

A
Literature Unit
for
**Island
of the
Blue Dolphins**

by Scott O'Dell

*Written by Philip Denny
Illustrated by Keith Vasconcelles*



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Introduction

A good book can touch our lives like a good friend. Within its pages are words and characters that can inspire us to achieve our highest ideals. We can turn to it for companionship, recreation, comfort, and guidance. It can also give us a cherished story to hold in our hearts forever.

In Literature Units, great care has been taken to select books that are sure to become good friends!

Teachers who use this unit will find the following features to supplement their own valuable ideas.

- Sample Lesson Plans
- Pre-reading Activities
- A Biographical Sketch and Picture of the Author
- A Book Summary
- Vocabulary Lists and Suggested Vocabulary Activities
- Chapters grouped for study with each section including:
 - *quizzes*
 - *hands-on projects*
 - *cooperative learning activities*
 - *cross-curriculum connections*
 - *extensions into the reader's own life*
- Post-Reading Activities
- Book Report Ideas
- Research Ideas
- A Culminating Activity
- Three Different Options for Unit Tests
- Bibliography
- Answer Key

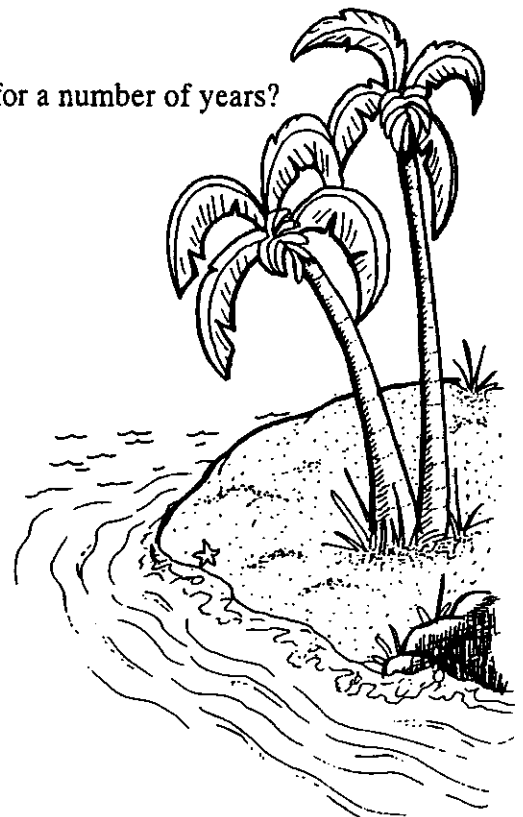


We are confident this unit will be a valuable addition to your planning, and we hope your students will increase the circle of "friends" they have in books!

Before the Book

Before you begin reading *Island of the Blue Dolphins* with your students, do some pre-reading activities to stimulate interest and enhance comprehension. Here are some activities that may work well in your class.

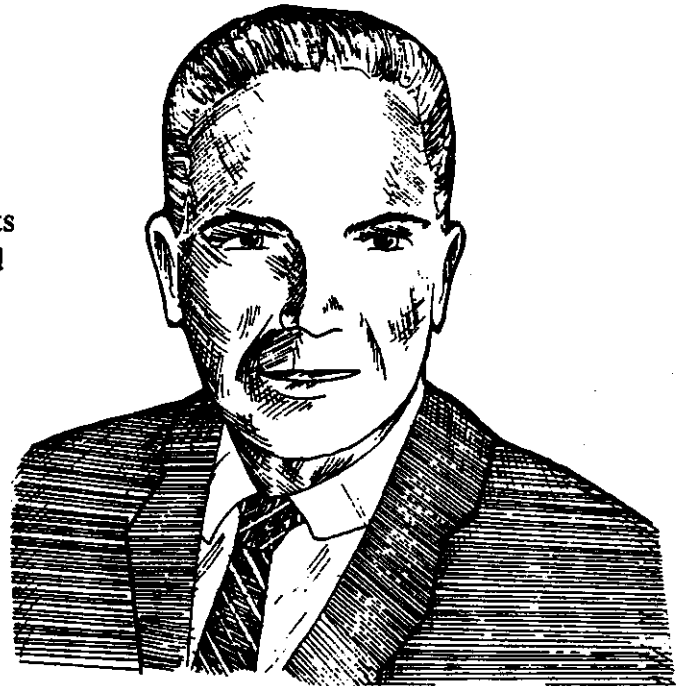
1. Predict what the story might be about just by hearing the title.
2. Predict what the story might be about by looking at the cover illustration.
3. Discuss other books by Scott O'Dell that students may have heard about or read.
4. Answer these questions:
 - Are you interested in:
 - stories of adventure?
 - stories about children who are brave?
 - stories where the hero overcomes all odds?
 - stories that spark your imagination?
 - Would you ever:
 - trust a proven enemy of your family?
 - be able to survive alone in the wilderness?
 - learn to live exclusively off of the sea?
 - learn to occupy yourself if you were alone for a number of years?
5. Work in groups or as a class to create a story structure of your own about life on an isolated island.
6. Individually or in small groups, write brief accounts of actual and extraordinary tales of courage and survival similar to Karana's experience on the Island of the Blue Dolphins.
7. Write descriptions of what makes a person strong and courageous. Determine whether such strength is emotional, spiritual, or physical, and if it is acquired or innate.
8. Use the picture on page 48 to help introduce *Island of the Blue Dolphins* to your class. The picture can also be used as a journal cover or the centerpiece of a bulletin board display of student work.



About the Author

Scott O'Dell was born on May 23, 1903 in Los Angeles, California to Bennett Mason and May Elizabeth O'Dell. He grew up in Los Angeles, which he tells us was "... a frontier town. It had more horses than automobiles and more jack rabbits than people." In fact, he relates that the first sound he ever heard was a wildcat scratching on the roof as he lay in bed.

His family moved around frequently, but it was always around San Pedro or Rattlesnake Island, which was across the bay from San Pedro. "We lived in a house on stilts and the waves came up and washed under us everyday," he recalls. He explained, "That is why, I suppose, the feel of the frontier and the sound of the sea are in my books."



He attended a number of universities, beginning at Occidental and continuing on to the universities of Wisconsin, Stanford, and Rome. In all of these institutions he took general courses which would help him fulfill his lifelong dream of writing. As a result, he "forgot graduation and took only courses [he] wanted—psychology, philosophy, history, and English."

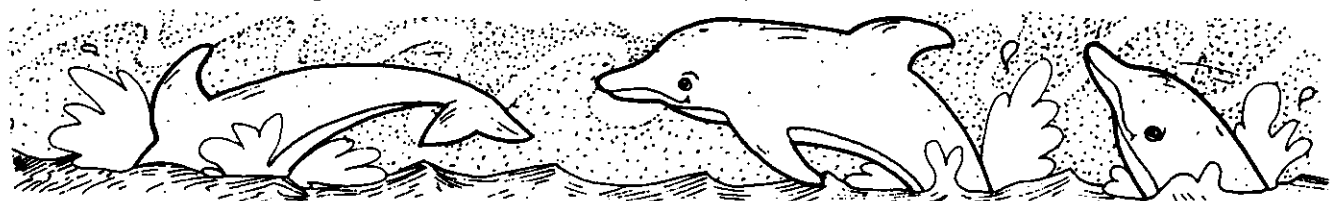
He has won many awards throughout his career including the Newbery Award for *Island of the Blue Dolphins*. His Newbery Honor Book awards include: *The Black Pearl*, *The King's Fifth*, and *Sing Down the Moon*.

Scott O'Dell offers this insight as to why he writes so many children's books:

"Writing for children is more fun than writing for adults and more rewarding. Children have the ability, which most adults have lost, the knack to be someone else, of living through stories the lives of other people. Six months after publication of an adult book, there's a big silence. But with a book for children it's just the opposite. If children like your book they respond for a long time, by thousands of letters. It is this response, this concern and act of friendship, that for me makes the task of writing worth doing."

Mr. O'Dell's love for history shows in the many historical novels he has written. He chose this genre because he felt that children need to know and understand the past. "For children, who believe that nothing much has happened before they appeared and that what little of the past they do perceive has any possible bearing upon their lives, the historical novel can be an entertaining corrective, a signpost between the fixed, always relevant, past and the changing present."

(Quotations from Something About the Author. Gale Research Co.)



Vocabulary Lists

On this page are vocabulary lists which correspond to each sectional grouping of chapters. Vocabulary activity ideas can be found on page 9 of this book. Vocabulary knowledge may be evaluated by including selected words in the quizzes and tests. This can be done with matching, multiple choice, or fill-in-the-blank questions.

SECTION 1

(Chapters 1-5)

gulls	cormorants
otter	kelp
ravine	intruder
Russian	Aleuts
leagues	mesa
dolphin	glistening
skimming	carcasses
pelts	dusk
bale	surged
retreat	abalones

SECTION 2

(Chapters 6-10)

scan	shrouded
spring	ponder
flee	stout
fiber	dune
stern	vain
pitched	scurrying
snarl	lair
thrust	mussel
uneasy	headland
current	stunted

SECTION 3

(Chapters 11-18)

sandspit	brackish
sinew	legend
utensils	reed
forbade	rival
slash	scatter
stalking	fetch
ancestor	basin
herbs	gnawed
labored	wound
devilfish	crevice

SECTION 4

(Chapters 19-22)

reef	leeches
shimmer	lapped
images	pelican
tangle	broad
enemy	necklace
ledge	loops
peer	admire
oval	gesture
secret	pierced
flake	harbor

SECTION 5

(Chapters 23-28)

shore	strand
anchor	gash
reflection	scarcely
sheltered	reproach
deserted	smelt
nest	swoop
fledgling	clipped
teetering	snare
frisked	howl
shield	

Island of the Blue Dolphins

by Scott O'Dell

Houghton Mifflin Co., 1960

(Available in Canada from Thomas Allen & Son)

Karana is an Indian girl living the ideal life with her people on an island off the California coast. They are a peaceful people who live as one with the island and its environment.

All this changes, however, with the arrival of a big ship with red sails. The Russian ship has arrived there to hunt the sea otter that leap and play on the island's reefs and waves. Past experiences with the Russian hunters had taught the islanders to be wary, yet Chief Chowig chooses to make a deal with the Aleuts, allowing them to hunt otter.

Soon things change as the two groups grow resentful and distrustful of each other. The Russians kill without regard to the shrinking otter population. Day after day the animals are skinned on the beach. The cove becomes littered with mounds of carcasses and the waves are red with blood. When it is time to leave, the killing continues. This time it is Karana's people who are the victims. The ship opens up with cannon fire and the hunters kill the chief and most of the villagers before leaving.

Karana's group is left alone and the new chief paddles to the east, seeking refuge for his people. Finally a ship arrives to take them off the island. Unfortunately, Karana's little brother is left on the island. Karana risks death and dives off the ship to protect her brother. The ship, however, does not return and they are stranded.

The remainder of the story tells of Karana's determination, imagination, and bravery as she attempts to survive. The elements, wild dogs, returning Aleuts, devilfish, a tidal wave, and an earthquake all hurl their forces against her. She faces personal as well as physical hardship as she experiences the death of her brother, who is eaten alive by wild dogs. She survives all of these hardships for 18 years...alone. Karana's tremendous courage is rewarded in the end as she is rescued by a priest and brought to a mission in Santa Barbara. There she begins her new life with her old companions—her pet birds and her dog.



Vocabulary Activity Ideas

Each section contains several vocabulary words. You may wish to divide these words and assign them to small groups of students. The groups may define the words, find them in the context of the book, and present the information to the class to record in a vocabulary notebook.

You can help your students learn and retain the vocabulary in *Island of the Blue Dolphins* by providing them with interesting vocabulary activities. Here are a few ideas to try.

- People of all ages like to make and solve puzzles. Ask your students to make their own **Crossword Puzzles** or **Wordsearch Puzzles** using the vocabulary words from the story.
- Challenge your students to a **Vocabulary Bee!** This is similar to a spelling bee, but in addition to spelling each word correctly, the game participants must correctly define the words as well.
- Play **Vocabulary Concentration**. The goal of this game is to match vocabulary words with their definitions. Divide the class into groups of 2-5 students. Have students make two sets of cards the same size and color. On one set have them write the vocabulary words. On the second set have them write the definitions. All cards are mixed together and placed face down on a table. A player picks two cards. If the pair matches the word with its definition, the player keeps the cards and takes another turn. If the cards don't match, they are returned to their places face down on the table, and another player takes a turn. Players must concentrate to remember the locations of the words and their definitions. The game continues until all matches have been made. This is an ideal activity for free exploration time.
- Have your students practice their writing skills by creating sentences and paragraphs in which multiple vocabulary words are used correctly. Ask them to share their **Compact Vocabulary** sentences and paragraphs with the class.
- Ask your students to create paragraphs which use the vocabulary words to present **History Lessons** that relate to the time period of historical events mentioned in the story.
- Challenge your students to use a specific vocabulary word from the story at least **10 Times In One Day**. They must keep a record of when, how, and why the word was used!
- As a group activity, have students work together to create an **Illustrated Dictionary** of the vocabulary words.
- Play **20 clues** with the entire class. In this game, one student selects a vocabulary word and gives clues about this word, one by one, until someone in the class can guess the word.
- Play **Vocabulary Charades**. In this game, vocabulary words are acted out.

