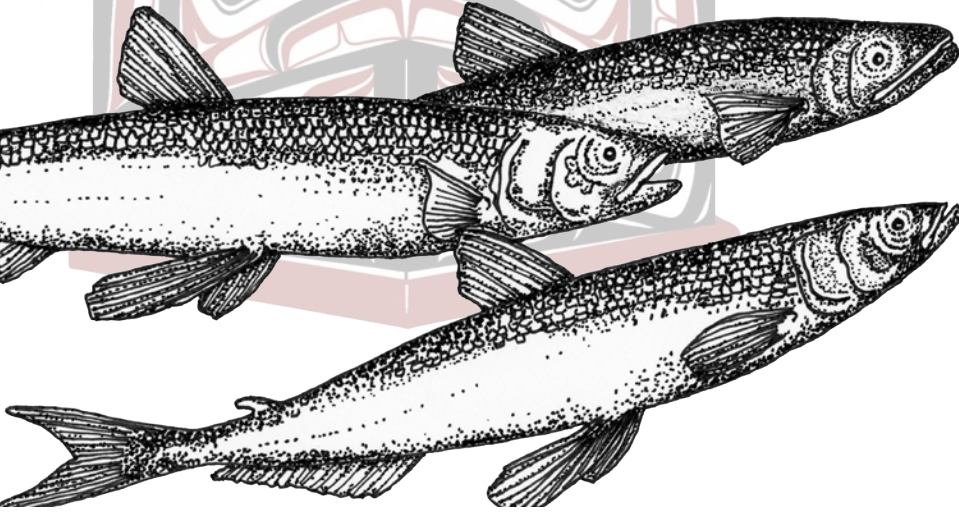


# Saak

# HOOOLIGAN



**Grade Levels K-2**

A series of elementary level thematic units featuring Tlingit language, culture and history were developed in Juneau, Alaska in 2004-6. The project was funded by two grants from the U.S. Department of Education, awarded to the Sealaska Heritage Institute (Boosting Academic Achievement: Tlingit Language Immersion Program, grant #92-0081844) and the Juneau School District (Building on Excellence, grant #S356AD30001).

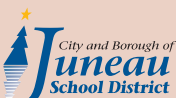
Lessons and units were written by a team of teachers and specialists led by Nancy Douglas, Elementary Cultural Curriculum Coordinator, Juneau School District. The team included Juneau teachers Kitty Eddy, Shgen George, Kathy Nielson, Hans Chester and Rocky Eddy, and SHI language team members Linda Belarde, Yarrow Vaara, David Katzeek, John Marks, Mary Foletti, Rose Natkong and Jessica Chester. Curriculum consultants Julie Folta and Toni Mallott assisted and Annie Calkins edited the lessons and units.

Lessons were field tested in Juneau classrooms in 2005-6.

All units are available online at [sealaskaheritage.org](http://sealaskaheritage.org).



Sealaska Heritage Institute



## **Tlingit Cultural Significance**

The Chilkoot and Chilkat Rivers, near Haines and Klukwan, have been a rich food source for Tlingit people for hundreds of years. The first high tide in May brings the celebration of returning hooligan, with seagulls, seals and seal lions, eagles, ravens, crows and people all joining in this welcoming of spring. Students learn the cultural and ecological rules to guarantee the return of this valuable food source in this unit.

## **Elder/Culture Bearer Role**

Elders and culture bearers who have fished for hooligan, prepared them for winter use in a smokehouse, and who know the rules of respect necessary to insure the return of the hooligan each year will have much to share with the students. The best learning will happen when an Elder can participate in all activities of these lessons, adding personal stories, cultural wisdom and language to make the “pretend” seem real.

## **Overview**

This unit begins with planning a preparation for the hooligan run in the month of April and ending with participating in hooligan fishing and preparation of family food in May.

## **Lesson #1 – When Are the Hooligan Coming?**

Students make a moon calendar for the months of April and May. This lesson should begin toward the end of April, presenting information and activities before the actual beginning of the typical hooligan run in early May. Students use a current tide book to find and mark on the calendar the first high tide in May. The days before this date can be counted in anticipation of the hooligan run.



## **Lesson #2 - How Many Seagulls Are Arriving?**

Students make a river mural for the classroom wall or the floor, showing mountains, forest, river, river rocks, etc. Paper seagulls are added each day until twenty or more have been added.

