

## **Island of the Blue Dolphins Thematic Unit-- Copyright © Chris Juhl, 2009**

This thematic set of activities is designed to be used over 16-18 school days. *Island of the Blue Dolphins* is a book on self-sufficiency, survival, adaptation, and loneliness. All of these themes will be touched on for this unit of *Island of the Blue Dolphins*. (NOTE: *Island of the Blue Dolphins* was made into a movie. The movie should either be used while reading the book to give students a visual of the events or used at the end of the book to Venn diagram the book to the movie. You may also view the movie on YouTube at:

[https://www.youtube.com/watch?v=AAivRWi1Kzk&list=PL2UVoj231NAQ\\_2R-SHRLlu9Plq4-r3RcH&index=2](https://www.youtube.com/watch?v=AAivRWi1Kzk&list=PL2UVoj231NAQ_2R-SHRLlu9Plq4-r3RcH&index=2)

Currently, the first part of the movie is blocked, but parts 2 and up are viewable.

**Day 1 Introductory Activity**---Materials: Bubble gum in a wrapper placed on a paper plate or other sanitary item. Blindfolds for each student. Post-it-notes.

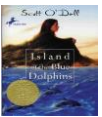
Students put on blindfolds and place hands behind their backs. Bubble gum (in wrapper) is placed on a paper plate on the desk in front of each student, but they do not know where on the desk it is placed. With their hands behind their backs, students attempt to unwrap and chew gum until they can blow a bubble without having seen or touched the gum wrapper with their hands. (To encourage 100% participation and effort, the teacher may want to allow students who give both full participation and effort to continue chewing the gum during the rest of the class period). Give students 2-3 minutes to attempt this. After the time has expired, give students a few moments to enjoy the silliness of the activity. Then, have students express how they felt while trying to do this activity. Through a student led but teacher directed discussion, concentrate on the feelings of frustration, helplessness, and the desire to get the time over with. Have students express how they concluded the activity. Did they just chew the gum through the wrapper? Did they give up? Did the gum fall on the floor? How long until they gave up, unwrapped it, or it fell?

Have students use Post-it-notes to create a list of moments in their lives when they felt the same feelings that they felt while doing this exercise. Encourage students to share moments when they were younger and felt lost, helpless, frustrated, etc. Have students place these sticky notes on a community board. Spend a moment discussing some of these moments without letting students give detailed background stories or detailed explanation of the moments. Pass out a piece of plain, white paper to each student. Have students draw a picture of a situation when they think they WOULD be the most: frustrated, lonely, and helpless.

**Day 2 Introductory Activities**—Students display pictures—Have each student take a moment (depending on the number in the class) to explain his/her picture. In larger classes, the teacher may decide to only have a few students share his/her thoughts. Place pictures on a bulletin board and have students give the board a thematic name. Present book to each student. Give a quick overview by showing students where the island is located. You might want to say:

**“The story you are about to read is historical fiction. The story is based upon a real event and a real person. The Island of the Blue Dolphins is actually San Nicolas Island located off the southern coast of California.”**

The teacher may wish to use this web page to show a limited amount of information on the island:



[http://score.rims.k12.ca.us/score\\_lessons/dolphin/island.shtml#](http://score.rims.k12.ca.us/score_lessons/dolphin/island.shtml#)

If you click on the island, a pop-up page will show pictures of the island and the animals that are described in the book. The teacher may wish to use other sections from this web site for other activities while reading this book.

Before going over how to do the worksheets, inform students that they will be playing their own game of Survivor (rules detailed later) throughout this book. It would be greatly beneficial for the teacher to read and fully understand how to play the game so that he/she may give a complete explanation to the students. After this is completed, read chapter one with the students. Use "Reading Worksheet One" with students on day two. This will help give them an initial example of what is required of them. NOTE: Some answers may not be found in the book but will take research outside of the book to find the correct answer.

**Reading activities:** Several reading activities will be covered for this book. They include highlighting, paragraphing, Venn diagramming, and writing reading notes. Take a moment on this day to show students how to do each of these strategies.

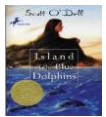
**The first reading activity** is using reading notes and highlighting. Students use small strips of sticky back paper for reading notes. The students should look on the reading worksheets for a starred (\*) question. This \* indicates that they will need to mark information with sticky notes throughout the reading selection to answer this question. After students have read the question, they should look for specific examples in the book, while reading it, that answer the question that was asked. They should then put a sticky note pointing to that line. When they are ready to answer the question on the worksheet, they should review the notes that were made in the book. The notes should then be organized and used to write a paragraph.

**The second reading activity** is paragraph writing. On various worksheets, students will be asked to give their answer(s) in paragraph form. It would be wise for the teacher to review with students how to transfer notes into writing a paragraph. Students will need to concentrate on a topic with supporting details that completely answer the question. The teacher should inform students that any paragraph that does not contain 4-6 sentences will not receive full credit.

**The third reading activity** is Venn diagramming--Students will be required to do a few Venn diagrams during this lesson. Please take a moment to review with students how to create a Venn diagram.

Students will also learn about metaphors and symbols in this book. Take a moment to explain what a metaphor is and how symbols are used in literature.

Have the students use the animal list page to keep a list of the animals that are mentioned in the book. Every time an animal is mentioned, the student should write this animal down on the animal page list. Next, the student should write a detailed description of this animal. The description should NOT just be about the information found in the book. Students need to write down several facts about the animals from information they find on the internet, in encyclopedias, or in other animal books. You may want to find a few books that deal with these types of animals on your own. Place the books in the room so that when students are finished with daily work they may use the books to add to their lists. Students need to use the names for the animals that Karana uses.



For example, a devilfish is used for an octopus or squid. Please let students know that the final reward challenge will involve their knowledge of these animals.

Day 3-16 –It would be beneficial for the students to read out loud for the first 10-12 minutes of class on the day that the Survivor is not played. Reading on days that Survivor is played should be 4-5 minutes. You may decide to grade some worksheets in class with students grading their own worksheets and reading some thought answers out loud. Students may be able to get most worksheets done in a day or a day and a half.

Please refer back to the book link above several times during the activity to allow students to learn more about San Nicolas sea life, geography, village life, etc.

### *Island of the Blue Dolphins* Time Line

Day 1 & 2—Introduction, explanation of activities, joint reading of Chapter One—If time permits, you may wish to use excerpts of the movie to give a visual. This may be done throughout the reading of the book.

Day 3 & 4—Reading of chapters 2-5 (may be either due at the end of day 4 or the beginning of day 5).

Day 5 & 6—Reading of chapters 6-9—Day 6 should begin with first survivor activity. Note: There are two worksheets for this section. Do not give the second worksheet labeled--Worksheet Three B—until after chapter 8 is read. It is a reading notes activity, but it reveals the death of Karana's brother Ramo. You do not want to give this away ahead of time.