You probably have many more ideas to add to this list. Try them! See if experiencing vocabulary on a personal level increases your student's vocabulary interest and retention.

Quiz Time!

1. On the back of this paper, write a one paragraph summary of the major events in each chapter of this section. Then complete the rest of the questions on this page.

2. In the first chapter, how do Ramo and his sister, Karana, differ in their views of the sea?

3. At first, what does Ramo think the Aleut ship is?

4. Where do the women and children of Coral Cove go when the Aleut ship enters their cove?

5. What happened in a previous hunt that made Chief Chowig suspicious of the Russian hunters?

6. What is the hunting arrangement that is mutually agreed upon between Captain Orlov and Chief Chowig?

7. Why does the Chief not want his people to visit the hunters in their village or otherwise befriend them?

8. What is "the good fortune" that befalls the villagers that spring?

9. What was the reaction of the Russian hunters and what feelings emerged on both sides?

10. On the back of this paper, describe what happens when the Aleuts decide to leave. Do the Aleuts live up to their side of the previously arranged agreement?

Observations

As we grow, our perceptions change. The world of a four or five year old is more limited because the younger we are, the fewer experiences we have had. A young child may look at the sun and see it as a huge yellow ball in the sky. An apple may be described as something round, red, and tasty.

Recall how Karana's six year old brother, Ramo, describes the sea as "smooth...like a stone without any scratches." His description is based on a limited world of understanding. When he sees the ship, he merely sees that it is man-made and floats on the water. Since the only man-made floating object he has experienced is a canoe, he describes it as "a great one, bigger than all of our canoes together." To him there is no difference between a canoe and a ship.

For this activity you will compare your observations with those of a four or five year old child. You might do this in the school setting or with someone from your neighborhood.

Activity: Fill in the chart below with the information you gather. You are to pick out ten items from nature and ask your friend (the subject being observed) for a reaction to each. Write down his/her responses in the appropriate column as well as your own interpretation of the same item. Share your comparisons with the class.

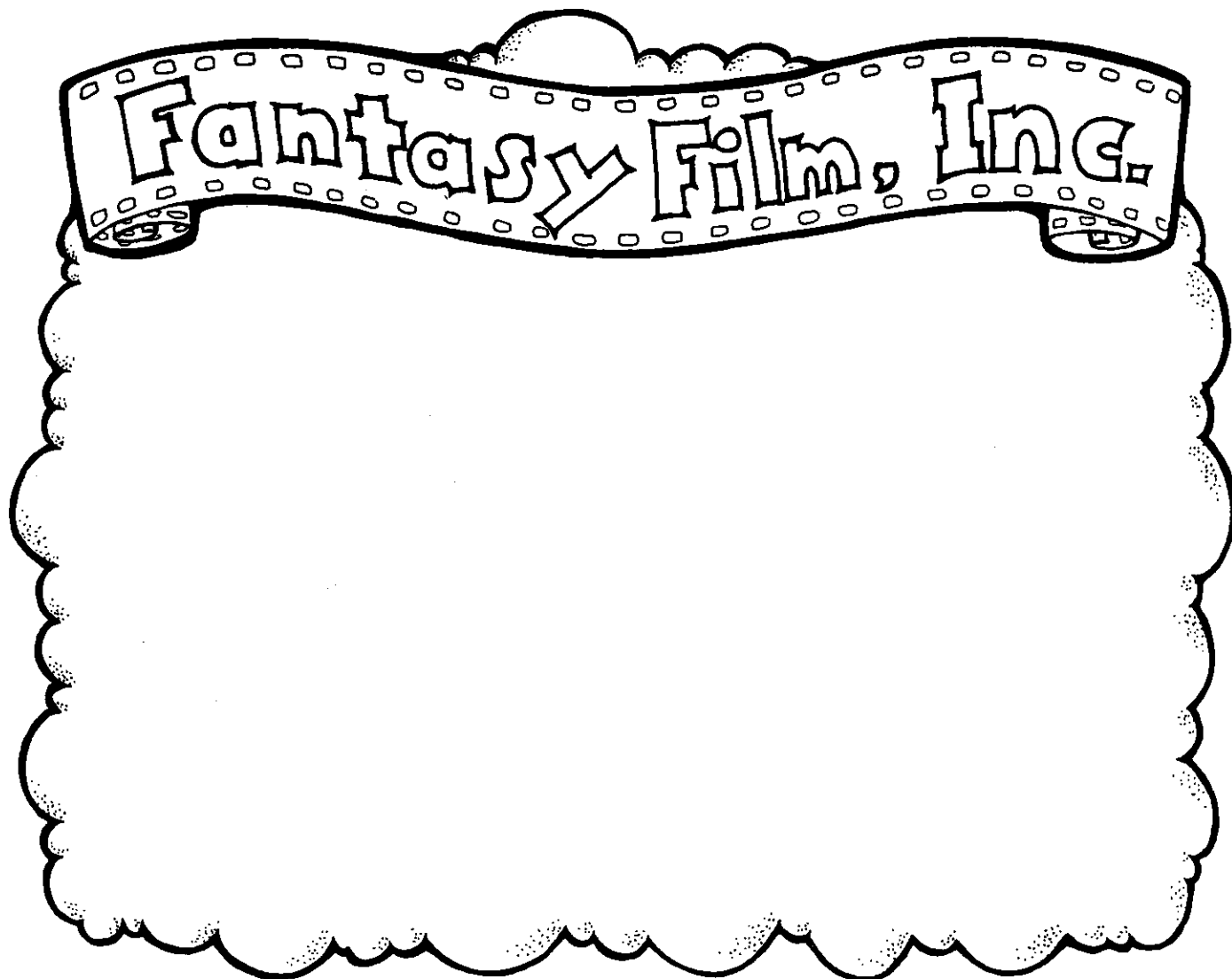
Item Observed	Subject's Observation <i>(What he/she said about item.)</i>	Your Observation <i>(My observation and description of item.)</i>

Your "Big Break!"

In this exercise, you and your partners are being considered for a job at a major motion picture company, *Fantasy Film, Inc.* They are interested in developing young artists to grow with their ever expanding industry. It is considered a chance of a lifetime to land this job. To do so, however, your team must prove itself. The project they give you for a skills demonstration is to draw your rendition of the Island of the Blue Dolphins. Your version will be placed with others who are competing against you for this breakthrough opportunity. Not only will your new company get instant recognition, but you will receive a substantial financial reward!

Activity: Using the specific information given in chapter 2, you are to sketch an artist's rendition of the island using the space provided. (This chapter gives all the facts that are necessary, including dimensions, compass directions, wind locations, villagers' and hunters' locations, and the springs from which they get their drinking water.) While you and a partner are drawing the map, another student could be preparing the compass and key. After you have finished the basic map, refine it. Make sure that it is accurate in terms of distances, village and hunters' location, springs, land marks, and wind directions.

After all renditions are in, the selection will be made. Good Luck!



You Were There

In the following activities you will become a character in each situation and express yourself as though "you were there."

Activity 1: In chapter one we learn that the inhabitants of the Island of the Blue Dolphins are rather simple and primitive people. For example, they have no electricity, modern plumbing, or machines as we have in our society. In addition, they are superstitious. Karana was surprised that her father gave out his secret name to the strangers, for it is believed that once your secret name is known, its magic power is lost. When this happens, tragedy may follow.

In your reading response journal, write about a person with a secret name who used to live on the island. While you are sitting at the fire with the villagers relate what happened to your character after he/she foolishly announced his/her secret name to others.

Activity 2: After Ulape finds the white bass on the rocky ledge, the villagers are quite happy. However, they do not share their catch with the hunters who ask for a couple of the fish for themselves. Chief Chowig is not afraid of the hunters and simply tells them to "Go and hunt your own fish." This is not received well by the Aleuts, who threaten to tell the Captain Orlov that the chief is being selfish in this matter. In the space below, write an entry as though you were one the hunters returning to camp. Include a description of the camp, the mood of the people, and the conversations that might have taken place.

Time _____ Date _____

Reading Response Journals

One great way to insure that the reading of *Island of the Blue Dolphins* touches each student in a personal way is to include the use of Reading Response Journals in your plans. Ask students to create a journal for *Island of the Blue Dolphins*. Assemble journals using whichever method and materials suit your classroom needs. In these journals, students can be encouraged to respond to the story in a number of ways. Here are a few ideas.

- Tell students that the purpose of the journal is to record their thoughts, ideas, observations, and questions as they read *Island of the Blue Dolphins*.
- Provide students with, or ask them to suggest, topics from the story that would stimulate writing. Here are a few examples from the chapters in Section 1.
 - The villagers of Ghalas-at knew Captain Orlov and his hunters were ready to leave the island. Describe some of the conversations being held on whether or not they would be paid their rightful share.
 - Relate any partnership you have had with a friend or relative. How did it work out?
 - How would you retell the story of Chief Chowig if you lived on the Island of the Blue Dolphins?
- After reading each chapter, students can write one or more new things they learned in the chapter.
- Ask students to draw their responses to certain events or characters in the story, using the blank pages in their journals.
- Tell students that they may use their journals to record “diary-type” response that they may want to enter.
- Encourage students to bring their journal ideas to life! Ideas generated from their journal writing can be used to create plays, debates, stories, songs, and art displays.

Allow students time to write in their journals daily. To evaluate the journals, you may wish to use the following guidelines.

- Personal reflections will be read by the teacher, but no corrections or letter grades will be assigned. Credit is given for effort, and all students who sincerely try will be awarded credit. If a grade is desired for this type of entry, grade according to the number of journal entries completed. For example, if five journal assignments were made and the student conscientiously completes all five, then he or she should receive an “A.”
- Non-judgmental teacher responses should be made as you read the journals to let the students know that you are reading and enjoying their journals. Here are some types of responses that will please your journal writers and encourage them to write more.
 - “You have really found what’s important in the story!”
 - “You’ve made me feel as if I am there.”
 - “If you feel comfortable, I’d like for you to share this with the class. I think they’ll enjoy it as much as I have.”

Quiz Time

1. On the back of this paper, write a one paragraph summary of the major events that happen in each of the chapters in this section. Then complete the rest of the questions on this paper.

2. What is the first problem the villagers have to worry about after their first winter without Kimki?

3. What new problem does Matassaip present to the group as being a major threat to them?

4. What precaution do the villagers take in case the Aleuts return?

5. What does Kimki do upon reaching safety?

6. In Chapter 7, Karana writes that her sister was "vainer" than she was. What evidence supports this?

7. How do Ramo and his sister get stranded alone on the island?

8. Who becomes the new Chief of Ghalas-at?

9. What new, dangerous threat does Karana face on the island?

10. Why is Karana so determined to kill all of the dogs on the island?

Danger

After the first winter and the realization that Kimki might not have made it to safety, the villagers had a meeting to determine what to do if the Aleuts returned. Several things had to be considered. They were faced with a limited amount of water. There were few able-bodied men to resist an attack from these Russian hunters. Furthermore, after witnessing the enemy's weapons and cannon superiority, it was obvious that the villagers of Coral Cove would be no match for the Aleuts.

As a result, they made plans to flee as soon as the enemy ship was sighted. You should re-read the first part of Chapter 6 to see what provisions the islanders made in order to flee to safety.

Activity: Assume that you are a time traveler and that you are present when the red-sailed ship is reported on the horizon. Being from an advanced society that does not believe in any type of weapons, you decide to help the islanders with their escape. Using whatever resources (real or imagined) you desire, create your own evacuation plan for these beleaguered people. In the chart below, list each of your special resources. Next to each describe its function (how it is to be used).

Evacuation Plan

Resource	Function

After listing your provisions, write a creative paragraph in your reading response journal describing the operation. Begin with the unwelcomed return of the Russians.

