cobblestone®

GONE-A-WHALING

Students will explore the history and development of the whaling industry and its economic and environmental effects.

CONVERSATION QUESTION

How have human activities affected whales and their environments?

TEACHING OBJECTIVES

- **Students will explore the history and development of the whaling industry**
- **Students will explore the whaling industry's economic and environmental effects**
- **Students will explain how cultural patterns and economic decisions influence the well-being of individuals, businesses, and society**
- **Students will compare life in a specific historical time period to life today**
- **Students will analyze the causes and effects of historical developments**
- **Students will draw evidence from literary or informational texts to support analysis, reflection, and research**
- **Students will obtain, evaluate, and communicate information**
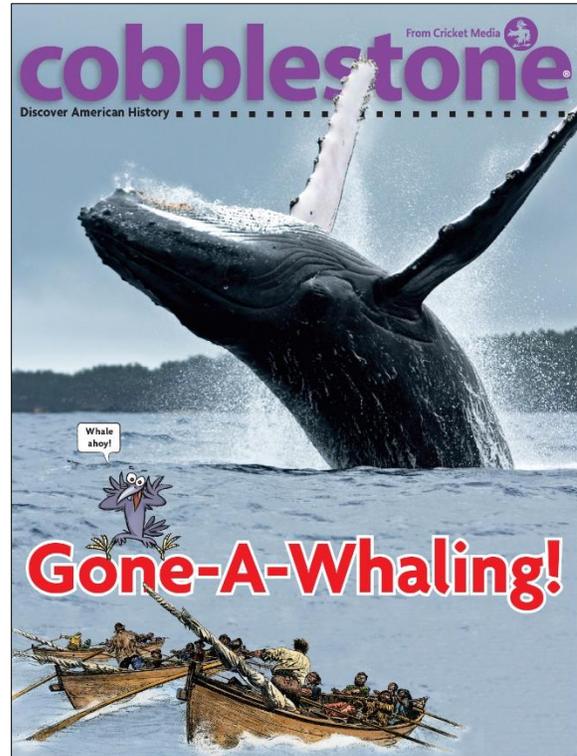
In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- Riches of the Ocean
  Expository Nonfiction, ~1050L

- Harpooned!
  Expository Nonfiction, ~1050L

- From Hunting to Helping
  Expository Nonfiction, ~950L

Riches of the Ocean

pp. 2–4, Expository Nonfiction

This article describes the development of commercial whaling. Use it to help students understand and explain the environmental impact of economic decisions.
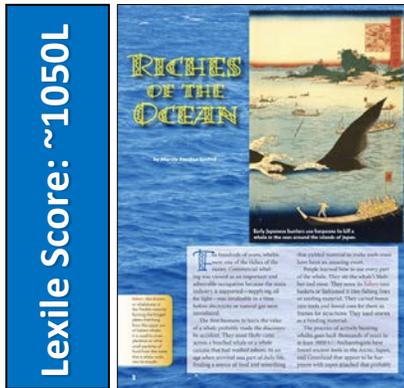
Lexile Score: ~1050L

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will explain how cultural patterns and economic decisions affect the wellbeing of individuals, businesses, and society
- Students will analyze the causes and effects of historical developments

RESOURCES

- Whaling over Time Organizer

KEY VOCABULARY

- **commercial (p. 2)** making or intended to make a profit
- **sinew (p. 2)** a piece of tough tissue connecting muscle to bone or bone to bone
- **lance (p. 4)** a long, pointed weapon

ENGAGE

Conversation Question: How have human activities affected whales and their environments?

Before reading the article, ask students to select one ordinary item in the room (a pencil, piece of paper, book, backpack, etc.), and list the natural resources that were probably used to create it. Next, use the following questions to prompt a class discussion:

- What actions did humans probably take to obtain these natural resources?
- How might these actions have affected the environment—plants and animals—where the natural resources are found?

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Next, ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

After students have read the article with a partner, use these questions for discussion:

- Why have humans hunted whales over time?
- What factors contributed to the increase in the number of whales hunted in the 1700s and 1800s?
- Why did whaling techniques used in the 1900s impact whale populations more drastically than did earlier whaling techniques?

CONCEPT FOCUS: Explain Economic Decisions

INSTRUCT: Have students work in small teams to compare how whaling has changed over time. Tell them to use information from the article to complete the *Whaling over Time* organizer. Remind students to be as detailed as possible when completing the organizer.

ASSESS: Tell students to imagine they are working to protect whale populations and have traveled back in time to the early 1900s to give a speech to a gathering of whaling company representatives. Tell students to think about what they might say to this group. Then have them develop a main idea for the speech and include at least three supporting details using information from the article. Allow ten minutes for writing and time for all students to present their speeches to the class.

EXTEND

Social Studies Have students research the Industrial Revolution and its impact on the environment. Then ask students to create a poster or annotated drawing illustrating how the Industrial Revolution (i.e., the use of machines for large-scale industry) impacted at least one specific environment or habitat on Earth.

Whaling over Time

Use the chart below to record details from the article about how whaling has changed over time and how this industry has impacted both humans and whales.

