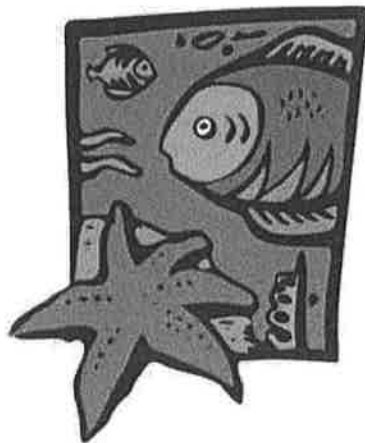


# *World Without Fish*

by Mark Kurlansky



## **Guiding Questions:**

How does an author convey his or her point of view?

How does an author introduce, illustrate, and elaborate on an idea?

Name: \_\_\_\_\_

Period: \_\_\_\_\_

Teacher: \_\_\_\_\_



Text-Dependent Questions: Pages x–xii

Learning Target:

- “I can use evidence from the text to answer text-dependent questions.”

Questions	Answers (supported with evidence from the text)
1. On page x, according to Mark Kurlansky, who is causing the problem and why are they doing it?	
2. According to Mark Kurlansky, how long could it take for most of the fish we commonly eat to be gone? What species of fish does this include?	
3. Draw the chain reaction described on pxi.	
4. What happened during the industrial revolution?	
5. According to Mark Kurlansky, what does the survival of the planet depend on?	



Text Dependent Questions: Pages xii–xvii

Learning Target:

- “I can use evidence from the text to answer text-dependent questions.”

Questions	Answers (supported with evidence from the text)
<p>1. In your own words and in no more than a couple of sentences, explain how Darwin described nature.</p> <p>Have you ever thought of nature in this way?</p> <p><i>Top of pxiii</i></p>	
<p>2. Explain the point the author is making about humans in the paragraph on the top of page xv.</p>	
<p>3. What does the author make about vegetarians? (explain in your own words)</p> <p>4. Write your own question based on the information you learn on the last paragraph on pxvii. Then, answer it.</p>	



Text-Dependent Questions: Pages xx–xxiii

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:**

- “I can use evidence from the text to answer text-dependent questions.”

Questions	Answers (supported with evidence from the text)
1. What is the difference between biological and commercial extinction? (p xviii)	
2. What are the 3 culptis destroying the world's oceans? (p xx)	
3. What are commercial fish species and what are they threatened by? (p xxiii)	

## How do authors give us context clues?

1. **Definition-** The definition is usually set off by a comma or dash following the phrase in which the word appears.
2. **Examples-** There are other examples within the sentence of familiar words that are similar to the unfamiliar word
  3. **Synonyms-** The sentence includes a word with a similar meaning as the unknown word.
  4. **Antonyms-** The sentence includes a contrasting (opposite) idea to the unknown word.
5. **Elaborating details-** Sometimes the author elaborates enough about the concept using additional details to help the reader determine the meaning of the unknown word.

<u>Word</u>	<u>Definition</u>	<u>What type of context clue did the author give the reader?</u>
<b>Biologically (xv)</b>		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details
<b>Biodiversity (xxii)</b>		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details
<b>Various (xiii) and variations (xv)</b>		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details
<b>Evolved (xiv) and evolution</b>		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details
<b>Interconnected (xvii)</b>		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details



Text-Dependent Questions: Pages 1–8

**Learning Targets:**

- “I can use evidence from the text to answer text-dependent questions.”

Questions	Answers (supported with evidence from the text)
1. Using <b>page 3</b> , List 3 characteristics of the more advanced species.	
2. According to Kurlansky, which are the most evolved animals in the sea? <b>(pg. 3)</b>	
3. If the tuna goes extinct, how would it affect the dolphin and why? <b>(pg. 3&amp;4)</b> How would it affect the seabirds and why? <b>(pg. 4&amp;8)</b>	
4. Why does the author introduce this topic as a worst-case scenario? <b>(Pg. 18-19)</b>	



Text-Dependent Questions: Pages 28–33

**Learning Target:**

- “I can use evidence from the text to answer text-dependent questions.”

Questions	Answers (supported with evidence from the text)
1. From the diagram on <b>page 29</b> , how would you describe a beam traveler?	
2. What were the advantages of beam trawlers?	
3. What were well boats?	
4. What did fishermen do when fish declined in one place?	

