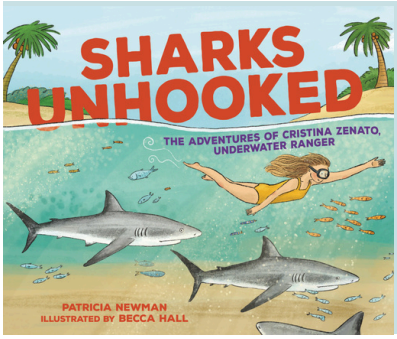


Standards-aligned Educator Guide
SHARKS UNHOOKED
The Adventures of Cristina Zenato, Underwater Ranger

The book

a TEACH THE HOPE book
inspiring action, not anxiety

Age Range: 5 - 9 years
Grade Level: Grades K - 4
Publisher: Millbrook Press
ISBN: 979-8765627235

Some people are scared of sharks. Not Cristina Zenato.

As a little girl, Cristina dreamed of making friends with the sharks deep in the ocean. When she grew up, she made those dreams come true, becoming a diver, conservationist, and shark advocate.

But Cristina discovered that sharks—the sleek, strong, powerful guardians of the ocean—need our help. She started diving in a protective suit and, as she built trust with sharks, they began coming to her with fishing hooks stuck in their bodies. Did she have the courage to remove the hooks?

Sharks Unhooked is the true story of how one woman is exploring the ocean, helping our ecosystem, and forming incredible bonds with animals beneath the rolling surf.

"Through Newman's sparkling, alliterative verse, a portrait of Cristina emerges—a dreamy wonderer who felt out of place growing up yet found a sense of belonging beneath the waves. Hall's delightful cartoon illustrations avoid anthropomorphism as they depict a more vulnerable side of sharks. Above all, readers will emerge with a strong grasp of sharks' crucial role in ecosystems. A conservation tale that's sure to hook readers."—Kirkus Reviews

The author

Patricia Newman wants us all to know we are part of nature. As a Robert F. Sibert Honor recipient, she shows us how our actions ripple around the world, empowers us to find our own connections to nature, and encourages us to use our imaginations to act on behalf of our communities. Patricia hopes her books help make the world a better place for the next generation. Other distinguished titles include *Giant Rays of Hope*; *A River's Gifts*; *Planet Ocean*; *Eavesdropping on Elephants*; *Sea Otter Heroes*; and *Plastic, Ahoy!*

Objectives

- Introduce students to the true story of Cristina Zenato, a diver and shark advocate.
- Foster understanding of sharks' role in ocean ecosystems.
- Understand the impacts of overfishing and how we can make a difference.
- Connect reading and science through interactive, age-appropriate activities.

What's in this guide?

Ocean Literacy Standards

Ocean literacy is an understanding of the ocean's influence on us—and our influence on the ocean. An ocean-literate person:

- understands the Essential Principles and Fundamental Concepts about the functioning of the ocean;
- can communicate about the ocean in a meaningful way;
- is able to make informed and responsible decisions regarding the ocean and its resources.

Developed through a community-wide consensus-building process, this definition along with the seven essential principles outlined below build on previous efforts to define ocean literacy, assess what the public knows about the ocean, and redress the lack of ocean-related content in state and national science education standards, instructional materials and assessments (excerpted from the Ocean Literacy Framework).

OCEAN LITERACY PRINCIPLES

1. The Earth has one big ocean with many features.
2. The ocean and life in the ocean shape the features of Earth.
3. The ocean is a major influence on weather and climate.
4. The ocean made Earth habitable.
5. **The ocean supports a great diversity of life and ecosystems.**
6. **The ocean and humans are inextricably interconnected.**
7. The ocean is largely unexplored.

These principes are covered in this educator guide.

United Nations Sustainable Development Goals

excerpted from the United Nations Foundation

The Sustainable Development Goals (SDGs) are the world's shared plan to end extreme poverty, reduce inequality, and protect the planet by 2030. A report from the Nippon Foundation's Nereus Program says, **"ocean sustainability holds the key not only to our future prosperity but also for our survival from a comprehensive science-based perspective."**

Adopted by 193 countries in 2015, the SDGs emerged from the most inclusive and comprehensive negotiations in UN history and have inspired people from across sectors, geographies, and cultures. Achieving the goals by 2030 will require heroic and imaginative effort, determination to learn about what works, and agility to adapt to new information and changing trends.

