

## Lesson A: Human Sounds in the Ocean

## Assignment Option One: Make a Written Piece

Throughout this lesson you have explored anthropogenic or ‘human-made’ sounds in the ocean. Using what you know, or additional information from a variety of sources, create a written piece (such as an essay, report, or speech) that explores the following questions:

**Should all noise in the ocean be regulated? What will these regulations look like, and how will they be enforced? Which noises are the regulations intended to address, and how will they correct the issue?**

Be sure to answer these questions in your assignment:

- ☐ Should all noise be subject to the same regulations? Who will set those regulations, and how will they be set? Which noises are outside the regulations? Which are within them?
- ☐ Should different regulations apply if a noise only occurs in the short term?
- ☐ Should the regulations apply if humans cannot detect the noise?
- ☐ Should the regulations apply if they have the possibility to impact human safety?

Criteria:	4	3	2	1
Stance on issue is clear and defined.	Opinions and ideas express a well-rounded view while keeping focus and reader engagement.	Opinions and ideas are mostly well-rounded while keeping focus and reader engagement.	Opinions and ideas need refining, some ideas well expressed.	Opinions not well discussed or expressed.
Regulations and impacts are well explained and connected to author's stance.	Possible impacts to marine mammals are fully explained. Author's suggested regulations are clear.	Some possible impacts to marine mammals are explained. Author's suggested regulations are not completely clear.	Possible impacts to marine mammals are alluded to or barely touched on. Author's position and suggested regulations are unknown.	Impacts to marine mammals are not clear. Author's position is unknown.
Piece is engaging and explores multiple perspectives and ideas.	Discussion is engaging and acknowledges multiple perspectives.	Discussion is engaging, but some perspectives are missing.	Discussion is present though not engaging. Important perspectives are missing.	Piece is neither engaging, nor does it address other perspectives.
Piece has been proofread for spelling, grammar, and accuracy, and includes name, date, and title.	No mistakes.	1-2 mistakes.	2-4 mistakes.	Many mistakes are evident.

### Assignment Option Two: Make a Media Presentation

Throughout this lesson you have explored anthropogenic or 'human-made' sounds in the ocean. Using what you know, or additional information from a variety of sources, create a media presentation (such as a poster, Prezi, PowerPoint, Glogster, or other) that explores the following issue:

**Choose one source of human-made noise pollution in the ocean. Make a short visual representation of the sound and explain possible impacts on marine ecosystems.**

Your presentation should include:

- ☐ A clear explanation of your chosen source of noise pollution including how it is used by humans.
- ☐ A clear explanation of how your source impacts marine mammals. This can include known evidence or suspected impacts.
- ☐ Elements of creativity that engage the viewer in your ideas.

Criteria:	4	3	2	1
Subject is clear and defined.	One source of noise pollution is selected, concisely explained, and well understood.	One source is selected, though more explanation is needed.	The source is unclear, and/or poorly explained.	The source is missing or not explained at all.
Impacts are well explained.	Possible impacts to marine mammals are fully explained.	Possible impacts to marine mammals are explained, though others remain.	Possible impacts to marine mammals are alluded to or barely touched on.	Impacts to marine mammals are not clear.
Project has creativity and visual impact.	Project grabs attention, is creative, and interesting.	Project is interesting and creative.	Project is either creative or interesting, but improvements are needed.	Project is not inspired and creativity is not apparent.
Project has been proofread for spelling, grammar, and accuracy, and includes name, date, and title.	No mistakes.	1-2 mistakes.	2-4 mistakes.	Many mistakes are evident.

### Assignment Option Three: Take on a Role

Throughout this lesson you have explored anthropogenic or 'human-made' sounds in the ocean. Using what you know, or additional information from a variety of sources, you will create a presentation (speech, character role, power-point, debate, or discussion).

**Take on the role of someone interested in using a marine area. In order to use this area, you must approach the marine land use council and earn their permission to use the area. For example, you may take on the role of a geological surveyor, ship's captain, marina developer, navy officer, and/or environmental researcher. Create a presentation on why you should be granted rights to work in the area.**

Your presentation should include:

- ☐ An introduction as to who you are, and why you want to use the space.
- ☐ What impacts might your use have, and how will you mitigate these impacts?
- ☐ How will you protect the environment?
- ☐ How will you accommodate the needs of the other users at the council meeting?
- ☐ How will you conduct yourself at the council meeting? That is, how will you accommodate the questions or concerns of the other users?
- ☐ What questions will you ask of the other users?

Criteria:	4	3	2	1
Student introduces him or herself and explains why he or she wants to use the marine space.	Role is defined and intent is clear.	Role is mostly defined and intent is mostly clear.	Role or intent is not clear, though it is implied.	Role or intent is not clear.
Impacts, as well as possible measures to mitigate them, are well explained.	Possible impacts to marine mammals are fully explained, mitigation plans in place.	Possible impacts to marine mammals are explained, though others remain. Mitigation plans address most but not all issues.	Possible impacts to marine mammals are alluded to or barely touched on, and mitigation plans are unclear.	Impacts to marine animals are not clear, neither are plans to mitigate impacts.
Active participant, respectful audience member.	Fully active participant. Respects other roles.	Active participant. With encouragement has respect for others' roles.	Minimally active participant. Struggles to respect others.	Not participating, and shows disrespect for others.