Aleut Numbers

In *Island of the Blue Dolphins*, Russian hunters reach the island in their red-sailed ships for the purpose of hunting the abundant sea otter. These people are continually referred to in the book as Aleuts. The Aleut people are related to the Eskimo people both racially and through their language. They live along the south and west coasts of Alaska. Aleut means "brother of the sea otter." They were once a numerous people but today there are only about 8,000 Aleuts left in Alaska.

Use your knowledge of math to find the Aleut words below for the numbers one through ten. Use the clues to write the Aleut word beside the number at the bottom of the page. Look in the parentheses after the word to find out how to pronounce the number in Aleut.

Clues

- CANG (*chang*) is an odd number between 3 and 7.
- $2 \times \text{CANG} = \text{ATIQ}$ (*at eek*)
- $3 \times (438-437) = \text{QANKUDIDIM}$ (*kan koo dee deem*)
- $14-5 = \text{SICING}$ (*see ching*)
- ATUNG (*at oong*) $\times \text{ATUNG} = 36$
- ALAK (*ah lock*) + $\text{ALAK} = 4$
- $2 \times \text{ALAK} = \text{SICIN}$ (*see cheen*)
- $(\text{CANG} + \text{SICING}) + \text{ALAK} = \text{ULLUNG}$ (*ool loong*)
- $72 + 9 = \text{QAMCING}$ (*kam sing*)
- AGACA (*ah gaw cha*) + $9 = \text{ATIQ}$

Answers

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

Working in a cooperative group, create your own math problems using the clues along with the matching Aleut words and numbers from the box above. Provide an answer key. Exchange math problems with other groups and solve.

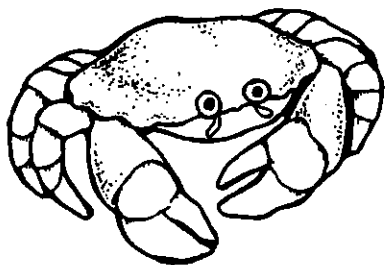
Did You Know?

In the first 10 chapters of this adventure story there are many animals and examples of sea life. In some of them, the author gives a brief description of their behaviors and habitats.

For example, the sea otter, while swimming, looks like a seal, but is really very different. It has a shorter nose than a seal, small webbed feet instead of flippers, and fur that is thicker and much more beautiful. The otter likes to lie on its back in the kelp beds, floating up and down to the motion of the waves, sunning itself or sleeping. They are the most playful animals in the sea.

There are other sea creatures mentioned in the book, but they lack such detailed description.

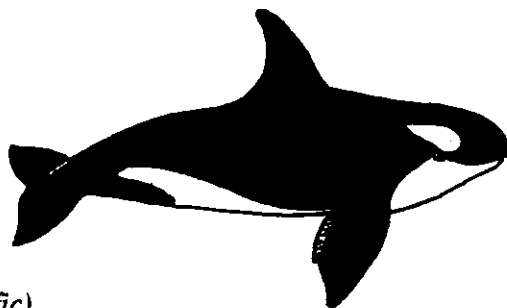
For this activity you will research three of the animals listed below. If you want to include any that are of special interest to you, or others not listed here, consult your teacher.



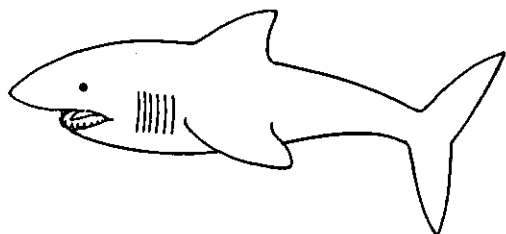
Cormorant

Pelican

Seal



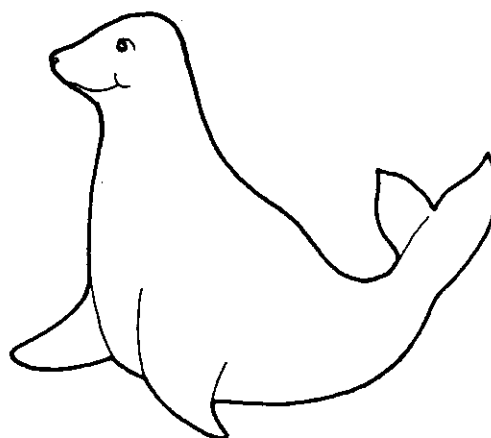
Whale (*be specific*)



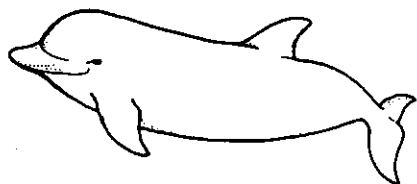
Shark (*be specific*)

Shellfish

Dolphin



Sea elephant



Crab

Abalone

After you have researched these animals, prepare a presentation to the class of the interesting facts that you have unearthed.

To enrich your presentation and make it more understandable to the other students, prepare drawings of your animal to go along with your research.

After sharing all of the class research, your teacher might have the class vote on the animals they found to be the most fascinating. Be prepared to explain why you made your choices.

You and your classmates may also wish to present your research to other classes.

Planning Ahead

As the few remaining villagers of Coral Cove realized that they might again be the victims of another catastrophic encounter with the Aleuts, they made up a plan of escape. This type of strategy is used today as well. We have emergency plans for power outages, water shortages, and natural disasters. Brainstorm with your teacher possible emergencies that could arise. Make a list of these. Then choose one of the following activities and show how you would plan ahead to avoid potential disaster.

Activity A: Working with a partner, pick three of the emergency situations you listed. In the chart below write the type of emergency and a series of counter-measures that you could take to lessen the effects of the tragedy or to eliminate the event from taking place altogether. Draw a picture of one of your emergencies and show how you are attempting to solve or neutralize it.

Emergency! This is an Emergency!	
Situation	How I Would Handle It

Activity B: A common occurrence is a home fire. This can take place in the matter of seconds, and a household plan of escape is essential. On separate paper, draw a detailed plan (like a blueprint) of your house. Be sure to include windows, staircases, doors, and all hazards. Next, draw arrows from each room showing the fastest and safest escape route. Illustrate these with family members.

Quiz Time!

1. On the back of this paper, write a one paragraph summary of the major events that happen in each of the chapters in this section. Then complete the rest of the questions using the lines provided on this paper.

2. After the bull sea elephants fight, Karana is too ill to leave her house. Why?

3. Describe Karana's new house above the spring.

4. When does Karana decide that she is ready to hunt the dogs and to kill the leader of the pack?

5. How does she capture the leader?

6. When does Karana decide that it is safe to sleep in the house with the big gray dog?

7. What material does she use to build a fence around her house?

8. What does Karana decide to do if the Aleuts should return?

9. What is the "great discovery" she found that would help her in case the Aleuts did return?

10. When spring returns (Chapter 18), what animal does Karana begin to train? How does it pick up her spirits?

The Raw Materials

As we discovered in chapter 12, Karana was a very resourceful girl. She displayed a lot of spirit and determination to recover from such a staggering ocean voyage and yet be ready to undertake the building of a new home. The first thing she did was to build a fence for protection from the foxes who were stealing her things. Lacking an abundance of wood, she improvised and used whale bones from the beach. She used many other natural resources to accommodate her new lifestyle. The following activities will help you to plan and use the raw materials available in a given environment.

Activity 1: In the space provided, list at least five items that Karana used to make her new home more functional. In the column next to each, explain how each was useful to her in achieving her goal of personal safety or comfort.

Item	How It Was Used

Activity 2: In this project you will be sharing information with a partner. You are to pretend that you were lost at sea, but found yourself ashore on an island similar in geography and climate to that of Karana's Island.

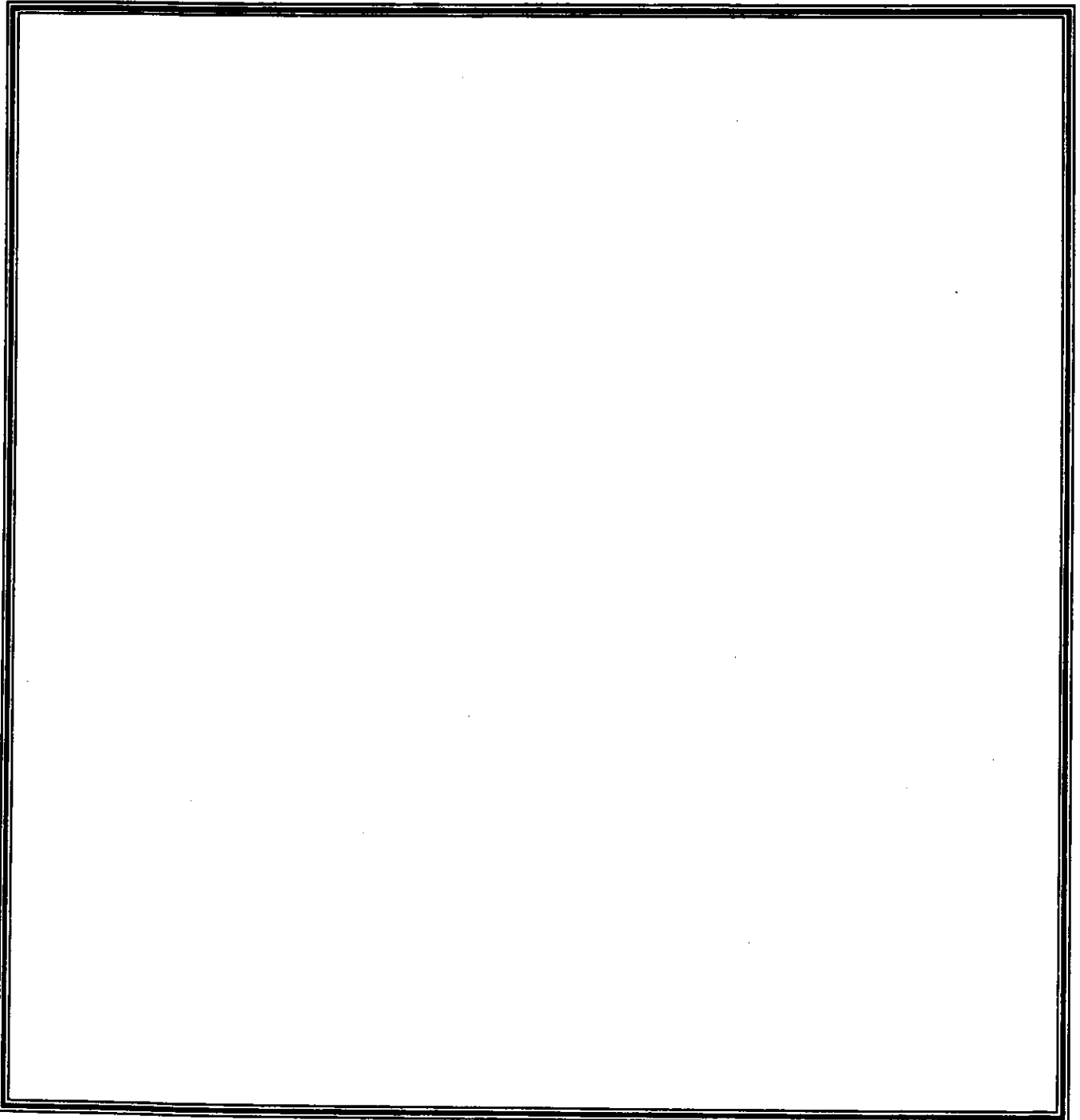
Fortunately for you, you discovered that this island had been scheduled for a housing development before the builder went bankrupt. There were many useful items which you thought could provide you with a very comfortable shelter.

For this activity you are to make a list of ten pieces of useful construction material that you found on the island. Opposite the list, suggest how the items will be useful to you. Then, choose one item and write on an index card how you used it to complete your home. Attach it to a sketch (see page 22) and display it in the classroom.

Beach House

On the previous page you came up with a number of necessary construction materials that you found on the island to build a type of shelter to protect you for the years to come. You might be rescued tomorrow or perhaps in 10 years from now. Fortunately you discovered another person who also survived this shipwreck. In addition, your new partner has good mechanical and engineering abilities.

Activity: In the space below, you and your partner are to make a blueprint of your house and, where possible, show the items that you found useful in its construction. Make sure there is room to label all the items you found and draw arrows to where they are being utilized in the house. You will show the location of your beach house on the map on page 23.