The UN Foundation focuses on ideas and initiatives that generate larger impact, advance the SDG imperative to "leave no one behind," and are backed by evidence, practical commitments, and action.

Individuals, innovations, and actions are helping the planet realize the potential and promise of the SDGs.

The circled goals are covered in this educator guide.

Exploring Nonfiction
WITH *SHARKS UNHOOKED*

curated by Maia Steward with a group of environmental educators

Subject
Reading, Writing

Other subject links:
Notetaking, Research

Themes
biodiversity + humans, ocean resources, developing solutions, interdependence, biology

For ages 7–12

OBJECTIVES

Students will:

- Analyze nonfiction text features and author's purpose.
- Identify main ideas and supporting details.
- Conduct short research to deepen understanding.
- Write an informative/explanatory text based on evidence.
- Use domain-specific vocabulary related to sharks and ocean conservation.

STANDARDS

- Common Core State Standards (CCSS)
  - W.4.2, W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - W.4.4, W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  - W.4.7, W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
  - w.4.8, W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work.
  - W.4.9, W.5.9- Draw evidence from literary or informational texts to support analysis, reflection, and research

MATERIALS

- Copies of *Sharks Unhooked*
- Your favorite graphic organizers for: Main idea/supporting details; Text Features; and Notetaking
- Computers/tablets for research (optional)
- Writing journals or Google Docs

DAY 1

Introducing the Text & Analyzing Features

- Objective
  - Students will identify nonfiction text features and understand the author's purpose.
- Activities
  - Hook: Show shark video or share a shark fact.
  - Ask: What do you already know about sharks?
- Preview the Book
  - Flip through pages together, identifying text features (headings, photos, captions, sidebars).
- Guided Reading
  - Read the first few pages aloud as a class.
- Discussion Questions
  - What is the author's purpose?
  - How do the visuals help the reader understand the content?

- Independent Work: Students complete a chart identifying 3 nonfiction features and their purpose.

DAY 2

Main Ideas & Author's Message

- Objective
  - Students will determine the main ideas and supporting details.
- Activities
  - Mini-lesson: How to find the main idea in nonfiction.
- Group Reading
  - Students read the next chapter in pairs.
- Main Idea Graphic Organizer
  - Identify the main idea and at least three supporting details.
- Discussion
  - How does Patricia Newman show sharks in a different light than what we see in media?

DAY 3

Research & Writing Preparation

- Objective
  - Students will conduct a short research task to expand on shark-related topics.
- Activities
  - Mini-lesson: How to take notes from a nonfiction text.
  - Research Activity: Students choose one topic mentioned in the book (e.g., shark tagging, overfishing, shark behavior) and conduct brief research using classroom or library resources.
- Note-taking Sheet: Record facts and sources.
- Writing Prompt Assigned: Write an informative essay on a shark-related topic using *Sharks Unhooked* and research as sources.

DAY 4

Writing the Informative Essay

- Objective
  - Students will organize and draft an informative/explanatory piece.
- Activities
  - Mini-lesson: Structure of informative writing (Introduction, Body, Conclusion).
  - Writing Time: Students write their essays using evidence from the book and research. Encourage use of domain-specific vocabulary.
  - Peer Review: Use a checklist to provide feedback on organization and clarity.
  - Revise & Edit: Finalize drafts

ELABORATE

- Create posters advocating for shark conservation.
- Host a "Shark Awareness" mini fair with student presentations.
- Invite a local marine biologist for a Q&A session

EVALUATE

- Completion of graphic organizers and text feature charts.
- Participation in discussions and research.
- Final informative writing piece graded with a rubric (see next page) based on:
  - Clarity of main idea
  - Use of supporting details
  - Organization
  - Use of sources
  - Grammar and mechanics

Informative Writing Rubric – 5th Grade (*Sharks Unhooked*)
Student Name: _____

Date: _____

Topic: _____

Criteria	4 – Exceeds Expectations	3 – Meets Expectations	2 – Approaching Expectations	1 – Below Expectations
1. Focus & Topic	Clear, well-focused topic	Clear topic with an adequate	Topic is present but lacks clarity	Topic is unclear or missing
2. Organization & Structure	Logical structure with clear	Organized with logical flow; clear	Some organization;	Lacks clear structure or
3. Main Ideas & Supporting	All ideas are well-developed with	Main ideas are supported with	Some ideas are underdeveloped	Few or no supporting
4. Use of Sources (*Book + Research*)	Accurate, well-integrated	Uses evidence from both *Sharks*	Limited or unclear use of	Minimal or no use of relevant
5. Vocabulary & Domain	Uses precise, topic-specific	Uses appropriate vocabulary with	Basic vocabulary; few domain-	Limited or incorrect
6. Conventions (Grammar,	Virtually no errors in grammar	Minor errors that do not interfere	Several errors that distract the	Frequent errors that hinder

