

“Dark Water”

Resource Summary: A Smarter Balanced (CAASPP) English/Language Arts practice writing test, using *West of the West’s* “Dark Water” 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 on a bulletin board of ancestral traditions. They will write about tomols and how this tradition has been passed down over time.

Subject Areas: English Language Arts & Social Studies

Grade Level Range: 3-4

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 ancestors’ night is taking place soon. Their class has decided to focus on creating a bulletin board about their ancestors’ traditions. This student has become interested in learning more about paddling tomols. This student has found three sources about this topic in the school library. After the student has looked at these sources, he/she will answer some questions about them.

The student will then write an informational article that will be displayed on the class bulletin board. The student will write about the tradition of tomol paddling. Their article will be read by other students, teachers, and parents.

***West of the West “Dark Water”* English/Language Arts Practice Grade 4 Performance Task**

Student Directions

The Chumash Ancestral Tradition of Tomol Paddling Informational Performance Task

Task:

Your school's ancestral night is taking place soon. Your class has decided to focus on creating a bulletin board of ancestral traditions. You became interested in learning more about tomol paddling. 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 scan 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 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 type of training that tomol paddlers receive today in order to successfully complete their paddle.

Watch "Dark Water" from *The West of the West* documentary.

Source #2

You have found an article from the *National Park Service* website about how the Chumash community celebrates the tradition of tomol paddling from 1834- present day.

Chumash Tomol Crossing By The National Park Service

Chumash Tomol Crossing



Each day, commercial and private boats take visitors across the Santa Barbara Channel to the shores of the Channel Islands. Can you imagine making that same journey in a canoe? It might take an entire day and would require tremendous physical strength to forge through the rough waters.

Hundreds of years ago, the native island Chumash traveled these ancient waters for hunting, fishing, and trading. They built canoes, called *tomols*, from redwood trees that drifted down the coast, fastening the cut planks together with animal sinews and sealed with a tar-like substance called *yop*. *Yop* is a combination of pine pitch and asphaltum, which occurs naturally in the Channel and along the coast from oil seeping into the water from below the earth's surface. The *tomol* remains the oldest example of an ocean-going watercraft in North America.

The *tomol* is central to the Chumash heritage, constructed and paddled by members of the *Brotherhood of the Tomol*. The historic Brotherhood disbanded in 1834, but in 1976, a contemporary group built *Helek*, which means Peregrine Falcon, based on ethnographic and historic accounts of *tomol* construction. It was the first *tomol* built in 142 years and the modern paddlers travelled from San Miguel Island to Santa Rosa Island, and finally to Santa Cruz Island.

Twenty years later, the Chumash Maritime Association completed a 26-foot-

long *tomol* which they named '*Elye'wun* (pronounced "El-E-ah-woon"), the Chumash word for Swordfish.

On September 8, 2001, '*Elye'wun* made the historic crossing from the mainland to Santa Cruz Island. The dangers of the past did not escape the modern crew. During the journey, the *tomol* began to leak and also encountered a thresher shark and several dolphins. Over 150 Chumash families and friends gathered to greet the *tomol* and paddlers on the beaches of Santa Cruz.



Chumash descendants reach the shores of Santa Cruz Island in a re-creation of an ancient Chumash tomol crossing.
Channel Islands National Park

Three years later, on September 11, 2004, '*Elye'wun* again crossed the Channel to Santa Cruz Island, this time greeted by more than 200 Chumash and American Indians at the historic Chumash village of *Swaxil*, now known as Scorpion Valley. The 21-mile trip took over ten hours! A crew of Chumash youth aged 14 to 22 joined the paddlers, a significant accomplishment for the next generation of Chumash leaders. Additional tomol crossings took place in September 2005 and August 2006. Members of the Chumash community continue to celebrate their heritage and culture through this event.

Centuries ago, the *tomol* was used to connect different island Chumash groups with each other and the mainland. Today, it links past generations of Chumash with the present-day Chumash community.

Source Used

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

Source #3

This article describes how the Chumash made the tomol and how it was used by the Chumash Native Americans.

The Chumash and the Tomol

By Robert Holtzman



A *tomol* replica built in 1976. Source: [Chumash Maritime Organization](#).

The Chumash were a North American maritime culture, originally based on the mainland and Channel Islands on both sides of the Santa Barbara Channel in California. (I use the past tense in describing the culture as maritime for, while many Chumash people still remain in the area, their culture is no longer defined by maritime activities.) The area is particularly rich in marine resources, and the Chumash used at least three kinds of boats to exploit them.

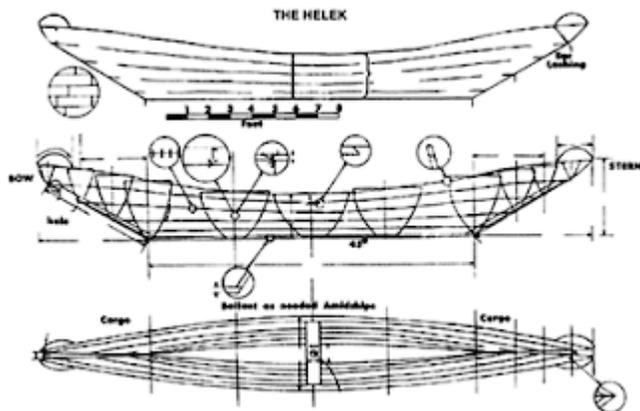
Probably the first to appear was the tule reed "balsa," a raft of bundled reeds. It seems likely that tule balsas provided the means by which the islands were settled some 12,000 years ago, long before Chumash culture arose. Bundle boats are among the simplest of all watercraft to produce, and the main building materials were readily available in large quantities on the mainland shores of the Santa Barbara Channel, and in smaller amounts on the islands. In addition to large beds of reeds, naturally occurring tar, in the form of asphaltum, is found in the area, and the Chumash used this to coat the reed bundles and increase their water resistance.

