

“Island of the Blue Dolphins”

The Play

A teacher’s guide for grades K-3

The activities and resources in this guide can be used before you go or after as a follow-up. All of these activities are to enhance the learning experience as you and your class delve into history and watch history come alive on stage. Hopefully, through theatre, you can experience and identify with the life of a girl abandoned for 18 years on an Island off the coast of California and must learn to survive on her own. Karana’s story is a fascinating one and one that has sparked the imagination of students for many years.

SYNOPSIS:

This play is based on the book by the same name by Scott O’Dell and was published in 1960. It is based on the true story of a girl who was found in the late 1800’s surviving by herself on a remote island off the coast of California. It is a truly amazing and inspiring story of survival and the human experience. When Karana and her brother, Ramo, are digging roots on the far side of the island, they see a ship sailing into the harbor. This ship has brought Aleut hunters. The captain of the Aleut ship strikes a deal with Chief Chowig so he can camp on the island and hunt otter. Unfortunately, the captain of the Aleuts is not true to his word, and he attempts to leave the island without paying for the otter he and his men have killed. In a battle on the beach, many of the men from the island tribe are killed, and the Aleuts flee with the otter. Following this massacre, the island tribe is depressed. Their men are dead, and the island is heavy in spirit. One of the remaining men, Kimki, decides to leave the island in search of another island. After almost a year, Kimki returns in a ship and is prepared to take the entire tribe to a new home. The tribe anxiously packs and boards the ship. As the ship starts for the open sea, Karana realizes that her brother is not on board. She jumps into the sea and swims to the shore. Since the ship is unable to turn around, Kimki calls that he will send a ship soon to rescue them from the island. The next day, Karana’s brother is killed by a pack of wild dogs, and Karana is left alone on the island. While she waits for Kimki to return, she collects food, builds a house, and creates weapons to protect herself. She does not know that the ship carrying her tribe was destroyed in a storm and that there were no survivors. Instead, Karana lives in the hope of being rescued. During the following eighteen years on the island, Karana becomes self-sufficient. She receives companionship by taming the animals with whom she lives, she hunts and prepares for winter, and she watches for the return of the Aleut hunters. One summer, the Aleuts come back and Karana makes friends with one of the Aleut girls, but refuses to leave with them. When Karana is finally discovered by Spanish missionaries eighteen years after being left on the island, she is a grown woman and the sole survivor of her tribe.

Extended Literature Connection:

Folk tales and legends:

The play opens with the telling of the how the world got it's beginning and how the island came to be through the native's folk telling. Folk tales and indigenous legends have always been important in every culture. Even American culture has it's own folk tales. Explore folk tale stories as a class by reading several before you go and even after you go. In each one, talk about what the story believes about the world and who in the story made geographic features.

Common Core Standards:

RL: (Key Ideas and Details 3)

K: With prompting and support, identify characters, settings, and major events in a story.

- 1: Describe characters, settings, and major events in a story, using key details.
2. Describe how characters in a story respond to major events and challenges.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL: (Key Ideas and Details 2)

K: With prompting and support, retell familiar stories, including key details.

- 1: Retell stories, including key details, and demonstrate understanding of their central message or lesson
- 2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral
- 3: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Here are some folktale stories you can use as a resource:

Native American folk tales:

Picture Books:

Raven, a Trickster tale from the Pacific Northwest by Gerald McDermott

https://www.amazon.com/Raven-Trickster-Tale-Pacific-Northwest/dp/0152024492/ref=sr_1_7?s=books&ie=UTF8&qid=1484447640&sr=1-7&keywords=native+american+tales+for+kids

How the Stars Fell Into the Sky by Jerrie Oughton

https://www.amazon.com/How-Stars-Fell-into-Sky/dp/0395779383/ref=pd_sim_14_3?encoding=UTF8&pd_rd_i=0395779383&pd_rd_r=X9F8JCX5E5E2VQNPKF4M&pd_rd_w=N6j5C&pd_rd_wg=dFT4H&psc=1&refRID=X9F8JCX5E5E2VQNPKF4M

Here is an online link to other Native American Folktales you can read aloud:

<http://americanfolklore.net/folklore/native-american-myths/>

Here are some youtube videos:

The Legend of the Indian Paintbrush (click on picture for link)



How the earth was made:



The earth on Turtles Back



AMERICAN FOLK TALES:

Picture books:

Paul Bunyan by Steven Kellogg

https://www.amazon.com/Paul-Bunyan-Reading-rainbow-book/dp/0688058000/ref=asap_bc?ie=UTF8

Pecos Bill by Steven Kellogg

https://www.amazon.com/Pecos-Bill-Steven-Kellogg/dp/0688099246/ref=asap_bc?ie=UTF8

Johnny Appleseed by Steven Kellogg

https://www.amazon.com/Johnny-Appleseed-Steven-Kellogg/dp/0688064175/ref=asap_bc?ie=UTF8

Sally Ann Crocket by Steven Kellogg

https://www.amazon.com/Sally-Ann-Thunder-Whirlwind-Crockett/dp/0688140424/ref=asap_bc?ie=UTF8

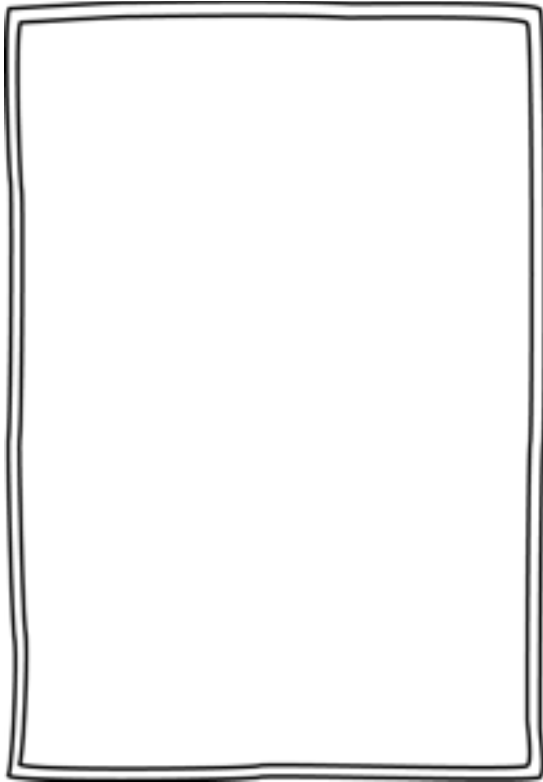
Make your own Folktale!

Folktales are based on the traditions and beliefs of people.

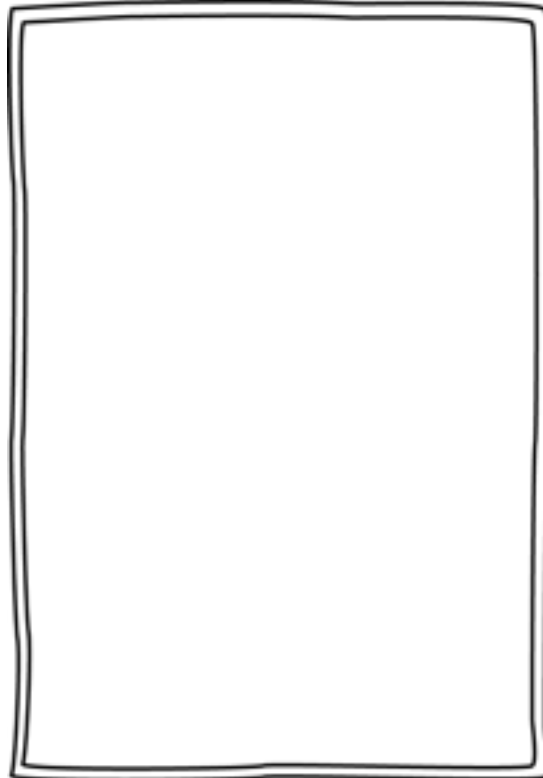
Folktales were originally told orally.

Folktales usually teach a lesson.

Folktales often use animal characters to symbolize or represent a human quality.