Day 7 & 8—Reading of chapters 10-13

Day 9 & 10—Reading of chapters 14-17—Day 9 should begin with second survivor activity

Day 11 & 12—Reading chapters 18-21—Day 11 you should assign the third survivor activity and on Day 12 you should judge it

Day 13 & 14—Read chapters 22-25

Day 15 & 16—Read chapters 26-29—Day 15 should begin with fourth survivor activity

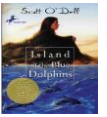
Day 17—Final test—After final test should be fifth and final survivor activity

Day 18--May be celebration of the book and final project completed—possibly finish movie

### **Concluding Projects:**

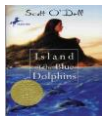
After the story is finished, use the web page to begin a discussion on Karana's life after her arrival at the Santa Barbara Mission. She couldn't talk to anyone, there was no one from her village anywhere around, and, possibly due to a disease she got from renewed human contact, she died. Was life REALLY better for her? The teacher may wish to assign points for this discussion—A Think, Pair, and Share type of activity.

**First concluding project:** Begin a discussion about lessons learned about animals on Karana's island. Through a student led but teacher directed discussion students should draw the conclusion that the slaughter of animals for human comfort, like otter fur, is not always good. Have students pick an endangered animal and write either individual or group letters to an organization



expressing the classes concern for the needless killing of these animals. Students may also write to ask for a certain animal to be protected.

**Second concluding project:** Through a student led discussion but teacher directed the class should discuss Karana's isolation on the island. Steer discussion to those "isolated" or "stranded" in today's society. Ask who is isolated or stranded in your town without their actually living on an island. Students should eventually conclude (possibly with teacher help) that the elderly, those in nursing homes, invalids, etc., fit in this category. Have students conclude that they should write letters to these individuals to help them feel connected to society. Attempt to choose a person or group that is not already being visited by the school or the church.

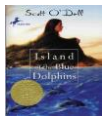


**Spelling & Vocabulary words for 1<sup>st</sup> week of *Island of the Blue Dolphins***

1. Aleut
2. carcasses
3. cormorant
4. parley
5. monitor
6. strewn
7. cease
8. prey
9. abalone
10. portioned
11. shrouded
12. pursue
13. ample
14. henceforth
15. decreed
16. surged
17. uneventful
18. preparations
19. fateful
20. shirk

**Spelling & Vocabulary words for 2<sup>nd</sup> week of *Island of the Blue Dolphins***

1. beckoned
2. clutching
3. scurrying
4. pried
5. lair
6. sinew
7. utensils
8. gnaw
9. ancestors
10. chafing
11. omen
12. abandoned
13. yucca
14. forlorn
15. venture
16. haunches
17. fashioning
18. lure
19. clamor
20. reef

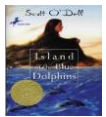


**Spelling & Vocabulary words for 3<sup>rd</sup> week of *Island of the Blue Dolphins***

1. quarrelsome
2. singe
3. urchins
4. scallop
5. mourning
6. wreath
7. flailing
8. reproachfully
9. deserted
10. harbor
11. gesture
12. farewell
13. Pacific Ocean
14. California
15. padre
16. crevice
17. hollow
18. teetering
19. seized
20. quiver

**Spelling & Vocabulary words for 4<sup>th</sup> week of *Island of the Blue Dolphins***

1. tsunami
2. horizon
3. Russian
4. glimpse
5. rival
6. scarce
7. hasten
8. wreckage
9. vanquished
10. fledglings
11. smelt
12. league
13. Santa Barbara
14. gruel
15. grating
16. brackish
17. wary
18. gorged
19. stunted
20. mesa



Teacher notes on playing Survivor: Each student's name must be written on 10 slips of paper. Decide ahead of time how many names will be drawn each time. Base it on the number of students in the reading class. One to three students, draw out one name, 4-6 draw out two, 7-9 three, and so forth. Have a specific hat, pencil box, etc. to keep the names in. Before the class begins reading the book, the teacher should read the rules to the game of *Survivor*. Be sure to **NOT** tell students whose name is drawn from the box each time. Be sure to **NOT** let them know how many slips of paper with their names are left in the box. Events are designed for a variety of winners. It is designed so that any student could win the event challenge. Before reading the rules, decide on what the final reward will be. You may wish to draw out more than one name for reward. Ideas for reward could be: Extra credit, no final test, cash, extra recess, etc.

### **Rules of Survivor *Island of the Blue Dolphins***

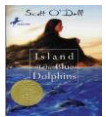
READ:

**1—Each student has his or her name on ten slips of paper in this box. Five challenges of Survivor will be played during the reading of this book. At the end of each challenge, one name will be drawn out of this box for every 3 students in the classroom. In our classroom, that means that \_\_\_\_\_ names will be drawn out.**

**2—Each challenge will have \_\_\_\_\_ (you decide how many) “winners.” (Note: You may decide to change the number of winners for each event. I suggest only 1-3 winners regardless of the class size). The rules on who wins a reward will be spelled out for each event. At the end of the challenge, I will draw \_\_\_\_\_ names from this box. If you were a challenge winner, your reward will be to have your name put back in the box if it is drawn. If you were not a winner of the challenge and your name is drawn, your name will not be returned to the box. It will be thrown away. If you do not win, your name could realistically be drawn \_\_\_\_\_ times from the box in one game.**

**3—I will never tell you whose names are drawn from this box.**

**4—After the fifth challenge event and the drawing of names, I will draw a winner out of the names left. The more slips of paper with your name on it, the better your chance of being the Grand Prize winner. The Grand Prize for this event is: \_\_\_\_\_**



## Survivor Games

First Survivor game played on day 6.—Items needed: Blindfolds and a small 15-25 piece puzzle. Take the puzzles and disassemble them. Place the scrabbled pieces to the side of the puzzle. Divide the classroom into teams of two. If you have an odd number, make one team of three. Blindfold one member of each team (if you have one team with three, two are seeing and talking and one is blindfolded). Read the following to the students: **Ramo and Karana are now stranded on the island all by themselves. To survive, they must work together as a team. In this challenge, one member of your team will be blindfolded. The blindfolded member may only use his/her hands, so he/she may not use his eyes to assemble the puzzle. The other member may talk and may see, but he/she may not touch the puzzle at all. The first team to correctly (without cheating) assemble its puzzle wins this challenge. Both team members will be exempt from having their names removed from the reward box. There is no time limit on this event. Does anyone have a question?**

