from stinging the lasses' hands.

Put children into pairs or small groups and give each a copy of the photograph, the object question framework and some bandages made from ripped fabric such as sheets or pillowcases and some thread or string.

*Children should work in groups to discuss the questions using the object question framework and then go to the next section.*

***Photocopy box below for pairs or groups to discuss***

- ***Describe the material you have***
- ***Wrap it in the way you see in the photograph***
- ***How does it feel? Is it easy to move your fingers?***
- ***These are cloots. Find out what this old Scottish word means***
- ***What do you think they are made from?***
- ***Why is the fisherlassie wearing them?***
- ***Do you think they would do a good job?***
- ***What might a problem be with them?***
- ***What would be better?***

***Make a list of other types of gloves used to protect the hands***

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# Fisherlasses

***Cross Curricular Links***

## Language

On the museum website listen to the interview taken with a woman who was once a fisherlass. (*Fisherlass interview)*

Choose one of the women in the photograph and develop a character for her. Give her a name and a family. Write a page from an imaginary diary in which she writes about her day. Compare her life with a young woman living in Scotland now.

## Art and design

Design a pair of gloves for a special person or purpose – for a female pop star, a monster, to scare your friend, for scratching your back.

## Research

What does a herring look like and how would they be gutted? Go to ***"Gutting a fish"*** on the museum website and write a ***"how to"*** guide.

## Citizenship

Children should research and think about women's roles in society then and now. What jobs could women do now that they would not have done 100 years ago? ***Why do you think this is?***

# Safety at Sea

***For sailors and fishermen the sea has always presented dangers and there are many stories which tell of life threatening storms and the heroism of those who fought through them.***

Many Scottish fishermen can recall times when they were taken unawares by changing weather conditions and how this impacted on the crew and the boat itself. Volunteers of the Royal National Lifeboat Institution risk their lives to save those who find themselves in such a situation.

*Photograph by - Nigel Millard*
*With thanks to the RNLI*

# Safety at Sea

**Notes for teachers**

***The RNLI was founded in 1824. It operates a 24 hour lifeboat rescue service around the coast of Britain and Ireland. All of its members are volunteers from different backgrounds and with different occupations. They are given regular training in rescue and safety at sea.***

This section explores the dangers fishermen face at sea and the role of the Royal National Lifeboat Institution. Children are asked to think about and discuss safety and the qualities those involved in rescue would require.

**Children should work in pairs or small groups to discuss the photographs. Use the question framework.**

Ask the children in their pairs to make a list of all of the things that could make life at sea dangerous, using the photographs to help. These could be divided into two sections –

- ***Things they have control over***
  ***(inexperience, faulty equipment, risk taking)***

- ***Things they have no control over***
  ***(weather, tides, illness)***

Gather their ideas and discuss e.g. how would inexperience impact on safety? Have children think of other things that can be used for safety at sea. Discuss and make a list, it could be:

**Children should choose one of these to research in groups and make presentations for the class about their safety item.**

# Safety at Sea

**Notes for Teachers**

***Whistles date back to ancient China when nightwatchmen would blow in an acorn to warn of attack. Their sound comes from forced air or steam.***

Safety whistles differ from others in several ways which the children can explore. They are brightly coloured so easy to spot and find, they are flat, not round, so that water cannot collect in them. The whistle would be effective for attracting attention because it is higher pitched and can be heard from a distance; blowing a whistle is also less exhausting than shouting over a long period. Features on them include an attachment for a lanyard to attach to clothing. Safety whistles can be borrowed from the Scottish Fisheries Museum for this exercise or bought from a chandlers.

***Use the object question framework to discuss the whistle. Photocopy the box below for groups or pairs to discuss.***

- ***Why is the safety whistle brightly coloured?***
- ***Why is it flat shaped?***
- ***What is the purpose of the little circle at the top?***
- ***Why is a whistle an important safety feature at sea?***

  *Talk about how it might be used.*
- ***Why would a whistle be better than shouting?***
- ***Which other people use whistles?***

  *Talk about why they might use them.*

***Safety whistles can be ordered online from www.whistlesmuseums.com***

***Make an instrument that can make a noise and have a competition to see which makes the loudest sound.***

# Safety at Sea

***Cross Curricular links***

## *Language*

What qualities do you need to be a volunteer for the RNLI? Make up a job description using the following headings for guidance.