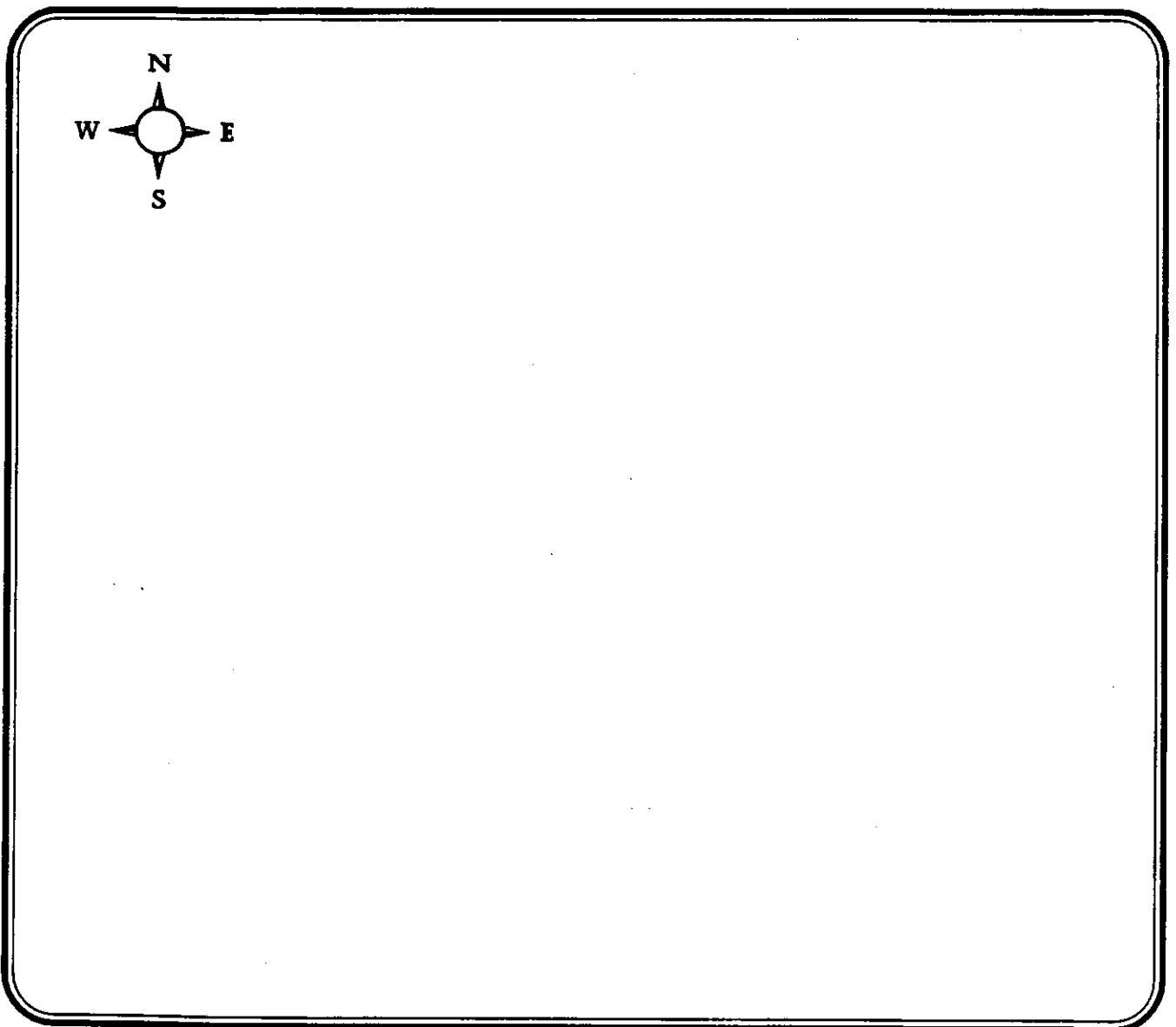


Artist's Conception

As we know, it takes planning to build just the "right" house. Several things must be considered. An island environment in the North Pacific Ocean is no exception.

Having extra building materials around means that even after constructing the house, you and your friend may want to continue to add to your island paradise. Perhaps you envision a small fishing boat and a dock so you can launch your boat easily. If this is the case, you must consider having easy access to a sheltered harbor. The house itself must be sheltered as well from the cold north winds that Karana was always experiencing on her island. She made sure there was always a protective cliff to her north to break up the cold, wet north winds and the storms that they brought.

Activity: Keeping all of this in mind you are to draw the immediate island landform and the house as you picture it to be. In the box below, draw your section of the island. Be sure to include trees, lagoons, harbors, mountains, springs, etc. Then, show the location of your house from page 22 of your map.



Pet Care

Karana was a strong and determined girl. She rejected the tribal taboo of girls not being able to use hunting tools, knowing that it could mean death to attempt to do so. She overcame the charge of a raging bull sea elephant and survived an attack by the wild island dogs.

While these incidents demonstrate Karana's bravery and almost callous determination, there is another aspect to this character. We see a warm, sympathetic Karana; one who spares the life of the leader of the pack of wild dogs. She nurses it back to health, tames it, and befriends it. Ultimately, the dog, Rontu, becomes her companion.

Dogs have long been considered "man's best friend." But a successful dog-owner relationship requires that your dog be properly trained. In addition, you should know how to care for your pet.

How much do you know about dog care and administering first aid to animals? In the following activity, you will learn and demonstrate this.

You will need:

- several good dog care resources (Bibliography, page 45)
- 10 well-trained, gentle, "kid-tested," non-aggressive pet dogs and their leashes
- a dog groomer
- 1 or 2 old sheets, torn in strips, suitable for bandaging
- a large, fenced outdoor area in which to work
- 2 or more parent helpers (ideally, the dog owners)
- 10 dog grooming brushes
- a veterinarian or veterinarian's assistant
- a bag to collect loose hair

Procedure:

1. As a class, discuss the elements of good dog care. Be sure to include such areas as:
 - exercise
 - grooming requirements
 - housebreaking
 - obedience training
 - adequate play and sleeping areas
 - medical care
2. Divide the class into 10 groups of two or three children per group.
3. Invite a dog groomer to your class to demonstrate proper dog grooming techniques.
4. Move to an outside area with the dogs, grooming brushes, dog groomer, and students in groups. The students can work in their groups, with one dog, and practice grooming techniques under the supervision of the groomer and parent dog owners or helpers.
5. Invite a veterinarian or veterinarian's assistant to your class to discuss the medical care for dogs.

Areas that he or she might address are:

- regular checkups
 - proper care
 - disease prevention
 - shots and pills
 - signs and symptoms of illness
 - worms, parasites, and rabies
 - simple first aid techniques
 - training, praising, and rewarding good behavior
6. Move to an outside area with the dogs, sheet strips, veterinarian or veterinarian's assistant, and students in groups. The students can work in their groups, with one dog, and under the guidance of the veterinarian, learn how to wrap a simple strip bandage around a dog's leg or abdominal area. Parent dog owners or helpers would be very helpful for this activity.
 7. Thank your guests and dog owners for sharing their time, knowledge, and dogs with you!

Quiz Time!

1. On the back of this paper, write a one paragraph summary of the major events in each chapter of this section. Then complete the rest of the questions on this page on the lines provided.

2. Why does Karana wait until a few starfish feed before she will harvest the abalones?

3. How does Karana finally catch the sea devil?

4. How is Karana able to successfully dry out her abalones without the seagulls eating them as in the past?

5. One day, Karana moves her gear and puts out her perpetual fire. What event triggers this action?

6. Karana teaches Rontu to go into a dark cave. What technique does she use to do this?

7. What almost happens to Karana when she ventures into the cave that she calls the "Dark Cave?"

8. Even though the Aleuts camp only half a league from Karana's ravine, why does she continue to stay there?

9. What does she make in the cave to help her pass the time?

10. What gift of friendship does she give to Tutok?

Picture This!

In chapter 19, Karana finally locates the giant devilfish which she has been pursuing for its delicate meat. The author describes how she and Rontu found it while on the reef. As luck would have it, the devilfish was out of the cave and in shallow, clear water. The author adds more vivid description by writing that Karana “. . . could plainly see his eyes. They were the size of small stones and stood out from his head, with black rims and gold centers and in the centers a black spot, like the eyes of a spirit I had once seen . . .” This description and others like it depict the fight that the devilfish has with Karana and her faithful dog, Rontu.

Activity: The author’s publisher has decided to illustrate the fight scene from chapter 19. Your task is to illustrate two of the scenes during the agonizing battle using the descriptions provided in the book. Under each illustration write a few sentences using as many descriptive words as possible to tell what is happening. One of the scenes will then be selected and sent to the printer.

Illustration #1

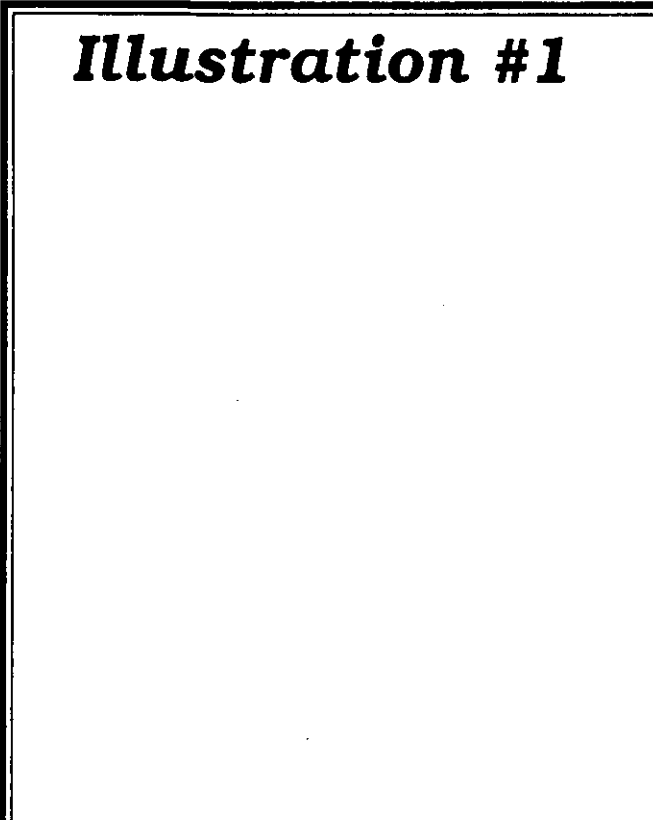
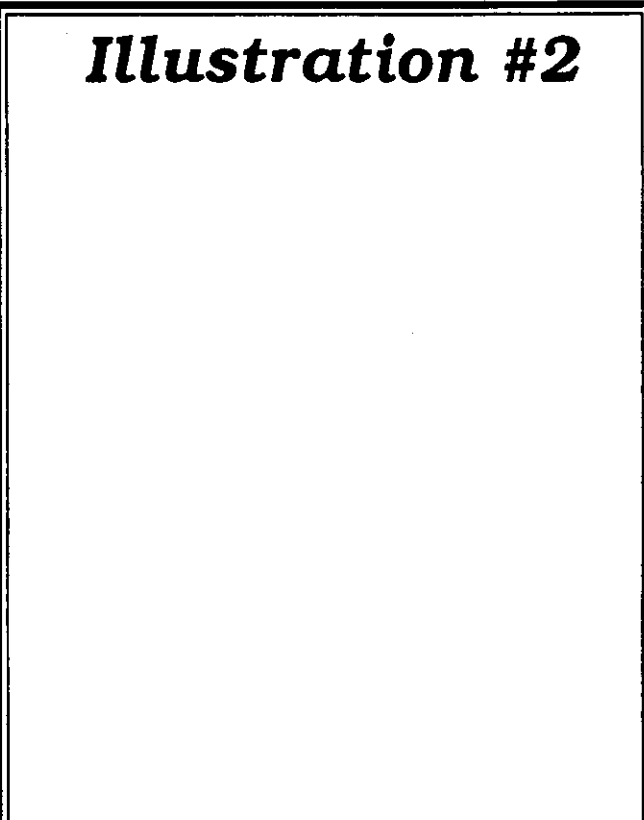


Illustration #2



Storytelling

Storytelling is a form of communication that has existed from the time when the first words were spoken. Before the written word, stories recounting great deeds, incredible examples of bravery, and victory over the natural elements were passed to each new generation by word of mouth. Often these stories would explain natural phenomena which could not otherwise be understood. Sometimes stories served to amuse or entertain. The history and customs of a people were preserved through the artful and accurate storytelling of oral historians of the past.

Karana's people were no exception. The youth learned the ways of their ancestors by listening to the stories of their elders. Karana not only learned the duties of the women of the island, but recalled hearing the stories and instructions given to the boys as they prepared to hunt, etc.



The art of storytelling is a valuable tool. To be able to tell a story in an engaging way is a skill that can be useful and entertaining throughout your life.