**How do authors give us context clues?**

1. **Definition-** The definition is usually set off by a comma or dash following the phrase in which the word appears.
2. **Examples-** There are other examples within the sentence of familiar words that are similar to the unfamiliar word
3. **Synonyms-** The sentence includes a word with a similar meaning as the unknown word.
4. **Antonyms-** The sentence includes a contrasting (opposite) idea to the unknown word.
5. **Elaborating details-** Sometimes the author elaborates enough about the concept using additional details to help the reader determine the meaning of the unknown word.

<u>Word</u>	<u>Definition</u>	<u>What type of context clue did the author give the reader?</u>
<b>Deposit (4)</b>		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details
<b>Grave (4)</b>		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details
<b>Vertebrates (5)</b>		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details
<b>Invertebrates (8)</b>		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details
<b>Sail power vs. Engine-powered (28)</b>		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details



<p><b>Innovations (28)</b></p>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>
<p><b>Decline (28)</b></p>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>
<p><b>Beam trawler (29)</b></p>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>
<p><b>Efficient (30)</b></p>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>
<p><b>Well boats (30)</b></p>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>
<p><b>Technological (31 and 32)</b></p>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>
<p><b>Teeming (32)</b></p>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>
<p><b>Lucrative (32)</b></p>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>



Text-Dependent Questions: Pages 52–61

**Learning Target:**

- “I can use evidence from the text to answer text-dependent questions.”

Questions	Answers (supported with evidence from the text)
1. How many eggs do fish lay? How many actually survive?	
2. Why did scientists in the late 19 <sup>th</sup> century think it “impossible to destroy fish populations”? (p 53) Why were they wrong?	
3. At the 1883 International Fisheries Exhibition, how did Huxley suggest we would if fish were depleted? (p 58)	
4. What had many government officials and scientists failed to notice (p 60)	
5. Why did Huxley change his mind in the end? (p 60-61)	

Text-Dependent Questions: Pages 52–61

**How do authors give us context clues?**

1. **Definition-** The definition is usually set off by a comma or dash following the phrase in which the word appears.
2. **Examples-** There are other examples within the sentence of familiar words that are similar to the unfamiliar word
3. **Synonyms-** The sentence includes a word with a similar meaning as the unknown word.
4. **Antonyms-** The sentence includes a contrasting (opposite) idea to the unknown word.
5. **Elaborating details-** Sometimes the author elaborates enough about the concept using additional details to help the reader determine the meaning of the unknown word.

<u>Word</u>	<u>Definition</u>	<u>What type of context clue did the author give the reader?</u>
Nature's bounty (53)		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details
indestructible (53)		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details
microbiology (54)		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details
refuted (55)		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details
Staunch (56)		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details
preservation (57)		<input type="radio"/> Definition <input type="radio"/> Examples <input type="radio"/> Synonyms <input type="radio"/> Antonyms <input type="radio"/> Elaborating details

<b>diminution (58)</b>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>
<b>scarce (59)</b>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>
<b>exhaustion (59)</b>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>
<b>compensates (65)</b>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>
<b>bloodless (69)</b>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>
<b>rammed (69)</b>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>
<b>exclusive (70)</b>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>
<b>Skiffs (71)</b>		<ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Examples</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Elaborating details</li> </ul>





Author's Point of View Graphic Organizer: Pages 52–61

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Targets:**

“I can analyze Mark Kurlansky’s point of view in an excerpt of Chapter 4 of *World without Fish*.”

“I can explain how he conveys his point of view.”

<p>What is Mark Kurlansky’s point of view of Thomas Henry Huxley’s ideas and actions?</p>	<p>How do you know? (Quote specific words, phrases, and sentences.)</p>	<p>How does Mark Kurlansky convey his point of view?</p> <ol style="list-style-type: none"> <li>1. Highlight the text clues in the middle column.</li> <li>2. Note whether these text clues tell you directly or if they led you to infer Kurlansky’s point of view.</li> </ol>



**Author's Point of View Graphic Organizer: Pages 52–61**

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Text-Dependent Questions: Pages 63–69

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:**

- “I can use evidence from the text to answer text-dependent questions.”

Questions	Answers (supported with evidence from the text)
1. Why did the argument about overfishing end in the 1990s on the Grand Banks?	
2. Why is it a problem that the fish are getting smaller?	
3. Who do fishermen blame for the problem?	
4. How was William Hooper contributing to the problem of overfishing?	
5. Summarize the problem Iceland was having the foreign fisherman. What was the result?	