## **Lesson #3 – What Tools Do We Need?**

This is an opportunity to look at the real tools used for fishing – a hooligan net, the twine and needles used to mend a net, buckets, boots, gloves, etc. Children set up a play fishing area in the classroom. An Elder can discuss traditional methods of gathering hooligan.

## **Lesson #4 - Make a Puppet Show**

Children make a puppet show dramatizing the traditional rules to welcome the hooligan. The show is accompanied with the recorded sounds of many seagulls. Students make a school of hooligan on strings to be the puppets for the show.

## **Lesson #5 – Let’s Go Fishing**

This lesson invites students to role play the experience of hooligan fishing as they catch hooligan with nets in a tub of water. They count the number of fish caught and place them in groups of ten. Male and female hooligans are placed on a mat to make a pattern.

## **Lesson #6 - Who Eat’s Hooligan?**

Children play a Hooligan Escape! game with a partner to learn about predators in the ocean and rivers. They measure time and distance to help a hooligan escape being eaten.

## **Lesson #7 – Let’s Dry and Eat Hooligan!**

Students role play getting hooligan ready for the smokehouse by fastening them together and putting them on sticks to dry. An Elder can demonstrate twining the dried hooligan into mats for winter storage. In a playhouse center, children play family roles as they cook, serve and eat pretend hooligan.

## **Lesson #8 – Let’s Go Fishing with our Families**

Children join their families to take part in hooligan fishing. Students bring a hooligan to school to draw and measure and compare male/female hooligan. The lesson ends with a hooligan feast in the classroom, which all families are invited to attend.

## **Background Information**

Hooligans are smelt, about 8 – 10 inches long. Females are all silver in color. Males have a blueish color along the back and are sometimes a little larger than the females. They come into the Chilkoot and Chilkat Rivers around the first high tide in May. Tlingit’s know that they are very sensitive fish, easily disturbed in their natural habitat. Traditional rules have been made to encourage the hooligan to continue to return. Because they are the first spring fish to arrive in the rivers, they are called the “cleaning committee” for all the other species that will come during the summer. They have been observed moving their fins and bodies against the moss-covered rocks in the river, making the way clean for those who follow.



Sometimes the hooligans come in such large numbers, that Tlingit people net enough to make hooligan oil, rich in vitamins. Hooligan are put into 6-foot deep pits to age for 8 -10 days. They are then boiled in water in big pots. The oil is separated, put in containers, and used by families or traded with others.

Hooligans are also called “candle fish” because they have so much oil.

## **Alaska State Standards**

### **English/Language Arts**

E1) Use information both oral and written to understand self and others.

### **Mathematics**

A2) Select and use appropriate systems, units and tools of measurement, including estimation.

A6) Collect, organize, analyze, interpret, represent, and formulate questions about data and make reasonable and useful predictions about the certainty, uncertainty, or impossibility of an event.

B1) Use computational methods and appropriate technology as problem-solving tools.

### **Science**

A2) Understand the physical changes and interactions that result in observable changes in the properties of matter.

A4) Understand observable natural events such as tides, weather, seasons, and moon phases.

A15) Use science to understand and describe the local environment.

### **Geography**

A5) Evaluate the importance of the locations of human and physical features in interpreting geographic patterns.

### **Art**

A1) Participate in dance, drama, music, visual arts, and create writing.

### **Cultural**

A5) Reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them.

C1) Perform subsistence activities in ways that are appropriate to local cultural traditions.

E1) Recognize and build upon the inter-relationship that exist among the spiritual, natural and human realms in the world around them.





## Lesson 1

### When Are the Hooligan Coming?

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#### Objectives

Students:

- Develop an understanding of the cyclical phases of the moon and its influence on the subsistence gathering of Tlingit people
- Develop an understanding of how to take information from a tide book to estimate the arrival of hooligan in the local area

#### Time

30 -40 minutes

#### Materials

- Calendar grid with 2-3 inch squares for the months of April and May
- Books with moon phases pictures
- Moon phase cut outs
- A current tide book
- Pen to mark the first high tide in May on the calendar
- Construction paper
- Popsicle sticks
- *So That's How the Moon Changes Shape*, by Allan Fowler, Children's Press Chicago, 1991, ISBN 0516449176