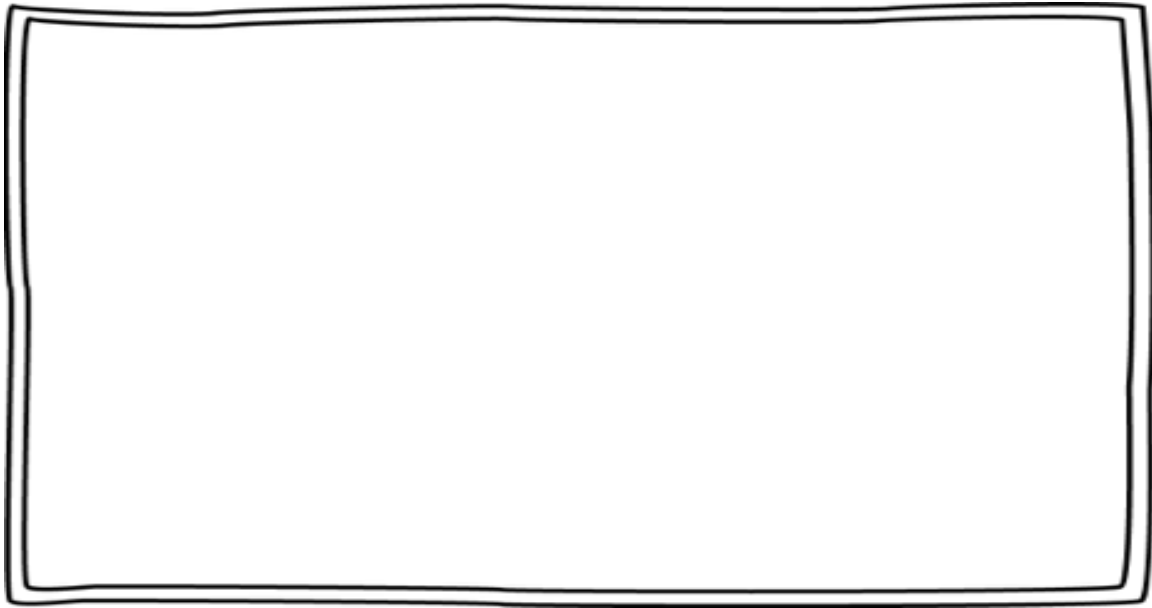


Draw an animal.

