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WALDEN MEDIA PRESENTS

NIM'S ISLAND
Abigail BRESLIN Jodie FOSTER Gerard BUTLER
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NIM'S ISLAND tells the fictional story of an adventurous girl named Nim, who lives on a remote island in the South Pacific Ocean. You might think that because Nim lives far from "civilization" she would be very lonely. But Nim is blessed with many good friends, including a bird named Gabbie, a hawk named Fred, a green sea turtle named Chica and a sea lion named Selkie who looks after Nim as though Nim were his own. In a book, NIM'S ISLAND is a hit, engaging read. As a movie, the story expands beautifully to fit the big screen, becoming an informative look at marine life in the South Pacific as it is a story packed with intrigue and adventure.

To further expand NIM'S ISLAND as a teaching resource, we have partnered with the National Oceanic and Atmospheric Administration (NOAA) National Marine Sanctuary Program, tapping their educational expertise and their strong belief in stewardship of the ocean. With NOAA we have created lessons that will enhance your students' experience of the film, and deepen their appreciation for the riches to be found in the ocean.

Along the same lines, we have also partnered with the National Wildlife Federation (NWF), for their valuable insight and knowledge of animals and the many different habitats in which they can be found. Building on our past work with NWF, we feel privileged to be working once again with an organization whose influence on children — and the world they will one day inherit — is profound.

Though NIM'S ISLAND is an imaginary story, its depiction of the bio-diversity and richness of marine life is very real. So is its message of protecting for future generations all of the treasures to be found on and around NIM'S ISLAND. We hope that like Nim, our students will enjoy the ocean and coasts.

We are grateful to our friends at the NOAA Marine Sanctuary Program, the National Wildlife Federation, the New England Aquarium, The Marine Mammal Center, and the National Geographic Society for their invaluable assistance in the creation of this guide.

The activities in this Educator Guide are recommended for grades two through five and meet national standards in English/Language Arts, Social Studies, Science, Visual Arts and Character Education. All pages can be photocopied in black and white for use with students.
Learn about the ocean and why it is so important. Use what you’ve learned to complete the crossword puzzle on the next page.

- The Earth has one big, connected ocean, yet there are many ocean basins, such as the Indian Ocean.
- The PACIFIC Ocean is the largest of the main ocean basins. Although its name means “peaceful,” it can be very rough! It is 111.7 million square miles.
- The Atlantic Ocean is the busiest basin. Many ships cross the Atlantic, carrying cargo among the Americas, Africa, and Europe. It is 86.3 million square miles. (This number includes the ARCTIC Ocean, which many oceanographers consider to be an extension of the North Atlantic.)
- The Indian Ocean is located in an area bordered by the continents of Asia, Africa, Antarctica, and Australia. It is 46.5 million square miles.
- The average depth of the ocean is approximately 3,795 meters or 2.36 miles.
- Earth’s highest trenches, deepest valleys and flattest plains are in the ocean.
- Ocean CURRENTS flow like rivers. They carry warm water from the tropics and cold water from the north and south poles.

Think About It

More than 3.5 billion people depend on the ocean as their main source of food. Why is it important to keep the waters of the ocean clean?

The average temperature of the ocean is about 1.9 degrees Fahrenheit (31.8 degrees Celsius).
Coral REEFS are large, rocky areas. They are found in shallow, tropical waters. They are like the tropical rain forest of the ocean! The greatest variety of plant and animal life in the ocean lives there. Coral reefs are formed from the bodies of small sea creatures called polyps.
The ocean covers approximately 70% of the Earth’s surface.
The ocean contains 97 percent of the Earth’s water.
The deepest point in the ocean is 36,198 feet (6.9 miles).
The ocean is a major influence on WEATHER and climate.
The ocean sustains life on Earth and makes it habitable.
The BLUE whale, the largest animal ever on Earth, still lives in the ocean. Its heart is the size of a Volkswagen "bug."
The gray whale MIGRATES or "moves from one place to another at the same time each year."