Second Survivor game played on day 9.—Items needed: Fake bow and arrow with a rubber suction-cup tip. Some form of a target—(recommend using a cardboard box with a hand drawn bulls-eye). Give each student two cards, one with a T for true and one with an F for false.. Have the “target” placed against some backdrop and mark a starting point 20 ft. from the target. Have six marks each two feet from each other beginning with the starting mark. Students will answer questions to move closer to the target. For each question a student gets correct, he moves up one mark. If he gets all five questions correct, he would be 10 feet from the target. Otherwise, he will be anywhere from 12-20 feet from the target. Read the following to the students: **A bow and arrow is crucial for Karana’s survival on the island. This survivor game will involve a bow and arrow. I will read a question that may be answered with a true or false answer. Each question will be read twice with no further explanation. I will read five questions covering every chapter read so far in the book. You will have 10 seconds to decide what your answer is. Then, on a count of three, each of you will turn your answer around. Turn around the T for true and the F for false. Try to not let anyone else see what answer you are choosing. If you have the correct answer, you will move up one mark. If you do not, you will stay put. If you talk during this time, look at other student’s answers, or don’t turn your card around at the correct time, you will forfeit your answer for that question. At the end of this quiz, each of you will have ONE shot at the target—just like Karana sometimes only gets one shot at the bull sea elephant or at a dog—from the spot where you have moved up to. The \_\_\_\_\_(insert your number) students closest to the target will be exempt from having their names removed this round. Remember, even if you only get one, two or zero answers correct, you still get a chance to shoot the arrow. Does anyone have a question? Everyone please take his/her place on the starting mark.**

**Question # 1—True or False—Karana’s mother died when the Aleuts came to the island the first time years ago. Answer: False**

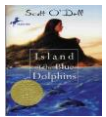
**Question # 2---True or False—Karana’s fathers secret name was Chief Chowig. Answer: True**

**Question # 3—True or False—Kimki returned with a ship for the other islanders. Answer: False**

**Question # 4—True or False—San Nicholas (Island of the Blue Dolphins) is west of California. Answer: True**

**Question # 5—True or False—Karana found one of the chests that Captain Orlov had brought. Answer: True**



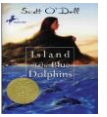


Have students now stay behind the mark where each one of them finished the game. Each student takes a turn shooting at the target. Mark where each arrow lands. Determine a winner and remove the names.

Third Survivor game played on day 12.—The teacher will need no materials. You will, however, need to find two or three judges. Suggestions may be the pastor of the church, school board member, another teacher, a parent, or a church member. They will judge the next survivor activity. Make sure that none of the judges is related to any of the students being judged. Read the following to the students towards the end of day 11: **In chapter 18, Karana makes a new outfit for herself. She uses materials that are on her island. She makes herself a beautiful skirt and a pair of sandals. Tonight, using materials that you only find in your house, make yourself an outfit. Do NOT go out and buy any materials for the outfit. It may be a jacket, skirt, shorts, hat, shoes, etc. Tomorrow during class, you will model the outfit for the class. The activity will be judged on creativity and style. There will be \_\_\_\_\_ judges from outside of the classroom, and each student will get one vote. The judges' votes will be worth 5 pts., and the students' votes will be worth one pt. each. For the sake of modesty, you will be required to wear outfits over your clothes for modeling. Does anyone have any questions?--** On day 12, have the students model their outfits. Have everyone vote in confidentiality. NO ONE should know how others voted. Tally the votes with the proper points, and draw names accordingly out of the box.

Fourth Survivor game played on day 15.—Items needed: 5 gummy fish for each student in the class. Line-up students' desks facing each other approximately 6-8 feet apart. Students should stand behind their individual desk facing classmates across the room. This should place students approx. 8-10 feet apart. Read the following: **Karana helped nurse Won-a-nee back to health by feeding her fish. Otters do not eat dead fish. They like to catch them alive and squirming. For this survivor activity, you will play the role of Karana and of Won-a-nee. Standing behind your desk, you will toss a fish to the person directly opposite of you. The fish must be caught in the student's mouth. The person catching the fish must keep both hands behind his/her back and only catch the fish with his/her mouth. The person throwing and catching will change after each time. Each person will toss 5 fish and will try to catch 5 fish. For every fish caught by the otter, the person throwing and the person catching will get one point. The \_\_\_\_\_ students with the highest points will be exempt from being voted out. Does anyone have a question?** You should have students throw one at a time to be able to keep track of the score. A variation of the game would be to have each student rotate like musical chairs to determine a new thrower and a new otter each time.

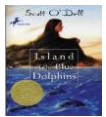
Fifth Survivor game played on day 17.—Items needed: Students' animal lists; a blank sheet of notebook paper, and animal facts list of paper. Pass out a blank sheet of notebook paper to each student. Pass out the animal fact list. Say: **This is our final survivor activity. This activity is double what the other activities have been. There will be only one winner from this activity. When we are finished, I will draw \_\_\_\_\_ names from the box. Now, on this sheet of paper is one fact about each animal mentioned in this book. Each fact has a number in front of it. Number your sheet of notebook paper from one to thirty. Next, match the animals that you have written with the description that is written on the animal sheet that I have passed out to you. For example, the first answer is a dolphin. On your piece of notebook paper after the**



**number one write: Dolphin. Now do this for all of the descriptions. If you do not know an answer, skip it. Your goal is to have more correct answers than any other student.**

After 12 minutes have students stop writing. You may wish to have other students grade the list, or you may wish to grade them yourself. Use the teacher version of the animal list to determine who has the most correct answers. Then, determine a winner and draw names.

When you have finished, choose a time to determine your grand prize winner. You may want to bring in the principal, school board chair, pastor, etc. for the final drawing and have him or her choose the final name or names.



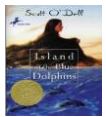
Name \_\_\_\_\_

*Island of the Blue Dolphins* animal description list. On your piece of notebook paper, match up the animals found in this book with their description below. Number one has been done for you as an example. Use your animal list. If you do not have an animal described below, you may guess.

Sample: 1-- graceful water mammals that breathe through a blow hole--**dolphins**

Animal descriptions—

- 2--scavenger birds that live along the sea
- 3--medium to large sea birds with beautiful feathers
- 4--largest mammal on earth and lives in the sea
- 5--animal hunted for its luxurious fur
- 6--large fresh water fish
- 7--name that refers to the scallop or oyster
- 8--large, ocean mammal that is generally white and black
- 9--large, brown sea mammal with flippers
- 10--difficult to open reddish colored shellfish
- 11--another name for the American octopus
- 12--large sea mammals—males have tusk like protrusions
- 13--small fish similar to smelt used as bait
- 14--small, gill-breathing animals that are similar to lobsters
- 15--dog-like animal with a brush type tail
- 16--a domesticated species of the Canidae family
- 17--large water bird with a pouch under its beak
- 18--large, crow-like bird that may be the smartest of all birds
- 19--small birds that hover
- 20--bird related to the crow that is quite a bit smaller and aggressive
- 21--bird found around the world that communicates by tapping trees
- 22--colorful and migratory bird that travels in huge numbers
- 23--bird related to the raven that travels in groups called “murder”
- 24--small sea animal with 5 or so arms
- 25--a type of shell fish that moves by opening and closing its shell
- 26--spiny sea creatures found all over the world
- 27--medium to large bird of prey also know as an osprey
- 28--small fish similar to sai-sai used as bait
- 29--small sea creature with claws and an exoskeleton
- 30--medium size sea creature that is generally eaten—has claws



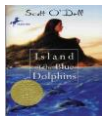
Name \_\_\_\_\_ **Teacher sheet**

*Island of the Blue Dolphins* animal list—List each of the animals mentioned in the book. Research each animal, and write a short description of it. This information will benefit you in an activity at the end of the book. Birds and other animals that are specifically identified in the book should be listed separately on this sheet. For example, if the book mentions a robin, please write “robin” not “bird.”

