

Shouting Whales

Lesson F: A Whale's Perspective

Assignment Option One: Make a Written Piece

Throughout this lesson, you have explored the question, “What is it like to be a whale?” through hands-on experiments and activities. Throughout your experience, you have explored instances where extra noise does not impact your experience and instances where extra noise does impact your experience. Using what you know or additional information from a variety of sources, create a written piece (such as a speech, essay, report, newspaper article, or other) to show what you know.

Discuss your experiences during the activities: What it like is to be a whale in the marine environment? How is excess noise impacting whales? For this activity, you may choose to write in first person using the ‘voice’ of the whale.

Be sure to answer the following questions in your assignment:

- ☐ Which activities did you experience, and what were they attempting to emulate (which senses did you try using)? Provide examples.
- ☐ How do whales use sound? How can this be impacted by noise pollution?
- ☐ What was your overall experience? What surprised you?

Criteria:	4	3	2	1
Explores how whales use sound and describes the impact of noise pollution.	Thoroughly explores how whales use sound and how they may be impacted by noise.	Mostly explores how whales use sound and how they may be impacted by noise.	Alludes to how whales use sound and may be impacted by noise.	Does not touch on how whales use sound and may be impacted by noise.
Explores personal experience and draws parallels between themselves and whale.	Thoughtfully explores and reflects on her or his experience to better understand the experience of a whale.	Mostly explores and reflects on her or his experience to better understand the experience of a whale.	Somewhat explores and reflects on her or his experience to better understand the whale.	Mentions, but does not reflect on or understand the parallels between her or his experience and that of a whale.
Includes examples of activities and whale senses.	Provides relevant, thoughtful examples that enhance the work.	Provides mostly relevant examples that improve the work.	Provides a few examples, though it does little to improve the work.	Does not provide examples.
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.

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Assignment Option Two: Make a Media Presentation

Throughout this lesson, you have explored the question, “What is it like to be a whale?” through hands-on experiments and activities. Throughout your experience, you have explored instances where extra noise does not impact your experience and instances where extra noise does impact your experience. Using what you know or additional information from a variety of sources, create a media piece (such as a poster, Prezi, PowerPoint, Glogster, or other) that explores the following issue:

Graphically represent the data collected during the experiments. What does it tell you about being a whale? What would readers need to know about how whales experience the marine soundscape?

Your presentation should include the following points:

- ☐ Which activities did you experience, and what were they attempting to emulate (which senses did you try using)? Provide examples.
- ☐ What data did you collect in your experiences? Explain how this data informs your understanding.
- ☐ How do whales use sound? How can this be impacted by noise pollution?

Criteria:	4	3	2	1
Explores how whales use sound and describes the impact of noise pollution.	Thoroughly explores how whales use sound and how they may be impacted by noise.	Mostly explores how whales use sound and how they may be impacted by noise.	Alludes to how whales use sound and may be impacted by noise.	Does not touch on how whales use sound and may be impacted by noise.
Accurately represents data collected and explores how this helps understanding.	Represents all data collected and explores how this helps understanding.	Represents most of the data collected and explores how this helps understanding.	Partially represents data collected, but does not explore how this helps understanding.	Does not include or falsifies data collected and does not explore how this helps understanding.
Examples of activities and whale senses.	Provides relevant, thoughtful examples that enhance the work.	Provides mostly relevant examples that improve the work.	Provides a few examples, though it does little to improve the work.	Does not provide examples.
Presentation 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.

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Assignment Option Three: Take on a Role

Throughout this lesson, you have explored the question, “What is it like to be a whale?” through hands-on experiments and activities. Throughout your experience, you have explored instances where extra noise does not impact your experience and instances where extra noise does impact your experience. Using what you know or additional information from a variety of sources, create a presentation (speech, character role, PowerPoint, debate, or discussion) of the following:

Put yourself in the role of a scientist. What did today's observations tell you about normal whale behaviour? If you were asked to present on normal or undisturbed whale behaviour, what would you say?

Your presentation should include the following:

- ☐ An introduction to who you are, and which experiments you observed.
- ☐ What data did you collect in your experiences? Explain how this data informs your understanding of the whale's behaviour.
- ☐ What do you expect 'normal' or expected whale behaviour to be like? What do you expect impacted behaviour to be like?

Criteria:	4	3	2	1
Student introduces him or herself and describes which experiments were observed.	Role is defined, and student clearly explains which experiments were observed and which whale behaviours these parallel.	Role is mostly defined, and mostly explains which experiments were observed and which whale behaviours these parallel.	Role or experiments not well explained, neither are parallels to whale behaviour.	Role or experiments and parallels to behaviour absent from discussion.
Presentation mentions data and explores how this informs his or her practice.	Provides many examples of data, and thoughtfully explores how this helps him or her.	Provides a few examples of data and touches on how this helps him or her.	Alludes to examples and how this might help him or her.	Does not include examples nor explores how this will help him or her.
Discusses 'normal' or expected behaviour and impacted behaviour in an informed way.	Accurately discusses expected behaviour and the impacts of noise pollution.	Is mostly accurate in discussing expected behaviour and the impacts of noise pollution.	Is somewhat accurate in discussing expected behaviour and impacts of noise.	Is not accurate in discussing expected behaviour and the impacts of noise pollution.