The ocean affects every human life. It supplies fresh water (most rain comes from the ocean) and over half of Earth’s oxygen.

The gray whale MIGRATES or "moves from one place to another at the same time each year." This is the longest migration of any creature on Earth.
PLASTIC waste kills up to 1 million sea birds, 100,000 sea animals and countless numbers of fish each year.

Ocean currents are like rivers. They carry warm water from the tropics and cold water from the north and south poles.

The ocean covers approximately 70% of the Earth’s surface.

THinking About it

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Dive Into These Ocean Words

Complete the crossword puzzle. The words you will need are listed.

Across

1. The ocean influences this.
2. The color of the biggest whale on earth.
3. These flow like rivers.
4. Moves from one place to another at the same time each year.
5. These spill into the ocean from ships.
6. Many oceanographers consider this to be an extension of the North Atlantic.
7. Large rocky areas made of coral.
8. They are caused by the pull of the sun and moon on the rotating earth.

Down

1. The biggest of the four main oceans.
2. The largest of the four main oceans.
3. The largest of the four main oceans.
4. The color of the biggest whale on earth.
5. These flow like rivers.
6. Many oceanographers consider this to be an extension of the North Atlantic.
7. This spills into the ocean from ships.
8. Large rocky areas made of coral.
9. They are caused by the pull of the sun and moon on the rotating earth.

View the "California Thank You Ocean" video at:
www.thankyouocean.org/
PROTECTING THE OCEAN

ACTIVITY 3

Learn about how you can help the ocean and its creatures, as Nim and Jack do!

Jack and Nim make sure that none of the plants or animals on NIM’S ISLAND are harmed by people. NIM’S ISLAND is a make-believe place, but there are real special protected ocean areas called marine sanctuaries. Marine sanctuaries are like underwater national parks. In those protected waters, giant humpback whales breed and calve their young, coral reefs flourish and shipwrecks tell stories of our maritime past. Sanctuary habitats have beautiful rocky reefs, kelp forests, whale migration routes and deep-sea canyons.

Our national marine sanctuaries provide safe habitats, called marine reserves, for species that are close to “dying out” or becoming extinct. National marine sanctuaries are also “living classrooms.” In these marine sanctuaries people can see, touch and learn about our nation’s under-water treasures. People can also learn how to protect them so that our underwater treasures will never disappear.

Your Turn

1. How is nature protected on and around Nim’s Island?
2. What would happen if there were no marine sanctuaries?
3. How can you help protect nature where you live?
4. Tell about a time when you came in close contact with nature. What did you see?

Your Turn: Explore the National Marine Sanctuary Program online at www.sanctuaries.noaa.gov/visit/

Click on the names of the sanctuaries listed here to answer the questions below.

1. Thunder Bay: Here you will find over 100 _____________________.
2. Hawaiian Islands Humpback Whale Marine Sanctuary:
   Here over 10,000 _____________________.
3. They come between the months of _____________________.
4. Draw a picture of two things you could see in a marine sanctuary.

Become a member of Nim’s Ocean Guardian Kid’s Club

Here’s what you can do to join...

- Volunteer your time or money.
- Participate in more marine educational activities.
- Educate Yourself • Read about special coral areas like national marine sanctuaries and share what you know.

Visit www.sanctuaries.noaa.gov/education to find out more about Nim’s Ocean Guardian Kid’s Club. Find out how your school can become an Ocean Guardian School!
There is no post office on NIM’S ISLAND. Nim and Alexandra communicate through email. Email is an important communication tool. So is letter writing. Writing a letter lets you tell other people about something you think is important. You can write a letter to a local business, a newspaper or “elected official” — such as city council member, mayor, or state or federal representative, and let them know how you feel and what you think needs to be done. This is called a persuasive letter. Persuade means “to try to get someone to do something by helping them to understand.”