Total Score: _____ / 24
Comments:

Performance Levels:
21–24: Excellent – Exceeds grade-level expectations
17–20: Proficient – Meets grade-level expectations
13–16: Basic – Approaching expectations
Below 13: Needs Improvement – Support recommended

Exploring Sharks

AN UNDERWATER ADVENTURE

inspired by a lesson from Ulster Wildlife's Sea Deep

Subject
Science, Reading

Other subject links:
Model Making, Analysis

Themes
interdependence, biology

For ages 6–8

OBJECTIVES

- Identify and describe the physical characteristics and behaviors of sharks.
- Create a model of a shark and demonstrate understanding of its anatomy.
- Explain how sharks maintain buoyancy and their role in the ecosystem

STANDARDS

- Next Generation Science Standards (NGSS)
  - NGSS 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.
  - NGSS 2-ETS1-1: Ask questions, make observations, and gather information to define a simple problem that can be solved through the development of a new or improved object or tool.
  - Science and Engineering Practices 2: Developing and Using Models (See Model Making)
- Common Core State Standards (CCSS)
  - CCSS.ELA-LITERACY.RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
  - CCSS.ELA-LITERACY.W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

MATERIALS

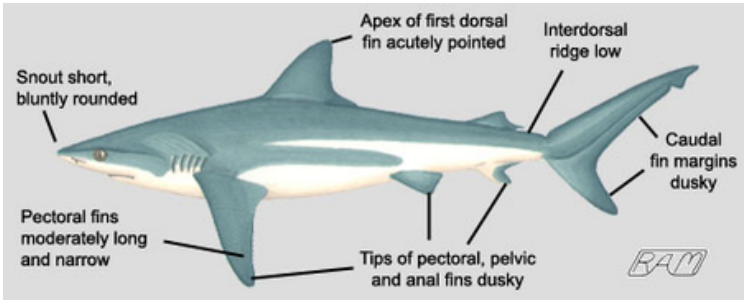
- Clean large bins filled with water
- Small plastic water bottles (half are empty, the other half are full – no air bubbles)
- Sharpies
- Cooking oil
- Science notebooks and pencils
- Art materials such as paper, colored pencils, clay, pipe cleaners

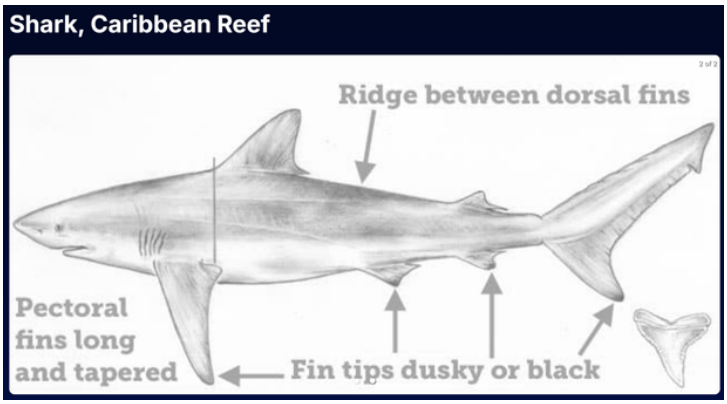
ENGAGE

- Read *Sharks Unhooked* to the class and discuss the following points:
  - Describe the habitat of Caribbean reef sharks in the Bahamas.
  - Why did Cristina love sharks as a girl even before seeing one?
  - What are sharks particularly good at? (e.g., sense of smell, strength, speed)
  - Why are sharks such good swimmers?
  - What role do sharks play in the ocean?
  - How might Cristina have built trust with the sharks?

EXPLORE

- Model Making
  - Provide art materials (paper, colored pencils, clay, pipe cleaners).
  - Instruct students to create a model of a shark and label its parts (fins, gills, tail, etc.).





