



# SKRAELINGS

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UQALIMAARUMMAQ READER



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Innarnut Ilinniarniq



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Nunavut  
Arctic College

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Innarnut Ilinniarniq

### **Explanation of Logo**

The Innarnut Ilinniarniq logo is inspired by the ingenuity and creativity of a traditional fishing lure crafted by respected Elder Mariano Aupilaarjuk for use in his teachings. According to Aupilaarjuk, the lure draws fish to the fisherman in a way they would not be drawn on their own. He notes that our great ancestors were the inventors of the lure, which became a survival tool with which they could feed their families. This fishing lure is important, both as a tool and as a symbol, because it brought many fish to those who may have otherwise gone hungry.

Widely recognized and honoured for his wisdom and teachings of traditional knowledge, Aupilaarjuk provides inspiration to adult learners: “We have to begin thinking about where Inuit have come from and where we are going to go in the future...we have to start reviving ourselves again.” (*Perspectives in Traditional Law*, pages 34–35)

# SKRAELINGS

UQALIMAARUMMAQ READER SERIES

BOOK STUDY



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Innarnut Ilinniarniq



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Nunavut  
Arctic College

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## **Session 1** . . . . . **20**

In this session, learners will:

- Use their prior knowledge to analyze text features and make predictions about what is going to happen in *Skrælings*
- Read Chapter One: Unknown Places
- Participate in active class discussions to support comprehension of the narrative
- Review Inuktitut terms used in the chapter
- Examine other names and spellings of “Tuniit”
- Participate in a comprehension activity comparing the nomadic lifestyle of Inuit to the settled lifestyle of Tuniit
- Write independent journal reflections based on a passage from the chapter
- Critically examine the contemporary representation of *inuksuit* (Extension Activity)
- Examine an ethnographic video on traditional Netsilik caribou hunting practices (Extension Activity)

## **Session 2** . . . . . **32**

In this session, learners will:

- Make predictions about Chapter Two: Place of Murder
- Read Chapter Two: Place of Murder
- Discuss the concept of “plot” and examine the plot developments of Chapter Two
- Read and discuss an Inuit elder’s interview regarding Tuniit
- Write independent journal responses based on issues in the chapter
- Explore other images and representations of Tuniit (Extension Activity)

### **Session 3 . . . . . 39**

In this session, learners will:

- Make predictions about Chapter Three: Giants
- Read Chapter Three: Giants
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Review Inuktitut terms used in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Research Vikings and complete a historical inquiry
- Write a journal reflection on the consequences and possibilities when cultures merge in one place
- Research Viking ships and shipbuilding (Extension Activity)

### **Session 4 . . . . . 48**

In this session, learners will:

- Make predictions about Chapter Four: The Unseen World
- Read Chapter Four: The Unseen World
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Review Inuktitut terms used in the chapter
- Read about the shaman Aua and discuss shamanism in Inuit culture and history
- Complete journal responses based on selected passages from the chapter
- Invite a local elder to speak about shamanism (Extension Activity)

## **Session 5 . . . . . 56**

In this session, learners will:

- Make predictions about Chapter Five: Under a Gentle Tide
- Read Chapter Five: Under a Gentle Tide
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Review Inuktitut terms used in the chapter
- Discuss the concept of “power” and its potential uses and abuses
- Examine the history of the encounters among Inuit, Tuniit, and Vikings
- Write independent journal reflections on their impressions and thoughts on the book to date
- Examine recent scientific findings regarding Tuniit and their encounters with Inuit and Vikings (Extension Activity)

## **Session 6 . . . . . 65**

In this session, learners will:

- Make predictions about Chapter Six: The Great Angula
- Read Chapter Six: The Great Angula
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Examine and discuss references to Tuniit related by anthropologist Franz Boas
- Write independent journal responses based on selected passages from the chapter
- Research the history, cultural role, and controversy regarding *Qimmiq* (Inuit sled dogs) (Extension Activity)

## **Session 7 . . . . . 73**

In this session, learners will:

- Make predictions about Chapter Seven: Angula's Treasure
- Read Chapter Seven: Angula's Treasure
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Inquire into the history of Thule culture and migration
- Write independent journal responses based on selected passages from the chapter
- Examine the construction of the Inuit bow and arrow (Extension Activity)

## **Session 8 . . . . . 81**

In this session, learners will:

