Global Perception of Whaling

2013-2014 Mystic Seaport
Educational Programs & Teacher Resources

This unit has been edited by Laura Krenicki using materials compiled by the Education and Research Departments of Mystic Seaport.

Introduction: The purpose of these inquiry-based lessons is to teach students to consider the whaling industry from multiple points of view and multicultural perspectives. The project allows students to make global connections to themselves and to historical themes. This series of three lessons (one is multi-day) is intended for grades 5-8, but may be modified for other grades or levels. The links to the digital collections may be used in a flipped classroom or serve as resources for students.

Lesson Preparation: This is an ideal unit for a flipped classroom and inquiry – allowing students to develop questions, do the research, make notes (annotate) on the research, and come to school prepared to share in the collaborative learning. These lessons contain elements that may be done as a whole class, in small groups, and/or individual work. It is also easily formatted to serve for enrichment or after-school programs, and may be modified to make elements age- or ability-appropriate.

Technology: Every attempt has been made to digitize all parts of this unit, including digital scans of documents (biographies, infographics, maps, etc.) to meet Common Core standards for technology and to use as little paper as possible. Student research using online technology and may be modified depending on access to computers, time or ability.

Geographic Connections: These lessons connect to Connecticut’s Social Studies Frameworks, National Geographic’s and the National Council for Social Studies’ standards for Geographic Education. It reflects the world in spatial terms, looks at places and regions, physical and human systems, environment and society, and demonstrates the use of geography to interpret the past.

Vocabulary: primary sources, annotate, whaling, myths, traditions, compromise, see “Vocabulary” list in lesson #1 specific to whaling in Alaska

<table>
<thead>
<tr>
<th>Desired Results</th>
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<tbody>
<tr>
<td>Themes derived from the CT Social Studies Frameworks grades 6 &amp; 7:</td>
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<tr>
<td><strong>Human-Environment Interaction, Global Interconnections:</strong> Environmental Changes, Global Interconnections: Cultural Diffusion, Human Population, Movement of People</td>
</tr>
<tr>
<td><strong>Dimension 2: Applying Disciplinary Concepts and Tools</strong></td>
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<tr>
<td>1. (GEO) Explain how cultural patterns and economic decisions influence environments and the daily lives of people.</td>
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</table>
2. (GEO) Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

3. (ECON) Explain barriers to trade and how those barriers influence trade among nations.

4. (HIST) Use questions about historically significant people or events to explain the impact on a region.


The following Common Core Standards are from the English/Language Arts Informational Text strand for grade 5 and the Social Studies strands for grades 6-8. However, there are cross-over connections in science and other ELA strands.

**Grade 5 ELA Informational Text**

- **CCSS.ELA-Literacy.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- **CCSS.ELA-Literacy.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- **CCSS.ELA-Literacy.RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**Grades 6-8 in Social Studies**

- **CCSS.ELA-Literacy.RH.6-8.6** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

- **CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Understandings/Goals:**

- Students will understand that culture plays a vital role in maintaining traditions and determining resources.

- Students will understand that whaling practices vary around the world and

**Compelling Question:**

- How does culture affect how we view whales?

**Supporting Questions:**

- Should whaling be allowed? If so,
are influenced by local cultures.

<table>
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<th>Student Objectives:</th>
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<tr>
<td>Students will be able to:</td>
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<tr>
<td>● Interpret a source (such as a biography, cultural/oral history, image) to gain understanding about the past.</td>
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<tr>
<td>● Compare and contrast multiple sources to determine the cultural value of whaling, and connect to their own world view.</td>
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<th>Assessment Evidence</th>
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<tr>
<td>Performance Tasks:</td>
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<tr>
<td>● (Social Studies Frameworks Dimension 3: Evaluating Sources and Using Evidence) Using stories at Mystic Seaport from Japan, Australia, Alaska and Massachusetts, students will discuss perceptions of whales and whaling around the world.</td>
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<tr>
<td>● Create a product reflecting a personal value</td>
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<tr>
<td>Other Evidence:</td>
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<tr>
<td>● Close-readings of digital sources</td>
</tr>
<tr>
<td>● Annotation</td>
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<tr>
<td>● Individual and group-based research</td>
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<tr>
<td>● Speaking, discussion and listening skills</td>
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<tr>
<td>● Exit slips</td>
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<td>● Written reflection</td>
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<th>Resources</th>
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| National Geographic Education has a series on Humpback Whales. Be sure to toggle between the student and teacher pages for different views and information:  
| A visual infographic about humpback whales may be found here:  
[http://www.meredithross.us/mross_whales_final.jpg](http://www.meredithross.us/mross_whales_final.jpg) |
| Infographics about the whaling industry may be seen here:  
[http://dailyinfographic.com/whaling-industry-timeline-infographic](http://dailyinfographic.com/whaling-industry-timeline-infographic) or  
| There are several young adult book sources about whaling, and this should not be considered an exhaustive list. You may wish to supplement the biographies included in this unit with examples from these texts: |


