



Tale of a Fish: Wild or Farm Raised?

Grade Levels & Subjects: Grades 9-12 English Language Arts

Learning + Food Objectives:

Students will learn about food sources and origins by learning how fish move from water to our table and then write an argument piece defending where and how to best source fish.

Common Core Standards:

Common Core English Language Arts

Writing an argument writing piece using comparing and contrasting

[CCSS.ELA-LITERACY.W.9-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-LITERACY.W.9-12.1.A](#)

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-LITERACY.W.9-102.1.B](#)

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.



MATERIALS NEEDED

- Pilot Light Video: How to Fillet & Cook Fish with Chef Geef Fellows: <https://vimeo.com/409834698>

- Student Worksheet (Attached below). Students can write paragraphs using any format/platform including Google docs, Jamboard, etc.
- (Optional extension: Explore the supply chain of fish using the Google Earth link below:
https://www.google.com/url?q=https://earth.google.com/web/data%3DCiQSiHgYTNjMGMxMzA0ZDhiMTFIODljMDYxYjUwNmFjMDE0ZTA&sa=D&ust=1602588324134000&usg=AFQjCNHU16i2WdGVI_IftPHR46GHR9hg)

CLASSROOM PROCEDURE

INTRODUCTION (5-7 minutes)

1. Ask students to share where fish come from.
2. Assign students to do a pre-work article/video that introduces the idea that fish can be raised on a farm as well as caught in the wild. (Teacher can use a text resource here or a YouTube video to show a more detailed explanation.)
3. Begin by asking 5-7 students to share out something they learned from the article/video.
4. Tell students that today they will be learning about fish that are farm raised versus fish that are caught in the wild!
5. Ask students what types of fish they have eaten. Have 5-7 students share out.
6. Ask students to share any background knowledge they have about how fish get from the water to our plates. (Did they buy the fish at the grocery store? How did it get there? Where are those fish from originally?)
7. Then, pose the question: Which is a better source for fish: farm-raised or wild caught?
 - a. Ask students to define what “better” would mean in this research question.
 - b. Have students record their peer’s response.
 - c. **Teacher note:** This should include details such as nutritional differences, sustainability, carbon footprint, ecosystem balance, ethical, etc.
8. Tell students that today they are going to learn how to fillet a fish and after that, they will research more about how fish are grown before they get to our plates!

INSTRUCTION (45 minutes)

1. Tell students that they are now going to watch a video about how to fillet and cook a fish:
<https://vimeo.com/409834698>
2. After watching the video, ask students what they noticed, what surprised them. What did they learn?
3. (OPTIONAL: Visit the site, <https://riverence.com/index.html>, to see where the fish that Chef Geef filleted came from. Look at the tab, “Our Fish” and discuss the infographic on the middle of the page that shows how their fish are raised and sent to restaurants. Ask students what they think would be benefits/drawbacks of this method of harvesting fish.)
4. Remind them of the research question, “Which is a better source for fish: farm-raised or wild caught?”
5. Divide the class in half. Ask half of the students to research farm-raised fish and half to research wild caught fish.
6. Give students about 10 minutes to research and record on their student sheet.
7. Bring students back together and have 6-8 students share out on each type of fish-harvesting.

8. Pose the question again, "Which is a better source for fish: farm-raised or wild caught?"
9. Explain to students that they will be drafting and writing an argument piece defending which source is a better source for our fish.

Students must include the following in their pieces:

- i. Introduce a precise claim, distinguish the claim from alternate or opposing claims, and create an organization that establishes clear relationships among counterclaims, reasons, and evidence.
 - ii. Develop claim and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns
 - iii. Provide a concluding statement or section that follows from and supports the argument presented.
10. Give students 25-30 minutes to draft their argument piece.

CLOSING (teacher discretion)

1. Students can share their writing with their classmates. Ask peers to provide written feedback to the student. Students should then use that feedback to strengthen their piece. Ask students to highlight changes they made to their piece after their peer's feedback.

ADDITIONAL RESOURCES

- Explanation of farm-raised fish:
 - "Fish Farm Facts for Kids" - https://facts.kiddle.co/Fish_farm
 - "What is aquaculture" - <https://eschooltoday.com/aquaculture/what-is-aquaculture.html>
- Introduction to benefits/drawbacks of wild caught vs. farm raised:
 - "Farmed vs. Wild Salmon" - <https://www.doh.wa.gov/CommunityandEnvironment/Food/Fish/FarmedSalmon>
 - "Farmed Salmon vs. Wild Salmon" - <https://www.youtube.com/watch?v=KFUe-dzTlY>

RECIPE FROM VIDEO

Video: "How to Fillet & Cook Fish" - <https://vimeo.com/409834698>

Below is the recipe from the video in this lesson. Pilot Light Anywhere lessons are designed to be able to be delivered from a remote setting; however, this recipe can be demoed by the teacher virtually/in person, sent home to families, or used for reference.