#### Vocabulary

##### Lingít

*yées dís*  
*dís yádi*  
*dís tléin*  
*dís kígi*  
*kées' x'úx'u*  
*saak*  
*daak oowadaa*  
*nadaayí héen*  
*datoow – tléix', déix, nás'k*

##### English

new moon  
first quarter moon  
full moon  
second quarter moon  
tide book  
hooligan  
high tide  
river  
counting – one, two, three

#### Lingít Phrases

*(Yées dís) áyá.*  
*dís yádi*  
*dís tléin*  
*dís kígi*

This is a (new moon).  
first quarter moon  
full moon  
second quarter moon



## Activities

### Activity #1 So that's how the moon changes shape

Read aloud the book *So That's How the Moon Changes Shape*, to introduce students to the phases of the moon. After reading, ask the class to generate any questions they have about the moon and record their questions on the board or a chartpad.

### Activity #2 Look at pictures of the moon's phases

Using a book from the school library or photos from the Internet, show children pictures of moon phases. Ask if they have seen the Full Moon, First Quarter Moon, Full Moon, Second Quarter Moon like the pictures in the book. In pairs, children can tell partners things they know about the moon.

How does it look?

Can we always see the moon in the night time?

Can we ever see it in the day sky?

Are there some nights when we don't see the moon at all?

Introduce the Lingít word for moon – *dís*. Practice saying words several times. Put the symbol for the full moon on the proper day of the April calendar. (Be sure to check a commercial calendar before this activity to find the proper day.) Each day for the rest of this unit during Calendar Time add the next moon phase symbol to the calendar. Ask the class to notice: Is the moon getting larger or smaller? What will it look like in the sky tomorrow? Continue through the month of May. Have children complete the moon phases activity included in the Resources..

### Activity #3 Look at a tide book

Find the tide for this day in the tide book. Will it be a big tide, small tide? How can we tell by looking at the tide? What do we see if it is a big tide? What do we see if it is a small tide? Use mathematical computations to find the difference between low and high tides.

## Assessment

Listen for children's knowledge of the moon as they share with you and each other. Listen as students speak Lingít words and phrases taught in this lesson and record their language mastery on a simple checklist

## Optional Extension Activities

Encourage parents to help children observe the moon for the next 2 months and to talk about what they see.

Go to the beach and watch a high tide, a low tide. Make a low tide collection or picture for a classroom center.



## Reference Materials and Websites

- *The Moon Book*, by Gail Gibbons, Holiday House, 1998, ISBN 0823413640.
- *The Moon Seems to Change* by Franklyn M. Branley, HarperTrophy, 1987, ISBN 0064450651.
- <http://www.ameritech.net/users/paulcarlisle/MoonCalendar.html>

## Lesson #2

### How Many Seagulls Are Arriving?

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#### Objectives

Students:

- Learn about some of the geographical features of the local community
- Learn to speak Lingít words and phrases pertaining to hooligan and geography

#### Time

15 minutes (whole group discussion)

15 minutes (each small group painting)

#### Materials

- 6 - 8 foot section of white wide art paper
- Paints and paint brushes
- Newspapers to protect the floor
- Paint shirts
- Paper seagull pictures
- School library books about rivers and seagulls

#### Vocabulary

##### Lingít

*Jilkaat Héeni*

*Jilkoot Héeni*

*kéidladi*

*shaa*

*as gútu*

*naadaayí héen*

*eech*

*saak*

##### English

Chilkat River

Chilkoot River

seagulls

mountains

forest

river water

rocks

hooligan

#### Lingít Phrases

*Saak gaa has kutées' wé kéidladi.*

*Saak has du x'éí yak'ei wé kéidladi.*

*Naytoow wé kéidladi.*

The seagulls are looking for hooligan.

Seagulls like eating hooligan.

Let's count the seagulls.



## Activities

### Activity #1 Let's make a river mural

If possible, this would be a good time to take your students outdoors to observe a river. Challenge students to observe parts of the land around the river, like mountains, forest, river water and rocks. If a field trip is not possible for this lesson, ask children to close their eyes and imagine tall mountains, a forest with tall trees, water running over and around rocks. Imagine a river.

Then list those features using both English and Lingít names. Invite children to make a big picture (mural) of a river with mountains, forest, river and rocks to display in the classroom or the hallway outside.

