

# **Prestwick PowerPacks™**

**Practical Activities for Comprehension and Key Skills**



# **Island of the Blue Dolphins**

**by Scott O'Dell**

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*Edited by Mary Beardsley*

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**Activity II: Defining Geographic Terms** **Pre-Reading**

In order to make the reader feel like a part of the book, Scott O'Dell uses concise adjectives and nouns to describe the setting. A setting is where and when the story takes place. For example, you can learn from the title, *Island of the Blue Dolphins*, that the story takes place on an area of land that is surrounded by water on all sides.

The following is a list of vocabulary terms from the setting of *Island of the Blue Dolphins*. Look up each word in the dictionary, and write the definition. Then, below each definition, draw a picture of each of the terms so you can visualize the island.

Ravine: \_\_\_\_\_

Cove: \_\_\_\_\_

Mesa: \_\_\_\_\_

Cliff: \_\_\_\_\_

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

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

**Activity III: Predictions** **Pre-Reading**

**Part I: Creating Theories**

Before reading *Island of Blue Dolphins*, identify what you already know about the novel. You can look at the cover, read the back of the book, and discuss it with your classmates.

1. After reading the title, *Island of the Blue Dolphins*, what do you think the book will be about?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What do you learn from the back of the book?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. You already know Karana will be stranded on the island. How do you think Karana is left behind?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. When do you think this story takes place?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Compare this novel to another book that you have read.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Part II: Asking Questions**

Think of five questions that you have about the book, and list them in the following spaces.

- 1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now, join your small group and discuss each other's questions, answering as many as you can. As you read the novel, complete any questions that you have not answered.

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**Activity I: Characterization** **Chapters 1–2**

A careful reader pays attention to the characters in the book, noting their names, descriptions, and roles in the novel. Early in the book, you meet most of this story's important characters. Recalling descriptions or events from the book, match each name with its description in the following CHARACTER CHART.

*CHARACTER CHART*

| Key   | Character Name     | Character Description                       |
|-------|--------------------|---|
| _____ | 1. Ramo            | A. Father of the narrator                   |
| _____ | 2. Captain Orlov   | B. Led the previous sea otter hunt          |
| _____ | 3. Karana          | C. Six-year-old boy with a wild imagination |
| _____ | 4. Chief Chowig    | D. Finds a school of white bass             |
| _____ | 5. Ulape           | E. Yellow-bearded Russian                   |
| _____ | 6. Captain Mitriff | F. Won-a-pa-lei's secret name               |

Now, separate these characters into two categories: protagonists and antagonists. The protagonist is the main character, the one you “root” for, the “star player” in the story. The antagonist is the character or force that creates a conflict for the protagonist. A book may include more than one antagonist, which can be a person or a thing, such as a storm or an injury. At this point in *Island of the Blue Dolphins*, the antagonists are people.

Use the names from the CHARACTER CHART above to complete the following ROLES CHART. Place the protagonist and the characters who help the protagonist in the first column. Place the antagonists in the second column.

Then, rank the characters in order of importance, putting the number 1 next to the most important character and a 6 beside the least important. Be prepared to explain why you rank the characters as you do.

*ROLES CHART*

| Protagonist | Antagonist |
|-------------|------------|
| _____       | _____      |
| _____       | _____      |
| _____       |            |
| _____       |            |



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

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

**Activity I: Prediction Chapters 3–4**

Sometimes an author will end a chapter with a cliffhanger. You are drawn into the action and want to know what will happen next, but the author ends the chapter to increase the suspense.

At the close of Chapter 3, Karana and the rest of her village wonder, “Would he pay us for the otter he had slain or would he try to sneak away in the night? Would our men have to fight for our rightful share?” (Pg. 18)

Based on what you have seen so far from Captain Orlov and his men, what do you think will happen upon their departure? Before you begin Chapter 4, make a prediction as to how you think this cliffhanger will play out. Remember that predictions are more than mere guesses. They are inferences based on what has already happened in the book. Be sure to provide reasons why you think your prediction is correct.

**I predict that:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**For the following reasons:**

- 1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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

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

**Activity I: Cause and Effect** **Chapters 5–6**

Recognizing cause and effect relationships helps you understand the important events in a novel. If you can determine which actions cause other actions, you will see how several events link together to form the plot. By identifying cause and effect relationships, you can also point out how characters affect each other.

In all stories, the plot is a sequence of cause and effect relationships. Some actions have minor effects, but others have major effects on the characters and their lives. In Chapters 5 and 6, the Ghalas-at people experience life-altering changes. In the following **CAUSE AND EFFECT CHART**, read each cause and write the effect it has on the Ghalas-at village. The first one has been done for you as an example.

*CAUSE AND EFFECT CHART*

| Cause   | Effect   |
|---|--|
| The Ghalas-at village catches fourteen fish.                      | The village will eat well for two days. The Aleuts become angry with the Ghalas-at for not sharing their fish. |
| The Aleuts prepare to leave the island.                           |  |
| The Ghalas-at warriors fight the Aleuts.                          |  |
| Chief Chowig is slain in battle.                                  |  |
| The tribe loses 27 men.   |  |
| The women take on the jobs that the men used to do.               |  |
| The owners of the animals of the Ghalas-at were killed in battle. |  |
| Kimki travels to a foreign land.                                  |  |
| A ship with white sails arrives.                                  |  |

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

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

**Activity II: Point of View****Chapters 5–6**

Have you ever gotten into an argument with a friend or a family member? Often, when this happens, both of you think you are right. How is it possible that two people can look at the same situation so differently? Because people see situations from different points of view, it is possible to have many explanations for the same event.

*Island of the Blue Dolphins* is told in the first person point of view by Karana, a young girl who is a member of the Ghalas-at tribe. In Chapter 4, she tells us the Aleuts are dishonest. In Chapter 5, the reader begins to see how the fight between the Ghalas-at people and the Aleuts has affected the Ghalas-at tribe.

- A. Take a look at the situation from another point of view. Pretend that you have the opportunity to interview one of the Aleut hunters. In small groups, think of questions you would like to ask him. Include the following three in your list, and add five more.
1. Why does the fight break out?
  2. Who is at fault for the fight?
  3. How does the fight affect your people?
- B. Decide and list the hunter's responses to your questions based on what you have read so far.
- C. You will present your interview to your classmates. Prepare your presentation, choosing one of the following techniques:
- a one-on-one interview between a reporter and the hunter
  - a news talk show with two or three interviewers and the hunter
  - a newspaper article with a concise title and answers to the questions: who, what, when, why, where, and how—you will read this to your classmates and display it in the classroom
  - an evening news report about the interview with the hunter