- **What is the job?**
- **What will you have to do?**
- **What special personal qualities do you need to do the job? What words would describe these qualities?**
- **There are a few things that you must be able to do. What are they?**

## *Poetry*

Use the photographs to create a word bank of words and phrases which describe the storm.

***Make storm poems.***

***I hear...***

***I feel...***

***I see...***

## *Research*

Listen to an account of a storm at sea on our website ***"Storm at Sea"***

***Research - History of RNLI, Lighthouses, Resuscitation techniques and Weather forecasting/shipping news***

## *Art and Design*

***Storm at Sea***

Mix sea-coloured paints with wallpaper paste to make a thick mixture, use this on sugar paper to make the sky and the water. Experiment with different tools to make a thundery sky, giant waves and sea spray in a storm. A small fishing boat can be cut out and added when the background is dry and flattened.

# Fishing Now

Pollution such as chemicals from sewage has reduced stock and affected the patterns of spawning and migration and a growing seal population means that fishermen have to compete with the sea creatures for the catch. Climate change has also impacted on the catch.

Fishermen with small boats have to pay considerable overheads to keep working, such as harbour dues, insurance and buyers' fees as well as absorbing the increasing price of fuel and wages for their crews. This, coupled with diminishing stocks and the vagaries of the weather, means that skippers can find that they have made no profit at all in some weeks. The photographs in the next section help children to explore the changes.

***The fishing industry in Scotland has changed dramatically from the days when a large number of fishermen were able to make a good living from the sea. EU (European Union) regulations meant that the amount of fish caught has been restricted and catches heavily monitored.***

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# Fishing Now

**Notes for Teachers**

***This section is written to help children think about the changes that have taken place within the fishing industry and how this has impacted on today's fishermen.***

***Photocopy the picture opposite and questions in box below and have the children work in groups or pairs***

- ***Look at the two photographs. One was taken in Fraserburgh and the other Pittenweem. What does it tell you about the fishing industry now?***

- ***On a piece of paper write down all of the expenses you think the skipper of a small fishing boat might have. Use the pictures to help you decide what they might be. This will help you understand why life can be difficult for fishermen today.***

- ***What might be the reasons that fishermen are not catching as many fish as they used to?***

- ***Overfishing is a problem and organisations such as Greenpeace are concerned that some species may disappear altogether. Fishermen have to earn a living and are being told that there is a limit to what they can catch. In your pairs discuss your concerns from the point of view of each group and present your case to the rest of the class.***

- ***Think of ways in which fish could be protected. (These might include restricting the catch, making nets holes bigger so that immature fish could escape, returning certain species.)***

KY 250
A23

# Fishing Now

**Notes for Teachers**

***Whereas most men used to fish, many are now making a better living in the fish processing industry. Although the hours are still long and the job laborious and boring these man can earn a good living and have rights given to them by legislation and union membership. Clothes have changed from home made to sturdy, mass produced wear. Encourage children to think about whether the fish processors lives have changed for the better.***

***Look at the photographs of the people gutting the fish then and now. Use the photograph question framework to talk about them.***

***Photocopy the box below for pairs or groups to discuss.***

- ***What are the main differences you notice?***
- ***Think about who they are, where they are, what they are wearing,***
- ***If you were a person in each photograph, what noises might there be in each of the places?***
- ***Does it look as if the job has changed much? What is better or worse about it now?***
- ***What laws might there be for workers now that the fisherlasses did not have?***
- ***Who makes these laws? Is that a good development?***

## Additional discussion points

# Fishing Now

***Cross curricular links***

## Research

***Photocopy the photograph of the fishing boat on page ?***

There will be some things on it that the children are not familiar with. Ask them in pairs to circle the parts of the boat that they would like to know more about.

***The parts of the boat are shown on page ?*** but it is important that the children should try to work out what different things are or mean. For instance, the letters on the side of the boat stand for place names – have them work out using a map of Scotland what they are.

***There is some sort of radar equipment. What is its purpose?***

***Put these words onto cards, mix them up and have children order them.***

## Art and Design

Create a cartoon strip showing the process.