Sample: 1--**dolphins**—graceful water mammals; breathe through a blow hole; travel in groups of about 20 or more; groups are called pods; body is sleek, smooth, and hairless; travel close to 25 MPH; make clicking noises to communicate; live between 35-55 years

Animals—

- 2-**Gull**—scavenger birds that live along the sea
- 3-**Cormorant**—medium to large sea birds with beautiful feathers
- 4-**Whale**—largest mammal on earth and lives in the sea
- 5-**Sea otter**—animal hunted for its luxurious fur
- 6-**White bass**—large fresh water fish
- 7-**Shell fish**—name that refers to the scallop or oyster
- 8-**Killer whale**—large, ocean mammal that is generally white and black
- 9-**Seal**—large, brown sea mammal with flippers
- 10-**Abalone**—difficult to open reddish colored shellfish
- 11-**Devilfish**—another name for the American octopus
- 12-**Elephant seal**—large sea mammals—males have tusk like protrusions
- 13-**Sai-sai**—small fish similar to smelt used as bait
- 14-**Crawfish**—small, gill-breathing animals that are similar to lobsters
- 15-**Fox**—dog-like animal with a brush type tail
- 16-**Dog**—a domesticated species of the Canidae family
- 17-**Pelican**—large water bird with a pouch under its beak
- 18-**Raven**—large, crow-like bird that may be the smartest of all birds
- 19-**Hummingbird**—small birds that hover
- 20-**Blue jay**—bird related to the crow that is quite a bit smaller and aggressive
- 21-**Woodpecker**—bird found around the world that communicates by tapping trees
- 22-**Red-wing blackbird**—colorful and migratory bird that travels in huge numbers
- 23-**Crow**—bird related to the raven that travels in groups called “murder”
- 24-**Starfish**—small sea animal with 5 or so arms
- 25-**Scallop**—a type of shell fish that moves by opening and closing its shell
- 26-**Sea urchin**—spiny sea creatures found all over the world
- 27-**Sea hawk**—medium to large bird of prey also know as an osprey
- 28-**Smelt**—small fish similar to sai-sai used as bait
- 29-**Crab**—Small sea creature with claws and an exoskeleton
- 30-**Lobster**—Medium size sea creature that is generally eaten—has claws

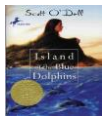


Island of the Blue Dolphins Worksheet One—Chapter 1

**Answer Sheet**

Name \_\_\_\_\_ (25 pts.)

- \*1. Using reading notes, on another sheet of paper write a paragraph describing Karana. Order your notes. Begin with what you think is the most important information down to the least important information. (6 pts.)  
**\*Answers will vary, but paragraph should contain—12 yrs. old; wise older sister (she kept digging when she saw the ship); was excited but contained it (digging with hands trembling and slipping on the rock); superstitious (believed in secret names)**
- \*2. Draw a Venn diagram comparing Karana and Ramo. (4 pts.)  
**\*Answers will vary, but diagram should contain: Karana & Ramo—Children of Chief Chowig, excitable, residents of Ghalas-at or Island of the Blue Dolphins; Karana—12 yrs. old; patient; nervous; Ramo—creative; 6 yrs. old; energetic**
3. What are Karana and Ramo doing when the ship is spotted? (2 pts.)  
**\*Digging roots**
4. In paragraph three, what do “suns and moons” represent? (2 pts.)  
**\*Days and months**
5. Ramo uses several metaphors to describe the ocean. Write one of them. (2 pts.)  
**\*Answer may be: The sea is a flat stone without scratches. It is a blue stone.**
6. What does the “secret name” statement tell you about this tribe? (2 pts.)  
**\*That it is superstitious.**
7. Why did the Aleuts and Captain Orlov come to the island? Why is Chief Chowig hesitant to let them stay now? (4 pts.)  
**\*They came to hunt otter. Chief Chowig is hesitant because others had come before to hunt otter and had taken advantage of the islanders.**
8. Research and see where the Aleuts come from. Why would a Russian be on the ship? How far would the Aleuts have to travel to reach the Island of the Blue Dolphins? (3 pts.)  
**\*The Aleuts come from the Aleutian Islands off the coast of Alaska. A Russian would be there because the islands are close to Russia. They traveled around 2,800 miles.**

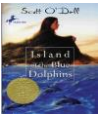


Island of the Blue Dolphins Worksheet Two—Chapters 2-5

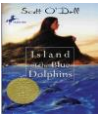
**Answer Sheet**

Name \_\_\_\_\_ (40 pts.)

- \*1. Using your reading notes, on another sheet of paper describe the Island of the Blue Dolphins from Karana’s description. Beneath the paragraph, draw a picture showing what you have described. (10 pts.) **\*Description should include: Small beach area; island is a mesa (center elevated); twice as long as it is wide; windblown with smooth rocks and no large or straight trees; village on the eastern side of the hills; Coral Cove and a spring near the village; kelp beds in the ocean around the island.**
2. How long is a league (on land)? Name a place that is two leagues from your school? (2 pts.)  
**\*A league is approx. 3 miles. Answers will vary on destination 6 miles from school.**
3. What “good fortune” news does Ulape bring to the village? Why is this considered good fortune? (3 pts.)  
**\*A group of large sea bass is stranded on rocks. Ulape found them, and they were taken back to the village. It is good fortune because fishing is normally difficult during winter months.**
4. How is an otter different from a seal? (4 pts.)  
**\*An otter has a shorter nose, small webbed feet instead of flippers, and thicker, more beautiful fur.**
5. What signs at the end of chapter three show that the Aleuts are preparing to leave?(4 pts.)**\*The ship is filled with pelts. Aleut woman cleaned her aprons. The captain trimmed his beard. The Aleuts stopped sharpening their spears and started doing more animal skinning.**
- \*6. Using your reading notes, on another sheet of paper describe the battle between the islanders and the Aleuts. Also, describe the conditions of the village and the people after the battle. (10 pts.)**\*Paragraph should include: News arrives that ship is being loaded; Chowig goes to the beach and appears slightly angry; Captain Orlov brings one box to shore; Chowig says it isn’t acceptable; Orlov tries to load the ship; Chowig steps in the way; a battle begins; a cannon is fired; islanders rush the shore; Orlov returns with reinforcements; the Aleuts leave and the villagers run home; everyone is depressed; the dead are buried; Kimki is made chief; women do men jobs; everyone is unhappy with life on the island.**
7. What does Kimki finally decide to do? What is the purpose of this action? (2 pts.) **\*Kimki takes a canoe east to send a ship back to resettle all of the villagers.**



8. The villagers kept an eye on the Aleuts. The Aleuts kept an eye on the villagers. Each group knew what the other was doing. Observe a student or teacher in your school on and off over a period of several hours. At the bottom of this page, write down the activities that that person does. When this worksheet is due, read your observation notes out loud in class. See if your classmates can recognize the person you are referring to. (Remember to be polite in your description). (5 pts.)



