

WOTW Tale: “Lone Woman”

Resource Summary: To fully appreciate the Lost Woman of San Nicholas Island, it is important to understand her resourcefulness and how she improvised while on the island alone for 18 years. This matching game activity helps to show how creative we can be when the situation demands it. Students will create a set of index cards listing familiar items and materials found on the island. Students will find the match to their card while circulating among the other students.

Subject Areas: Language Arts, Social Studies, History, Science

Grade Level Range: 4-6

Standards: Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RL.5.7](#)

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Resource Provided By: Valerie Trenev, fifth grade, Alice Shaw Elementary School, Orcutt union School District

Resource Details:

Concept: Resourcefulness is a lost art in our society. Groups such as the Boy Scouts and Girl Scouts teach young people to be resourceful. However, in our society there is a tendency to overindulge our young people and hence, they do not have the opportunity to improvise very often. By using only materials found on an island, the students have to meet their needs in creative ways. There is an emphasis on functionality, analytical thinking and creativity.

Title: Making Do With What We Have – Resourcefulness Matching game

Anticipatory Set: View the WOTW tale: The Lost Woman of San Nicolas Island

Objective: After the activity, students will be able describe how daily needs for survival can be fashioned out of materials found on an island.

Materials: Index cards, markers or colored pencils

Modeling: Ask students to help create a list of items found one might find on an island, (rocks, shells, etc.). Then ask students to help create a list of the items that one must use do in order to perform daily activities to survive on an island. Activities include eating, sleeping, gathering food, trapping, fishing, hunting, shelter and staying safe, etc.; (The items needed could include a spear, cup, container to gather and store water, etc.)



Model how the item from one list can be matched up with an item from the other list such as cup goes with the shell.

Suggested list of materials found on an island:

Animal fat, shells, teeth, feathers, bones, rocks, plants/leaves, kelp, skins, fur, grass, tar, tree limbs, wood, coconuts (possibly coconuts depending upon where the island is), tortoise shell, whale rib bones, etc.

Suggested list of items needed:

Cup, bowl, cooking vessels, containers for water gathering and storage, container to store food, weapons, fishing pole, material for shelter from the sun or rain, fence material to protect against predators, material for warmth to serve as a “blanket”, bedding material, moisturizers or skin protectant, fuel to burn, twine or string-like material to fish with, spiritual items, items to make music, something to write with, etc.

Guided practice: Have students get into two groups. One group is the “Natural Materials” group. The other group is the “Resourcefulness” group. Each person in the “Natural Materials” group draws a picture on an index card of something that would be found on the island. Students can put their initials next to the item in the list on the board. The members of the “Resourcefulness” group will then each draw on an index card a common item used for survival such as cup, knife, hammer, fish hook, etc.

Matching Game: After all students make their card, have them mingle and find a card that can be made into the desired item. For example, the person with “cup” card, could find a match with the student that has the “shell” card. Students should talk with one another about the best way to utilize a given resource, so that all cards are matched up and no natural material is wasted. Additional “Resourcefulness” cards may need to be made in order to utilize all of the resources.

Closure: Students present their matching sets to the rest of the class.

Independent Practice: Have students apply the same approach of resourcefulness to their personal life. If their family was camping and they realized that they had forgotten an important item, such as the camp stove or the tent, how could they improvise? Have students describe what item would be missing and how they would manage using natural materials.

Extension: We are focused on meeting physical needs. Perhaps the most important need, long-term is psychological. Isolation can be very detrimental. Explore ways to alleviate the pain of isolation (music, meditation, art, spirituality, etc.)

Additional Resources:

Explore national movement to “go screen free for a week”. Could you do it? Think about what items one would grab in a fire. What matters to us most? What doesn't matter, but we buy it anyway?