Parts of a Letter

1) RETURN ADDRESS – Write your address here.
2) TODAY’S DATE
3) INSIDE ADDRESS – Write the name, title and address of the person to whom you are writing the letter here.
4) THE GREETING – Write “Dear,” followed by the person’s title, last name and a colon (:). For example, you might write “Dear Senator Rodriguez:”. This part of the letter is also called the Salutation.
5) THE BODY – This is where you write what you want the person to know. Write clearly and simply.
6) THE CLOSING – This is the way you end or close your letter. Here, use a comma (,). “Sincerely” is the word you can use to end your letter.
7) SIGNATURE – Sign your name! You may also choose to include your age.
8) THE ENVELOPE – Address the envelope as shown. Be sure to include the right ZIP code!
9) POSTAGE – Use a stamp for the right amount. Put it on the upper right corner of the envelope. (The USPS has great stamps featuring animals like those found on NIM’S ISLAND.) You’re ready to send your letter!

Write for Wildlife!

Want to write to your lawmakers asking them to protect wildlife? Go to the National Wildlife Federation’s “Action Headquarters”: www.nwf.org/action. Here you can find out about important laws and bills to help wildlife and save their natural habitats. Research the issue and write a letter to your local representatives or members of Congress. Let them know how you think they should vote on these bills and why!

Log on to www.walden.com for additional activities and information. Register at walden.com/nimsurvey to win a Walden Media Library of books and DVDs.
Materials

• 2 large clear plastic containers or an aquarium (at least 4 gallons)
• 3/4 gallons of water = “The World’s Water Supply”
• 2 or 3 smaller buckets or containers (1 gallon or less)
• 2 or 3 measuring cups; several water droppers
• a map of the world or a globe; labels for containers;
  markers for writing labels; writing materials for brainstorming in small groups

Objectives

• Appreciate how little water is actually available for human use
• Discuss how humans use water
• Reflect on the implications of human use on creatures who live in the ocean
• Brainstorm ideas for conserving water and working to halt pollution

Procedures

1. Brainstorm with students the ways in which people use water. You may wish to have students work in small groups to create a list of uses. When students have finished, you may wish to help arrange their findings with the following headings:

   PERSONAL USES • COMMERCIAL USES • INDUSTRIAL USES • ELECTRICITY • IRRIGATION

2. Brainstorm a list of places where water can be found. (Students may first do this in small groups using their Student Activity Sheets.)

3. Challenge students to brainstorm the order in which bodies of water on Earth exist, from greatest volume (ocean) to the least volume (rivers and streams). Explain that all of this water originates from the ocean.

4. Invite students to sit in a circle around the “world’s water supply.”

5. Demonstrate for students that for this activity, you will begin with about 3/4 gallons of water. This will stand for all the water on Earth.

6. Piece by piece, you and your students can remove different bodies of water that are not available for human use (see chart). Each time students remove a “body of water,” they should place that water in a separate container.

7. Invite students to find the water that represents the ocean. Use the chart on this page for the approximate amounts of water they should remove. You may wish to count with students as they remove the water or have the class count along to make sure the proper amount is removed.

8. Challenge students to state why this water cannot be used by humans (because of the salt that ocean water contains).

9. Invite students to next remove the water stored in icecaps and glaciers, then inland seas, then (if it is possible at this point) a tiny bit for soil moisture and the atmosphere combined. As the water bodies become progressively smaller, help students to decide to use different measuring cups or water droppers to extract the water.

10. After the listed amounts are removed, ask students about what’s left. Point out for students that humans can use only the amount remaining in the large container. (This is less than 1% of the world’s water.) Challenge students to explain why this is so.

11. Conclude this activity by having students reflect on some of these questions and to write about them on the STUDENT ACTIVITY PAGE:

   • What is your connection with the ocean, even if it is hundreds or thousands of miles away from where you live?
   • What are some things you can do to conserve water?
**WATER, WATER EVERYWHERE.**

All of the water on Earth comes from the ____________________________

What is your connection with the ocean, even if it is hundreds of miles away from where you live?