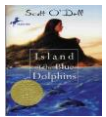
Island of the Blue Dolphins Worksheet Three A— Chapters 6-8

Answer Sheet

Name \_\_\_\_\_ (27 pts.)

- \*1. On a separate sheet of paper, draw a three circle Venn Diagram with each circle representing one of the three individuals who has been “chief” on the island (make the circles overlap and LARGE). Using your reading notes, think of two or three characteristics of each individual that made him a good chief. Write these characteristics in the diagram with a short explanation. (10 pts.) **\*Answers will vary, but they could include: Chowig—Wise—Remembered how the Aleuts had treated them before and was cautious with his people. Brave—Stood in the way of the Aleuts leaving. Steady—Negotiated with Captain Orlov over the furs. Kimki—Organized—Brought the tribe together after the battle; Brave—set sail for the east in search of a home for his tribe. Matasaip—Wise—Prepared an escape plan in case the Aleuts returned. Brave—Went to investigate the ship before the tribe went to Coral Cove. Stubborn—Wouldn’t listen to Karana when she wanted to rescue Ramo.**
- 2. The villagers are stressed about three things at the beginning of Chapter 6. Name two of the things that have put them on edge. (2 pts.) **\*Kimki has not returned. The Aleuts may return. The spring is running low on water.**
- 3. Chapter six ends on more of a light-hearted note. Copy one sentence from the book that shows that the tension at the beginning of the chapter is gone. (3 pts.) **\*The sentence could be: The one where Nanko’s face is happy. “You are talking,” someone said. Nanko was having fun with us. The one where he didn’t understand why everyone was staring. Any other sentence that “breaks the tension.”**
- 4. How did Ulape indicate that she was not married? How could someone today indicate that he/she is not married? (3 pts.) **\*She drew a blue line across her face. Today someone could not wear a wedding band. He/She could attend single’s meetings at the church.**
- 5. Did Ramo want to be left behind? How do you know? On another sheet of paper, give an example of how a modern day American six-year old boy or girl could do something similar to what Ramo did? (5 pts.) **\*Ramo was standing forlorn on the beach with a tear in his eye when Karana reached him. This shows he did not want to be left behind. Students should write a paragraph of a young boy or girl who accidentally breaks something, or gets lost in the mall, or anything that shows how a six-year old boy or girl can behave.**
- 6. Ramo gets quite an “attitude” at the beginning of chapter 8. Describe the attitude that he has, and how it affects his behavior. (2 pts.) **\*He is a little too self-assured. He makes himself chief. He says he will put a canoe in the water. He says he likes it on the island without anyone else.**
- 7. Karana discovers the hard way what happens when two people do not stick together to survive. How does she discover this? (2 pts.) **\*Ramo takes off in the night to launch the canoe and is killed by the pack of wild dogs.**

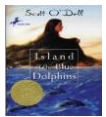




## Island of the Blue Dolphins Worksheet Three B—Chapters 9 Answer Sheet

Name \_\_\_\_\_ (10 pts.)

- \*8. Karana struggles with the death of Ramo all through chapter 9. She wishes to kill the dogs that have killed Ramo, but she is afraid to make weapons. Using your reading notes, write a paragraph on this page telling: Why Karana does not want to make weapons; how she attempts to avoid making them; what she believes might happen if she makes them; what she finally decides to do; and why she decides to do it.
- \*Karana does not want to make weapons because her village believes that it is evil or wrong for women to make weapons. She avoids it by searching for weapons all over the island, including the Aleut's chest. She believes that the weapon could break in her hand; or the four winds will blow her away; or an earthquake will come; or a tidal wave will sweep over the island. She finally decides to make them because the dogs won't leave her alone, and she gets tired of it.**

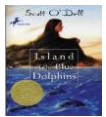


## Island of the Blue Dolphins Worksheet Four—Chapter 10-13

**Answer Sheet**

Name \_\_\_\_\_ (30 pts.)

- \*1. In chapter 10, Karana goes through a roller coaster of emotions. She experiences loneliness and then hope, and she experiences fear and happiness. Using your reading notes, write on another sheet of paper when Karana experiences these emotions. (8 pts.) **\* Answers may vary. She felt loneliness when the sun set each evening. She felt hope when she left in the canoe to paddle east and when she saw the dolphins. She felt fear when the island disappeared while paddling east. She felt happiness when she paddled with the dolphins and landed on the beach.**
2. The author uses the ocean as a symbol in chapter 10 to demonstrate Karana's emotions. Explain what a symbol is, and tell how you think the ocean demonstrates her emotions. (4 pts.) **\* A symbol is when something stands for itself and a deeper meaning. Karana's emotions were up and down like the waves of the ocean. When Karana was at the peak, she was happy, when she was in the valley, she was sad. Just like her emotions on leaving the island.**
3. In chapter 12, Karana decides to make the island her home and not just the place where she is stranded. Explain the difference. (2 pts.) **\* A home is where you live and are happy. Where she is stranded is a place she hates and is struggling to survive.**
4. Karana debates between two places to live. She actually considers a third place later in the chapter. Where does she decide to live and why? (3 pts.) **\*She decided to stay at the headlands. There was good protection from the wind; the other places were near the dogs; they both had a spring; the headlands did not have the elephant seals nearby.**
5. Karana gives her version of the War in Heaven between God and Lucifer. Briefly describe her village's version of it. (3 pts.) **\*The gods Tumaiyowit and Mukat quarreled about many things. Tumaiyowit(Lucifer) wanted people to die, Mukat (God) didn't. Tumaiyowit was sent to the underworld where people die.**
6. In chapter 12, Karana gives a very thorough description of the house she builds. On another sheet of paper, draw a very detailed picture of this house. (5 pts.) **\*Answers will vary.**
7. The sea elephant bull fight dominates chapter 13, but you are left wondering how it ends. Predict how the fight ends and if the fight benefits Karana.(3 pts.) **\*Answers will vary.**

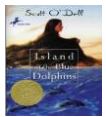


Island of the Blue Dolphins Worksheet Five—Chapter 14-17

**Answer Sheet**

Name \_\_\_\_\_ (20 pts.)

1. Chapter 14 begins with Karana preparing for her battle with the wild dogs. Tell how her leg injury motivates her to fight the dogs. How does she spend the rest of the day preparing for this battle? (3 pts.)  
**\*The dogs stalk Karana, which makes her more determined to fight them. She returns to the scene of the sea elephant fight and finds the teeth she desired. She makes spears.**
  
2. Karana spends chapter 15 doing two very different things concerning the dogs. Show how Karana’s actions and attitude changed over the chapter. (4 pts.) **\*She began by making weapons and getting a plan to kill the dogs, especially the leader. She ended by saving the leader’s life and giving him a pet name, Rontu.**
  
- \*3. Karana is very happy at the end of chapter 16. Using reading notes, write a paragraph telling at least three reasons why Karana would be happy. Make sure your paragraph begins with a topic sentence. (10 pts.) **\*Make sure the student has a clear, concise, and precise topic sentence. Reasons why Karana could be happy: She has Rontu to talk to. The canoe she has rebuilt is not heavy and doesn’t leak. It is nice weather. The Aleuts have not returned. She finds a cave near her house to hide the canoe in. She plans on making a spear to catch devilfish.**
  
4. Chapter 17 shows that it was a good thing that Karana had not killed Rontu. Why has it turned out to be a positive for her? (3 pts.) **\*Rontu stood up to the pack of wild dogs and defeated both of its leaders. After this, the dogs left Karana alone forever.**

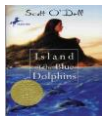


## Island of the Blue Dolphins Worksheet Six—Chapter 18-21

**Answer Sheet**

Name \_\_\_\_\_ (30 pts.)

1. Chapter 18 is a very colorful and vivid description of the island. The author describes it using a variety of modifiers, adjectives and adverbs. List at least 10 modifiers and the word that each one modifies. (10 pts.) **\*List may include: heavy rains; Yuccas grew tall; curly globes; sunny cliffs; red and yellow fountains; and dozens of other modifiers.**
  
- \*2. Using your reading notes, write a five-six sentence paragraph describing Karana's battle with the devilfish in chapter 19. The topic sentence is already written for you. (10 pts.) Karana's battle with the devilfish was a tense struggle that ended with a hollow victory for Karana. **\*Paragraph should include: Karana spotted devilfish while spearing other fish. Threw her spear into the devilfish. Battled back in forth with the devilfish trying to reach the cave or rocks for safety. Rontu got involved and then caught by the devilfish. Karana killed it with her knife, but she was too tired to pull it out of the water.**
  
3. Why did Karana say she would never go to Black Cave again? (3 pts.) **\*She had been stuck there all night by the high tide. It had skeletons in it of her ancestors.**
  
4. The Aleuts return in chapter 20. In chapter 21, a girl, Tutok, discovers Karana's hiding place. Tutok does several things to try to befriend Karana. Name two. (2 pts.) **\*Answers may vary but could include: She touches Karana's arm. She comments on Karana's skirt. She brings Karana a necklace.**
  
5. Karana is somewhat afraid of Tutok because she is afraid Tutok will tell the hunters where Karana is hiding. Since Karana doesn't speak Aleutian, she isn't sure what Tutok intends to do. Pretend you are Tutok and are writing a letter to Karana in her language. Tell her what your true intentions are. Write a five-six sentence letter on the back of this page. (5 pts.) **\*The letter should tell Karana to not be afraid and why.**

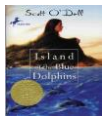


Island of the Blue Dolphins Worksheet Seven—Chapters 22-25

**Answer Sheet**

Name \_\_\_\_\_ (20 pts.)

1. How does Karana show that she trusts Tutok? (3 pts.) **\*Answers will vary but could include: Karana tells Tutok her real name. Karana accepts the necklace and calls Tutok back.**
  
2. What do Karana and Tutok do during the time they spend together? (2 pts.) **\* Exchange words for various things they see. Each girl uses her own language.**
  
3. Who was Mon-a-nee? How was he hurt? How did Karana help him gain his strength back? Why was he named Mon-a-nee? Why was his name changed? (5 pts.) **\*A baby otter; injured by Aleuts; put him in a tidal pool and brought him fish; it means “little boy with large eyes” and otters have large eyes; because HE was a SHE.**
  
4. Who was Karana’s family now? (3 pts.) **\*Rontu, otters, birds, and such.**
  
5. At the end of chapter 24, Karana makes a decision about how she will treat animals. What decision does she make? Why do you think she makes this decision? (4 pts.) **\*She decides to never kill another otter, bird, dog, sea elephant or any other animal again. She makes this decision because she considers the animals to be a part of her family. Animals’ lives are just as valuable as peoples’ to her now.**
  
6. Chapter 25 is a depressing time for Karana on the island. Name two reasons why. (3 pts.) **\*Rontu dies; she stops keeping track of time; she essentially gives up on ever leaving or being rescued.**
  
- EC 7. In chapter 24 the author contradicts himself from earlier in the book. For **THREE** points extra credit, how does he do this? **\* The book says that Karana wonders if Ulape will have married Kimko. In chapter 7 the book says that Ulape was in love with Nanko. Chapter 5 says that Kimki is a very old man. The book should have said Karana wondered if Ulape ever married Nanko, not Kimko. Kimko is never previously mentioned in the book.**

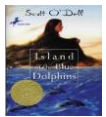


## Island of the Blue Dolphins Worksheet Eight—Chapters 26-29

**Answer Sheet**

Name \_\_\_\_\_ ( 25 pts.)

- \*1. Using your reading notes, tell how Karana tried to catch and then eventually caught Rontu-aru. (6 pts.) **\*Set a snare and caught a fox. Used toluache weed to “stun” the dogs, but it didn’t work. She then mixed up a batch of xuchal and put that in the spring. When the dogs fell asleep, she carried Rontu-aru back to her house.**
  
2. Two natural disasters hit the island in chapter 27. What are they? Do research and find what causes these types of disasters. Write two sentences telling what you think Karana may have been thinking after these events occurred. (6 pts.) **\* A tsunami and an earthquake occurred. Both are caused by the shifting of the tectonic plates. Karana probably felt terrified not knowing what has happened or why. She is probably frightened because she doesn’t know if they will happen again.**
  
3. How long did Karana have to wait for the second ship to return to the island after the first one left at the end of chapter 28? (2 pts.) **\*Two springs or two years.**
  
4. How can you tell the man in the gray robe is a priest? (2 pts.) **\*He wears a cross around his neck and makes the sign of the cross to Karana.**
  
5. Karana has internal conflict about leaving her island. Write two sentences telling why she would want to stay and two telling why she would want to go. (4 pts.) **\* Answers will vary but should include: Karana would want to stay because she has a comfortable, settled and established life on the island. She might want to stay because she has a home on the island with an animal family. She would want to leave because she misses human contact. She wants to have a family, and she wants to see her sister and her friends.**
  
6. Karana was based on a real person. Do research, and find out: Where did she eventually settle? What allegedly happened to her skirt? What happened to her? (5 pts.) **\* Santa Barbara Mission; it was sent to Rome; she died soon after being rescued.**



**Island of the Blue Dolphins Final Test**

Name \_\_\_\_\_ **Teacher Answer Key**

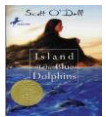
Test score \_\_\_\_\_/50 points

For each statement, circle T for True and F for False. Each question is worth 1 point. (10 pts. total)

- T    **F**    1.    The Aleuts come from islands near Hawaii.
- T    **F**    2.    Ulape is married.
- T**    F    3.    Rontu originally belonged to the Aleuts.
- T**    F    4.    Kimki left to get help for the other islanders.
- T    **F**    5.    Tutok is a boy who likes Karana.
- T**    F    6.    Karana believed that if she made weapons they might fall apart.
- T    **F**    7.    Island of the Blue Dolphins sits on a volcano.
- T**    F    8.    Karana decided to not kill any more animals.
- T**    F    9.    Wintscha and win-tai both mean “pretty.”
- T**    F    10.    Won-a-nee is a girl otter.