Fish with Couscous

Serves 4

Ingredients:

- 1 fish (2 lbs), inner guts removed and scaled (any round fish will work here!)
- 1 cup couscous
- 3 cups water
- 1 medium shallot, sliced thinly (or use another allium like onion or leek)
- 2 cloves of garlic, sliced thinly
- 1 ½ TB thyme, fresh (or 1 tsp. if using dried)
- ½ cup raisins
- 4 TB butter, sliced in ½ inch pieces
- ¼-½ cup white wine
- Olive oil
- Lemon juice, to taste
- Salt and pepper, to taste

Materials:

- Scissors (optional)
- Spatula
- Spoon
- Cutting board and knife
- 2 medium sauté pans (for fish and sauce)
- 1 sauce pot (for couscous)
- Measuring cups and spoons
- Paper towels

Preparation:

1. Fillet the fish:
 - a. Wipe the fish with a paper towel to assure it is dry, then lay the fish with the belly facing you and head to the right side of your board.
 - b. Using scissors or a knife, remove all fins and discard. Remove the head by cutting at a 45-degree angle starting at the top of the gill down towards where the fin was. Be sure to apply pressure to cut through the neck at the top.
 - c. You will now open the fish up by cutting guidelines on the top and bottom of the fish.
 - d. If your fish has had its spine bones removed (as they are in the video), flip the fish so the belly is facing away from you. Slide your knife so it is parallel to the cutting board and cut along the back of the fish's spine bones to separate into fillets. Be sure to hold the fish with the hand that is not holding the knife.

- e. If your fish has NOT had its spine bones removed, slide your knife along the spine and use your knife to zip through the spine bones. Be sure to hold the fish with the hand that is not holding the knife. Flip, and repeat for the other side (belly towards you) to remove the spine bones. Remove the rib bones near the belly of each fillet by making a diagonal slice (or multiple if you need) towards the tail and pressing upwards towards the rib bones.
 - f. Cut any extra pieces from fins off, and portion to cook.
 2. Make the couscous:
 - a. Bring water to a boil in a medium pot, and add couscous.
 - b. Stir and bring the couscous to a boil. Remove from the heat and cover for ten minutes.
 - c. After ten minutes, remove the lid and fluff with a fork to aerate. Add olive oil and salt to serve.
 3. Cook the fish:
 - a. Get your sauté pan hot first on medium high heat. Add some oil and then your fish. Using a spatula, apply a little weight, to get a nice flat sear on your fish.
 - b. When your fish is lightly golden brown, add 2T butter and brown for an added nutty flavor.
 - c. Once brown, stop the browning by adding a squeeze of lemon juice (but be careful doing this over an open flame as it will spit!).
 - d. Baste the fish with some of the butter by spooning it over.
 - e. Once you have stopped the butter from browning, flip your fish over and turn off the heat to further slow cooking while the sauce builds.
 4. Make the sauce:
 - a. Cook your fish until step 3(c), then begin!
 - b. Bring a small pan to medium heat and add olive oil.
 - c. Add the shallot and cook, then add garlic and thyme and cook low until the shallot and garlic are translucent.
 - d. Add raisins and white wine and lightly simmer.
 - e. When wine has reduced, begin adding remaining 2T of cold butter, one piece at a time, until emulsified then season with lemon and salt. This is called mounting the sauce and gives it a creamy, velvety texture.
 5. Serve: plate couscous first, then top with fish, and fish with sauce on top. Enjoy!

The student worksheet below can be printed or copied onto
any online learning platform.



Tale of a Fish: Wild or Farm Raised?

“Which is a better source for our farm: farm-raised or wild caught?”

Think about a fish you like (or one that you’ve never tried) and think about how it gets from the water to being ready to fillet and eat. You will be researching two of the ways fish are harvested to then end up on your plate!

Research Question Brainstorm

1. What does “better” mean?

Research

2. I am researching farm-raised/wild caught fish. (circle one)

3. Record findings below:

-
-
-
-

4. Record key findings from peers below:

-
-
-
-

Develop Argument Piece

Claim:

Evidence:



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Reasoning:

Possible counterclaims and strengths/limitations:

Conclusion:

Draft of Argument Piece

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Peer Feedback: