

Map of Canada - Fisheries

Content: Resources and economic development in different regions of Canada

Name: _____

Curricular Competency: Use Social Studies inquiry processes and skills to – ask questions, gather, interpret, and analyze ideas, and communicate findings and decisions

Curricular Competency: Develop a plan of action to address a selected problem or issue

Curricular Competency: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)

Curricular Competency: Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)

Curricular Competency: Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)

Curricular Competency: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)

Curricular Competency: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

Curricular Competency: Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

First Peoples Principles of Learning: Learning is reflective

Canada

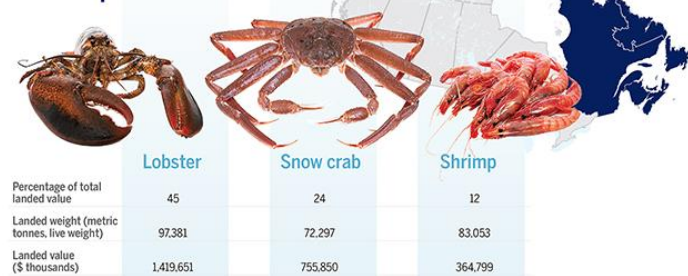


Instructions:

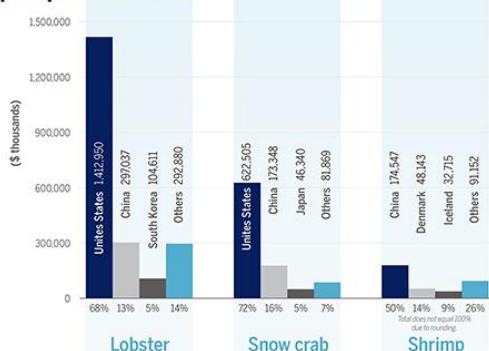
- Use a **highlighter** to outline the PACIFIC COAST (the one on the left, in British Columbia), the ATLANTIC COAST (the one on the right, off the Maritimes), and the ARCTIC COAST (at the top of Canada) (or use pencil crayon – do not use marker, as it will bleed through the paper)
- Use a **different coloured highlighter** to colour in any lake on the map

East coast fisheries, 2018

Top three commercially fished species



Top export markets

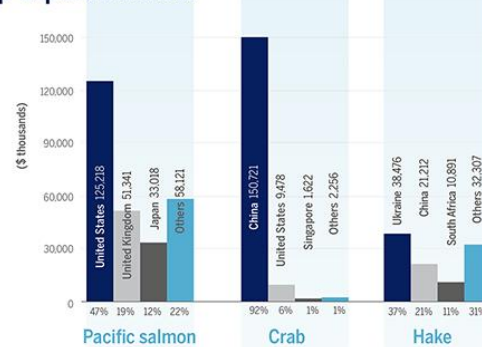


West coast fisheries, 2018

Top three commercially fished species



Top export markets

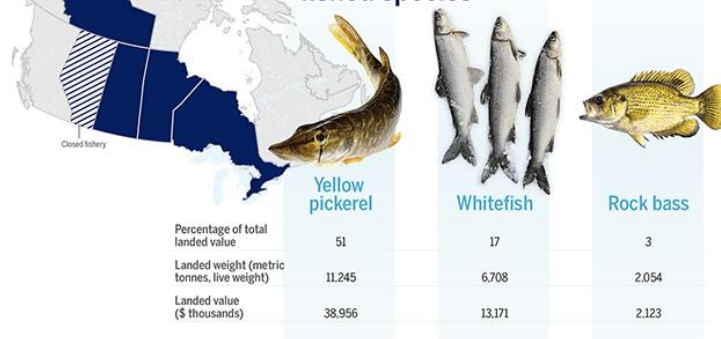


Fisheries are a natural resource that provide people with fish and other seafood for food, jobs, and trade. In Canada, they are especially important on the Atlantic and Pacific coasts, where fishing has supported communities for thousands of years. For First Peoples, fisheries have always been central to culture, traditions, and survival. Fish are also a renewable resource — meaning they can keep providing food if managed carefully — but overfishing and pollution can make them decline. Fisheries matter because they connect to our economy, our environment, and our way of life, showing how people depend on nature for survival. Canada does have commercial fishing in lakes, though it's smaller compared to ocean fishing. Freshwater commercial fishing takes place in large lakes such as the Great Lakes, Lake Winnipeg, and Great Slave Lake. Fish like pickerel (walleye), perch, whitefish, and trout are harvested and sold for food. These fisheries are important for local economies, especially in the Prairie provinces and parts of Ontario.