Whaling Season: A Year in the Life of an Arctic Whale Scientist (Scientists in the Field Series) by Peter Lourie, HMH Books for Young Readers, November 23, 2009, ISBN: 978-0618777099


The list of resources continues in the individual lessons and student handouts below.
1st Lesson – Universal Themes of Whaling

Time needed for lesson: 45-60 minutes.

Compelling Question:

- How does culture affect how we view whales?

Materials Needed:

- Prepare either the video clip or copies of the article “Incredible Journey” noted in the links in the Introduction section.
- Word Wall (see words in the Vocabulary section)
- World map (keep it up on the wall during the unit) and atlases
- Copies of the four biographies – at least 5 copies of each, depending on class size.
- Difference of Opinion Worksheets (one per student)
- Writing utensils
- Large-size colored sticky notes

Introduction:

- To prepare students for the unit, introduce the National Geographic Critter Cam video of humpback whales in their natural home. The following link is a 2:51 minute video about the whales and how they feed: [http://video.nationalgeographic.com/video/kids/animals-pets-kids/mammals-kids/whale-humpback-kids/](http://video.nationalgeographic.com/video/kids/animals-pets-kids/mammals-kids/whale-humpback-kids/). Just be aware that 10 seconds after this video ends, the next Critter Cam video starts, unless you stop it. (NOTE: An alternate task, instead of watching the video, is to have students read this short article by Stuart Thornton called “Incredible Journey.” Here is the link to the teacher page: [http://education.nationalgeographic.com/education/news/incredible-journey/?ar_a=1](http://education.nationalgeographic.com/education/news/incredible-journey/?ar_a=1). Here is the link to the student version: [http://education.nationalgeographic.com/education/news/incredible-journey/?ar_a=4](http://education.nationalgeographic.com/education/news/incredible-journey/?ar_a=4).

- After students either watch the video or read the article, pose the questions: “What do you know about whales? (check for understanding) What do you think about whales? (perceptions and beliefs)” Give students two sticky notes of different colors. Indicate that what they KNOW should go on one color note and what they THINK should go on another. Designate a place for students to put their two notes (perhaps on a blackboard with the two questions on either side of the board).
• While you call on students to share their KNOW notes first, if a student makes an observation that others also made, have all of those students put their notes up at the same time. For example: “Humpback whales migrate great distances” may be a “know” comment that several students may have written. Continue in this until all the notes are posted.

• Move on to the “think” notes. These may be more diverse and may have been a challenge for the students, especially if they don’t have a personal connection. Let students know it is okay for them to not have much of an opinion, just give their personal feelings.

• Comment: “Each person has different thoughts on whales. In the same way, on a global scale, people have different beliefs, based on where they live and what their culture states, of whales and how these animals should be treated.”

Activity:

• Vocabulary: Explain that before the students get into the lesson, there are some words they should know as they read. Write these definitions on a word wall/white board/poster paper/overhead projector and leave them up for students to reference while reading the biographies.

  o **Muktuk**: Blubber and skin of whale when eaten as a food for indigenous people (Inupiat).
  o **Naluktaq**: Spring whaling festival of the Inupiaq (refers to all types of Alaskan Eskimo)
  o **Migration Patterns**: A path that fish follow to move from one area to another during certain times of the year.
  o **Breaching**: Jumping high out of the water, slapping the surface of the water as they come back down.
  o **Tail Slap**: The whale sticks its tail out of the water, swings it around and slaps it on the surface of the water.
  o **Noise Pollution**: Excessive noise that disrupts normal activity of animal life.
  o **Oil Drilling**: Process of drilling into the earth to extract fossil fuel (oil)

• **It’s A Small World Activity**: Before students are divided into groups,
  • Arrange biographies around the room
  • Put world map in front of the classroom for later discussion

• Break students into groups of 3-4 and have them circulate around the room to the different biographies. “You will have 5 minutes per story to read and answer the questions on your
worksheets! Remember, we will talk about these stories after, so take good notes for participation!”