With a partner, brainstorm different situations where storytelling would be an important ability to have. Here are a few ideas to help you get started.

- when you have accomplished something you want to share
- when you are asked to babysit
- when you are traveling a long distance or visiting a special place
- when your teacher asks for a story (real or make-believe)
- when the power goes out and all you have is candles

Now, it is time for you and your partner to tell a story. It may be a story you remember from a book, one you have heard someone else tell, or an original one. Take some planning time to develop what you want to say. Help each other to decide what exciting climax your story will have. Choose the parts of the story each of you will tell. (Remember, whether real or imagined, this will be a story in which the two of you participated.) Keep your story appropriate for your listeners.

When you are ready, tell your story to the class. Evaluate yourself when you are finished. Did you hold your listeners' interest? Was the audience transported into your story? Did you enjoy telling the story? Are there any ways you could improve your story if you told it again? Did your listeners ask for another story?

Telling stories is a time-honored tradition. Enjoy being a part of it!

Cave Art

In this section of the book, we revisit a cave. As before, this cave also has art within its walls. But unlike the earlier ones where sketchings and drawings were painted on the walls, the one at Black Cave had movable objects which were placed there on ledges.

The first report of cave art was in 1879, when the painted ceiling of Altamira, Spain was discovered. To date, about 230 caves containing cave art are known; the majority are in Spain and France. Some of the finest examples of Paleolithic Art come from the period of 15,000 - 10,000 BC. The drawings and statues in the caves of Lascaux and Altamira are dated within this period.

Precisely what caused the marked proliferation and refinement of art during this period remains a mystery to archaeologists who study these things. However, there are many who think that these are the result of successful hunting communities living in a good environment. They were so successful that they were able to devote part of their free time to artistic efforts between hunts.

Although many symbols and human figures have been found, animals are the major subject of Paleolithic art. They might be engraved deeply or finely on the walls or ceilings. They could even be figures which were brought in to decorate the cave. Some are found only in outline form. Others are shaded in with several colors. These colors are taken from berries and were mixed with animal fat, juices, or even blood! They would be applied by finger, brush, or stick. Sometimes spraying techniques were used. Pigments were blown through a hollow reed.



Activity 1: Your task is to research cave art. Look up the specific caves mentioned above in a reference or nonfiction book and write a report for your class. Or, look up cave art and present a report on Cro-Magnon man to share with your class. You might want to sketch examples of some of their famous drawings.

Activity 2: Create your own straw paintings. You will need construction or butcher paper, tempera paints of your choice, and disposable drinking straws. Sporadically place small amounts of different color paints onto the paper. Use the straw to "blow" the paint into interesting designs or pictures. Attach an index card telling what the painting represents. Give your painting a title. Use your imagination!

SECTION 4: Chapters 19-22

Phobia

In this section, Karana has some exciting but terrifying experiences. Think about how she must have felt after her battle with the devilfish. Imagine her thoughts as she stabbed it with her knife and it literally exploded, showering her with blood sucking leeches! This experience left her physically and emotionally drained. She was even too dispirited to pull the devilfish out of the water to retrieve its prized meat. In fact, she had other chances to kill other devilfish, but the memory was so painful that she no longer wished to spear them.

Finally, she had the near death experience in the Black Cave. After the tide receded, she paddled her canoe out fast and never did she look back! It was at this point that she vowed to "never in all our days" go back.

These two incidents left psychological fears which played on her mind and emotions. In these instances there were reasons for her fear. Often, though, we have fears for which there are no logical reasons. These are called phobias. A phobia is defined as an exaggerated, usually inexplicable and illogical fear of a particular object or thing. It is important to find strategies to deal with phobias or they will continue to grow stronger and can control one's life.

Activity: As a class, brainstorm a list of phobias and write these on the chalkboard. Next, interview classmates, parents, and neighbors to find effective strategies to control or even eliminate each phobia. Fill in the chart below. Place each suggestion in the right hand column next to the phobia. Discuss the results of your "Phobiabuster List" with the class.

Phobiabuster List	
Phobia	Phobia Eliminator

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"Phobiabuster List"	
Phobia	Phobia Eliminator

Quiz Time!

1. On the back of this paper, write a one paragraph summary of the major events that happen in each of the chapters in this section. Then, complete the questions on the rest of this page in the spaces provided.

2. Why doesn't Karana have any lights for the first winter after the Aleuts left the island?

3. How do otters train their pups to swim?

4. What preparations does Karana take every summer in case the Aleuts return?

5. Where does Rontu finally die?

6. What steps does Karana take to capture and make a pet of Rontu's son?

7. What thunderous sound awakens Karana while she sleeps after repairing her canoe?

8. What are some of the problems that bother Karana after her canoe is destroyed?

9. How do the men from the ship locate Karana's house on the headland after so many others could not find it?

10. After reaching Santa Barbara, what does Father Gonzales tell Karana had happened to the ship that carried her people from the island so many years before?

Canoe Craft

In the Author's Notes we are informed that the people who settled on San Nicolas Island (Island of the Blue Dolphins) were original descendants of the people who migrated across the Bering Strait from Asia. Tests have shown that the island was inhabited by about 2,000 BC. These people traveled by canoe, which was indispensable to them, for thousands of years before Karana attempted such an adventure.

These early Indians used natural resources to provide the construction material for their canoes. Many of the materials used to build their shelters could also be used in the construction of their canoes. The frames could be of either wood, animal bones, or both. What determined the shape of these early craft was the type of skins that were available. These were fastened to the frame. The long narrow frame that evolved was the result of using more wood. To avoid leaking at the joints, they made their craft narrow, joining it together only in front and rear. The early kayak was the result. This type of small canoe was very seaworthy and it flexed with the waves rather than slamming into them.

Karana's canoe, unlike the kayak, was an open boat. Although it was wood, the villagers used sinew to bind it all together. Her long, narrow-beamed canoe was easily propelled and could carry heavy loads of fish and supplies. These original skin, bone, and wood-framed canoes have been replaced in recent years by aluminum, plastic, and fiberglass canoes.

Activity: You are to build the canoe that Karana had planned to construct. Develop a sequence of steps that would show its construction. Be sure to use only what is available on the island and to finish it off by putting fresh pitch into the seams. Write the steps in the space provided.

Construction Plans for Karana's Canoe

STEP 1: _____

STEP 2: _____

STEP 3: _____

STEP 4: _____

STEP 5: _____

STEP 6: _____

STEP 7: _____

STEP 8: _____

STEP 9: _____

STEP 10: _____

Now that you know the procedure, make a model of the canoe. Use as many natural materials as possible. Display your finished canoe in class and explain how you assembled it. Where material substitutions were necessary, detail what items you used and describe what the actual materials would have been.

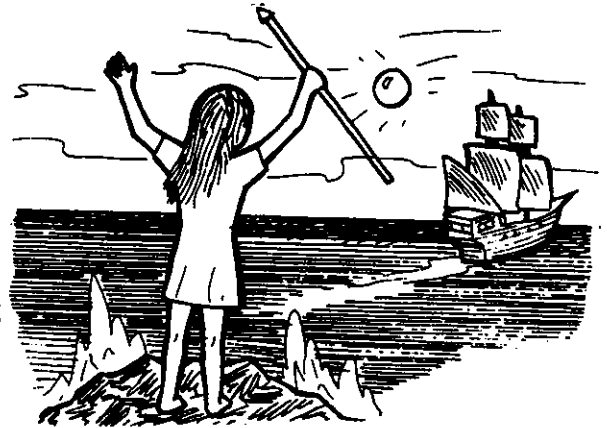
Despair

The chapters in this section have revealed several tragedies for Karana. The tidal waves hit the island with surprising force. When they receded they took everything she had prepared for the upcoming winter with them. Almost before Karana realized that she might not survive the winter without her boat, an earthquake hit the island. She had experienced two catastrophes in such a short time. No doubt her feeling of despair was mounting.

Perhaps more upsetting to Karana was the reappearance of the white men. Unsure of their intentions and mindful of her past experiences with these intruders, Karana's emotions were laced with confusion and further despair. We are shown how she retreated to her house on the headland like a frightened animal. She told of how she crouched in fear with her "heart beating fast." Finally she made a decision. She put on her otter cape and her prized cormorant skirt and necklace that her only friend, Tutok, had given her and headed down toward the ship and the white men. Her thoughts were filled with memories of her life on the headland, but those thoughts were replaced by an overwhelming desire "to be where people lived, to hear their voices and their laughter."

Imagine how great her despair was at that moment, to see the ship and her hopes sailing away. At this point she must have wondered if she would ever hear happy voices again.

The author, however, did not dwell on this. He simply described her standing in the rain with the wind driving against her face as she watched the ship fade from sight.



Activity: Working with a partner, write a paragraph describing what might have been going through Karana's troubled mind at this point in the story. Write your collective thoughts below. Illustrate this with a picture that reinforces the desolation that Karana must have felt as she stood alone on the beach.

Nature's Forces

In this section we are given brief descriptions of two of nature's deadliest forces: the tidal wave (tsunami), and the earthquake.

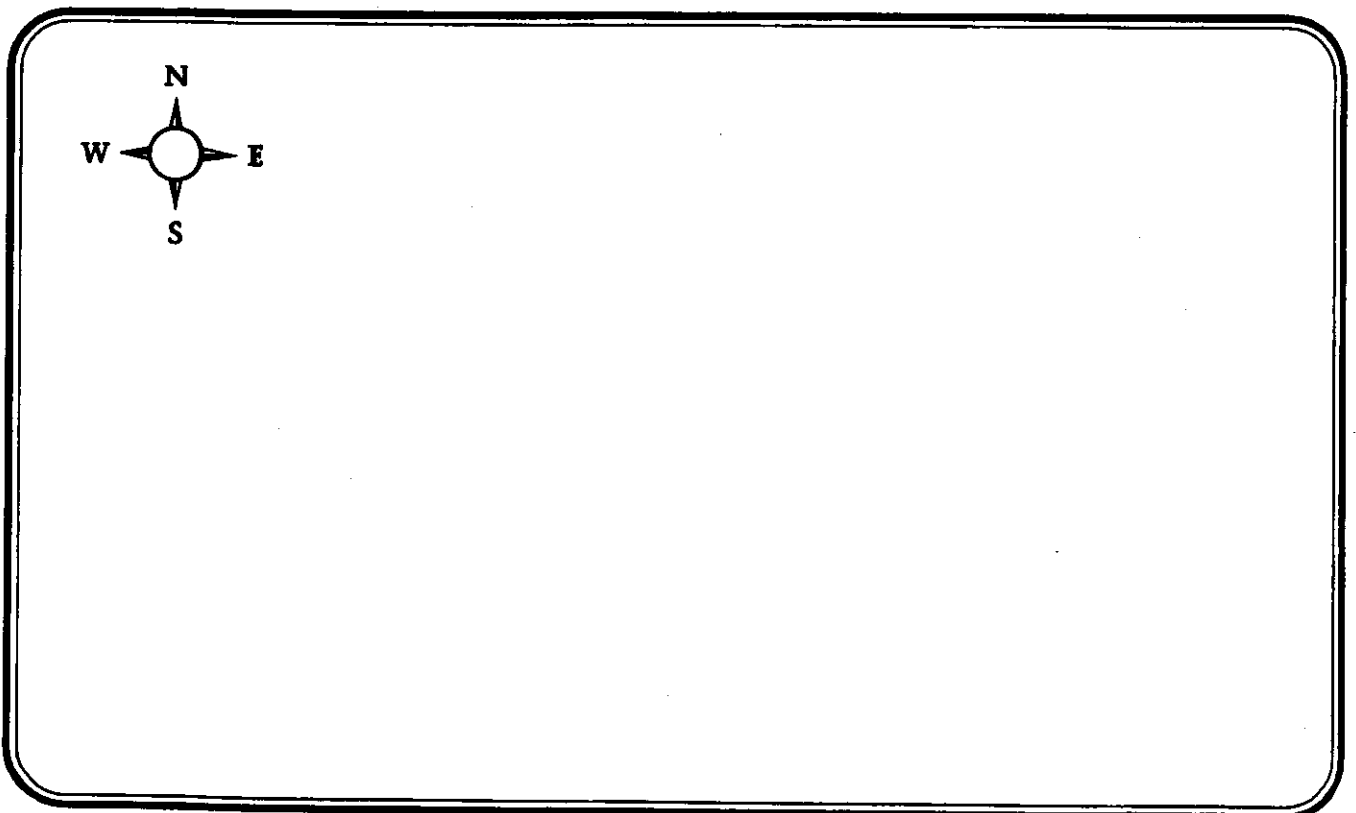
Earthquakes have always been with us. The earth's crust is broken up into 12-15 rigid plates. Most earthquakes occur at the boundaries of these plates as they collide with one another and build up tremendous pressure and suddenly slip. This movement is the earthquake.

