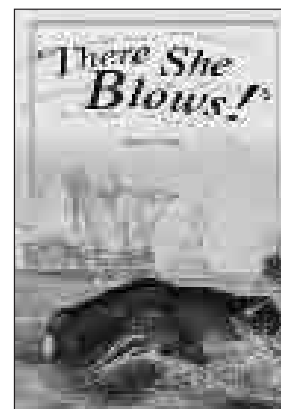


"There She Blows!"

by Susan Paris



Book Summary

This text explores the history of whaling, from the traditional practices of the Basque and Inuit people to modern methods. Current conservation efforts to protect whales are also discussed.

Features of the Book

- Historical information
- Different points of view
- Environmental theme
- Maps

Purpose

"There She Blows!" can be used to introduce and reinforce the following skills and understandings:

- S** exploring fact and opinion;
- S** analysing themes;
- S** examining environmental and global concerns.

Investigation Tools

- What's the Background? – Creatures of Habit, page 6
- Digging Deeper – Respecting the Whales, page 8
- Looking Closer – A Whaling Ship, page 16
- Step by Step – Removing Oil from a Whale, pages 20–21
- Making Connections – Save the Tiger!, page 27
- **Weighing Both Sides – The Right to Hunt Whales, page 29**

The Guided Reading Lesson

S Exploring fact and opinion

S Analysing themes

Introducing the text

Discuss the difference between fact (provable truth) and opinion (point of view or belief).

- *What are some facts about whales?*
- *What are some opinions?*

Ask the students which of the following statements is an opinion:

- *Whales are mammals.*
- *Whales are the most intelligent animal.*
- *Some whales are becoming extinct.*

- *How do you decide whether a statement is true?*

Explain that the book they are about to read contains information that may help them to distinguish facts from opinions about whales.

Distribute the books. Discuss the cover and the title.

- *What might the title mean? (It's what is called when a whale is spotted.)*

Reading and discussing the text

Read the quote on page 3 to the students.

- *What do you picture?*
- *Who was Moby Dick?* (a fictional white whale)

Read through the contents page and the glossary.
Remind the students to use the glossary as they read.

- *Why do people hunt whales?*
- *How do you think it is done?*

Ask the students to read to the end of page 9 to find out how and why people first started hunting whales.

- *Why did the Inuit people show the whales respect?*
- *Why might the author think this was important?*

Compare “Creatures of Habit” on page 6 with “Respecting the Whales” on page 8.

- *Which one is mostly facts?*
- *Which one is mostly opinion? How do you know the difference?*
- *Which words on page 8 show that this is more opinion than fact?* (thought, belief)
- *How did the Inuit’s actions reflect their opinions about whales?*

The students can now read chapter 2 to find out why sperm whales were the most valuable species.

- *What made sperm whales valuable?*
(They contained more oil.)

Encourage the students to think about a whaler’s life as they read to the end of page 21.

- *What might you like about whaling?*
- *What might you dislike?*
- *What facts did you use to form your opinions?*

Ask the students to read chapter 4 to find out how whaling has changed over time.

Discuss the differences between Inuit whaling practices and modern methods.

- *What are your opinions about the differences?*
- *Why might the author want to show the difference?*
- *Do you think modern whalers feel the same respect for whales as the Inuit? Why/why not?*

Ask the students to read to the end, looking for how the facts about whaling started to influence people’s opinions.

- *How do you think the author feels about whaling?*
- *What evidence can you find to support your opinion?* (page 30)
- *Why do conservation groups think it’s important to protect whales?*
- *Why do you think the author wrote this book?*

Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Exploring fact and opinion

Encourage the students to use the text and information from the previous discussion to complete the blackline master on page 86. Invite them to include more than one point of view in the “Opinions about whales” column.

S Examining environmental and global concerns

The students can reread pages 28 and 29 and use the information to complete individual copies of the Weighing Both Sides investigation tool on page 92.

S Examining environmental and global concerns

Brainstorm a list of endangered animals. Discuss what may have made them become endangered, such as hunting, habitat destruction, animal smuggling, and poaching.

- *Why might some people want to buy products from endangered animals even though it’s illegal?*
- *How does buying, using, or trading these products contribute to the problem?* (It creates an incentive to smugglers, hunters, and poachers.)
- *How could you convince someone to save an endangered animal?*
- *Would the same arguments apply if the people hunting an endangered species relied on it for food?*