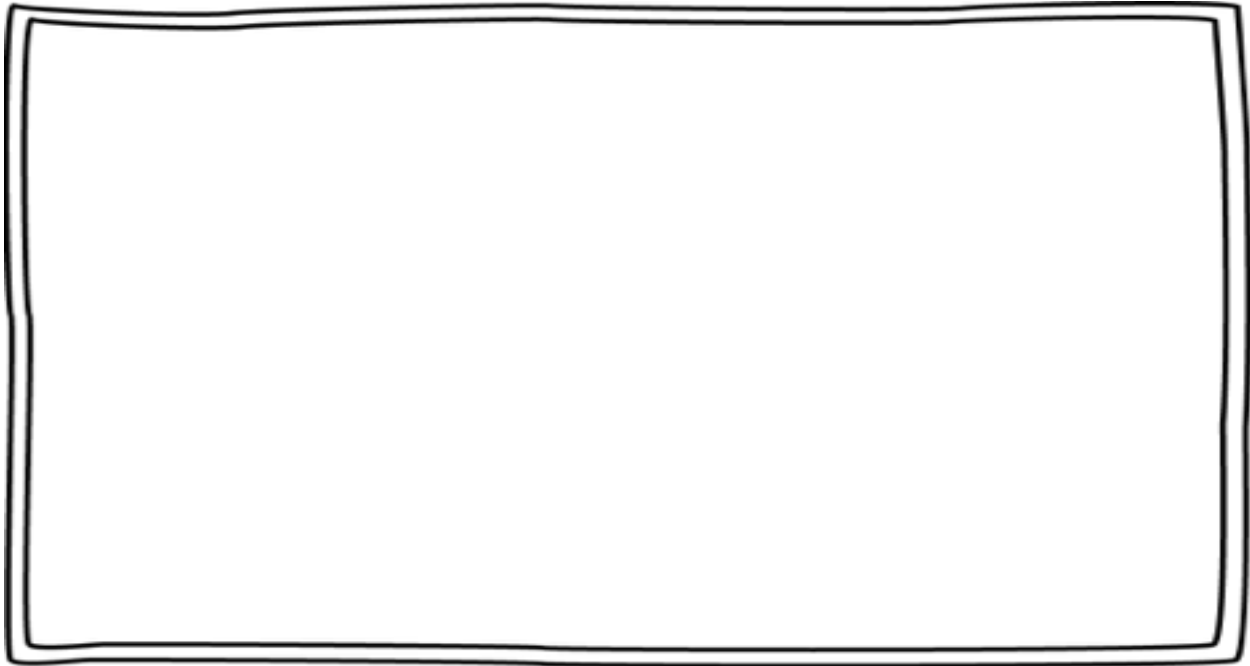


Draw a geographical feature like a mountain, river or stream.

How did your animal make this feature? Draw how this looks.



My Folktale



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Island of the Blue Dolphin lesson on jobs and division of labor:

In Island of the Blue Dolphins, the men and women of Karina's tribe have very distinct roles. Karina was very afraid to make a weapon because of the stigma and fear associated with women doing a man's role. This can be quite a class discussion about who should do certain jobs in today's society, and whether we agree or not with that. You can also show how our society is very different today.

Before doing the work pages, have a class discussion about job roles. Make an anchor chart of jobs that are done in our society and who typically does them. Ask students if they agree or disagree and if these jobs can be done by either a man or a woman, or even a child.

Ideas:

Mowing the lawn

Doing dishes

Doing the cooking

Doing the laundry

Vacuuming

Fixing the car

Fixing things that are broken

This is a great way to compare and contrast how we all live differently and make different choices in our homes but there is no "right" or "wrong" on the division of labor. It also gets kids to discuss and see other points of view.

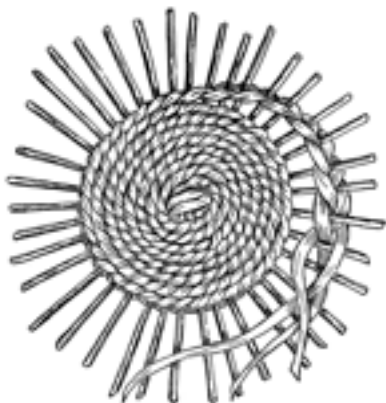
Common Core Speaking and Listening Skills in K-3: Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

Jobs, Jobs, Jobs!

In Karina's tribe, the men and women had very different jobs. Men defended the island, hunted for food and built canoes. Women cooked, made clothes and baskets, and gathered roots.

Circle the women's jobs red. Circle the men's jobs blue.



Bravery!

Karina had to be very brave to survive by herself for so many years. What act of bravery really stood out to your students? Talk about some of the following:

1. Leaping out of the boat to save her brother left on the island
2. Protecting herself from the wild dogs, and trying to kill one
3. Deciding to cross the ocean by herself in a canoe and getting lost in the ocean
4. Making friends with her supposed enemy, Tutok
5. Killing the devil fish (octopus)

Perhaps make a list or picture chart as you talk about her acts of bravery.

Do your students think they would have been brave? Would they have acted the same? Does this mean that Karina wasn't scared, or was she feeling scared, but still did acts of bravery? Can you feel scared and still be brave? There is a bravery worksheet included below to use after your class discussion.

They will choose their favorite act of bravery to illustrate and then write whether they would have been the same or different in that situation.

Standards:

Reading standards for literature:

Key Ideas and Details 1:

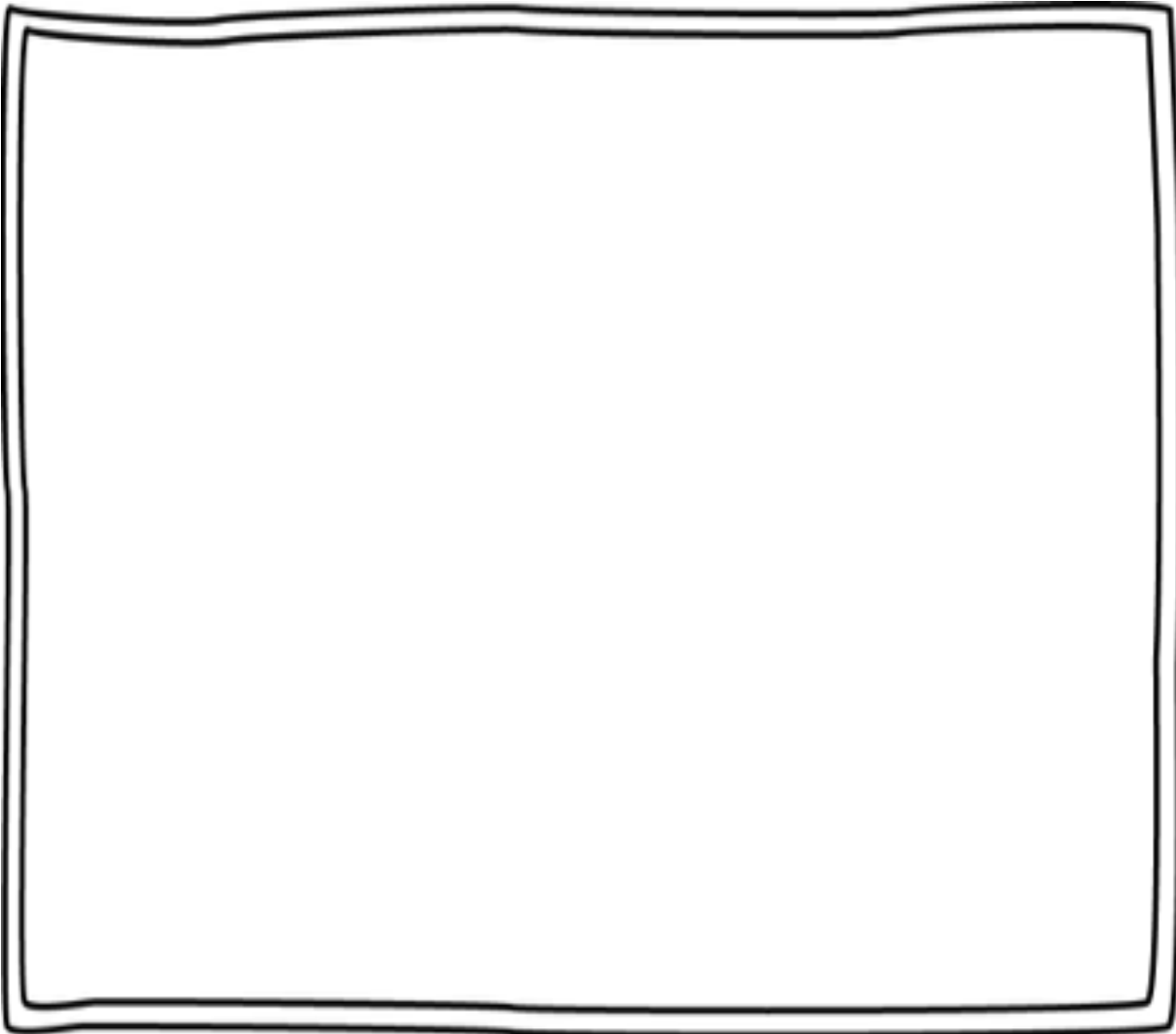
K: With prompting and support, identify characters, settings, and major events in a story.

1. Describe characters, settings, and major events in a story, using key details.
2. Describe how characters in a story respond to major events and challenges.
3. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Writing Standard:

K-3: Write opinion pieces on topics or texts, supporting a point of view with reasons.

What do you think was Karina's greatest act of bravery?



What would YOU have done?

Chumash Math Time!

Background info for teachers:

“The Chumash counting systems of all dialects are quaternary (based on 4 instead of the decimal system of base 10). Each dialect included words for the numbers 1, 2, 3, and 4, and for the concepts of addition, subtraction and multiplication. This allowed other numbers to be written as compound words in terms of fours. For example, “five” would be “four and one,” while “twelve” would be “three fours.” No clear reason has been given for the choice of four as a base. Sixteen, the quaternary base multiplied by itself, was given a special term meaning “complete.” After European interference, the same term was applied to 100, retaining its abstract meaning while referring to a different number. “

Arie Lindorff January 27, 2004

Most of the Chumash's math system was lost during the time of the missions. It seems that it was too complicated for the missionaries to comprehend. See it's like this, Our math system is based on ten with a critical number of one-hundred (10x10). Their math system was based on four, with a critical number of sixteen (4x4). Their system originated between the fingers (totaling up to four). You see between the fingers could be held tally sticks, all you had to do was count up four rows of tallies and you would know how much you had or so on. The numbers were as follows.