Most of the world's volcanoes are also on the edge of these plates. In the Pacific Ocean these are called the Pacific Ring of Fire. It is the magma within a volcano which helps liquefy the area beneath the plates. When this takes place slippage, or earthquakes, can occur.

Earthquakes on the Pacific Plates alone cause one half the world's total number. These plates stretch in a circumference of 24,000 miles around the Pacific Ocean. They include highly populated areas like Japan and the entire west coast of North America. That's why it was a natural occurrence on Karana's Island, since it sits just off the California coast. Even though her island suffered a major earthquake, she had little to fear. This is because most of the deaths caused by earthquakes are the result of the collapse of buildings or other man-made structures.

Activity: Using the library, research to find out about earthquakes or tidal waves. After your research is complete, be prepared to teach the class what you know about your topic. Or, prepare a "Did You Know That...?" poster on your topic. Provide interesting facts about the topic and present these to the class.

On the map below, indicate where most earthquakes or tidal waves occur. Color the map and label oceans and continents.



Make a Difference

In *Island of the Blue Dolphins* there are many forms of sea life that are seen in their natural habitat. The author does not try to influence our view of nature and protection of wildlife, but seeing the world through Karana's eyes and experiences does have a profound impact. She sees the butchering of the playful sea otters and vows never to kill anything needlessly again.

We are becoming more aware of the senseless destruction of our living planet. Many individuals and organizations are trying to combat these outrages against our ecological system.

Some of the animals at risk today are mentioned in the book. These include crabs, abalones, dolphins, seals, whales, sea otters, and salmon.

Activity: As a class, brainstorm animal species that are endangered. With a partner, pick one animal that interests you and research it thoroughly. Make a poster that highlights your concern for the animal. Include suggested ways of protecting it. Write a report on the endangered animal. Explain what is happening to your subject. Propose a solution. Make up a statement sheet in the form of a petition to protect your animal's right to life and get signatures from your friends and neighbors. Use a form similar to the following:

Petition to Save the _____

Did you know that the _____ is in danger of becoming extinct? You should be aware of the following facts:

I feel that the _____ has a right to exist in peace on this earth.

If you agree and would like to help in our effort to save the _____, sign the petition below. Your signature, along with those of other concerned individuals will be forwarded to _____.

Thank you for helping to make the world a safer place for the _____.

Petitioners' signatures

Any Questions?

When you finished reading *Island of the Blue Dolphins*, did you have some questions that were left unanswered? Write some of your questions here.

1. _____
2. _____
3. _____

Work in groups or by yourself to prepare possible answers for some or all of the questions you have asked above and those written below. When you have finished, share your ideas with the class.

- Do you think the hunters would have attacked the village if Chief Chowig had not given them his secret name?
- Do you think the slaughter of her people could have been avoided if Karana's father simply refused to let them hunt the sea otter?
- Did the Russians enter the harbor knowing in advance that they would steal the otter and murder the people?
- Since the Russians did not use the Indians as workers or for slave labor, why did the Aleuts wait until leaving to kill the Indians?
- Perhaps if the chief of Ghalas-at had allowed his people to mix with the hunters and be more friendly there would not have been any killing. What do you think?
- Do you think that the Captain killed the Islanders in part because of the chief's unwillingness to share the fish with them?
- What factor do you think Chief Chowig used to determine how many chests would be traded for the pelts?
- After the killings, do you think the villagers thought they could go on as before?
- What do you think the villagers thought would happen if Kimki never reached the land to the east?
- When the ship left Karana and her brother behind, why didn't it simply come about in the open sea and rescue the children?
- How would the Islanders' lives have changed if all of them had been rescued and taken to Santa Barbara? Would they have kept together as one people. Where would they have settled? How would they have stayed alive?
- If the bull sea elephant did not die, do you think Karana would have such an easy life? Would she have ever captured Rontu?
- If Karana never had Rontu for a friend, do you think she could have survived alone emotionally or physically for 18 years?
- What do you suppose would have happened if Karana's boat had not leaked and she made it to the land to the east?
- What do you think would have happened to Karana if Tutok had told the Aleuts where she was hiding?
- If the Aleuts had taken Karana with them, would she have been better off to be with people and a new friend? Why or why not? Do you think she was foolish to stay hidden?

Book Report Ideas

There are numerous ways to do a book report. After you have finished reading *Island of the Blue Dolphins*, choose one method of reporting that interests you. It may be a way that your teacher suggests, an idea of your own, or one of the suggestions mentioned below.

- **See What I Read?**
This report is a visual one. A model of a scene from the story can be created, or a likeness of one or more of the characters from the story can be drawn or sculpted.
- **Time Capsule**
This report provides people living at a “future” time with the reason *Island of the Blue Dolphins* is such an outstanding book, and gives these “future” people reasons why it should be read. Make a time capsule of your own design, and neatly print or write your reasons inside the capsule. You may wish to bury your capsule after you have shared it with your classmates. Perhaps one day someone will find it and read *Island of the Blue Dolphins* because of what you wrote!
- **Come To Life!**
This report is one that lends itself to a group project. The group acts out a scene from the story for dramatization and relates the significance of the scene to the entire book. Costumes and props will add to the dramatization!
- **Into the Future**
This report predicts what happens if *Island of the Blue Dolphins* were to continue. It may take the form of a story in narrative, drama, or visual display. (*Zia*, also written by Scott O’Dell is a sequel to *Island of the Blue Dolphins*.)
- **Guess Who or What!**
This report takes the form of several games of “Twenty Questions.” The reporter gives a series of clues from general to specific about a character from the story, and students guess the identity of the mystery character. After the character has been identified, the same reporter presents another “Twenty Questions” about an event in the story.
- **A Character Comes To Life!**
Suppose one of the characters in *Island of the Blue Dolphins* came to life and walked into your home or classroom. This report describes what this character sees, hears, and feels as he or she experiences the world in which you live.
- **Sales Talk**
This report serves as an advertisement to “sell” *Island of the Blue Dolphins*. You decide which group to target and the sales pitch you will use. Include graphics in your presentation.
- **Literary Interview**
This report is done with a partner. One student pretends to be a character in the story. The other student plays the role of a television or radio interviewer, providing the audience with insights into the character’s personality and life. It is the responsibility of the partners to create meaningful questions and appropriate responses.

Research Ideas

Describe three things you read in *Island of the Blue Dolphins* that you want to learn more about.

1. _____
2. _____
3. _____

As you read *Island of the Blue Dolphins*, you encountered geographical locations, historical events, culturally diverse people, survival techniques, and a variety of animals and plants. To increase your understanding of the characters and events in the story as well as more fully recognize Scott O'Dell's craft as a writer, research to find out more about these people, places, and things.

Work in groups to research one or more of the areas you named above or the areas that are mentioned below. Share your findings with the rest of the class in any appropriate format for oral presentation.

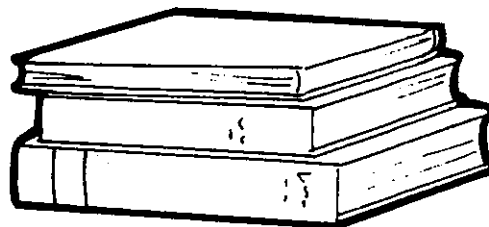
First inhabitants of the Americas:

- migration from Asia across the Bering Strait
- the development of the resulting Native American tribes
- the Native Americans of pre-California
- clothing typical of the times
- types of homes in these early days
- habits of these early peoples
- life of the coastal inhabitants
- games they played
- religion before the Spanish priests arrived
- role of men, women, and children in a coastal village
- special celebrations



Other early pre-California settlers:

- early Russian explorers
- early Russian fishing and trading on the west coast of North America
- Spanish influence in California
- the settlement of Spanish Missions
- a study of the California Missions
- treatment of the Native Americans by the Spanish
- major functions of the Missions
- construction of the Missions



Wildlife found in or around the California coast:

whale	turtle	otter	seal	lobster
sea devil	crab	starfish	tuna	mussel
bass	sea urchin	dolphin	abalone	sea lion

Karana's Journal

Often when people go through an experience which tests their courage and will, they are asked (or personally feel the need) to write about it.

For this activity, you will imagine that you are Karana. Relate to Father Gonzales of the Santa Barbara Mission the highlights of your 18 year stay, alone on the *Island of the Blue Dolphins*. In the journal below, list in chronological order and in journal form the significant memories of your ordeal.

My Journal 1835-1853

A large rectangular box with a decorative wavy top and bottom border, containing 18 horizontal lines for writing.

It's Showtime!

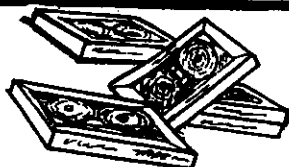
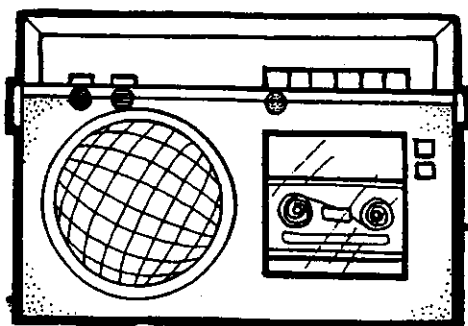
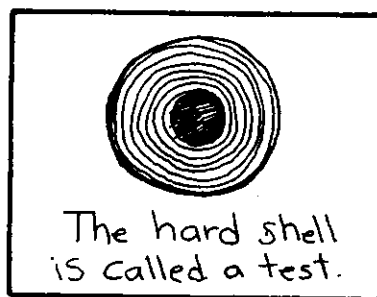
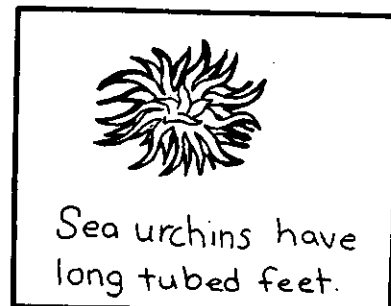
Create your own "Filmstrip Show" which incorporates some aspect of *Island of the Blue Dolphins*. You may choose to retell the story, focus on one of the research topics presented in the unit, or write and illustrate a sequel to the book. You will be working in cooperative groups for this activity. The final product will be presented to the class. Or, you may wish to invite other classes, parents, or the principal to view the filmstrip.

Materials

8 1/2" x 11" (22 cm x 28 cm) sheets of white paper; cassette recorder; colored pencils, markers, and crayons; cardboard box (must accommodate a 9" x 11" opening); box cutter; wood dowels; clear tape

Directions

- As a group, brainstorm project ideas. Have the group vote on one.
- Develop the following story elements: who, what, where, when, why, and how.
- As the group orally creates a storyline or sequences the research topic information, one group member records ideas.
- When a rough draft is completed, assign sections of the text to rewrite. When group members are ready, rehearse the text and make any necessary changes as you go along.
- Write the final text onto sheets of paper that have been turned sideways. These sheets become the frames of the filmstrip. Sentences should be written towards the bottom of the paper. (See diagram at right.)
- In pencil, write the number of the frame on the back of each sheet.
- Illustrate the sentence in each frame in the remaining space.