- Make predictions about Chapter Eight: Under the Flagstone
- Read Chapter Eight: Under the Flagstone
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Review Inuktitut terms used in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Research Viking tools, armour, and weapons using online sources
- Write an independent journal response on the Inuit value of *Piliriqatigiingniq* (working together for a common cause)
- Examine and discuss the six guiding principles of Inuit Qaujimajatuqangit (IQ) (Extension Activity)



## **Session 9 . . . . . 88**

In this session, learners will:

- Make predictions about Chapter Nine: A Heavier Truth
- Read Chapter Nine: A Heavier Truth
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Identify “Gronland” and “Heluland” on a map
- Participate in active class discussions to support comprehension of the narrative
- Examine and discuss *tuurngait* through the reading of elder interviews
- Write independent journal responses reflecting upon wealth and power
- Invite an elder or community member to speak to the class about *tuurngait* and their role in Inuit culture and history (Extension Activity)

## **Session 10 . . . . . 96**

In this session, learners will:

- Make predictions about Chapter Ten: Weakling!
- Read Chapter Ten: Weakling!
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Examine traditional methods of wolf trapping
- Write independent journal reflections on the issue of violence

## **Session 11 . . . . . 103**

In this session, learners will:

- Make predictions about Chapter Eleven: Eyes of the Glaring One
- Read Chapter Eleven: Eyes of the Glaring One
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Discuss principles of leadership and assess the leadership of Kannujaq and the Glaring One
- Write independent journal responses reflecting upon Kannujaq's realizations at the end of the chapter
- Research Nunavut's leaders through books, magazines, online sources, and discussions with community members (Extension Activity)

## **Session 12 . . . . . 109**

In this session, learners will:

- Make predictions about Chapter Twelve: The Inuit
- Read Chapter Twelve: The Inuit
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Write a culminating reflection
- Identify and discuss the bias of the narrator
- Write a book review of *Skraelings*
- Read online book reviews of *Skraelings* (Extension Activity)



# Introduction

The Uqalimaarummaq Reader series is a unique resource development initiative directed toward supporting adult educators and adult learners in Nunavut. The resource combines the educational goals of the Adult Basic Education (ABE) programs of Nunavut Arctic College, and the experience and skills of Nunavut Arctic College staff members, with culturally relevant publications created by Inhabit Media Inc. and other publishers focused on the North and Northern issues.

The Adult Basic Education program is an essential part of Nunavut Arctic College's programs. The program includes six levels of study, ranging from basic literacy (110) to course work at the Grade 12 level (150–160). It offers opportunities for learners to upgrade their existing literacy skills in both Inuktitut and English in a variety of subject areas.

The Government of Canada's Canadian Northern Economic Development Agency provided funding for this publication through the Adult Basic Education Program Enhancement project. The purpose of the initiative is to enhance Northern colleges' capacity to provide sustained adult education programming and improve the socioeconomic well-being of Northern residents through improved Adult Basic Education services, and as a consequence improve the ability of adult learners to take advantage of the opportunities provided in the growing economic sectors in Nunavut.

Inhabit Media Inc. is an Inuit-owned publishing company that aims to promote and preserve the stories, knowledge, and talent of Northern Canada. The company promotes research in Inuit mythology and the traditional Inuit knowledge of Nunavummiut. Their authors, storytellers, and artists bring this knowledge to life in publications that are steeped in Inuit traditions. Inhabit Media Inc. is assisting in the development of these resources to engage learners in Northern Canada in a literacy program that is culturally relevant, supports cultural literacy, and promotes the acquisition of basic literacy skills.

Inhabit Media Inc. and Nunavut Arctic College have partnered to help bring quality Northern-focused education to learners of the Adult Basic Education program. The Uqalimaarummaq Reader series was created in accordance with ABE standards and provides instructional support to adult educators delivering this program.

*Skraelings* Novel Study is the twelfth in the Uqalimaarummaq Reader series. This learning resource uses the publication *Skraelings* by Rachel and Sean Qitsualik-

Tinsley to help adult educators teach histories and issues related to Inuit, Thule, Tuniit, and Viking cultures. The manual has detailed learning activities, instructor notes, various resources, and handouts to help adult learners strengthen their skills in reading, writing, oral communication, and social science thinking and inquiry.