- Science Experiment: Why Don't Sharks Sink?
  - Ask students about their experiences with floating in water. Discuss the challenges faced when trying to stay still.
  - Introduce the concept that sharks' skeletons are made of cartilage and their large, oily liver helps them stay buoyant.
  - Divide students into pairs.
  - One student decorates a full water bottle as a shark, while the other fills an empty bottle with cooking oil.
  - Have students predict what will happen when they place their bottles in the water.

EXPLAIN

- Gather students to share results from their experiments.
- Discuss why the bottle filled with oil floated, emphasizing the concepts of buoyancy and the properties of oil versus water.

ELABORATE

- Discuss the importance of sharks in marine ecosystems and their roles as predators.
- Have students research a specific shark species and present their findings to the class.

EVALUATE

- Evaluate students' models for accuracy and creativity.
- Review science notebooks for predictions and experiment results.
- Conduct a class quiz or reflection on what they learned about sharks.

Fishing for the Future

A SIMULATION GAME

curated by Maia Steward with a group of environmental educators

Subject
Science, Math

Other subject links:
Data Collection and Analysis

Themes
overfishing, biodiversity + humans, ocean resources, developing solutions, interdependence

For ages 8–12

OBJECTIVES

- Simulate the impact of overfishing and the importance of sustainable resource use.
- Students will analyze the impact of fishing strategies on fish populations.

STANDARDS

- Next Generation Science Standards (NGSS)
  - MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- Common Core State Standards (CCSS)
  - ELA-LITERACY.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

MATERIALS

- Bowls (representing oceans)
- Goldfish crackers or beans (representing fish)
- Spoons or small cups
- Paper and pencils
- Data table (see next page - copy as needed)

ENGAGE

- Begin with a brief discussion about fish and their habitats. Ask students what they know about fishing and its impact on the ocean.
- Show a short video or presentation about overfishing and its consequences on marine ecosystems. Here are two good ones:
  - https://ed.ted.com/lessons/what-is-the-tragedy-of-the-commons-nicholas-amendolare
  - https://youtu.be/57QaiexyAFg?si=eRe4-VINxPCAuGYL

EXPLORE

- Divide students into small groups (2 to 3 per group)
- Give each group a bowl of fish, 20 fish in each bowl.
- Divide students into small groups and provide each group with a bowl containing 20 goldfish crackers or beans.
- Explain the rules of the fishing simulation:
- Each student will fish for 30 seconds using a spoon.
- After each round, for every fish left in the bowl, add 2 fish back into the bowl.
- Repeat this process for a total of 4 rounds.
- Have students track the number of fish caught and remaining after each round on paper.

EXPLAIN

- After completing the rounds, gather students to discuss their findings:
- How did the fish population change after each round?
- What strategies did they use to catch fish?

- What happened when too many fish were taken out of the bowl?
- Introduce key vocabulary: overfishing, sustainable, ecosystem, population dynamics.

ELABORATE

- Discuss the importance of sustainable fishing practices. Ask students to brainstorm ways to manage fish populations responsibly.
- Introduce real-world examples of sustainable fishing initiatives and their benefits to marine environments.

EVALUATE

- Have students write a short reflection on what they learned about overfishing and sustainable resource use.
- Optionally, conduct a quick quiz or use exit tickets to assess understanding of the concepts discussed.

SUGGESTED DATA TABLE

Round	Fish Caught	Fish Left	Fish Added	Total Fish
1				
2				
3				
4				

Ocean Food Web Web

UNDERSTANDING CONNECTIONS

curated by Maia Steward with a group of environmental educators

Subject
Science, Speaking + Listening

Other subject links:
Critical Thinking, Ecology

Themes
ocean resources, interdependence, biodiversity + humans, human impacts

For ages 8–12

OBJECTIVES

Understand food chain relationships and the ripple effects of overfishing.

MATERIALS

- Yarn or string
- Species cards (see next pages - cut and copy as needed)
- Tape or clips

STANDARDS

- NGSS 5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- CCSS.ELA-LITERACY.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

ENGAGE

- Begin with a brief discussion about what students know about food chains and food webs.
- Pose the question: "What happens if we remove one of the species from the ocean?"
- Each student gets a species card (see Role Cards section).
- Connect each species to what it eats using yarn.
- Remove one species (e.g., tuna) and observe the effects.

