



## Extension Activities

### Introduction

Sharks are in a state of crisis all over the world as a result of man's activities. The over-exploitation of shark resources, along with human-induced damage to the marine ecosystem globally, has grave implications for shark populations everywhere. *Shark!*, a special exhibition, educates visitors about the important role of sharks in the world's oceans, with special reference to sharks in the Gulf of Mexico.

### TEKS

#### Elementary:

K.9(B), K.10(A), 1.9(A, B, C), 1.10(A, D), 2.9(A, B, C), 2.10(A), 3.9(A, B), 3.10(A), 4.9(B), 4.10(A, B), 5.9(Ab, C), 5.10(A, B)

#### Middle School:

6.12(D, E, F), 7.11(B), 7.12(A), 7.13(A), 7.14(A), 8.11(A, C, D)

#### High School:

##### Biology:

7(C, E), 11(B, D), 12(A, B, D, F)

##### Environmental Systems:

4(G, H), 7(D), 9(E, F, G)

##### Aquatic Science:

9(A, B, C), 10(B, C), 11(A, B), 12(A, B, D)

### Vocabulary

Whitespotted bamboo shark, epaulette carpet shark, adaptations, denticles, cartilaginous, ecosystem, tagging, megalodon, fisheries, environmental impact, dorsal fin, gills, OCEARCH, migration, exploitation, ecology



## **Shark Models**

**Materials: Construction paper, sandpaper, markers**

While at the Museum, students had the opportunity to touch real sharks. Tell them that now they will be building their own sharks. For this activity, students will need construction paper (preferably blue) and sandpaper. Have students choose their favorite species of shark and use a marker to draw the shark on the sand paper. Then, students can cut out their shark and paste it onto the blue construction paper. Tell students to decorate the construction paper to look like the shark's natural habitat. More advanced students can then label the different body parts of the shark.



## **Conservation and Management**

Many species of sharks are in danger as a result of human hunting. At the Museum, students learned about the most frequent ways a shark is used – from shark fin soup to medicinal solutions. Divide students into groups and assign each group one of these popular uses. Have students research the dangers of hunting sharks for their particular use and develop a Public Service Announcement to spread the word. Students may also develop advertisements that promote their message.

## **OCEARCH Research**

The OCEARCH database that students accessed at the Museum is available from any computer. Have students each log onto the computer and pick a different shark. Periodically throughout the year, have them track where their shark is located. Students should plot their shark's course and make observations and predictions regarding its migratory pattern.



## **Shark Bait**

Sharks have been long-feared and long-misrepresented. Have students create a Venn Diagram in which they compare the myths about sharks with the realities that they learned about in the exhibit at the Museum. Then, have students prepare a poster or flyer in which they dispel popular shark myths.