### Activity #2 The seagulls arrive!

Show the students a paper seagull. Explain that seagulls are arriving along the northern rivers of Southeast Alaska to look for food. When the mural is ready, invite students to fasten paper seagulls along the river until 20 have been added. Use English and Lingít to count them.

### Activity #3 Hooligan math

Prior to class copy one math packet (see Resources) for each student and direct them to complete the hooligan pages.

## Assessment

As children share their ideas about a local river. Listen for common knowledge and experiences.

Observe children as they work on the classroom mural for feedback on whether they cooperate and help each other.

Use a Lingít language checklist of the Lingít words and phrases to determine student's language acquisition.



## Lesson # 3 What Tools Do We Need?

### Objectives

Students:

- Acquire an understanding of the traditional Tlingit protocols when listening to an Elder
- Acquire knowledge about traditional and modern tools and equipment used to gather hooligan
- Learn to speak new Lingít words and phrases.

### Time

20 minutes (whole group)

15 minutes (each small group)

### Materials

- A real hooligan net, if possible from a child's home
- A short-handled net (for play fishing area)
- Twine and needles to pretend mend the net
- Buckets
- Jackets, boots, gloves to try on
- Paper hooligan for the river
- 6-8 section of blue wide are paper (for the river)
- Photos of people catching hooligan from photo collection (old times and present time)
- Let's Go Fishing book



### Vocabulary

#### Lingít

*géiwu*

*koodás'i*

*sél' téeli*

*litl'eegi tsáax'i*

*xeeshá*

#### English

net

jacket

boots

gloves

bucket

### Lingít Phrases

*I jeewú gé i (xeesháyi).*

*i géiwu*

*i koodás'i*

*i séli' téeli*

*i litl'eegi tsáax'i*

*Ax jeewú ax (xeesháyi).*

*Ax géiwu.*

*Ax koodás'i.*

*Ax séli' téeli.*

*Ax litl'eegi tsáax'i.*

*Asteix naxtoo.át!*

Do you have your (bucket)?

your net

your jacket

your boots

your gloves

I have my(bucket).

my net

my jacket

my boots

my gloves

Let's go fishing!



## Activities

### Activity # 1 Let's go fishing

Together, read the book, Let's Go Fishing, first in English and then, if possible, in Lingít. (Have an Elder or Culture Bearer read the Lingít parent/grandparent pages, with students responding with the children's pages.) Make a list of the hooligan fishing tools from the booklet. Show the real items as the class makes a list. Tell students that these tools will be part of a pretend fishing center by the river mural.

Invite an Elder to talk about how Tlingit people show respect for hooligan and the environment during subsistence fishing.

### Activity #2 Let's create a pretend hooligan river

Invite small groups of students to:

- Put paper hooligan into a pretend river
- Put fishing tools in the fishing center
- Pretend to mend the net
- Pretend to fish by putting the paper hooligan into the net and then into buckets

Have students draw pictures of what they know about gathering hooligan.

#### Assessment

Observe and listen as students speak Lingít words during their interaction with Elders and cooperative play.

Using students' drawings, assess their understanding of how to gather hooligan.

#### Optional Extension Activities

Invite an Elder/Culture Bearer to share experiences of fishing for hooligan, getting tools ready, and watching for the first hooligan run.

Add more seagulls to the mural as the arrival of the hooligan gets closer.





## Lesson 4

### Make a Puppet Show

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#### Objectives

Students:

- Acquire knowledge about traditional behavior, rules and respect of hooligan fishing
- Learn to speak new Lingít words and phrases.

#### Time

10 minutes for group discussion (whole group)

20 - 30 minutes to prepare puppet show (small groups)

20 minutes to perform

Materials

- Mural and river from hooligan play center
- Large cardboard sheet to mount mural behind the river.
- Several paper hooligan fastened together to make 2 schools of fish
- Dog puppet
- Boots from hooligan play center
- Small rocks to throw into the river

#### Vocabulary

##### Lingít

*tléil ayáx googatéé*

*has du ee akaylaxil'*

*neil gú*

*s'éil' téel*

*té*

*kéitl*

*at shí*

##### English

threaten

disturb/scare

welcome

boots

rocks

dog

sing

#### Lingít Phrases

*Ya yoo x'atánk' ax'aa kaax yei kugax tusteey.*

*Kaayá awooné.*

*Tléil té ileedík.*

*Tléil héen táat yigoodík.*

*Tléil héen taakt wugoodík i kéidli.*

We follow these rules.