EXPLORE

- Role Assignment:
  - Distribute one species card to each student.
  - Give the time to become acquainted with their species.
- Building the Food Web:
  - Instruct students to stand in a circle.
  - Have them use yarn to connect to the species they eat, forming a visual representation of the food web.
  - Encourage students to think about the connections and relationships as they create the web.

EXPLAIN

- Discuss the roles of different species in the food web.
- Explain key terms: producers, consumers, and apex predators.
- Transition into the concept of overfishing and its potential impacts on the food web.
- Ask guiding questions to facilitate understanding:
  - What would happen if a predator like tuna was overfished?
  - How would that affect the smaller fish and the entire food web?

ELABORATE

Simulating Overfishing

- Remove one species card (e.g., tuna) from the web and observe the changes.

- Discuss how removing this species affects other species connected to it.
- Encourage students to notice the "ripple effects" on the food web.

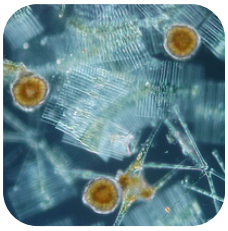
Group Discussion

- Discuss how the removal of one species can lead to overpopulation of its prey and the decline of other species.
- Discuss real-world examples of overfishing and its consequences on marine life.

EVALUATE

- Assess their understanding through participation in the activity and their written reflections

SPECIES CARDS



Phytoplankton
Tiny aquatic plants that form the base of the ocean food web, providing energy through photosynthesis.

Zooplankton
Small animals that feed on phytoplankton; they are a crucial food source for many small fish.

Small Fish (e.g., Sardines, Anchovies, Herring)
These fish consume zooplankton and are prey for larger fish and marine animals.

Tuna
A large predatory fish that feeds on smaller fish and is often targeted by commercial fishing.

Sea Turtles
Herbivorous or carnivorous, sea turtles play a role in maintaining healthy seagrass beds and coral reefs.

SPECIES CARDS

Sharks
Apex predators that help control the populations of other fish, ensuring a balanced ecosystem

Seabirds (e.g., Pelicans, Gulls, Albatrosses)
Rely on fish and marine organisms for food, contributing to the nutrient cycle through their droppings

Orcas
Also known as killer whales, they are top predators that hunt seals, fish, and other marine mammals

Coral
Marine invertebrates that provide habitat for numerous species while also participating in the energy cycle through photosynthesis

Seals
Marine mammals that feed on fish and squid; serve as prey for larger predators like sharks and orcas

Manta Rays
Large, gentle creatures that filter feed on plankton and small fish; contribute to a healthy ocean ecosystem

SPECIES CARDS

Sea Urchins

Herbivorous echinoderms that graze on algae, helping to maintain the balance of kelp forests

Jellies

Gelatinous creatures that can be both predators and prey, impacting the populations of fish and plankton

Crabs

Omnivorous scavengers that play a vital role in nutrient recycling and are a food source for many predators

Lobsters

Bottom-dwelling crustaceans that feed on fish, mollusks, and detritus, contributing to the health of their habitats

Shark Survival Challenge

ROLEPLAY + DEBATE

curated by Maia Steward with a group of environmental educators

Subject
Science, Public Speaking

Other subject links:
Persuasive Argument, Ecology

Themes
ocean resources, interdependence, biodiversity + humans, human impacts

For ages 8–12

OBJECTIVES

Students will:

- understand the concept of overfishing and its impact on marine life.
- analyze different perspectives related to shark fishing.
- develop public speaking and debate skills.

MATERIALS

- Role cards (see next pages - copy as needed)
- Research materials
- Whiteboard and markers

STANDARDS

- Next Generation Science Standards (NGSS):
  - 4-ESS3-2 - Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
  - NGSS: 5-ESS3-1 - Obtain and combine information about the ways individual communities use science ideas to protect the Earth's resources and environment.
  - MS-ESS3-3 - Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment
- Common Core State Standards (CCSS) for Speaking and Listening:
  - SL.4.1, SL.5.1 - Engage effectively in a range of collaborative discussions.

ENGAGE

- Begin with a brief discussion on what overfishing is. Ask students if they have heard of it and what they think its effects might be.
- Show a short video clip about overfishing and its impact on shark populations to capture student interest. Here are two good ones:
  - https://ed.ted.com/lessons/what-is-the-tragedy-of-the-commons-nicholas-amendolare
  - https://youtu.be/57QaiexyAFg?si=eRe4-VINxPCAuGYL

EXPLORE

- Assign roles to students using the Role Cards:
  - Marine Biologist
  - Shark
  - Fisherman
  - Seafood Restaurant Chef
  - Conservationist
  - Tourist
- Distribute fact sheets and research materials. Allow students time to research their roles and prepare their arguments.