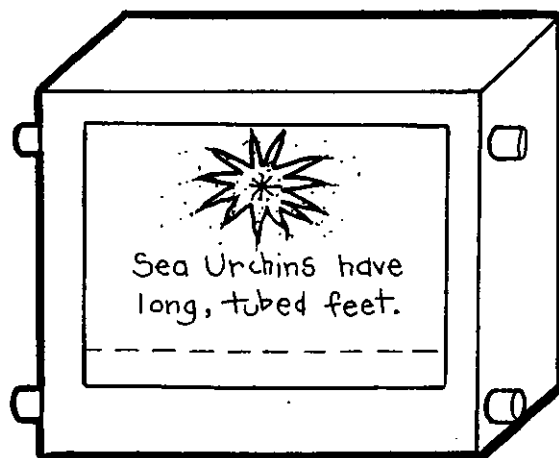
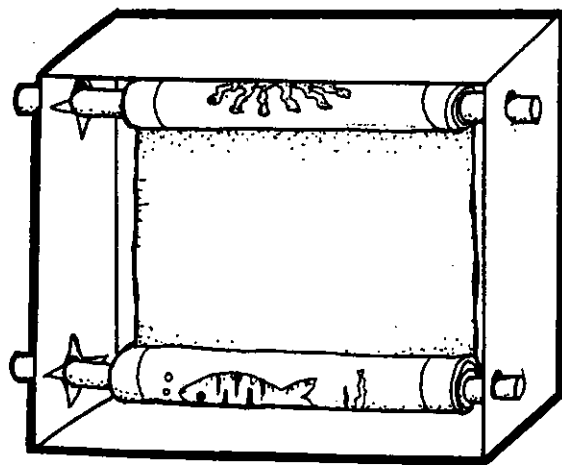
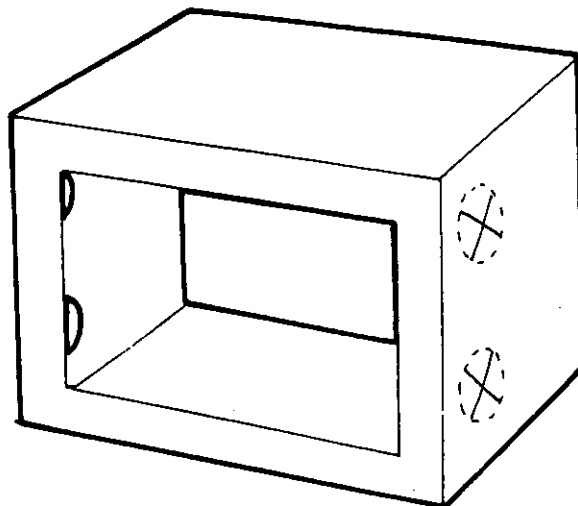
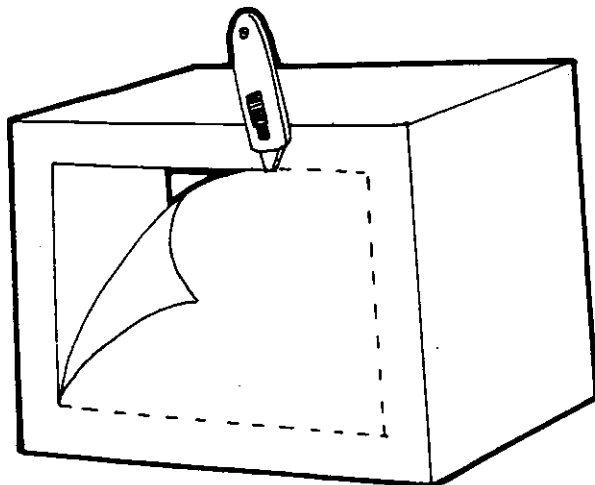


- Be sure to include title, credits, and ending frames.
- Place all frames in order. Have students practice reading their frames out loud. Once the parts have been mastered, record them on the cassette recorder. Give someone the job of ringing a bell to signal when to advance the frame.
- With the frames in order, tape the 11" edges together on the back with clear tape. When taping is complete, turn the frames over.
- Prepare the cardboard box (see directions, page 40).
- Place the cassette tape into the recorder. Practice turning the frames to the audio before having others view the filmstrip.

It's Showtime! *(cont.)*

Preparing the Screen

- Place a cardboard box on a table or flat surface, open side up.
- Use a box cutter to cut out a 9" x 11" (23 cm x 28 cm) hole for the screen on one side (see picture below).
- Mark off two circles nine inches apart on one side of the box; repeat on the other side.
- With a pencil draw an X in each circle.
- Cut along each X.
- Push in on the X's and insert the dowels. (X's will push out on opposite side.)
- Tape the END frame onto the bottom dowel inside the cardboard box. Carefully roll up the frames.
- Attach the TITLE frame to the top dowel.



Objective Test and Essay

Matching: Match the quotes below with the people who said them. Place the letter of the correct person on the line next to the matching quote.

- | | | |
|----------|---|------------------|
| 1. _____ | "The sea is smooth. It is a flat stone without any scratches." | a. Karana |
| 2. _____ | "I come in peace and wish to parley." | b. Ramo |
| 3. _____ | "There will be none left. The hunters will kill them all." | c. Ulape |
| 4. _____ | "Other men will come to the island. They will be far more handsome and brave." | d. Kimki |
| 5. _____ | "There will be grumbling in Ghalas-at. There will be shirkers. These must be punished, for without the help of all, all must perish." | e. Tutok |
| | | f. Captain Orlov |

True or False: Write true or false in the blanks next to each statement below. On the back of this paper, explain why each false statement is incorrect.

- _____ The Aleuts left the island as peacefully as they came.
- _____ It was Ramo who caused Karana to be stranded on the island.
- _____ Karana killed a sea bull elephant so she could use its tusk for spear points.
- _____ After viewing the slaughter of the sea otter, Karana's view toward life around her changed.
- _____ After finding the Black Cave, Karana used it often to conceal her canoe.
- _____ Although Tutok told the Aleuts about Karana, they could not find her in her cave.
- _____ The earthquake destroyed Karana's canoe.
- _____ The loss of this boat meant certain death for her.
- _____ Karana brought her pets to Santa Barbara with her.
- _____ The white men did not come to the island to save Karana.

Short Answer: Write a brief response to each question on the back of this paper.

- How could Karana have prevented the death of her brother?
- How did Karana finally kill the devilfish?
- What did Karana do to capture the son of Rontu?
- What preparation did she take before she met with the white men?
- Why do you think the priest did not want Karana to wear the cormorant skirt and instead had her wear the one that reached from her throat to her feet?

Essay: Respond to the following questions on the back of this paper.

- Discuss whether or not Karana should have attempted a second trip to the eastern land after her first try failed. Support your position with information from the book.
- The white men that came and found her canoe left without Karana. Discuss whether or not you think she would have gone down to the beach to meet them if they had not found the canoe.

Response

Explain the meaning of each of these quotations from *Island of the Blue Dolphins*.

Note to the teacher: Choose the appropriate number of quotes to which your students should respond.

Chapter 1: *"I was surprised that he gave his real name to a stranger. Everyone in our tribe had two names, the real one which was secret and was seldom used, and one which was common, for if people use your secret name it becomes worn out and loses its magic."*

Chapter 2: *"We ate the rest of the white bass that night and there was much rejoicing. But little did we know as we ate and sang and the older men told stories around the fire, that our good fortune would soon bring trouble to Ghalas-at."*

Chapter 3: *"The sea otter, when it is swimming, looks like a seal, but is really very different."*

Chapter 4: *"A puff of white smoke came from the deck of the ship. A loud noise echoed against the cliff. Five of our warriors fell and lay quiet."*

Chapter 5: *Kimki . . . "waved to us and we waved back. The rising made a silver trail across the water. Along this trail he disappeared into the east."*

Chapter 6: *"I kept thinking over and over as I swam how I would punish Ramo when I reached the shore. Instead I fell to my knees and put my arms around him."*

Chapter 7: *"Dolphins are animals of good omen. I was very lonely before they appeared, but now I felt that I had friends with me."*

Chapter 8: *"Along one side was a wide shelf or rock, which ran out to the sea through a narrow opening. The tide was full and yet the shelf was out of the water. It was a fine place to hide a canoe."*

Chapter 9: *"Rontu had a gash on his nose from the giant's beak, and I had many cuts and bruises."*

Chapter 10: *"I suppose this cave once had a name, but I have never heard of it or heard it spoken about. We will call it Black Cave and never in all our days go there again."*

Chapter 11: *"Rain started to fall and the wind drove it against my face. I waded farther out through the waves, raising my arms to the ship. Slowly it moved away in the mist. It went toward the south. I stood there until it was out of sight."*

Chapter 12: *"Dolphins rose out of the sea and swam before the ship. They swam for many leagues in the morning through the bright water, weaving their foamy patterns. The little birds were chirping in their cage and Rontu-Aru sat beside me."*

Conversations

Work in size-appropriate groups to write and perform the conversation that might have occurred in one of the following situations. If you prefer, you may use your own conversation idea for characters from *Island of the Blue Dolphins*.

- Captain Orlov discussing with his officers aboard ship his plans for their stay at the island. (4 people)
- Karana and her sister discussing what they thought would become of their father after mentioning his secret name. (2 people)
- A discussion that might have occurred on the night that Karana's father warned her people not to mix with the hunters. There would be those who would not want to antagonize so many hunters. (5 people)
- The reaction of the hunters when they found out about the many fish that the villagers would not share with them. How would the Aleuts deal with this insult? (5 people)
- The conversations that might have occurred in the Captain's quarters the night before they left. (4 people)
- The crewmen and 2 hunters telling what happened on shore and why they should be fearful. (4 people)
- Three village fishermen and the leader, Kimki, discuss the fate that now awaits the village with so many of the young men being killed and only a few left. How were they to provide for the old men, women, and children? (4 people)
- A group, including Karana and Ulape, discussing the problem of having Kimki go for help, all alone. (5 people)
- The ship that left Karana knew someone was on the island. Have the captain explain why he was not interested in staying around to take a longer look. Were they pirates? Did they know it was a stranded girl? What did they think and why did they leave? (5 people)
- The conversation the captain had with the priest aboard his ship when he found out there was a girl left on this deserted island. (2 people)
- The discussion of the crewmen when they saw Karana on the ship and how they tried to account for her years of survival on the island. (3 people)
- The reaction of members of the mission at Santa Barbara when Karana arrived. (4 people)

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Answer Key

Page 10

1. Accept appropriate responses.
2. Ramo uses his imagination when viewing nature, while Karana does not.
3. Ramo thinks it is a red whale.
4. They move out of sight up on the mesa's cliffs.
5. In the previous hunt, the Aleuts caused trouble and forced the villagers to hunt without rest.
6. They are going to split everything down the middle with the Aleuts doing all the hunting.
7. The chief does not trust them. He wants to keep his profit and not be weakened by friendship.
8. The girl Ulape finds a great catch of white bass that had been chased onto the rocks by killer whales.
9. The Russians wanted some of the fish. When they were denied this, they went away very angry.
10. Accept appropriate responses that indicate that the Aleuts did not live up to the agreement and killed many villagers.

Page 15

1. Accept appropriate responses.
2. There is a lack of water.
3. They have to prepare in case the Aleuts return.
4. They prepare their canoes for a quick exit and store food inside the canoes.
5. Kimki sends a ship back to save his friends.
6. She was always wearing makeup and talking about men.
7. Ramo goes back for his spear and is not on the boat so Karana jumps off the boat to get her brother.
8. Ramo declares himself to be the new chief.
9. The wild dogs become bolder.
10. The dogs killed her brother.

Page 17

- | | |
|----------------|-------------|
| 1 = AGACA | 6 = ATUNG |
| 2 = ALAK | 7 = ULLUNG |
| 3 = QANKUDIDIM | 8 = QAMCING |
| 4 = SICIN | 9 = SICING |
| 5 = CANG | 10 = ATIQ |

Page 20

1. Accept appropriate responses.
2. She has fallen and her leg has become swollen. She has no herbs to help heal her leg.
3. The house was built against the side of a cliff. Surrounding it is a protective fence with a small entrance made out of whale bones. Ledges served as shelves for storing food and supplies.
4. Karana will hunt the dogs once she has the sea elephant's teeth for the spear tip that she needs.
5. Karana strikes him in the chest with an arrow. She finds the injured dog a few days later and carries him to shelter.
6. When Karana returns with its dinner and the dog wags its tail.
7. She uses whale bones.
8. She is going to hide in the cave where she stored many supplies.
9. She discovers another cave with a ledge in which to store her canoe.
10. She trains a pair of yellow birds. They keep her occupied and provide companionship.

Page 25

1. Accept appropriate responses.
2. She waits because it is too difficult to pry starfish and the abalones from the walls together.
3. It is out of the deep water and in shallow reef water where she spears it with her specially made hook-spear.
4. She strings many shiny decoys up above the abalones to dry. The decoys distract the sea gulls.
5. The Aleuts return.
6. She demonstrates to Rontu how to crawl into the cave several times.
7. She almost drowns as the tide rises.
8. It is safe there and has good spring water.
9. She makes another cormorant skirt.
10. She makes Tutok a circlet of abalone flakes for her hair.

Answer Key *(cont.)*

Page 30

1. Accept appropriate responses.
2. Since she has to live in the cave she uses up the little fish lanterns and has no time to catch more of them.
3. They have to push them away with their flippers and swim around the pups, demonstrating how to swim.
4. She gathers and dries out a new batch of shellfish. She makes more weapons and stores them in places throughout the island. She hides her canoe in the cave.
5. He dies up on the cliffs where he loves to chase and bark at gulls.
6. She uses a type of tobacco plant to drug the spring where the dogs drink. Then she carries the dog home and makes him a pet.
7. The roaring sound of the tidal wave awakens her.
8. She has no way to escape from the island, to gather food, or to reach her secret cave (which only had a sea entrance).
9. Karana makes a fire and they follow the smoke.
10. Father Gonzales tells Karana that the ship was lost at sea in a great storm.