Whaling

	before **1600 AD**	after **1600 AD**
Topic: why whales were hunted		
Topic: how whales were hunted		
Topic: impact on humans' way of life		
Topic: impact on whale populations		

Harpooned!

pp. 10–15, Expository Nonfiction

This article explains how whalers performed their jobs aboard the ship *Charles W. Morgan* in the mid-1800s. Use it to help students understand how the whaling industry affected people's lives.
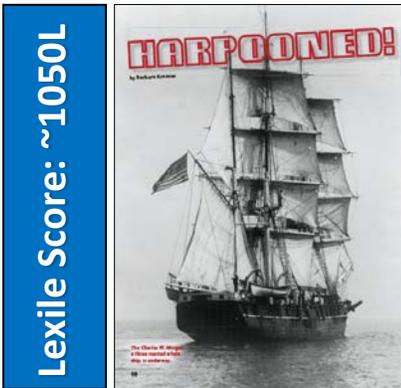
Lexile Score: ~1050L

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will explain how cultural patterns and economic decisions affect the wellbeing of individuals, businesses, and society
- Students will draw evidence from literary or informational texts to support analysis, reflection, and research

KEY VOCABULARY

- *flipper* **(p. 12)** a broad flat limb without fingers, used for swimming
- *arteries* **(p. 13)** muscular tubes that help blood pump from the heart to all parts of the body
- *carcass* **(p. 13)** the dead body of an animal

ENGAGE

Conversation Question: How have human activities affected whales and their environments?

Before reading the article, have students share what they think the daily life of a whaler in the 1800s might have been like. What dangers probably existed? What incentives might have drawn crewmembers to work on a whaling ship? Then explain that this article describes the experiences of a whale-ship's crew in the mid-1800s.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to choose two or more words from the vocabulary list and use them to write a sentence about whales. Invite students to share their sentences.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for a class discussion:

- What tasks did different crewmembers perform on the whaling ship?
- How were crewmembers' lives endangered while hunting whales?
- Why were crewmembers willing to risk their lives to hunt whales?

CONCEPT FOCUS: EXPLAIN CULTURAL PATTERNS

INSTRUCT: Ask students to imagine they have been asked to plan a whaling expedition and recruit a crew for it. Have students work in small teams to gather information from the article about the materials and crew they will need and the tasks crewmembers will be asked to complete. Remind students to be as detailed as possible when describing what they will need.

ASSESS: Have students use the information they gathered to create a written advertisement for crewmember positions on their whaling ship. Tell students to include details about the job requirements and responsibilities, as well as information about payment.

EXTEND

Language Arts & History Have students read one of the scenes in *Moby Dick* where the crew attempts to capture the whale, sparking the whale's violent reaction. (Scenes can be found in chapters 133–135.) Then, have students work in groups to determine which aspects of the scene are likely true and which aspects may be exaggerated, or false.

From Hunting to Helping

pp. 31–36, Expository Nonfiction

This article explains both national and international reasons why the whaling industry went into decline in the late 1800s and early 1900s. It also explains the impact of other human activities on whale environments and safety. Use it to help students compare the past to the present.

Lexile Score: ~950L
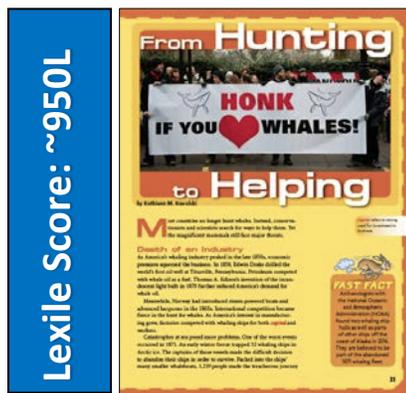
OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will compare life in a specific historical time period to life today
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **petroleum (p. 31)** a liquid that can be extracted from rock and used to make fuel
- **incandescent (p. 31)** emitting light as a result of being heated
- **endangered (p. 32)** seriously at risk of dying out completely
- **echolocation (p. 34)** the location of objects by reflecting sound off them

ENGAGE

Conversation Question: How have human activities affected whales and their environments?

Before reading the article, invite students to share what they know about how human activities have affected environments and the animals that live in them. Then, ask students to share what they know about efforts to protect different environments and the species that live in them.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then, ask students to decide which words from the vocabulary list should be used to complete the sentences.

- _____ competed with whale oil as a fuel.
- Despite efforts by the International Whaling Commission to regulate whaling, several species of whales have been on the _____ list since 1970.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for a class discussion:

- What events led to the creation of the IWC?
- Has the mission of the IWC been achieved? Why or why not?
- How are human activities not directly related to whaling still impacting whale populations?

CONCEPT FOCUS: Compare Past and Present

INSTRUCT: Engage students in a whole-class discussion. Ask them to reflect on the effect of the creation of the IWC on whaling practices. Be sure to have them compare how whale populations were affected by whaling both before and after the creation of the IWC.

ASSESS: Have students create a timeline of important events that have influenced the whaling industry, using details from the article to support their entries.

EXTEND

Science Have students research climate change and its effect on different animal environments and populations. Then ask students to use the information to create a multimedia presentation to explain their findings to other students.