EXPLAIN

- Gather students together and facilitate a discussion about what they learned during their research.

ELABORATE

Conduct a town-hall style debate: Should we limit shark fishing?

- Each group or individual presents a summary of their role and their stance on shark fishing.
- Be sure to develop a method for hearing each student's argument, i.e. a talking stick, a timer, etc.
- Ask the group to identify possible solutions.

Group Discussion

- Explain how town halls are a way to air our opinions in a controlled environment. How did students feel?
- After the town hall is over, discuss what worked and what didn't. How could you make this exercise better?

EVALUATE

- Assess their understanding through participation in the activity and follow-up discussion.

MARINE BIOLOGIST

What They Do

Study ocean life, including fish, sharks, coral, and the effects of human activities like overfishing on marine ecosystems

Perspective on Overfishing

Concerned about how overfishing disrupts the balance of marine life, harms biodiversity, and damages habitats

Goals

Wants to protect marine species, promote sustainable fishing, and educate others about the importance of healthy oceans

Town Hall Argument

"We need to use science to guide fishing limits so the ocean stays healthy for everyone."

SHARK

What They Do

Top predator in the ocean, helps keep fish populations balanced and healthy

Perspective on Overfishing

Overfishing reduces their food supply and puts many shark species at risk of extinction

Goals

Wants enough food to survive and for people to understand their important role in the ocean

Town Hall Argument

"If there are fewer sharks, the whole ocean ecosystem can get out of balance. Protecting sharks helps everyone."

FISHER

What They Do

Catch fish to sell for food and to earn a living

Perspective on Overfishing

Needs fish for their job, but knows that if too many fish are caught, there won't be enough left for the future

Goals

Wants to keep fishing as a job for themselves and their families, but also wants fish populations to last

Town Hall Argument

"We need fair rules so we can keep fishing and make a living, but also so there are fish for the future."

SEAFOOD RESTAURANT CHEF

What They Do

Buy seafood from fishers and prepare it for customers

Perspective on Overfishing

Needs a steady supply of seafood to keep customers happy, but worries that overfishing might make some seafood hard to find or too expensive

Goals

Wants to serve delicious seafood now and in the future, and may be interested in using sustainably-caught seafood

Town Hall Argument

"If we run out of certain fish, I can't serve what my customers want. I support sustainable choices."

CONSERVATIONIST

What They Do

Works to protect the environment and endangered species, including marine life

Perspective on Overfishing

Believes overfishing is a major threat to ocean health, hurting both animals and people who depend on the sea

Goals

Wants strong rules to limit overfishing, protect habitats, and ensure the ocean stays healthy for future generations

Town Hall Argument

"We must act now to stop overfishing so the ocean can recover and support life for years to come."

TOURIST

What They Do

Visits the ocean for fun activities like swimming, snorkeling, and seeing marine animals.

Perspective on Overfishing

Enjoys seeing healthy oceans and lots of marine life, but may not know much about overfishing

Goals

Wants to enjoy beautiful beaches and wildlife, and may want to help protect the ocean if they learn why it matters

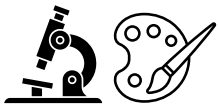
Town Hall Argument

"I love visiting the ocean and seeing sea creatures. I want to help keep the ocean beautiful and full of life."

Making Smart Choices

A SUSTAINABLE SEAFOOD POSTER

curated by Maia Steward with a group of environmental educators



Subject
Science, Art

Other subject links:
Writing

Themes
ocean resources, interdependence, biodiversity + humans, human impacts

For ages 7–12

OBJECTIVES

Students will promote awareness about sustainable fishing practices.

MATERIALS

- Poster board or digital tools
- Art supplies
- Sustainable seafood lists (try seafoodwatch.org)

STANDARDS

- Next Generation Science Standards (NGSS):
  - 4-ESS3-1, 5-ESS-1: Obtain and combine information to describe that energy and fuels are derived from natural resources.
  - 3-ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
  - 2-ESS2-4: Use an object's properties to describe how it can be used.
- Common Core State Standards (CCSS):
  - W.2.7, W.3.7, W.4.7, W.5.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

ENGAGE

- Hook Activity: Start with a short video or presentation about overfishing and its impact on ocean ecosystems. Ask students to share their thoughts and feelings after viewing it. Here are two good ones:
  - https://ed.ted.com/lessons/what-is-the-tragedy-of-the-commons-nicholas-amendolare
  - https://youtu.be/57QaiexyAFg?si=eRe4-VINxPCAuGYL
- Discussion Prompt: Did you know that overfishing can lead to the extinction of fish species? What do you think we can do to help?