Pages 38-41

Create a bulletin board or classroom display of your culminating activities.

Page 42

Matching

- 1) b 2) f 3) a 4) c 5) d

True or False

1. False: They killed many natives and stole the otter skins.
2. True (You might want to accept that it was really the Aleuts).
3. False: The young bull killed the older one.

Page 42 *(cont.)*

4. True.
5. False: She vowed never to go back to that cave.
6. False: Tutok never told her people about Karana.
7. False: It was the tidal waves that smashed her canoe.
8. False: She was already constructing a new one when the white men came.
9. True.
10. True.

Short Answer

1. She could have stayed awake. She might have taken the short cut to intercept him instead of going back to the cove to wait.
2. She stabbed it many times with her knife.
3. She drugged the spring's water and knocked him out.
4. The first thing she did was to take a bath. Then, she got dressed up in her fine, hand-made clothes. Finally she lit a fire so that the men could find her.
5. He did not think that her clothing would be appropriate on a ship of white men.

Essay

1. Accept appropriate responses as long as there are supporting ideas that reinforce the student's thinking.
2. Accept appropriate responses and well-supported answers.

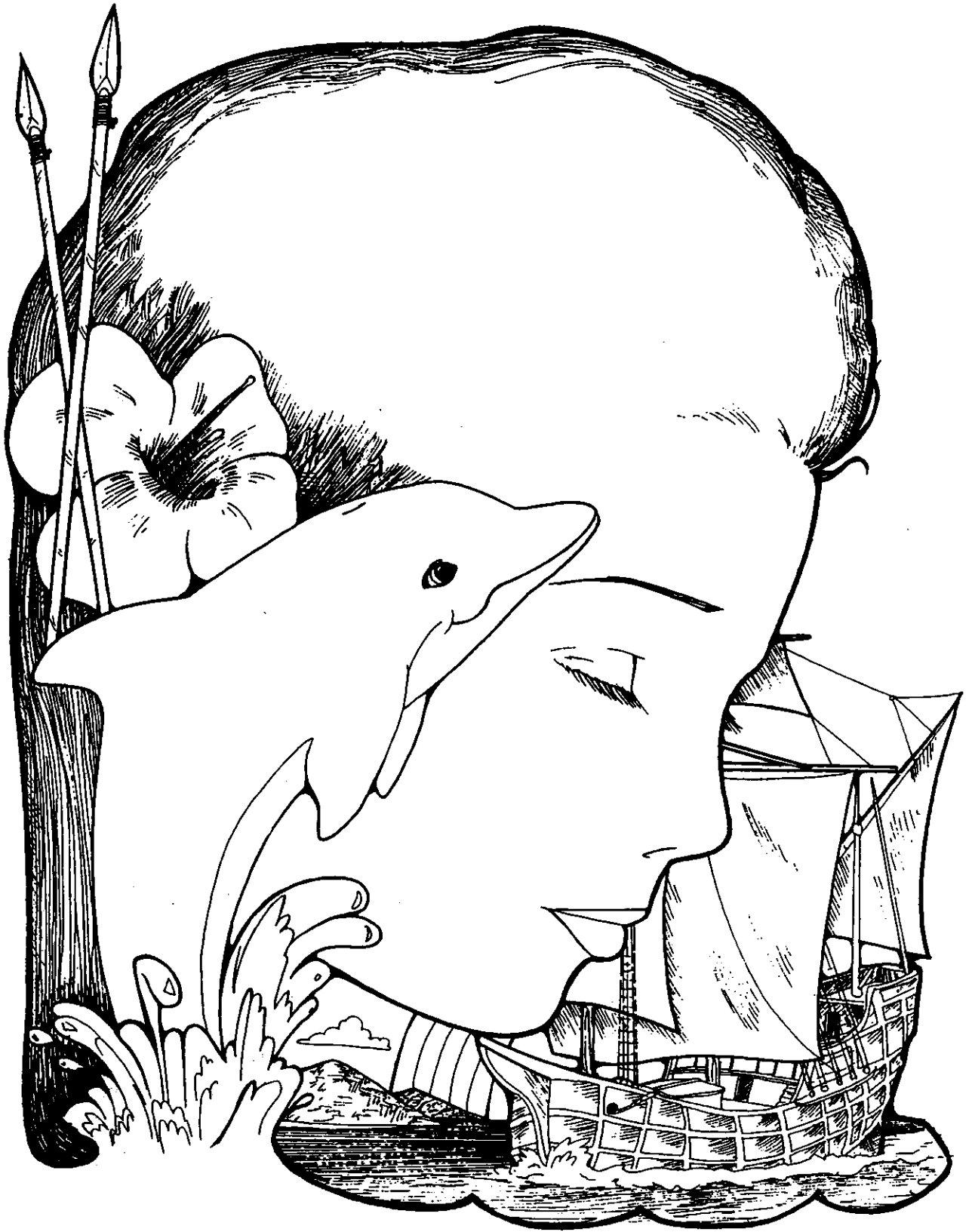
Page 43

Accept all reasonable and well-supported answers.

Page 44

After practicing, have the students perform the conversations in class. Ask students to respond to the conversations in several different ways, such as, "Are the conversations realistic?" or "Are the words the characters say consistent with their personalities?"

Answer Key *(cont.)*



Island of the Blue Dolphins Pattern
See page 5 for suggested uses.

Introduction

A good book can touch our lives like a good friend. Within its pages are words and characters that can inspire us to achieve our highest ideals. We can turn to it for companionship, recreation, comfort, and guidance. It can also give us a cherished story to hold in our hearts forever.

In Literature Units, great care has been taken to select books that are sure to become good friends!

Teachers who use this unit will find the following features to supplement their own valuable ideas.

- Sample Lesson Plans
- Pre-reading Activities
- A Biographical Sketch and Picture of the Author
- A Book Summary
- Vocabulary Lists and Suggested Vocabulary Activities
- Chapters grouped for study with each section including:
 - *quizzes*
 - *hands-on projects*
 - *cooperative learning activities*
 - *cross-curriculum connections*
 - *extensions into the reader's own life*
- Post-Reading Activities
- Book Report Ideas
- Research Ideas
- A Culminating Activity
- Three Different Options for Unit Tests
- Bibliography
- Answer Key

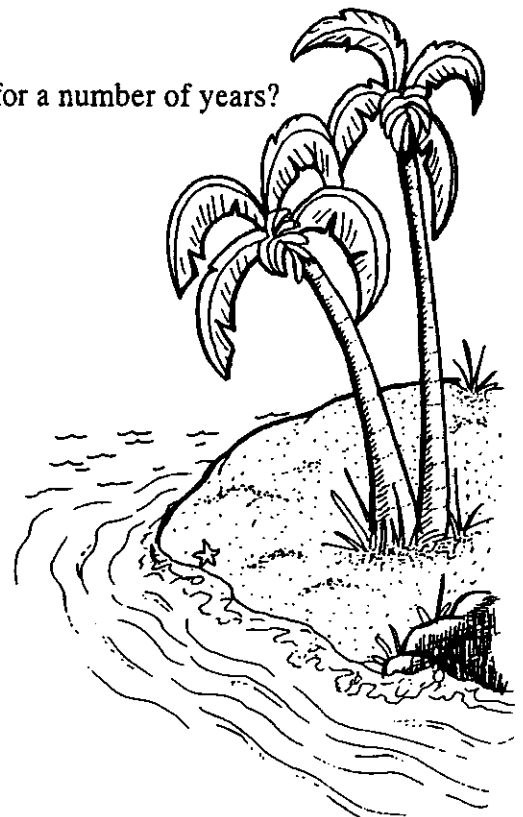


We are confident this unit will be a valuable addition to your planning, and we hope your students will increase the circle of "friends" they have in books!

Before the Book

Before you begin reading *Island of the Blue Dolphins* with your students, do some pre-reading activities to stimulate interest and enhance comprehension. Here are some activities that may work well in your class.

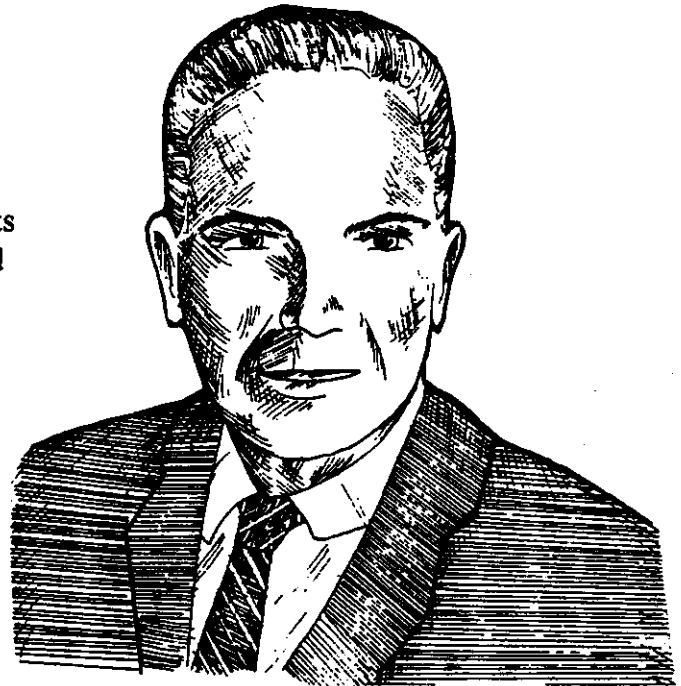
1. Predict what the story might be about just by hearing the title.
2. Predict what the story might be about by looking at the cover illustration.
3. Discuss other books by Scott O'Dell that students may have heard about or read.
4. Answer these questions:
 - Are you interested in:
 - stories of adventure?
 - stories about children who are brave?
 - stories where the hero overcomes all odds?
 - stories that spark your imagination?
 - Would you ever:
 - trust a proven enemy of your family?
 - be able to survive alone in the wilderness?
 - learn to live exclusively off of the sea?
 - learn to occupy yourself if you were alone for a number of years?
5. Work in groups or as a class to create a story structure of your own about life on an isolated island.
6. Individually or in small groups, write brief accounts of actual and extraordinary tales of courage and survival similar to Karana's experience on the Island of the Blue Dolphins.
7. Write descriptions of what makes a person strong and courageous. Determine whether such strength is emotional, spiritual, or physical, and if it is acquired or innate.
8. Use the picture on page 48 to help introduce *Island of the Blue Dolphins* to your class. The picture can also be used as a journal cover or the centerpiece of a bulletin board display of student work.



About the Author

Scott O'Dell was born on May 23, 1903 in Los Angeles, California to Bennett Mason and May Elizabeth O'Dell. He grew up in Los Angeles, which he tells us was "... a frontier town. It had more horses than automobiles and more jack rabbits than people." In fact, he relates that the first sound he ever heard was a wildcat scratching on the roof as he lay in bed.

His family moved around frequently, but it was always around San Pedro or Rattlesnake Island, which was across the bay from San Pedro. "We lived in a house on stilts and the waves came up and washed under us everyday," he recalls. He explained, "That is why, I suppose, the feel of the frontier and the sound of the sea are in my books."



He attended a number of universities, beginning at Occidental and continuing on to the universities of Wisconsin, Stanford, and Rome. In all of these institutions he took general courses which would help him fulfill his lifelong dream of writing. As a result, he "forgot graduation and took only courses [he] wanted—psychology, philosophy, history, and English."

He has won many awards throughout his career including the Newbery Award for *Island of the Blue Dolphins*. His Newbery Honor Book awards include: *The Black Pearl*, *The King's Fifth*, and *Sing Down the Moon*.

Scott O'Dell offers this insight as to why he writes so many children's books:

"Writing for children is more fun than writing for adults and more rewarding. Children have the ability, which most adults have lost, the knack to be someone else, of living through stories the lives of other people. Six months after publication of an adult book, there's a big silence. But with a book for children it's just the opposite. If children like your book they respond for a long time, by thousands of letters. It is this response, this concern and act of friendship, that for me makes the task of writing worth doing."

Mr. O'Dell's love for history shows in the many historical novels he has written. He chose this genre because he felt that children need to know and understand the past. "For children, who believe that nothing much has happened before they appeared and that what little of the past they do perceive has any possible bearing upon their lives, the historical novel can be an entertaining corrective, a signpost between the fixed, always relevant, past and the changing present."

(Quotations from Something About the Author. Gale Research Co.)

