

# A Whale of a Time in the Gulf of Maine

## Question Worksheet

Thanks for watching a Whale of a Time in the Gulf of Maine! We hope you learned something new about whales and dolphins. Below is a list of questions for you to answer based on what you saw in the film. We encourage you to answer all the questions in your appropriate grade category, as well as answering two reflective questions. Challenge yourself further by answering questions above your grade category if you feel comfortable doing so! If you need additional space answering questions, please use an additional piece of paper to do so.

The Whale & Dolphin Conservation wants to learn from you as well! Please send us a picture or scanned copy of your answers to [contact@whales.org](mailto:contact@whales.org) and receive a [sticker pack](#) on us! The title of your email should be “A Whale of a Time Question Worksheet”, and please include a shipping address to receive your sticker pack!

NOTE: Highlighted in green after certain questions is a [Next Generation Science Standards \(NGSS\)](#) “cross-cutting concept”. Massachusetts and other states have adopted, adapted, and modified NGSS into their states k-12 science and engineering curriculum. The “cross-cutting concepts” are the consistent themes presented in and across all disciplines of science and engineering. There are seven NGSS “cross-cutting concepts”: 1) [Patterns](#), 2) [Cause & Effect](#), 3) [Scale, proportion, and quantity](#), 4) [Systems and system models](#), 5) [Energy and matter: flows, cycles, and conservation](#), 6) [Structure & Function](#), and 7) [Cause and effect](#).

Use the links below to guide you to the appropriate question section to get started!

[Grades 1<sup>st</sup> – 3<sup>rd</sup> Questions](#)

[Grades 7<sup>th</sup>-12<sup>th</sup> Questions](#)

[Grades 4<sup>th</sup>-6<sup>th</sup> Questions](#)

[Reflective Questions](#)

## Questions for Grades 1<sup>st</sup>-3<sup>rd</sup>

1. List one example of marine/ocean pollution that you saw? How may this pollution affect whales and dolphins? (NGSS CC: Cause & Effect)
2. Describe a humpback's tail? What do you notice? What do you wonder? What does it remind you of? (NGSS CC: Patterns)
3. How many different colors can you spot on a humpback whale? What other animals can you think of that have the same colors? (NGSS CC: Patterns)
4. Besides whales, what other animals did you see in the film?



4. Dolphins travel in large groups together called what? List at least three other animals that travel in large groups together. What, if any, advantages are there to this? (NGSS CC: Patterns, Structure/Behavior & Function)

5. What is one reason why whales come to the surface?

## Questions for Grades 7<sup>th</sup>-12<sup>th</sup>

1. Whales play an important role in the ecosystem. How do whales help produce oxygen for the world? (NGSS CC: Energy & Matter)
  - a. What percent of the world's oxygen is produced by phytoplankton?
  
2. All animals have adaptations. An adaptation can be a physical structure or behavior that ultimately helps a species survive. Draw a whale or a dolphin and highlight three different adaptations the whale or dolphin possesses. Describe how each adaptation helps the whale or dolphin survive. Use an additional sheet of paper for your drawing. (NGSS CC: Structure & Function)

HAVE FUN BONUS: Create and draw a marine animal from your imagination! Make sure to label all the different adaptations your animal has that helps it survive in a marine habitat.
  
3. Can you think of at least three things whales and humans have in common? How are they alike?

## Reflective Questions (choose two to answer)

1. What are some different ways that you can support whales and dolphins in your own community?
2. If you were a whale and could have a conversation with a human, what would you want that person to know about whales?
3. What were three new things you learned after watching this film?
4. Is there any action you will take or behavior you will change after watching this documentary? If so, what action or behavior and why?