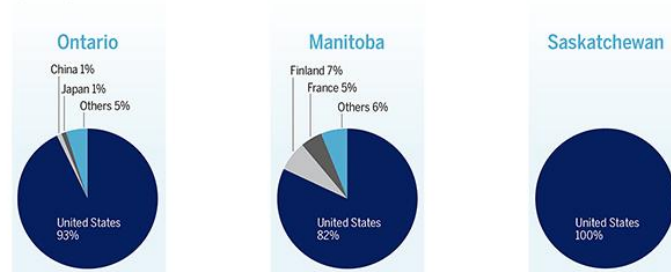
Fisheries are a very important resource for Canada's economy, though not as large as industries like oil, forestry, or mining. Commercial fishing and aquaculture (fish farming) together contribute about \$8–9 billion a year to Canada's economy. Canada is one of the world's biggest seafood exporters, sending products like lobster, salmon, snow crab, shrimp, and scallops to countries around the world. The industry also provides tens of thousands of jobs, especially in coastal provinces like Newfoundland and Labrador, Nova Scotia, British Columbia, and New Brunswick.

Freshwater fisheries, 2018

Top three commercially fished species



Top export markets for freshwater commercial fisheries



Curricular Competency: Use Social Studies inquiry processes and skills to – **ask questions**, gather, interpret, and analyze ideas; and communicate findings and decisions

Write down 5 questions that you are wondering about the fisheries in Canada:

1. _____
2. _____
3. _____
4. _____
5. _____

Curricular Competency: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

What do you think the following people might believe about **commercial fishing**? (large-scale fishing, to then sell the fish)

A fisherman in Nova Scotia	An environmentalist / conservationist in Nova Scotia
Why might they support/oppose commercial fishing? _____ _____ _____ _____ _____ _____	Why might they support/oppose commercial fishing? _____ _____ _____ _____ _____ _____
What might make them want to encourage / discourage MORE fishing than there already is? _____ _____ _____ _____ _____ _____	What might make them want to encourage / discourage MORE fishing than there already is? _____ _____ _____ _____ _____ _____

Curricular Competency: Construct arguments defending the **significance** of individuals/groups, places, events, or developments (significance)

Someone tells you that "fishing isn't that big of a deal in Canada." What are your thoughts? Would you agree with them? Disagree with them? Is fishing actually that significant of a thing in the Canadian economy, and in Canadian society? Explain your thinking.

Curricular Competency: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)

Curricular Competency: Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

Commercial Fishing in Canada: Causes and Consequences

Short-Term Causes (things that made it happen quickly):

- People wanted lots of fish and seafood to eat and sell.
- New technology like bigger boats and stronger nets made it easier to catch huge amounts of fish.
- Fishing created jobs, which many families depended on right away.

Long-Term Causes (things that built up over time):

- Indigenous peoples have fished for thousands of years to survive and share with their communities.
- When settlers came, fishing became a big part of Canada's economy, especially the cod fishery in Newfoundland.
- Over time, fish became an important food to trade and sell to other countries.

Intended Consequences (what people wanted):

- Good jobs for workers and money for fishing towns.
- Lots of food for Canadians and people in other countries.
- A stronger Canadian economy by selling seafood around the world.

Unintended Consequences (what happened by accident):

- **Overfishing**, which meant too many fish were caught, and some species (like cod) almost disappeared.
- Indigenous communities lost many of their traditional fishing rights.
- Damage to the environment, such as other animals being caught by mistake.
- Hard times for fishing towns when the fish were gone and jobs disappeared.

Which of these short-term or long-term causes impacted fisheries the most? Why is that?

Which of these consequences is the most disastrous? Why is that?

Curricular Competency: Develop a plan of action to address a selected problem or issue

If you were in charge of fisheries in Canada, what would you do? What would be your course of action, in regards to fisheries in the future? Why is that?