Be respectful.

Do not throw rocks.

Do not walk in the water.

Do not let your dog walk in the water.



## Activities

### Activity #1 Showing respect to hooligan

Ask students to participate in a role play by prompting them:

“Pretend you are a fish by moving your fins, your gill covers and your mouth. Pretend you are swimming in the river. A huge rock comes crashing down, almost hitting you. What would you do? A big dog comes splashing by, knocking you and your buddies in crazy flip-flops. What would you do? Huge feet in boots kick up the rocks around you. What would you do?”

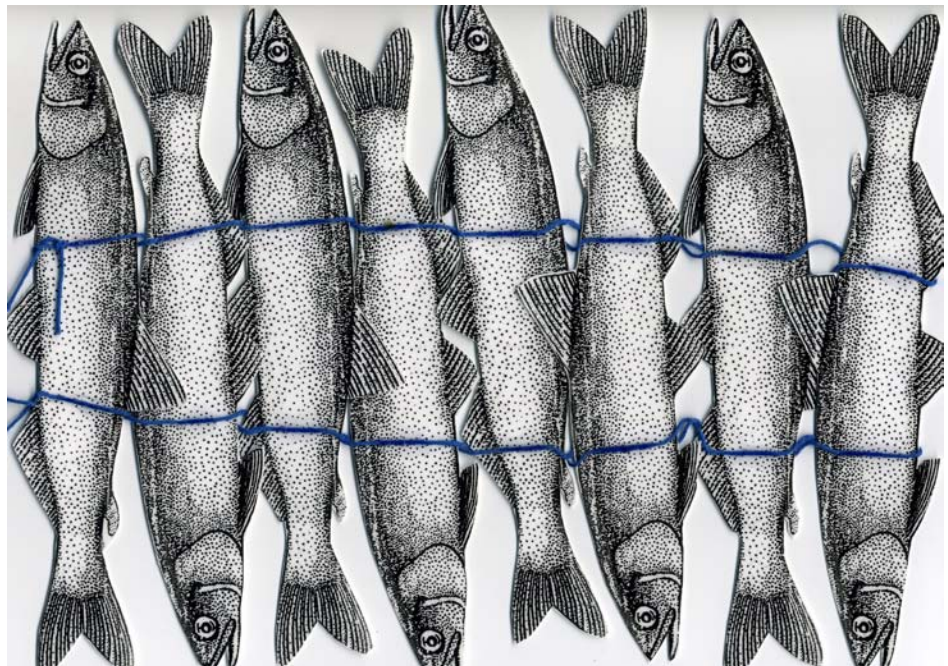
As a class discuss human disturbances and fish behaviors. Make a list of things humans do that would make fish swim away.

Explain that there are traditional rules used over many years that welcome hooligan instead of scaring them away. People who are fishing for hooligan sing to them, like Hooo-hooo-ooo-ooo as they catch them in their nets.

### Activity #2 Hooligan schools

Children tape together 8-10 hooligan to make a school. They fasten 2 strings to each school, one string for the left hand and one for the right hand. Children can practice moving their school of hooligan as if they are swimming in the river.

- A child kicks rocks in the paper river (fish swim away)
- A child throws rocks into the river (fish swim away)
- The dog puppet jumps into the river (fish swim away)
- Puppeteers say, “Don’t kick rocks. Don’t throw rocks. Don’t let your dog walk in the river. Sing to the hooligan to welcome them. Hooo-hoooo-oooo-ooo.



### Assessment

Observe cooperative play and check for student understanding of traditional rules for welcoming hooligan.

### Optional Extension Activities

Invite another class to watch your puppet show.



## Lesson 5

### Let's Go Fishing

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#### Objectives

Students:

- Learn patterning and group counting using hands-on activities with hooligan

#### Time

30 minutes

#### Materials

- Pattern mats for making hooligan patterns
- Recording sheets for patterns
- Tub of water or water play table
- Towels or mop for clean-up
- Laminated counting mats
- Male/female word cards

#### Vocabulary

##### Lingít

*kaa saak*

*sheech saak*

*a kaax*

*datoow - tléix', déix, nás'k, etc*

*at yahaayi*

*kayshaxít*

##### English

male hooligan

female hooligan

pattern

counting 1, 2, 3 etc.

symbol

record

#### Lingít Phrases

*Yítóow wé saak.*

*A kaax akaa yei na.oo.*

*Wóosh ji.een yéi naysanéi.*

Count the hooligan

Make a pattern

Work together.