In each of the following sentences, fill in the blank with the appropriate word or word phrase. Each question is worth 2 points. (20 points total)

- 11.    Captain Orlov is from \_\_\_\_\_. **(Russia)**
- 12.    Chief Chowig was the chief’s \_\_\_\_\_ name. **(secret)**
- 13.    Ramo was killed by a pack of wild \_\_\_\_\_. **(dogs)**
- 14.    Karana shot \_\_\_\_\_ in the chest with an arrow before adopting him. **(Rontu)**
- 15.    Karana battled a \_\_\_\_\_, but she was too tired to carry it home. **(devilfish or squid)**
- 16.    When Karana returned to her island from trying to paddle east, a group of \_\_\_\_\_ swam with her. **(dolphins)**
- 17.    Tutok gave Karana a black \_\_\_\_\_. **(necklace)**
- 18.    Rontu-aru means \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_. **(son of Rontu)**
- 19.    Karana made a skirt from cormorant \_\_\_\_\_. **(feathers)**

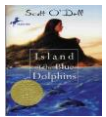


20. On the headlands is where Karana built \_\_\_\_\_. **(her house)**

Please completely answer the following essay questions. Each question is worth five points. Please answer in two or three complete sentences, and give a five point answer. (20 points total)

21. Why did the Aleuts and the islanders fight? **\*Chief Chowig did not like the Aleuts being there. The Russian leader tried to leave without properly paying for the otter furs. Chief Chowig demanded full payment.**
22. Describe how Karana's attitude towards the dogs changes. **\*At first the dogs are a nuisance. Then they become a danger and something to fear. Then they become her enemies after they kill Ramo. Finally, Rontu and Rontu-aru become her family.**
23. Describe how Tutok helped keep Karana from going crazy. **\*Tutok gave Karana someone to talk to and interact with. Tutok showed Karana kindness and gave her companionship. Tutok gave Karana hope to go on.**
24. If you were Karana, would you have agreed to leave the island, decided to stay, or made another decision? **\*Accept any reasonable answer that the student is able to organize and defend.**

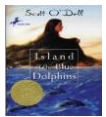




## Island of the Blue Dolphins Worksheet One—Chapter 1

Name \_\_\_\_\_ (25 pts.)

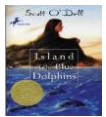
- \*1. Using reading notes, on another sheet of paper write a paragraph describing Karana. Order your notes. Begin with what you think is the most important information down to the least important information. (6 pts.)
  
- \*2. Draw a Venn diagram comparing Karana and Ramo. (4 pts.)
  
3. What are Karana and Ramo doing when the ship is spotted? (2 pts.)
  
4. In paragraph three, what do “suns and moons” represent? (2 pts.)
  
5. Ramo uses several metaphors to describe the ocean. Write one of them. (2 pts.)
  
6. What does the “secret name” statement tell you about this tribe? (2 pts.)
  
7. Why did the Aleuts and Captain Orlov come to the island? Why is Chief Chowig hesitant to let them stay now? (4 pts.)
  
8. Research and see where the Aleuts come from. Why would a Russian be on the ship? How far would the Aleuts have to travel to reach the Island of the Blue Dolphins? (3 pts.)



## Island of the Blue Dolphins Worksheet Two—Chapters 2-5

Name \_\_\_\_\_ (40 pts.)

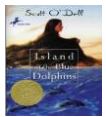
- \*1. Using your reading notes, on another sheet of paper describe the Island of the Blue Dolphins from Karana's description. Beneath the paragraph, draw a picture showing what you have described. (10 pts.)
  
2. How long is a league (on land)? Name a place that is two leagues from your school? (2 pts.)
  
3. What "good fortune" news does Ulape bring to the village? Why is this considered good fortune? (3 pts.)
  
4. How is an otter different from a seal? (4 pts.)
  
5. What signs at the end of chapter three show that the Aleuts are preparing to leave? (4 pts.)
  
- \*6. Using your reading notes, on another sheet of paper describe the battle between the islanders and the Aleuts. Also, describe the conditions of the village and the people after the battle. (10 pts.)
  
7. What does Kimki finally decide to do? What is the purpose of this action? (2 pts.)
  
8. The villagers kept an eye on the Aleuts. The Aleuts kept an eye on the villagers. Each group knew what the other was doing. Observe a student or teacher in your school on and off over a period of several hours. On the back of this page, write down the activities that that person does. When this worksheet is due, read your observation notes out loud in class. See if your classmates can recognize the person you are referring to. (Remember to be polite in your description). (5 pts.)



## Island of the Blue Dolphins Worksheet Three A—Chapters 6-8

Name \_\_\_\_\_ (27 pts.)

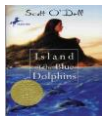
- \*1. On a separate sheet of paper, draw a three circle Venn Diagram with each circle representing one of the three individuals who has been “chief” on the island (make the circles overlap and LARGE). Using your reading notes, think of two or three characteristics of each individual that made him a good chief. Write these characteristics in the diagram with a short explanation. (10 pts.)
  
2. The villagers are stressed about three things at the beginning of Chapter 6. Name two of the things that have put them on edge. (2 pts.)
  
3. Chapter six ends on more of a light-hearted note. Copy one sentence from the book that shows that the tension at the beginning of the chapter is gone. (3 pts.)
  
4. How did Ulape indicate that she was not married? How could someone today indicate that he/she is not married? (3 pts.)
  
5. Did Ramo want to be left behind? How do you know? On another sheet of paper, give an example of how a modern day American six-year old boy or girl could do something similar to what Ramo did. (5 pts.)
  
6. Ramo gets quite an “attitude” at the beginning of chapter 8. Describe the attitude that he has, and how it affects his behavior. (2 pts.)
  
7. Karana discovers the hard way what happens when two people do not stick together to survive. How does she discover this? (2 pts.)



## Island of the Blue Dolphins Worksheet Three B—Chapters 9

Name \_\_\_\_\_ (10 pts.)