## Mathematics

The fish and shellfish caught by **Scottish fishermen** travel all over the world and sometimes end up in very expensive restaurants. How do costs mount up?

***Children should research current prices of different fish and shellfish. They could do this by telephoning local fish shops found in Yellow Pages. They can then make a graph showing the cheapest and most expensive fish.***

Have children work out the costs a restaurant owner has which would make the price of a crab more expensive.

# Make a Museum

# Make a Museum

***An exciting way that teachers can evaluate what children have learned is for them to create their own museum about the fishing industry. This could be about one element of it (Safety at Sea, Fishing Now) or it could look at all of the aspects covered in this resource.***

The content can either be objects that children are able to make or collect or it could be made up of the photographs provided in the resource and some the children take for themselves. Children can interview local fishermen and may even be able to video them.

***The Scottish Fisheries Museum can provide Loan Kits to help you.***

***Put children into groups to discuss the following:***

- If people only remember one thing from your exhibition what do you want it to be?
- What do you want people to learn from your exhibition?
- How do you want them to feel?

## *Children can work in groups to create the museum*

***They might be***

| | |
|---|---|
| **Curators** | - Research objects and write text. |
| **Conservators** | - Condition check the objects. |
| **Documentation staff** | - Give objects numbers and put them on a database. |
| **Photographers** | - Take photographs and select them for display. |
| **Technicians** | - Make display cases and stands for objects. |
| **Designers** | - Decide how the exhibition is going to look and make drawings to show this. |

***You may also wish to have a shop and a café as many museums do.***

***What might the theme be for these?***

# Make a Museum

***Some children will be taking responsibility for writing the exhibition text. The exhibition will need:***

## An introduction

***about 150 words – a general outline of the theme***

## Section introductions

***about 100 words – set out some key points***

## Object labels

***about 30 words – explain the most interesting aspect of the object***

## Description *of an object*

This is called a gutting knife, also called a futtle. The short handle and curved, sharp blade made it easy to handle and perfect for gutting the herring. This one has been well used by a fisherlassie.

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# HANDLING KITS

# Planning your visit

## The Scottish Fisheries Museum

***The Scottish Fisheries Museum welcomes school groups and can provide curriculum linked tours and activities.***

***Each visit takes around 90 minutes and rooms are available for packed lunch. Some parts of the museum can be cold so children should wrap up warmly.***

Loan kits are available. See website.

Workshops and handling sessions can be adapted to tie in with topics.

For current charges and bookings please see our website **www.scotfishmuseum.org**

If you need help or advice call us on **01333 310628**

***Other useful helpline numbers***

| | |
|---|---|
| Pittenweem Harbour | **01333 312267** |
| Pittenweem Fish Market | **01333 311270** |
| Fisherman's Mutual Association | **01333 311 263** |

***Other useful websites***

| | |
|---|---|
| Royal National Lifeboat Institution | **www.rnli.org.uk** |
| | **whistlemuseum.com** |
| Seafish Industry Authority | **www.seafish.org** |
| Fishing News | **www.fishingnews.co.uk** |
| Maritime and Coastguard Agency | **www.mcga.gov.uk** |
| Marine Conservation Society | **www.mcsuk.org** |

# ‘Project Meridian’

On 26th October, 2006 MFV ‘Meridian’ was lost in the North Sea with skipper, Martin Gardner, and his crew: Edward Gardner, Ian Donald and Sidney Low. They were carrying out work for Talisman Energy (UK) Ltd. The company have generously donated funding in their memory for the production of this education resource pack.

*“I hope this education pack can teach children and adults alike how dangerous fishing is as a business and as a job. The expense is enormous – not only in monetary terms but in blood, sweat and lots of tears.*

*There are many wives, mothers, sons and daughters locally, and indeed all around our coastline, who can testify to the true cost of fish. Their husbands, sons and fathers paid dearly with their lives – expensive or what!”*

***Julia Gardner (wife of Martin)***

Thanks are due to Mr Jonathan Moore and all at Talisman Energy (UK) Ltd for making this possible.

This resource pack has been written by Anne Wallace with photographs by Jim Dunn.

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Museums and Galleries Scotland

Sandy Sutherland, George Smith, St Monans skippers

G&J Wilson, Wholesale Fish Merchant, St Monans