Even with a tar coating, tule reeds are a short-lived commodity, so hard evidence for the use of such craft so long ago is hard to come by. But the early occupation of the islands, and evidence of cross-channel trade that followed it, predates the probable development of other boat types and indicates that some sort of watercraft was in regular use. This is also supported by excavations of dwelling sites that indicate that the Chumash diet included marine animals that would have been difficult to obtain without the use of a boat.

Tule reed balsas were still in use at the beginning of the historic era (around the middle of the 16th century AD), when the Spanish first explored and later colonized the area. They were about 2.5 meters LOA and capable of carrying two or three people. They were used primarily for nearshore and coastal fishing and transport, and occasionally for cross-channel crossings. The Chumash also had dugout canoes, but confined them to nearshore and coastal use.

The boat for which the Chumash are best known was a large and highly capable sewn-plank canoe called a *tomol*. The tomol has been called "the single most important, valuable property in the Chumash economy" and "one of the most sophisticated technological innovations in precolonial North America," and described as "(possibly) the most sophisticated and laborious-to-build large watercraft of the New World," requiring costly materials and some 500 man-days of skilled labor to construct (All three quotations: Arnold, 2007).

As an unusually expensive construction, it is not surprising that the tomol played a central role in Chumash culture. Its development around 500 AD gave rise to the culture's central economic activities (fishing for large, powerful fish species, and trade), and defined important aspects of cultural hierarchy, including the creation of economic elites and the centralization of power in chiefdoms.



Lines for the replica tomol shown above based on a boat built in 1912 by an old Chumash master builder. The replica boat was 26.5 feet LOA.

Tomols ranged from 3.7 to 9 meters LOA, with most between 6 and 7 meters. They were double-ended, with flat bottoms and lightly curved sides that sloped sharply outward. Those of the most common size could carry two tons of cargo or 12 passengers, although far more passengers could be carried in a pinch. During the Chumash revolt in 1824, two tomols carried 50 adults and children, including crew, cross-channel from Mission Santa Barbara to escape from Spanish forces.

Crews ranged from three to six men including a man assigned to bailing, for the tomol leaked constantly. Paddlers knelt on grass mats in the bottom, using double-bladed paddles with very long shafts and small, gourd-shaped blades.

Tomols were launched from open beaches. They were light, and were launched by being lifted and placed in water deep enough to float them before they were loaded. One man remained in the water to help hold the boat bow-on to waves and give the boat a good shove to get it started.

Paddle strokes were coordinated among the crew. It's reported that a good crew could paddle all day, repeating this song over and over:

The canoe / Courage! / You have the power to succeed in reaching the other side, so that you may get where you want to go . . .

All common fishing methods were conducted from the tomol: hook and line (using hooks made of shell), netting, trapping, harpooning, and collecting by hand. Large, aggressive species, including swordfish, marlin, tuna, shark and giant sea bass were caught, as were anchovy, abalone, and sea mammals.

The tomol made possible regular cross-channel trade in large, heavy, bulky items and nonessentials. Mainland exports to the islands included stone mortars and vessels, stone tool cores, bundles of milkweed fiber (used for binding, including stitching the tomol's planks), seeds, acorns, deer, bows and arrows, and large chunks of asphaltum. Reverse trade consisted mainly of finished products of stone or bone, baskets, and otter pelts.

Considerable non-trade travel also occurred, probably for social, matrimonial and ceremonial purposes, the last of which might include the movement of an entire village. Fares were sometimes paid with shell bead money.

Tomol construction was controlled by a guild and supervised by a master builder, known as the *altomolich*, who directed a building crew of six in a range of skilled tasks, including getting out and fitting planks, fastening, caulking, and decorating. In control of such a critical economic activity, the *altomolich* was of high status and well compensated. Only chiefs and *altomolichs* could afford to own tomols, and sometimes the two roles were held by a single individual.

Source Used

<http://indigenousboats.blogspot.com/2013/01/the-chumash-and-tomol.html>

Questions:

1. Name the main idea for each source. Some sources could have more than one main idea.
2. Which source **most likely** has the most useful information about the kinds of work that tomol paddlers do while they are paddling in the ocean? Explain why this source **most likely** has the most useful information about the kinds of work

that tomol paddlers do while they are paddling in the ocean. Support your explanation with **two** details from the source.

3. Explain why it is hard to be a tomol paddler. Give **two** reasons, one from Source #1 and one from Source #2. For each reason, include the source title or number.

Student Directions

The Chumash Ancestral Tradition of Tomol Paddling 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 is creating a bulletin board display in your classroom to show what your class has learned about different ancestral traditions. You decide to write an informational article on tomol paddling. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about tomol paddling. 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 and then revise and edit your informational article.

Smarter Balanced Grade 3-5 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 |

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| 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:

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

<http://indigenousboats.blogspot.com/2013/01/the-chumash-and-tomol.html>