EXPLORE

- Research Activity
  - Divide students into small groups and provide them with lists of sustainable seafood choices and access to digital tools for research.
  - Each group will investigate the importance of sustainable fishing practices and identify at least three ocean-friendly seafood options.

EXPLAIN

- Class Discussion
  - Bring the class back together to discuss their findings.
  - Highlight key points about sustainable fishing, overfishing, and their environmental impacts.
- Fact Sharing
  - Each group shares one interesting fact they discovered about sustainable seafood.

ELABORATE

- Poster Creation
  - Instruct students to design a poster that encourages sustainable seafood choices.
  - The poster must include:
    - A catchy title promoting sustainable seafood.
    - Did you know? (Include a fact about overfishing): _____
    - What can we do to help? _____
    - Visuals: Draw or add an image of a sustainable choice.
    - Persuasive Message: Create a short slogan or message to promote sustainable choices.

EVALUATE

- Display and Share
  - Have students display their posters around the classroom or school.
  - Conduct a gallery walk where students can view and discuss each other's work.
- Reflection
  - Each student writes a short paragraph reflecting on what they learned about sustainable fishing practices and how they can contribute to conservation efforts.

Understanding Civic Role Models

Subject
Social Studies, Writing

Other subject links:
Civics

Themes
assembling an argument

For ages 7–10

OBJECTIVES

- Identify qualities that make someone a positive civic role model.
- Reflect on civic role models and their impact on the community and society, specifically in marine conservation.

MATERIALS

- A copy of *Sharks Unhooked*
- Chart paper and markers
- Pictures of various civic role models (e.g., marine biologists, environmental activists). There is a photo of Cristina Zenato at the back of *Sharks Unhooked*.
- "Civic Role Model" worksheets for each student (see next pages)
- Art supplies (crayons, colored pencils)

STANDARDS

- Common Core State Standards (CCSS):
  - Reading Standards
    - CCSS.ELA-LITERACY.RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
    - CCSS.ELA-LITERACY.RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
  - Writing Standards
    - CCSS.ELA-LITERACY.W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
    - CCSS.ELA-LITERACY.W.2.8: Recall information from experiences or gather information from provided sources to answer a question.
  - Speaking and Listening Standards
    - CCSS.ELA-LITERACY.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
    - CCSS.ELA-LITERACY.SL.2.4: Describe how reasons support specific points the speaker makes.

ENGAGE

- Begin by reading *Sharks Unhooked* to the class if you haven't already done so.
- Questions:
  - What inspired Cristina?
  - What qualities did she show?

EXPLORE

- Begin by asking students what they think a role model is. Write their responses on the board.
- Have students brainstorm qualities that make a good role model. List these qualities on the board.

EXPLAIN

- Highlight key qualities such as kindness, leadership, courage, and responsibility, and any other characteristics Cristina Zenato demonstrates.
- Define what a civic role model is and explain the impact they have on communities and society, especially in the context of environmental conservation.

ELABORATE

- Hand out the "Civic Role Model" worksheets.
- Have students choose a civic role model they admire, either from the book or from their own lives, and write or draw ways they can emulate that role model (e.g., participating in beach clean-ups, learning more about marine life).
- Allow students to share their worksheets with a partner or in small groups, discussing why they chose their particular role model.

EVALUATE

- Assessment: Collect worksheets and observe group discussions to assess understanding. Use a rubric to evaluate the quality of reflections on their chosen role model.
- Exit Ticket: Ask students to write one thing they will do this week to embody the qualities of their civic role model, especially regarding marine conservation.

Civic Role Model Worksheet

Name: _____ **Date:** _____

Who is your civic role model? Name: _____

Why do you admire this person?

List three qualities that make your role model a positive civic role model:

1.

2.

3.

How has your civic role model made a difference in their community or the world?

How can you be like your civic role model in your daily life?

Draw a picture below of your civic role model and how you will emulate this person.