Working Deck

The open back deck is where the heavy work is done. The two dredges are lifted aboard the vessel after the tow is over and the scallops are dumped onto the deck. Once the dredge is emptied onto the deck, men must sort the scallops from all the other materials that may have been collected by the dredge. The scallops are sorted, shucked, washed and weighed before being stored.

To simulate this activity, gather a large number of items, for example, different kinds of shells, rocks, and pennies. Depending on the age of the students, these items can be very different or very similar in characteristics and there can be just two specific item or several different items. Choose one item to represent the scallops.

Sorting Activities:

1. Give the students a container filled with a mix of items and have them find all the "scallops".

2. Divide students into teams. Give each team items to sort. The first team to correctly sort all the items wins.

3. Put the items in a pile on one side of the room and place two containers, one for the scallops and one for everything else, at the other end of the room. Students must run to the pile, take an item, run to the other end of the room and place it in the correct container. Continue until all items are sorted. This can be timed or done in teams.

4. Instead of actual items, use pieces of paper with pictures or words written on them. For example: papers could read "scallop", "star fish", "clam" "rock", etc. Scatter the papers around the room. The student or team with the largest number of scallops at the end of a specific time period wins.

5. Same as Activity #3 except make a distinction between small, large and medium sized scallops. These must be sorted into different containers.

Open Weather Deck

Fishing occurs in all kinds of weather.

Activities:

1. Imagine being on a vessel during a thunderstorm. Present this experience in some creative way. Draw a picture; write a poem; create a dance or a piece of music or song to express how you might feel to be in this situation. (The Arts Discipline: Standard 3)
2. Several people are working on deck at the same time. What activities require teamwork? Describe the need for cooperation and the consequences of an ineffective team. (Writing Standards MA.1 &4; Language Standards MA.1 & 2)

3. Create a diagram or model that illustrates how ocean waves are regular patterns of motion along which energy travels and causes the vessel and the dredges to move. (Physical Science 4-PS1-1)

Shucking Stations are located on the main weather deck, one to port and one to starboard on either side of the massive winch at the forward end of the open deck. Scallops are shucked at sea . Only the "meats" are brought back. The crew spends a large portion of the trip standing at these stations "cutting" scallops. The muscle is removed and tossed into a bucket and the shells are funneled back overboard. The shucking areas are covered, but still offer little protection from either the cold or the heat.

Activities: (Life Science 3-LS1-1, 4 LS1-1)

1. Scallop Anatomy Worksheet

2. Make a Scallop Model

3. Make a number of the scallop models from Activity #2. Given a number of scallop models, students must shuck the scallops by opening the shells and taking out the abductor muscle (scallop). The scallop is placed in one container and the rest of the animal is put in a different container. The student who shucks the most scallops in 30 seconds, wins. This could also be done by giving students a certain number or scallop models and the first one to finish shucking their scallops, wins.

4. Make a diagram illustrating the life cycle of a scallop

The ***Washing Station*** is where scallops are washed and weighed. After the scallops have been shucked, they are dumped into these washing tubs for a complete rinsing with fresh salt water to remove any grit or other undesirable particles. Then the crew place them into specially made cotton bags. These cotton bags generally hold about forty pounds of the scallop meats.

Activities: Measurement and Data, Operations and Algebraic Thinking

1. Using a scale, determine the correct weight of various items in pounds and ounces.

2. Estimate the weights of various items then use a scale to find the correct weight. How close were you? Did you find it easier to estimate the weight of some items? If so, why do you think that was? Write down the procedure you used to make your estimates.

3. Given a specific weight, have students determine what needs to be put on the scale to reach that weight. This can be done with items that all weigh the same or with items with various weights. For example: How many paperclips do you need to reach a weight of 5 ounces? Given pencils and erasers, what can to be put on the scale to reach 8 ounces?

4. Estimating weight worksheets

5. Weighty Problem worksheet