- Hand out worksheets and have the students repeat back directions for clarification.
- Put on timer/bell/chimes or remind students when five minutes are done per bio. (20 min)
- Once all the students finished the circle, bring them back for discussion.
  - Example questions:
    - Think of 2 ways this person’s life is different than yours.
    - What might happen if they could not use whales anymore?
    - How are these kids’ viewpoints similar and/or different from each other? How are they similar/different from your viewpoint?
    - Have students plot out the locations of the different kids during the discussion (either have them find just the country/state, or, for a challenge, the city as well)

- Closure: Ask students if their opinion of whales and whaling changed after reading the biographies. If so, allow students to remove one or both sticky notes from earlier in the class and modify it. The notes should stay on the board for the next day.
## Differences of Opinion

Using the four biographies of kids around the world, find the answers to the following and neatly write your responses in the boxes below.

<table>
<thead>
<tr>
<th>Japan</th>
<th>Alaska</th>
<th>Massachusetts</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of person in this biography and an interesting fact about their lives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do whales play a part in their everyday life?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they need whales? If so, for what?</td>
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</table>
Hi! My name is Yumi. I live in Tokyo, Japan with my parents and two sisters. My father works at the fish market selling all sorts of fish, octopus, squid, and even sea urchin! Sometimes people ask him if he sells whale meat, but he doesn’t because it’s not as popular as his other fish. Sometimes he talks about how my grandparents used to eat whale after World War II since food was scarce, but since many people are not used to the taste of whale meat it is not something that is eaten all the time. My cousin who lives in Osaka told me that sometimes she eats whale meat as part of the lunch provided by the school. She said it tastes alright, but I’m not sure I would like to try it!
Kaya

Hi! My name is Kaya and I live in Barrow, Alaska with my parents and my brother. My family is Inupiaq Native American and my father and brother join in the whale hunting in the spring and fall. My mother and I help prepare the whale muktuk, the blubber and skin of the whale, to be distributed at the spring festival Nalukataq. After the muktuk is given to everyone in the community, my favorite part of the festival happens: the blanket toss! The skins from the canoes are sewn into a square and you can get tossed into the air or, if you’re not so brave, you can catch candy that is tossed by the whaling captains and their wives. At the end of the day there is dancing, which ends with a prayer of thanks. I look forward to the blanket toss every year and try to see how high I can go into the air!
Hi! My name is Liam and I live in Falmouth, Massachusetts with my dad who works at the Woods Hole Oceanographic Institute. He researches whales and their migration patterns off of Cape Cod. He tells me about all the cool things they do to learn more about the whales in their natural habitat like putting tracking devices on them to see where they travel and listening to the whales with special underwater microphones. My dad says they can even tell the whales apart by the shape of and the markings on their tail! I’m hoping that my dad will take me on a whale watching tour for my birthday this year since we live so close to Cape Cod. He said that humpback whales have extensive feeding grounds off the coast of Massachusetts and are more likely to be seen. I really want to see a whale breach or tail slap, which they do for fun!
Hi! My name is Noah and I live in Sydney, Australia with my parents. My school just finished helping with the Save our Blueys Campaign, which raises awareness about **noise pollution** in the ocean and its effect on Australia’s blue whales. The blue whales are easily affected by the noise in the ocean from boats and **oil drilling**, and its Australia’s job to help our whales in any way we can. We also participated in National Whale Day by helping to clean up our local beach and get rid of any trash. Australians love their blue whales and don’t like that the Japanese hunt blue whales in the Southern Ocean off our coast. A few people are very passionate about saving whales and will do anything to stop the Japanese whalers; some even put their own boats between the Japanese whalers and the whales! I love whales, but I wouldn’t have the courage to do that!
2nd Lesson – Cultural Traditions

Time needed for lesson: 60-90 minutes – ideally spread out over two days or class periods.

Compelling Question:

- How does culture affect how we view whales?

Materials Needed:

- Review story of Kaya from yesterday’s lesson
- Projector/computer: to project this story on the board for the class
- Double-Sided Story Sheet – one per student (see below for alternate assignment)
- Writing utensils

Activity:

- **Pre-Test/Check for Understanding:** Ask students about tradition in the family that holds significance. Ideally the teacher should start off with a story of their own to help guide the students in this process.

- Inform students that they will be learning about the stories and traditions of the Inupiat people of northern Alaska. Show the students where Barrow, Alaska is located on the map so that they have an understanding of where the Inupiat people are located (this should be a review of yesterday’s biography story of Kaya and there is a mini-map on that story).

