

“Lone Woman of San Nicolas Island”

Resource Summary: A Smarter Balanced (CAASPP) English/Language Arts practice writing test, using *West of the West’s* “Lone Women of San Nicholas Island” as a video source, along with two other print resources. Students will be asked to complete a task in which they will write an informational article that will be displayed with their living history project. They will decide to write about the Lone Woman and what was historically accurate and what was not.

Subject Areas: English Language Arts & Social Studies

Grade Level Range: 4

Standards: CCSS.ELA-LITERACY.4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiency, with scaffolding as needed at the high end of the range. CCSS.ELA- LITERACY.4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarizes the text. CCSS.ELA- LITERACY.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. CCSS.ELA- LITERACY.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Resource Provided By: Nichole Hughes, 4th/5th Grade, Summerland Elementary School, Carpinteria Unified School District

Resource Details: A student’s living history night is taking place soon. Their class has decided to focus on doing living history projects about the historical aspects of *Island of the Blue Dolphins*. This student has become interested in learning more about the Lone Woman (Karana). This student has found three sources about this topic in the school library. After the student has looked at these sources, they will answer some questions about them.

The student will then write an informational article that will be displayed with his/her living history project. The student decides to write about the Lone Woman and what was historically accurate and inaccurate in the book *The Island of the Blue Dolphins*. Their article will be read by other students, teachers, and parents.

Resource Details:

***West of the West* “The Lone Woman of San Nicholas Island” English/Language Arts Practice Grade 4 Performance Task Student Directions-**

The Lone Woman and Historical Accuracy Informational Performance Task

Task:

Your school's living history night is taking place soon. Your class has decided to focus on doing living history projects about the historical aspects of the novel *Island of the Blue Dolphins*. You became interested in learning more about the Lone Woman. You have found three sources about this topic in the school library.

After you have looked at these sources, you will answer some questions about them. Briefly review the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may take notes on the information that you find in the sources as you read.

In Part 2, you will write an informational article using information you have read.

Directions for Beginning:

You will now look at several sources. You can look at any of the sources as often as you like.

Research Questions:

After reviewing the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your informational article.

You may refer back to your notes when you think it would be helpful. Answer the questions on a separate sheet of paper.

Your notes will be available to you in Part 1 and Part 2 of the performance task.

Part 1**Sources for Performance Task****Source #1**

You have found a video segment that describes the true historical aspects of the Lone Women in relation to the novel *Island of the Blue Dolphins*.

Watch “The Lone Women of San Nicholas Island” from *The West of the West* documentary.

Source #2

You have found an article from the *California Mission Resource Center* website about “The Lone Women of San Nicholas Island”.

**The Lone Women of San Nicholas Island
By California Missions Research Center**

In 1853 an Indian woman speaking a language unknown to the mainlanders was found on San Nicholas Island by Captain George Nidever (1802-1883).

Nidever had arrived in California in 1834. He was a renowned hunter known for his skill in tracking sea otters along the coast and on the Channel Islands. Nidever was also an accomplished sailor, at one time employed as pilot by government surveyors when they developed maps of the coast and the islands.

San Nicholas is the most remote of the Channel Islands, and lies about 53 miles off the Coast, west of Los Angeles. Viscaïno landed on San Nicholas on December 6, 1602. He reported it densely populated. The Southern Channel Islands (Santa Catalina, San Clemente and San Nicholas) appear to have been inhabited by people of the Takic branch of the Uto Aztecan language. They were skilled sailors. Not much is known about the San Nicholas Islanders from 1602 to 1800 except that by 1800 the population had declined markedly.

In 1811, a group of 25-30 Kodiaks from the Russian camp at Sitka (Alaska) were landed on the island to hunt otter and seal. The Kodiaks apparently feuded with the island men over the women. By the time the Kodiaks were finally removed, there were less than one hundred Indians left.

By the early 1830s, with the Indian population in decline and many villages abandoned, the padres organized the removal of all remaining Indians from the Channel Islands.



RUSSIAN DEPICTION OF HUNTING OFF COAST

The last island to be evacuated was San Nicholas. The Peores Nada, captained by Charles Hubbard, landed on the island in 1835 and began to load the Indians on board. A child was found missing and his mother pleaded to be left on the island to find him. She was described as a light complexioned woman between 20-30 years of age. She disappeared into the mist and wasn't seen again for eighteen years.

The Peores Nada intended to return when the weather cleared but the ship struck an object entering into the harbor at San Francisco, and sank. Several efforts were made in subsequent years to find the "last" Indian but none succeeded until Captain Nidever discovered her in 1853.



MAP OF CHANNEL ISLANDS

Captain Nidiver reported on the encounter in his memoirs *The Life and Adventures of George Nidever*. The party consisted of himself, another hunter named Charley Brown, "an Irishman we called Colorado from his florid complexion" and four Mission Indians. They landed on the island in July, planning several months hunting. Shortly after their arrival they found an "old woman" stripping blubber from a piece of sealskin. According to Nidiver's account, instead of running away "she smiled and bowed, chattering away to them in an unintelligible language." She was "of medium height... about 50 years old but ...still strong and active. Her face was pleasing as she was continually smiling... Her clothing consisted of but a single garment of skins."

Nidever had been requested by the Fathers at the Mission Santa Barbara to "bring the lost woman off [the island] in case we found her" and that is what they did about a month later.

Upon the group's arrival in Santa Barbara the woman was astonished and delighted at the signs of civilization. She was particularly intrigued by an ox-cart and all the horses. Word spread of her arrival and soon "half the town came down to see her." The good Captain took the woman to stay at his home, where she was nursed by his wife Sinforosa Sanchez Nidever.