#### Activities

### Activity #1

#### Let's catch hooligan

Give children directions for fishing in the water play area. Show them how to clean up spilled water. (Encourage gentle play with little spills.) Then have students take turns in small groups to go hooligan fishing with nets, in a tub of water or a water play table. Tell them to lay each hooligan caught on an X on the counting mat to make 2 groups of 10, or less. Each student records the total number of fish caught on the recording sheet, showing how many were females and how many were males.



## Activity #2 Make Hooligan Patterns

Ask one student to place the hooligan on a pattern mat to make a pattern – male, male, female, male, male, female, etc. Word cards are then placed under each hooligan and the letter symbols of A and B are placed under the words. (A = female, B = male) After modeling with one student ask the rest of the class to pair up and make a pattern. They will then share the patterns with a friend, telling them about the pattern they made: “ I have an AAB pattern. What do you have?”

### Assessment

- Observe children counting groups of 10 hooligan
- Observe students making AB patterns with their paper hooligan, recording their patterns. Check for accuracy in counting and making patterns.

### Optional Extension Activities

Make small hooligan with the hooligan stencil on adding machine tape to make a pattern, color a blue streak for the males and record the A B symbols.

## Lesson 6 Who Eats Hooligan?

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### Objectives

Students:

- Expand their understanding about estimating and measuring time and distance
- Develop an understanding about predation in the world of hooligan as they swim to their spawning grounds
- Learn to say the Lingít words and phrases pertaining to hooligan and predators

### Time

30 – 40 minutes

### Materials

- Hooligan Escape game
- Paper hooligan
- 12 inch string
- 3 real rocks
- Paper river from fishing center



## Vocabulary

### Lingít

*taan*  
*kéidladi*  
*saak*  
*yáay*  
*t'á*  
*tsaa*  
*ast'eix í*  
*naylayaakw*

### English

sea lion  
sea gulls  
hooligan  
humpback whale  
king salmon  
harbor seal  
fisherman  
estimate

## Lingít Phrases

*Naxtutoow haa saagí.*  
*Tíél saak awushaat wé (taan).*  
*(kéidladi).*  
*(yáay).*  
*(t'á).*  
*(tsaa).*  
*(asteix í).*  
*Saak awashaat wé (taan).*  
*(kéidladi).*  
*(yáay).*  
*(t'á).*

Let's count hooligan  
The (sea lion) didn't catch the hooligan.  
(sea gull)  
(humpback whale)  
(king salmon)  
(seal)  
(fisherman)  
The (sea lion) caught the hooligan.  
(sea gull)  
(humpback whale)  
(king salmon)

## Activities

### Activity #1 Hooligan travel

Gather the children around the river in the fishing center. Place a real rock and a paper hooligan at one end of the river. Place another rock near the opposite end. Ask the students: "If it takes 1 minute to swim from this rock to this rock (middle), can you estimate how long it would take the hooligan to swim to this (end) rock? Record an estimate from each child. Then measure with a 12 inch string the number of feet to the end rock. Count the minutes. Circle the estimates that are the closest.

### Activity #2 Let's play a game

Put out the Hooligan Escape! game boards in the fishing center. In this game, partners throw the die to move their markers to escape predators from the ocean, through the river to the spawning grounds. The player with the most hooligan remaining is the winner.

## Assessment

Observe cooperative work, counting, estimating and measuring

## Optional Extension Activities

Children can match one hooligan to one seagull to find out how many hooligan seagulls will eat.