The Adult Basic Education program and the Uqalimaarummaq Reader series aim to develop advanced learners who are prepared for entry-level positions in a variety of fields, and who are equipped for continuing education at the post-secondary level.

# Preface

## Adult Basic Education (ABE) Learning Outcomes

The Uqalimaarummaq Reader *Skraelings* is written at the ABE 120/130 reading level and provides the instructor with resources to teach a number of learning outcomes from the ABE Social Studies 120 and ABE English 120/130 courses. The time required to complete each session will depend on the level of learner engagement and whether the class chooses to complete the provided Extension Activities.

This Uqalimaarummaq Reader offers learners an opportunity to develop ABE Social Studies skills in addition to the ABE English skills outlined in the other readers. The learning objectives listed at the beginning of each session are aligned with ABE curriculum outcomes in these two courses.

ABE Social Studies outcomes are grouped around a number of themes. These include:

- Geography
- Culture and History
- Politics and Government
- Economy
- Current Events

The themes listed above include many learning outcomes that can be taught using *Skraelings*. Additionally, this book assists learners in developing the critical skills of historical thinking (including the ability to think chronologically, as well as to comprehend, interpret, and analyze historical events from a number of points of view).

As most activities throughout the twelve sessions cover a number of ABE Social Studies and English outcomes, the instructor may use this resource to help learners work toward a portion of the final evaluation mark for these courses.

# Unit Description

This is a novel study consisting of twelve sessions focused on *Skraelings* by Rachel and Sean Qitsualik-Tinsley. Throughout the dynamic activities, the novel study explores the life of a young Inuit boy approximately one thousand years ago. The novel study addresses many complicated themes, including colonialism, wealth, power, and corruption, as Kannujaq unexpectedly finds himself among a Tuniit camp that has been ravaged by Vikings, or as the Tuniit refer to them, “the giants.” This novel study is focused upon the historical and cultural considerations that inform the fictional story.

Following along with the chapters of the book, learners will apply their learning in various reading, writing, and oral communication activities. Through discussion and short-answer activities, learners will address the main points of each chapter. In a series of comprehension and research activities, they will analyze the challenges and growth the characters experience and develop a deeper understanding of the history of Inuit, Tuniit, and Viking cultures and their interactions. Learners will be further encouraged to draw on their own life experiences and perspectives through journal reflections.

Learners will emerge from this unit with strengthened reading, writing, and oral communication skills, and a deeper understanding of history in the Arctic.

## Preparing to Teach This Unit

In order to enrich the teaching of this unit, it is recommended that instructors consider having the following ready:

- Maps (such as the In Those Days Map)
- Internet access for the students (online research is used)
- Atlases
- Flip charts
- White board and markers
- Magazines and newspapers
- Interesting artifacts (e.g., clothing, pictures, documents, tools, etc.)

Instructors are also recommended to consider the following, depending on their class:

- Contact elders and community members who might be willing to tell stories and teach on subjects they are familiar with.

- Create your own Extension Activities if learners are motivated to study any of the historical topics covered in these stories, such as inviting guest lecturers or conducting community research.
- Book computer time in advance for research activities and to take advantage of Online Enrichments, videos, and pictures.

## **Facilitating Class Discussions**

Many of the readings and activities used in this unit study depend on the instructor, as a facilitator of inquiry and discovery, to guide learners in developing their critical skills. Therefore, as you move through the sessions and activities, keep the following ideas in mind:

### **Historical thinking**

- How were the choices made by the characters in this book affected by the times they were living in?
- Do these kinds of events happen today? What has changed? What has not changed?
- What do we have in common with the people in this book?
- Does this book relate to any current events today? If so, which ones and how?

### **Leadership**

- What leadership skills and values are demonstrated through the actions of the characters in this book?
- Who are some of the leaders in Nunavut, and what values guide them?
- What are some ways power can be abused? How can power be used to help bring about good outcomes?

### **Economy**

- How can wealth inequality lead to cultural imbalances and abuses of power?
- How can wealth be applied wisely to benefit the greater population?

### **Biography**

- Why did the characters in this book make the personal choices they did?
- What motivated them?