- Share with the students the importance of storytelling for the Inupiat people: *oral history is the medium for the preservation of stories that teach the values of the Inupiat culture.* Ask them to reflect on the importance of myths in the Inupiat culture and why they have myths.

Story: **Sedna, Goddess of the Sea**

- The story of Sedna can be projected for the students to see as it is read aloud by the teacher. The story for the legend of Sedna can be found here:
  - [http://www.polarlife.ca/traditional/myth/sedna.htm](http://www.polarlife.ca/traditional/myth/sedna.htm)

  - The first story is very brief and appropriate for younger children. The second story is more detailed but also a little violent and includes the key point for the activity: that Sedna and the Inupiat must maintain a good relationship and that Sedna allows the animals of the sea to offer themselves to the Inuit people. The two stories can be blended together to create a short story that relays the key information of the myth.
After the story is read aloud, discuss the story with the students to reinforce the link between oral history and the Inupiat’s relationship to the whale. Some questions to help guide discussion are:

- How are the animals of the sea (fish, seals, walruses, and whales) created in this story?
- Why is it important for the Inuit to maintain a good relationship with Sedna?
- How do the animals feel about the Inuit hunting them, according to the legend?
- Do you think the Inuit view the animals that they hunt as a gift from Sedna? If so, why?

**Story/Video: The Raven and the Whale**

- Play the YouTube video for the class (film is about 4 minutes long. You may need to play it twice if you have students take notes about the story). The video can be found here: http://youtu.be/fUx5_inL-4k
- After the video is done playing (or use as guiding questions while students watch the film), ask the students about the roles that each of the characters play in the video. Some questions to help guide discussion:
  - Why does the Raven take the girl?
  - Why does the whale die after Raven takes the girl?
  - What does the Raven learn from the death of the whale and the girl?
  - What does this story tell us about how whales are viewed in Inupiat culture? (Are they simply an animal or are they a living being with a heart and a soul?)

**Extension/Reinforcement: Cultural differences**

- Yesterday, students read biographies from kids in other parts of the world (Australia, Japan and New England). In order to give a more universal view of cultural backgrounds for whaling, you may wish to share these additional resources:
  - The story about Liam was set in Falmouth, MA. A short YouTube video about the history of whaling in Falmouth may be found here: [http://youtu.be/QxL-pylFXmE](http://youtu.be/QxL-pylFXmE) In addition, there is a website for the Woods Hole Oceanographic Institute ([http://www.whoi.edu/](http://www.whoi.edu/)), although the site is scholarly and may be above student ability.
  - The story about Yumi is set in Tokyo, Japan. There are few online resources for the cultural reasons for hunting whales, although there is an abundance of pushback articles against whaling in Japan (see Sea Shepherd), so be careful when giving students free reign to research this topic. There are graphic images and news coverage of whaling. However, there are a few news and travel blogs that have some information about eating of whale meat in Japan. This article: *Whaling: The Meat of the Matter*
The story of Noah is set in Sydney, Australia. The Australian site: Wild About Whales has quite a few resources and information about the abundance of whales in Oceania. You may wish to have students explore this site on their own, or guide them toward the Aboriginal and Australian histories of whaling.

In addition, please see the list of Young Adult sources in the book resource list at the start of this unit. These sources are not exhaustive but may be useful for student investigation.

- **Activity:** After enough information has been gathered from the four cultural regions, the students will have the opportunity to reflect by writing their own myth or illustrating a scene that teaches a value. The double-sided handout may be used as the rubric for this task.

  - **Alternate:** Have students use an online program such as Animoto, Prezi or Easel.ly to create storyboards of their story. Off-line programs such as Power Point, MovieMaker or iMovie may work, too, if students have photographs or videos they create. This task will take several days to plan, storyboard, add audio and present. You should have a criteria list or rubric for students to make sure they have guidance in this assignment. However, students will become vested in making a product similar to the YouTube story they watched in class.

- **Closure:** (CT Social Studies Frameworks Dimension 4: Communicating Conclusions and Taking Informed Action) Allow the students share their work with fellow classmates. Students should post their work around the classroom or if the products are digital, they may be put on a secure classroom site such as Google Classroom or Edmodo.