________________________________________________________________________

What are some things you can do to conserve water and to make sure it doesn’t become polluted?

________________________________________________________________________

Why is this important for the creatures who live in water?

________________________________________________________________________

Draw a picture of a creature from NIM’S ISLAND or a creature found where you live. Show some of the things it does in its habitat.

________________________________________________________________________

Help find habitat for an animal from NIM’S ISLAND, or an animal found where you live. Fill in the worksheet as you learn about this animal’s habitat. What does it need to live and raise its young? You can visit the National Marine Sanctuary Program’s Encyclopedia of Marine Life at www.marine-life.noaa.gov to learn more about Nim’s ocean friends.

1. Animal: ______________________________________________________________
2. Region or ecosystem where this animal is found: ____________________________
3. Habitat needs for this animal:
   - Food: ____________________________
   - Water: ____________________________
   - Cover: ____________________________
   - Places to raise young: ____________
4. Other plants and animals that might live nearby: _____________________________
5. One interesting fact I found is: ____________________________________________

Your Turn: Now that you know more about what it takes to provide wildlife habitat, go to www.NWF.org/habitat and design your own backyard or schoolyard habitat project.

Name: ____________________________ Date: ____________________________
All activities are appropriate for grades 2 through 5.

**NATIONAL CONTENT STANDARDS FOR ACTIVITIES**

**ACTIVITY ONE**
**Explore NIM’S ISLAND**

- **English/Language Arts:** NCTE/IRA Standard 1: Reading for Perspective, Standard 3: Evaluation Strategies
- **Social Studies:** NCSS Standard 3: People, Places and Environments
- **Science:** NSES Grades K-4 Life Sciences Standard C: students should develop understanding of: the characteristics of organisms, life cycles of organisms, and organisms and environments
- **Visual Arts:** CNAEA Standard 1: Understanding and Applying Media, Techniques and Processes

**ACTIVITY TWO**
**The Ocean**

- **English/Language Arts:** NCTE/IRA Standard 1: Reading for Perspective, Standard 3: Evaluation Strategies
- **Social Studies:** NCSS Standard 3: People, Places and Environments
- **Science:** NSES Grades K-4 Life Sciences Standard C: students should develop understanding of: the characteristics of organisms, life cycles of organisms, and organisms and environments
- **Visual Arts:** CNAEA Standard 1: Understanding and Applying Media, Techniques and Processes

**ACTIVITY THREE**
**Protecting the Ocean**

- **English/Language Arts:** NCTE/IRA Standard 1: Reading for Perspective, Standard 3: Evaluation Strategies
- **Social Studies:** NCSS Standard 3: People, Places and Environments

**ACTIVITY FOUR**
**Write a Letter for Wildlife!**

- **English/Language Arts:** NCTE/IRA Standard 4: Communication Skills
- **Social Studies:** NCSS Standard 2: Time, Continuity and Change
- **Character Education:** Chicago Public Schools Character Standard 1: Caring; Standard 6: Honesty and Truthfulness

**ACTIVITY FIVE**
**Water, Water Everywhere**

- **English/Language Arts:** NCTE/IRA Standard 3: Evaluation Strategies, Standard 5: Communication Strategies
- **Mathematics:** NCTM Measurement: Understands measurable attributes of objects and the units, systems, and processes of measurement
- **Social Studies:** NCSS Standard 3: People, Places and Environments
- **Science:** NSES Grades K-4 Life Sciences Standard C: students should develop understanding of: the characteristics of organisms, life cycles of organisms, and organisms and environments

**ACTIVITY SIX**
**Design a Wildlife Habitat**

- **Social Studies:** NCSS Standard 3: People, Places and Environments
- **Science:** NSES Grades K-4 Life Sciences Standard C: students should develop understanding of: the characteristics of organisms, life cycles of organisms, and organisms and environments

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