

“*Dark Water*”

**Resource Summary:** Introductory exploration of animal adaptations, including the bioluminescence of some ocean creatures, through an interactive read-aloud accompanied by an art activity.

**Subject Areas:** History/Social Studies.

**Grade Level Range:** 6<sup>th</sup>-8<sup>th</sup>

**Standards:**

WHST.6-8.2 Write Informative/explanatory texts, including the narration of historical events, scientific procedures, experiments, or technical processes.

RH.6-8.7 Integrate Visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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**Resource Details:**

Before having students watch a brief overview of the Channel Islands, have them begin with a KWL Chart stating what they know about the Channel Islands, what they want to know, and then after viewing the movie what they have learned.

In order to give a brief overview of the Channel Islands, have students watch *Treasure in the Sea* found at <https://www.nps.gov/chis/index.htm> (20 minutes). Next, have students watch *Treasure in the Sea* at the 20-minute mark where it talks about the adventure of going across the ocean to experience history.

Discuss Questions: Ask students if they have ever experienced something similar to what the people who travel by tomols experienced. If any students have, ask them to share their story.

Utilizing the resource *Dark Water*, before showing the video ask the students how they would feel about going on a dangerous journey across the ocean to experience a historical event. Using a Video Guide with questions will help keep them focused. Give a prize for as many questions as they can answer. This can be something as simple as a Hershey’s Kiss for whoever was able to answer at least five questions. The questions can be: What Island do they travel to? What tribe? For how many years have they done this? What type of sea creatures do they see on their journey? Why did people cry when they went on the trip? How many people travel per year? How long does it take to prepare for the journey? They may not have answers to all questions, but this will give them some kind of a guide for their writing and reading assignments.

Finally, have students read article about Channel Island swimmers in order to compare unusual ways people have historically travelled to the Channel Islands. This article is found at

[http://islapedia.com/index.php?title=Portal:Channel\\_Swimmersh](http://islapedia.com/index.php?title=Portal:Channel_Swimmersh)

Before assigning students the writing assignment, have them do a compare and contrast chart with the overhead of the similarities and differences of Channel swimmers and the people who travel the dark waters. Hopefully they will see the connections that one is an historical event and the other is not.

Ask students to write an informative text explaining the historical significance of traveling the dangerous waters in the movie. Have them use their video guide to answer questions and to create a rough draft. Assign students in 6<sup>th</sup> grade a 2-page paper, 7<sup>th</sup> 3-page paper, and 8<sup>th</sup> 4-page paper. Tell them to include images, maps, and graphs to explain what they have learned. Give them a rubric for how you will grade their writing projects. This can be done easily and for free at [Rubistar](http://rubistar.4teachers.org/index.php) – <http://rubistar.4teachers.org/index.php> a free educational resource for teachers to create rubrics. The process takes approximately 10 minutes and students have a clear expectation of what is expected for the grade they will receive and helps you, the teacher, narrow the focus to the standards.

## **Additional Resources:**

The Bioluminescence Web Page

<http://biolum.eemb.ucsb.edu/>

The Brilliance of Bioluminescence- TED ED

<http://thekidshouldseethis.com/post/55598944417>

Interactive Sites for Education-Animal Adaptations

<http://interactivesites.weebly.com/animal-adaptations.html>

Images of 2008 Tomol Crossing

[http://www.santaynezchumash.org/culture\\_tomol.html](http://www.santaynezchumash.org/culture_tomol.html)

Chumash Culture

<http://www.santaynezchumash.org/culture.html>

Chumash Tomol Crossing

<https://www.nps.gov/chis/learn/historyculture/tomolcrossing.htm>

Chumash Life

<http://www.sbnature.org/research/anthro/chumash/index.htm>

Design a Boat Challenge

[http://sp.mdot.ms.gov/Public%20Affairs/Documents/Sample%20Lesson%20Plan%20\(Design%20A%20Boat\).pdf](http://sp.mdot.ms.gov/Public%20Affairs/Documents/Sample%20Lesson%20Plan%20(Design%20A%20Boat).pdf)