SINFOROSA SANCHEZ NIDEVER

The Lone Woman of San Nicolas became an object of considerable fascination. She often visited the town and seldom returned without some presents. The Fathers from the Mission visited her. Everyone was taken with her attitude. She was "always in good humor and sang and danced, to the great delight of the children..." Through sign

language it was determined that she was indeed the woman left in 1835 and, sadly, that she never did find her child.

Juana Maria (the name given to her by the padres) became ill of dysentery, and died after just seven weeks on the mainland. She was buried in the cemetery at Mission Santa Barbara. All her personal possessions were given to the California Academy of Sciences but they were destroyed in San Francisco earthquake and fire of 1906.

Source Used

<http://www.missionscalifornia.com/stories/lone-woman-san-nicolas-island.html>

Source #3

You have found a second article that discusses the Lone Women of San Nicholas Island.

The Lone Women of San Nicholas Island

By Jan Timbrook



Few figures in California history have the enduring appeal of the Lone Woman of San Nicolas Island. Every year hundreds of schoolchildren read Scott O'Dell's fictional account, *Island of the Blue Dolphins*, and many people contact the Museum for information about the Lone Woman. Her story embodies the demise of native peoples and traditions following Spanish and American colonization.

In the early 1800's, Russian and Aleut sea otter hunters clashed violently with Indian people living on remote San Nicolas Island. The mission padres requested that these Indians be moved to the mainland for their own safety, and in 1835 a schooner was sent to pick them up.

As the ship was being loaded, a woman discovered her child had been left in the village and went back to find it. Meanwhile a strong wind arose. The ship was forced to sail and

the woman was abandoned on the island, her child apparently killed by wild dogs. The schooner was unable to go back for her, and she spent eighteen years alone on the barren, windswept island. She never saw her fellow islanders again.

In 1853 when she had been all but forgotten, a party headed by sea otter hunter George Nidever found the Indian woman alive and well on San Nicolas. Clad in a dress of cormorant skins sewn together, she lived in a shelter made from whalebones. She was pleased to see her rescuers and willingly went with them, bringing along only a few possessions--water baskets, bone needles, and the feathered dress.

Nidever brought her home to live with him and his wife in Santa Barbara, where she caused quite a sensation. She enjoyed the company of the steady stream of visitors who came to see her. No one, including the local Chumash Indians, could understand her language, which was related to that of native peoples in the Los Angeles area. In town, the new living conditions and altered diet affected the woman's health. She contracted dysentery and died after she had been on the mainland for only seven weeks. The Lone Woman was baptized conditionally with the Christian name Juana Maria (her Indian name is unknown) and buried in an unmarked grave at Mission Santa Barbara.

It was said that the mission priest sent her feathered dress to Rome, but researchers have found no indication that it was ever received by the Vatican Museum. The 1906 San Francisco earthquake and fire destroyed the woman's water basket and bone needles, which were part of the collections of a museum there. Now only memories remain of the Lone Woman and her tragic story.



Source Used

<https://www.sbnature.org/research/anthro/chumash/lowom.htm>

Questions:

1. Source #1 discusses why The Lone Women (Karana) is a role model. Explain how the information in Source #2 adds to the reader's understanding of why The Lone Women is a role model. Give **two** details from Source #2 or Source #3 to support your explanation.
2. Which source would **most likely** be the most helpful in understanding how the Spanish-Catholic Mission System played a part in the Lone Woman's life? Explain why this source is **most likely** the most helpful? Use **two** details from the source to support your explanation.
3. Name the main idea of each source. Some sources could have more than one main idea.

Student Directions**The Lone Woman and Historical Accuracy Informational Performance Task****Part 2**

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and information about how your writing will be scored then begin your work.

Your Assignment:

Your teacher wants each student to write an informational article that will be displayed with you living history project. You decide to write about the historical accuracies of the Lone Women in the novel *Island of the Blue Dolphins*. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about The Lone Woman. Choose the most important information from more than one source to support your main idea. Then, write an informational article about your main idea that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.

REMEMBER: A well-written informational article

- Has a clear main idea.
- Is well organized and stays on topic.
- Has an introduction and conclusion.
- Uses transitions.
- Uses details from the sources to support your main idea.
- Puts the information from the sources in your own words, except when using direct quotations from the sources.
- Gives the title or number of the source for the details or facts you included.
- Develops ideas clearly.
- Uses clear language.

- Follows rules of writing (spelling, punctuation, and grammar).

Now begin work on your informational article. Manage your time carefully so that you can

1. Plan your informational article.
2. Write your informational article.
3. Revise and edit the final draft of your informational article.

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write an informational article that is several paragraphs long. Type your response.

Remember to check your notes and your pre-writing/planning as you write; then revise and edit your informational article.

Smarter Balanced Grade 4 Informational Writing Rubric:

Grade 4

4-Point Informational Performance Task Writing Rubric (Grades 3-5)					
Score	4	3	2	1	NS
Organization/Purpose	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

22

4-Point Informational Performance Task Writing Rubric (Grades 3-5)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

2-Point Informational Performance Task Writing Rubric (Grades 3–5)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> insufficient; (includes copied text) In a language other than English Off-topic Off-purpose

Holistic Scoring:

- Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Additional Resources:

<http://www.missionscalifornia.com/stories/lone-woman-san-nicolas-island.html>

<https://www.sbnature.org/research/anthro/chumash/lowom.htm>