### **Culture and history**

- How are traditional Inuit practices and perspectives described in this book?
- How is Inuit societal independence demonstrated to be changing in this book? How is this similar to or different from contemporary times?
- How was Inuit history changed by the events happening elsewhere in the world?
- How did Inuit influence other cultures? Does this alter the common historical perceptions of Inuit culture, and if so, how?
- What are some consequences of different cultures occupying the same place? How can different cultures live in harmony in the same place?
- How do the perspectives of authors and narrators affect a reader's perception of history and culture?
- How old is Inuit culture in the Eastern Arctic? Who inhabited the Arctic prior to the Inuit?

### **Identity and family**

- How does this fictional book demonstrate traditional Inuit values? Or, does this book make us look at Inuit history and identity differently?
- How are the guiding principles of Inuit Qaujimajatuqangit (IQ) portrayed in the book?



# Icon Descriptions



## Reading

Learners will read assigned passages using a variety of reading strategies.



## Vocabulary

Through organized activities, learners will review vocabulary from the assigned passages. They will learn definitions of these words and practice integrating them into written and oral communication.



## Oral Communication

Learners will discuss the readings and express what they have learned through oral language in open class discussions, small group work, and presentations.



## Listening

Learners will be asked to demonstrate effective listening strategies as they attend to verbal instructions, discussions, and presentations.



## Writing

Learners will develop their written communication skills through the following activities: sentence development, graphic organizers, journal writing, reflections, report writing, short answers, research, and creative writing tasks.



## Comprehension Activities

Learners will demonstrate their understanding of the assigned readings, themes, and topics through various discussion activities, group tasks, assignments, and presentations.



## Language Skills

Using organized activities, handouts, and examples from the text, learners will develop their language skills in a sequential progression.



## Reflection

Learners will reflect on the information learned throughout the lesson. In their reflections, they will form connections from the readings to the self, the community, and the world.



## Visual Depictions

Learners will express themselves visually by creating pictures, diagrams, and graphic organizers, demonstrating an understanding of text content and features.



## Viewing

Learners will examine and interpret a variety of forms of work (e.g., films, art, work created by peers, etc.) and respond to these elements in writing, oral presentations, and group discussions.



## Community Inclusion

Learners will extend the walls of the classroom, incorporating community perspectives and examples from their neighbourhood into the lesson. This will broaden their understanding and help them apply their learning to everyday experiences.



## Technology

Learners will use different forms of technology to broaden their learning, create assigned work, and demonstrate their understanding of the material at hand.



## Field Study

Learners will venture into the community to research and gain hands-on experience.



## Global Perspectives

Learners will look outside of their classroom and community to explore other cultures, beliefs, and important issues affecting the global community.



## Research Skills

Learners will perform a variety of research tasks developed in a sequential progression, encouraging them to build on and improve their research skills.



## Evaluation

At the conclusion of each unit, evaluation techniques will be suggested to allow instructors to informally assess learners' understanding and abilities.



## Handout

Handouts, which include exercises designed to enhance each unit, accompany many activities throughout the guide. These handouts are to be photocopied and handed out to learners, allowing them to practice and deepen their understanding of what they are learning.

# BOOK STUDY

## *Skraelings*

### SESSION 1

#### Objective

In this session, learners will:

- Use their prior knowledge to analyze text features and make predictions about what is going to happen in *Skraelings*
- Read Chapter One: Unknown Places
- Participate in active class discussions to support comprehension of the narrative
- Review Inuktitut terms used in the chapter
- Examine other names and spellings of “Tuniit”
- Participate in a comprehension activity comparing the nomadic lifestyle of Inuit to the settled lifestyle of Tuniit
- Write independent journal reflections based on a passage from the chapter
- Critically examine the contemporary representation of *inuksuit* (Extension Activity)
- Examine an ethnographic video on traditional Netsilik caribou hunting practices (Extension Activity)

#### Readings

- Chapter One: Unknown Places

## Handouts

- Handout 1: Predicting
- Handout 2: Nomadic versus Settled Lifestyle
- Handout 3: Other Names and Spellings of “Tuniit”



## Activity 1



## Writing



### Materials Required:



1. *Skraelings*
2. Chart paper and markers or white board and markers
3. Handout 1: Predicting (1 copy per learner)

