

LESSON 5 – THE WHY OF WHALING: GLOBAL IMPLICATIONS & CONNECTIONS

Time Needed for Lesson: 45-60 minutes

ESSENTIAL QUESTIONS RELATED TO THEME:

- What was/is the purpose of whaling?
- How was whaling important to America?

MATERIALS NEEDED:

- The materials from the earlier lessons should still be posted around the room – the essential question poster with the sticky note answers from earlier in the week, examples of the annotated artifacts, and the maps that the students made
- Sticky notes and writing paper
- Writing utensils
- Access to show short video clip(s) to the class
- Extension (see below) – exit cards or feedback

POSSIBLE BACKGROUND INFORMATION/ENRICHMENT:

Charles W. Morgan: The Last of Her Kind – <http://www.youtube.com/watch?v=nHTxDuPLHG8>

For more information about the Mystic Seaport, please see their YouTube channel – <http://www.youtube.com/user/MysticSeaportVideos/videos>

ACTIVITY

1. Share the History of Whaling in America by Eric Dolin (4:25 minutes): <http://youtu.be/2nFdqCr0A1A>
2. Ask: *How much of this did you already know from our study of whaling history?*
3. Review the poster still hanging in the room that had the essential question: “What was the purpose of whaling?” Ask students to write their answers on a new sticky note and place it on their desks. Have them then find their earlier answers on the poster board and bring that sticky note back to their desks. Ask students if their answers changed or stayed the same. Allow for discussion as to why there were changes, etc.

THE YEAR OF THE CHARLES W. MORGAN:

Lesson 5—The Why of Whaling: Global Implications & Connections

page 2

4. Keeping the sticky notes on the table, distribute a sheet of writing paper to the students and ask them to write their response to the following prompt: *“How was whaling important to America (and/or the world)?”*. Depending on the age and ability of your students, ask for a specific number of examples and details to support their reasoning. They may be able to use their sticky notes on their desk and materials in the classroom (posters, photographs, etc.) to provide specific examples.
5. *ALTERNATE ASSESSMENT (FOR A SECOND CLASS PERIOD)*: Have students create a visual infographic answering the same questions as the writing prompt. Infographics are visual representations of information and are gaining popularity in newspapers and digital media. Here is an example of one about whaling:

<http://www.infographicpins.com/infographics/sardine-run-infographics-a-whale-tale.jpg>

They are excellent learning tools for visual learners and are becoming easier to create. There are a few free sites that allow you to make basic ones (see this blog with a list of infographic creators: <http://www.creativeblog.com/infographic/tools-2131971>). Another option is to have students create a Prezi (prezi.com — they offer free and unlimited access for educators), which is a cross between an infographic and a PowerPoint presentation, created online.

6. *EXTENSION*— You may wish to ask your students for exit cards/feedback on the week’s activities. What things went well (collaborating with your classmates, creating characters, etc.)? What things were challenging (problem solving, researching, etc.)? What learning surprised you? The feedback you receive may help you modify this unit for your future classes.