- Students should generate their own questions and take action, and these questions may help drive the discussion:
  - If the Inupiat value the whale so much, why do they hunt the whales for food?
  - Do you think it is acceptable to hunt whales? If so, why or why not?
  - The International Whaling Commission imposes limits on how many whales the Inupiat can catch each year. How do you feel about this?
  - How do you think the Inupiat culture will adapt if they are not allowed to hunt whales or if they have lower catch limits imposed by the IWC? (Japan/Australia/USA, etc.)
The Raven and the Whale

You have the opportunity to create your own legend that teaches a value! You may draw a picture, write a short story, write a poem, or do a combination of all three. You may decide to make a story about being honest, being true to yourself, being kind to your family, being kind to animals, taking care of the environment, taking care of each other, or may teach a value not listed. Just be sure there is a “moral to the story” and use your imagination!
Briefly describe your illustration:

____________________________________________________________________________
__________________________________________________________________________________
The Legend of _____________________________

By: ________________________________
3rd Lesson – Let’s Make a Deal

Time needed for lesson: 45-60 minutes.

Compelling Question:

- How does culture affect how we view whales?

Materials Needed:

- Draw a chart on the board to record notes from different groups.
- Worksheet – one per group (4 total)
- Poster Paper
- Writing utensils, markers

Activity:

- **Pre-Test/Check for Understanding:** Ask students on a slip of paper to write down their definition of the word “compromise.”

- **Introduction:** Consider your students and then think of a scenario where they might need to compromise. Here are three possible examples:

  - “Those who like desserts, raise your hands.” Count the hands. “Now, who here likes vegetables?” Ask 3-4 students who didn’t raise their hands, “So, what do your parents do to get you to eat your veggies when all you want is dessert?” Answer: You can have dessert once you finish your vegetables, etc. “Can anyone tell me what you and your parents did to get what you both wanted?”

  - “If your brother or sister played video games for 30 minutes after school so that left you only 10 minutes of playing time before dinner, how might you come to an agreement that made the playing time fair for everyone?”

  - “You have had the same bedtime/curfew/etc. for the past two years and you think you can stay up/out longer now that you are older, how might you ask your parents to have extended time?

- Ask: “What is a compromise?” (Students come up with definition as class)

  **Answer:** A compromise is when two sides give up some demands to meet somewhere in the middle.
● Introduce the topic of compromise in whaling. Why do people need to compromise? **Because whaling is a controversial topic and people around the world cannot decide what to do.**

● “The ocean is a big place and is not owned by just one person or one country. So what do we do?”

● **Activity: International Convention of Compromises:** Explain that the students will be brainstorming a solution as a class for the question: Should whaling be allowed? Where? Students will be broken up into groups of four: Australia, Japan, Alaska, and Massachusetts (using the biographic stories revisited from earlier lessons).

● Let students know they will discuss what you want done as a geographic region with regard to whaling. Each group should have a time keeper who makes sure everyone has a chance to talk, a recorder, a researcher, and a presenter.”

● Have the recorder in the group fill out the chart. “You, as a group, need to agree on at least one thing you **definitely want** and one thing you would **like**, but may be willing to compromise.”


● Have the students discuss the implications for their geographic region and complete the charts.

● After the 10-20 minutes, depending on the level of discussion, bring the students back together and have the presenters share their charts with the class.

● Write down the information from the charts on the board, and then lead a class discussion. “We are a part of an international group. No one country owns the oceans, so we all must work together. Therefore, as an international group, we need to decide on the issue of whaling. It is evident that there are many opinions in the room, so how do we go about establishing a compromise? What do we need to keep, and what needs to be scratched out?” Write these final decisions on a clean piece of poster paper.

● Once all of the points are written down, have each student sign the resolution.

● **Closure: Civic Education (CT Social Studies Dimension 4 -- Taking Informed Action):** Just as the students created a compromise as a group today, so each of us can make a difference, not only in regard to whaling, but all aspects of civil life. It is our responsibility as good civic members of the US to work to make the world a better place. We all have the power to make a contribution as part of our democracy.
• “Who has the power to make a contribution?” Discuss.

Optional Extension Assignment: Compare the different beliefs of whaling in geographic areas we have studied so far this year. What do you think accounts for the differences and similarities of why whaling should or should not be done in these regions? Using information from the sources we’ve considered, support your essay with details and examples. This reflection may be presented as an oral project, a written assignment (argument), video, etc. For an example of a video prepared on the topic by an older student, please see Whaling in the Faroe Islands: https://youtu.be/EWAruGJx2NE
## Whaling Compromise Chart

**Names & Roles in Group:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Country/Geographic Region:** __________________________

*Be sure to use specific examples in your reasons, and use details from the videos or readings.*

<table>
<thead>
<tr>
<th>WHAT YOU REALLY WANT</th>
<th>WILLING TO COMPROMISE</th>
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