### Predicting

- Introduce *Skraelings* by Rachel and Sean Qitsualik-Tinsley. Discuss that this book will be the focus of this unit of study. Ask if the learners have any prior knowledge of the book, its title, or the authors.
- Describe and discuss the concept of *predicting*: Effective readers always think ahead. They do this by asking questions and trying to predict what will happen in the text. *Predicting* is finding evidence or clues to gather information and make educated guesses as to what the story will be about. When predicting, readers use what they already know from experience as well as any new information they get from the book.
- As a class, examine the book: View the illustrations on the front cover and read the description on the back cover.
- Ask the learners to predict what the story will be about. Record point-form notes on the board or chart paper.
- Distribute **Handout 1: Predicting**.
- Learners will complete the handout individually or in pairs. On the handout, learners will look at the following text features:
  - o Title
  - o Author

- o Illustrator
  - o Front cover
  - o Back cover
  - o Illustrations
- On the handout, learners must make predictions using two of the text features and, in the box provided, make one main prediction.
  - Encourage the learners to share their predictions before concluding the discussion.

### Online Enrichment:

Invite learners to watch a *Skraelings* “book trailer”:  
<https://www.youtube.com/watch?v=7Tra1cvoENc>



## Activity 2



### Reading



#### Materials Required:



1. *Skraelings*

In this activity, learners will read the chapter, make and verify predictions, discuss their thoughts on the reading, and review words from the chapter.

#### Pre-reading:

- Ask the learners to open their books to the title page for Chapter One: Unknown Places.
- Based on the title and the illustration on page 4, ask the learners to make predictions about the chapter.

#### Reading:

- Individually, in pairs, or using the “read-aloud” technique, read the chapter.

**Instructor Note:**

In the “read-aloud” technique, learners will volunteer to read sections aloud. Encourage all learners to take turns.

**Instructor Note:**

Depending on your class, you may choose any of the above approaches.

**Post-reading:**

- In an open discussion, ask the learners to discuss their thoughts about the chapter.
- Reflect on the reading together and answer the following suggested questions:
  1. Which of my predictions were right?
  2. What information from the chapter tells me that I am correct?
  3. What were the main ideas communicated in the reading? Answers may include:
    - The comparison of the ancient Arctic lifestyle to the modern world
    - The comparison of two groups of Arctic inhabitants (Inuit and Tuniit)
    - The Arctic landscape
- Review the glossary words from this chapter to ensure understanding, use, and context:
  - *Nuna* (see page 2; glossary description page 84)
  - *Kannujaq* (see page 3; glossary description page 84)
  - *Inuksuit* (see page 5; glossary description pages 83–84)
  - *Tuniit* (see page 5; glossary description page 86)
- Ask the learners if they would like to review any other words that will assist them in understanding the story.





## Activity 3

### Oral Communication

#### Materials Required:

1. *Skraelings*

In this activity, learners will participate in an active class discussion regarding the chapter to ensure comprehension of the story.

- Facilitate a discussion based on the following suggested questions:
  1. At the beginning of the novel, what do we learn about Kannujaq? What gives him great joy?
  2. Why might you (the reader) think Kannujaq is lost?
  3. Is he lost? Explain.
  4. What examples does the book use to differentiate Kannujaq's world from modern society?
  5. Why would Kannujaq be scared of someone like you?
  6. What things about modern society would be difficult to explain to Kannujaq?
  7. What explanation does Kannujaq give for why no one can own the land?
  8. What does the name "Kannujaq" mean?
  9. How long ago did Kannujaq live?
  10. What did Kannujaq see that made him experience a shiver of dread? Why?
  11. Who were the Tuniit? What words are used to describe them?
  12. What did the Tuniit use the inuksuit for?
  13. The Tuniit generally lived in the same place all year round. How did Kannujaq and his people live?
  14. What animals did Kannujaq's people hunt along the coasts?

15. Who did Kannujaq travel with?
  16. What clues helped Kannujaq realize the people running at him were not his own people?
- Before concluding the discussion, answer any outstanding questions.



## Activity 4



### Comprehension



### Compare and Contrast

#### Materials Required:

1. *Skraelings*
2. Handout 2: Nomadic versus Settled Lifestyle (1 copy per learner)

In this activity, learners will examine the lifestyles of Inuit (nomadic) and Tuniit (settled) as described in the book.