1. = Paqueet
2. = Eshcóm
3. = Maseg
4. = Scumú
5. = Itipaquég
6. = Yetishcóm
7. = Itimaség
8. = Malahua
9. = Etspá
10. = Cashcóm
11. = Telú
12. = Maseg scumú (which translates to 3×4)
13. = Masegscumú (which translates to $3 \times 4 + 1$)
14. = Eschcóm laliét (which translates to $16 - 2$)
15. = Paqueet cihue (which translates to $16 - 1$)
16. = Chigipsh

After Chigipsh (16) the system repeats itself (after 16 comes 1 and 16. Just like after ten in our system (after 10 comes 1 and 10 [eleven])).

Chumash math lesson plan:

Explain: The Chumash counted by 4's. They thought 4 was the perfect number to count with and that's how they counted. Read them the names of each number so they can hear them. Now explain that they used their fingers on their hands for counting and marked them as tally marks but they didn't use their thumbs so they didn't cross their tally marks like we do.

Show students how to write each number as an addition problem and with Chumash tally marks:

$$1 = \text{I}$$

$$2 = \text{II}$$

$$3 = \text{III}$$

$$4 = \text{IIII}$$

$$5 \text{ is actually } 4+1 = \text{IIII I}$$

$$6 \text{ is actually } 4+2 = \text{IIII II}$$

$$7 \text{ is actually } 4+3 = \text{IIII III}$$

$$8 \text{ is double fours or } 4+4 = \text{IIII IIII}$$

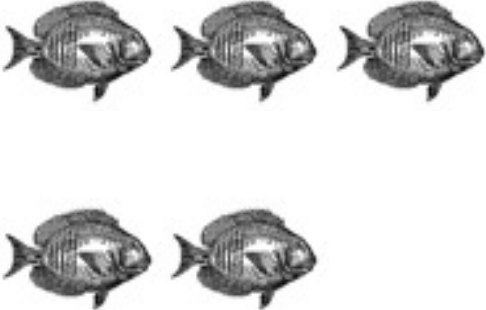
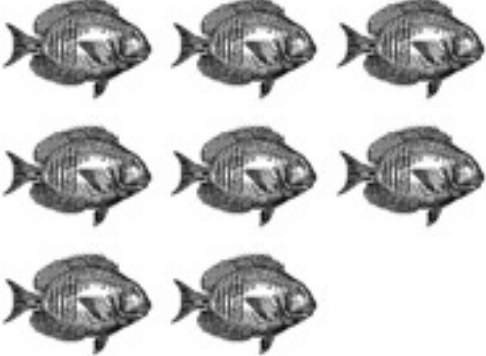

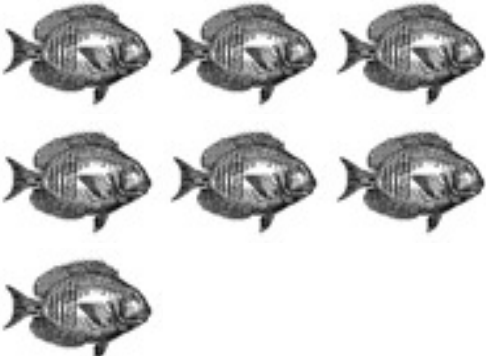
$$9 \text{ is } 4+4+1 = \text{IIII IIII I}$$

Ect. Keep adding tally marks until you get to a perfect
16

(four fours!)

Chumash Math!

The Chumash wrote with tally marks of four. If you were going to write how many fish you caught each day, how would you write it?

| | |
|---|---|
|  | <p>4+ _____ Or as tallies</p> <hr/> |
|  | <p>4+ _____ Or as tallies</p> <hr/> |
|  | <p>4+ _____ Or as tallies</p> <hr/> |
|  | <p>4+ _____ Or as tallies</p> <hr/> |