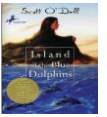
- \*8. Karana struggles with the death of Ramo all through chapter 9. She wishes to kill the dogs that have killed Ramo, but she is afraid to make weapons. Using your reading notes, write a paragraph on this page telling: Why Karana does not want to make weapons; how she attempts to avoid making them; what she believes might happen if she makes them; what she finally decides to do; and why she decides to do it.



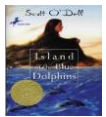
## Island of the Blue Dolphins Worksheet Four—Chapter 10-13

Name \_\_\_\_\_ (30 pts.)

- \*1. In chapter 10, Karana goes through a roller coaster of emotions. She experiences loneliness and then hope, and she experiences fear and happiness. Using your reading notes, write on another sheet of paper or the back of this sheet when Karana experiences these emotions. (8 pts.)
  
2. The author uses the ocean as a symbol in chapter 10 to demonstrate Karana's emotions. Explain what a symbol is, and tell how you think the ocean demonstrates her emotions. (4 pts.)
  
3. In chapter 12, Karana decides to make the island her home and not just the place where she is stranded. Explain the difference. (2 pts.)
  
4. Karana debates between two places to live. She actually considers a third place later in the chapter. Where does she decide to live and why? (3 pts.)
  
5. Karana gives her version of the War in Heaven between God and Lucifer. Briefly describe her village's version of it. (3 pts.)
  
6. In chapter 12, Karana gives a very thorough description of the house she builds. On another sheet of paper, draw a very detailed picture of this house. (5 pts.)



7. The sea elephant bull fight dominates chapter 13, but you are left wondering how it ends. Predict how the fight ends and if the fight benefits Karana. (3 pts.)



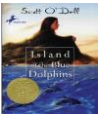
## Island of the Blue Dolphins Worksheet Five—Chapter 14-17

Name \_\_\_\_\_ (20 pts.)

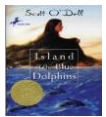
1. Chapter 14 begins with Karana preparing for her battle with the wild dogs. Tell how her leg injury motivates her to fight the dogs. How does she spend the rest of the day preparing for this battle? (3 pts.)
  
2. Karana spends chapter 15 doing two very different things concerning the dogs. Show how Karana's actions and attitude changed over the chapter. (4 pts)
  
- \*3. Karana is very happy at the end of chapter 16. Using reading notes, write a paragraph telling at least three reasons why Karana would be happy. Make sure your paragraph begins with a topic sentence. (10 pts.)
  
  
  
  
  
  
  
  
  
  
4. Chapter 17 shows that it was a good thing that Karana had not killed Rontu. Why has it turned out to be a positive for her? (3 pts.)







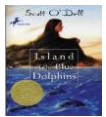
5. Karana is somewhat afraid of Tutok because she is afraid Tutok will tell the hunters where Karana is hiding. Since Karana doesn't speak Aleutian, she isn't sure what Tutok intends to do. Pretend you are Tutok and are writing a letter to Karana in her language. Tell her what your true intentions are. Write a five-six sentence letter on the back of this page. (5 pts.)



## Island of the Blue Dolphins Worksheet Seven—Chapters 22-25

Name \_\_\_\_\_ (20 pts.)

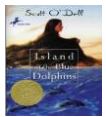
1. How does Karana show that she trusts Tutok? (3 pts.)
  2. What do Karana and Tutok do during the time they spend together? (2 pts.) \*
  3. Who was Mon-a-nee? How was he hurt? How did Karana help him gain his strength back? Why was he named Mon-a-nee? Why was his name changed? (5 pts.)
  4. Who was Karana's family now? (3 pts.) .
  5. At the end of chapter 24, Karana makes a decision about how she will treat animals. What decision does she make? Why do you think she makes this decision? (4 pts.)
  6. Chapter 26 is a depressing time for Karana on the island. Name two reasons why. (3 pts.)
- EC 7. In chapter 24 the author contradicts himself from earlier in the book. For **THREE** points extra credit, how does he do this?



## Island of the Blue Dolphins Worksheet Eight—Chapters 26-29

Name \_\_\_\_\_ ( 20 pts.)

- \*1. Using your reading notes, tell how Karana tried to catch and then eventually caught Rontu-aru. (6 pts.)
  
2. Two natural disasters hit the island in chapter 27. What are they? Do research and find what causes these types of disasters. Write two sentences telling what you think Karana may have been thinking after these events occurred. (6 pts.)
  
3. How long did Karana have to wait for the second ship to return to the island after the first one left at the end of chapter 28? (2 pts.)
  
4. How can you tell the man in the gray robe is a priest? (2 pts.)
  
5. Karana has internal conflict about leaving her island. Write two sentences telling why she would want to stay and two telling why she would want to go. (4 pts.)



## Island of the Blue Dolphins Final Test

Name \_\_\_\_\_

Test score \_\_\_\_\_/50 points

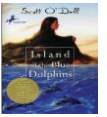
For each statement, circle T for True and F for False. Each question is worth 1 point. (10 pts. total)

- |          |   |     |   |
|----------|---|-----|---|
| T        | F | 1.  | The Aleuts come from islands near Hawaii.                       |
| T        | F | 2.  | Ulape is married.   |
| T        | F | 3.  | Rontu originally belonged to the Aleuts.                        |
| T        | F | 4.  | Kimki left to get help for the other islanders.                 |
| T        | F | 5.  | Tutok is a boy who likes Karana.                                |
| T        | F | 6.  | Karana believed that if she made weapons they might fall apart. |
| T        | F | 7.  | Island of the Blue Dolphins sits on a volcano.                  |
| T        | F | 8.  | Karana decided to not kill any more animals.                    |
| <u>T</u> | F | 9.  | Wintscha and win-tai both mean “pretty.”                        |
| T        | F | 10. | Won-a-nee is a girl otter.                                      |

In each of the following sentences, fill in the blank with the appropriate word or word phrase. Each question is worth 2 points. (20 points total)

11. Captain Orlov is from \_\_\_\_\_.
12. Chief Chowig was the chief's \_\_\_\_\_ name.
13. Ramo was killed by a pack of wild \_\_\_\_\_.
14. Karana shot \_\_\_\_\_ in the chest with an arrow before adopting him.
15. Karana battled a \_\_\_\_\_, but she was too tired to carry it home.
16. When Karana returned to her island from trying to paddle east, a group of \_\_\_\_\_ swam with her.
17. Tutok gave Karana a black \_\_\_\_\_.
18. Rontu-aru means \_\_\_\_\_.





Name \_\_\_\_\_

*Island of the Blue Dolphins* animal list—List each of the animals mentioned in the book. Research each animal, and write a short description of it. This information will benefit you in an activity at the end of the book. Birds and other animals that are specifically identified in the book should be listed separately on this sheet. For example, if the book mentions a robin, please write “robin” not “bird.”

Sample:        1--**dolphins**—graceful water mammals; breathe through a blow hole; travel in groups of about 20 or more; groups are called pods; body is sleek, smooth, and hairless; travel close to 25 MPH; make clicking noises to communicate; live between 35-55 years

Animals—