## Lesson #7

### Let's Dry and Eat Hooligan

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#### Objectives

Students:

- Use the information and skills learned about hooligan as they pretend to prepare, serve and eat hooligan
- Expand and strengthen their skills in working cooperatively and creatively
- Speak the Lingít words and phrases that pertain to this lesson

#### Time

30 minutes

#### Materials

- Play house dramatic play area (pretend stove, frying pan, pancake turner, plates, silverware, dress-up clothes, baby, etc.)
- Paper hooligan or real hooligan
- Cards for labeling play house (table, chairs, stove, frying pan, etc.)
- Pictures of drying hooligan

#### Vocabulary

##### Lingít

*naaxw saayí*  
*kalas'úkw*  
*Kalas'ugaa*  
*shál k'áatl'*  
*at xá*  
*stoox*  
*nadáakw*  
*Tláa*  
*Éesh*  
*dlaak'*  
*shatx*  
*kéek'*  
*eek'*  
*hunxw*  
*kéek'*

##### English

family names  
cook (fry)  
frying pan  
spatula  
eat  
stove  
table  
Mom  
Dad  
boy's sister  
girl's older sister  
girl's younger sister  
girl's brother  
boy's older brother  
boy's younger brother

#### Lingít Phrases

*At gaxtusa.ée!*  
*At gatuxáa!*

Let's cook!  
Let's eat!



## Activities

### Activity #1 Cooking hooligan

Help students set up a playhouse where they can role-play cooking and eating hooligan. An Elder/Culture Bearer could play with the children, using Lingít words and phrases as they play.

If possible, photograph the play and use the pictures to make a memory book to read together as a class and to share with other classes. As it is shared, have students tell others about how to cook a hooligan.

### Activity #2 Making a memory book

Invite students to put together a memory book, in which they tell and illustrate hooligan fishing stories, using the beginning of the unit drawings, samples of work and photos. You may want to extend this activity over a longer period of time. Children can dictate or write the text for the book.

## Assessment

Evaluate whether each student contributed to the memory book with accurate visual or textual information.





## Lesson #8

### Let's Go Fishing with our Families

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#### Objectives

Students:

- Join with families to take part in hooligan fishing
- Bring a hooligan to school, to draw and measure
- Enjoy a fresh hooligan feast in the classroom

#### Time

60 minutes

#### Materials

- Net
- Bucket
- Boots
- Hooligan Observation Sheet (Today I observed a \_\_\_\_\_. Here is what I saw.)
- Pencils
- Rulers
- Scale

#### Vocabulary

##### Lingít

*saak*  
*géiwu*  
*kalas ú kw*  
*kala úgaa*  
*shál káát'*  
*at xá*

##### English

hooligan  
dip net  
cook/fry  
frying pan  
spatula  
eat

#### Lingít Phrases

*Asteix naxtoo.át!*  
*Saak xwaxáa.*  
*Ax x'é yak'ei.*  
*Kaayá awooné.*  
*Gunalchéesh*

Let's go fishing.  
I ate hooligan.  
They are delicious.  
Be respectful.  
Thank you.



## Activities

### Activity #1 Let's go fishing

#### Note to teacher:

*This lesson will work most effectively if you live in an area where you can fish for hooligan. Remind students of the respect shown to the environment and of the cultural and classrooms expectations for gathering hooligan. If this is not possible, contact Tlingit friends in Haines or Klukwan to obtain some hooligan. Sealaska Heritage Institute will be able to guide you in finding people who can help.*

#### Activity

Take a class field trip to a nearby area where the hooligan are running. With the help of an Elder, parents, family members and/or experienced fishermen, catch some hooligan. If this is not possible, ask parents and families if they can donate some hooligan to the class.

### Activity #2 Let's investigate hooligan

Gather data on the hooligan that are caught or given to your class. Ask students to complete the Hooligan Observation log and then share information in a group setting. (see resources)

### Activity #3 Let's eat hooligan together

Divide class into working groups. Some students can wash and clean hooligan. Another group can roll hooligan in flour that has been lightly salt and peppered. Have an Elder or parent volunteer fry hooligan in an electric frying pan. Prior to holding your classroom feast explain that hooligan are a type of fish that you can eat whole, or you can carefully separate the meat from the bones. Tell the children that the expectation is that "we try new things and that we show respect to the hooligan by not negative comments". Invite all families to join the class for a hooligan lunch. Before or after eating have each child share what he/she has learned about hooligan, using drawings, pictures and writing as prompts for their reporting. Ask family members to share stories they might know or have heard about hooligan fishing.

## Assessment

Observe students interacting with their families during the hooligan feast, to gather feedback on the depth and accuracy of their knowledge, their ability to tell others what they know and the degree of cooperation they exhibit during preparation and the feast itself.