- Say to the learners, “In the first chapter, we are introduced to the main character, Kannujaq. We are told that Kannujaq existed thousands of years ago and lived what is called a nomadic lifestyle, meaning he travelled the land, never settling in one spot.”
- Ask the learners to work in pairs. Together, they will review the chapter and write down five words that describe Kannujaq’s lifestyle. Some examples include: *hunter*, *explorer*, and *peaceful*.
- When the learners are finished, bring the class together and ask for volunteers to share their answers, while simultaneously making a list on the board or chart paper.
- Next, say to the learners, “In Chapter One, we also begin to learn about another group of people, known as Tuniit. Unlike Kannujaq and his people, the Tuniit appear to live not a nomadic lifestyle, but a settled lifestyle. This means they live together in groups all year round, without changing locations much as we live today.”
- Ask the learners to again work with their partners to go through the chapter and write down five words that describe this lifestyle.
- When the learners are finished, bring them together and create another list on the board.

- Distribute **Handout 2: Nomadic versus Settled Lifestyle**. Read through the handout with the learners and again ask them to work with their partners to fill in the Venn diagram. Encourage the learners to use the two lists made on the board to assist them.
- When the pairs have completed the handout, ask them if they found any similarities between the two lifestyles presented in Chapter One.
- Facilitate a discussion with the class about these lifestyles based upon the following suggested questions:
  1. Which lifestyle would you prefer? Why?
  2. What are some benefits of each type of lifestyle? What are some difficulties?
  3. Do you think it is possible to live a nomadic lifestyle today in the Arctic? Discuss.



## Activity 5



### The Many Names for Tuniit

#### Materials Required:

1. Handout 3: Other Names and Spellings of “Tuniit” (1 copy per learner)

In this activity, learners will explore the many terms and spellings that are used to identify and describe the Tuniit people.

- Distribute **Handout 3: Other Names and Spellings of “Tuniit.”**
- As a class, review these terms and spellings.



## Activity 6



### Reflection

#### Journal Response

#### Materials Required:

1. *Skraelings*
2. Journals

In this activity, learners will choose one statement from Chapter One and write a reflective response in their journals.

### **Instructor Note:**

Depending on your class, you could offer these as class discussion questions, or learners could be divided into three groups, with each group discussing one of the quotations.

- Invite the learners to choose ONE of the following:
  - a. “Unless you’re very lucky, you don’t know what quiet is. Real silence. Not the quiet you get when folks stop yammering. We’re talking about the silence of standing alone in the wide Arctic—on the great Land—where only the wind or an odd raven whispers from time to time, and the loudest sound is your own breath.” (page 2)
    - 1. Have you ever known this type of silence? Describe.
    - 2. Is this type of silence still possible to find? Discuss.
  - b. “Land as property would have made the young man and his relatives laugh...Humanity did not set limits on the Land. The Land set limits on humanity. It was the Land, including the sea that bordered it, that made demands on how all life existed.” (page 3)
    - 1. Discuss your thoughts on the idea of land as property. Can land be owned? Should it be owned? Why or why not?
    - 2. What are some advantages and disadvantages of land ownership?
  - c. “To this day [the Land] has that power, the ability to force the mind into a single point of attention. Visit it sometime. Find a place away from ‘progress.’” (page 3)
    - 1. What are the narrators saying about progress?
    - 2. Is all progress bad?
- When the learners have completed their responses, ask for volunteers to share their answers with the class.



## Extension Activity 1

### Critical Research: Inuksuit

- Using the descriptions in *Skraelings*, other books, online sources, and discussions with community members, examine the history and uses of inuksuit. Should we consider these Inuit innovations? How are inuksuit used today? Is their contemporary use as a symbol accurate and appropriate?



## Extension Activity 2



### Traditional Netsilik Caribou Hunting

- On page 5, the narrator discusses how inuksuit were used to hunt caribou. Watch the National Film Board (NFB) documentary *Netsilik Volume 2, At the Caribou Crossing Place: Part 2* and witness a similar traditional hunting technique used by Netsilik Inuit. Afterwards, facilitate a discussion with the class about the similarities between Netsilik hunting techniques and how the narrator of *Skraelings* describes Tuniit caribou hunting techniques.

### Instructor Note:

This video is available online on the NFB website: <http://goo.gl/5exOY1>

This video may also be available in your library.

Name: \_\_\_\_\_



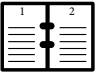
Handout 1

# Predicting

Generate predictions based on two of the following elements, writing point-form notes in the appropriate boxes. In the last box, use your clues to generate your main prediction.

Book Elements	Predictions
Title	
Front cover	
Back cover	
Illustrations	
Prior knowledge	
Main prediction	

Name: \_\_\_\_\_



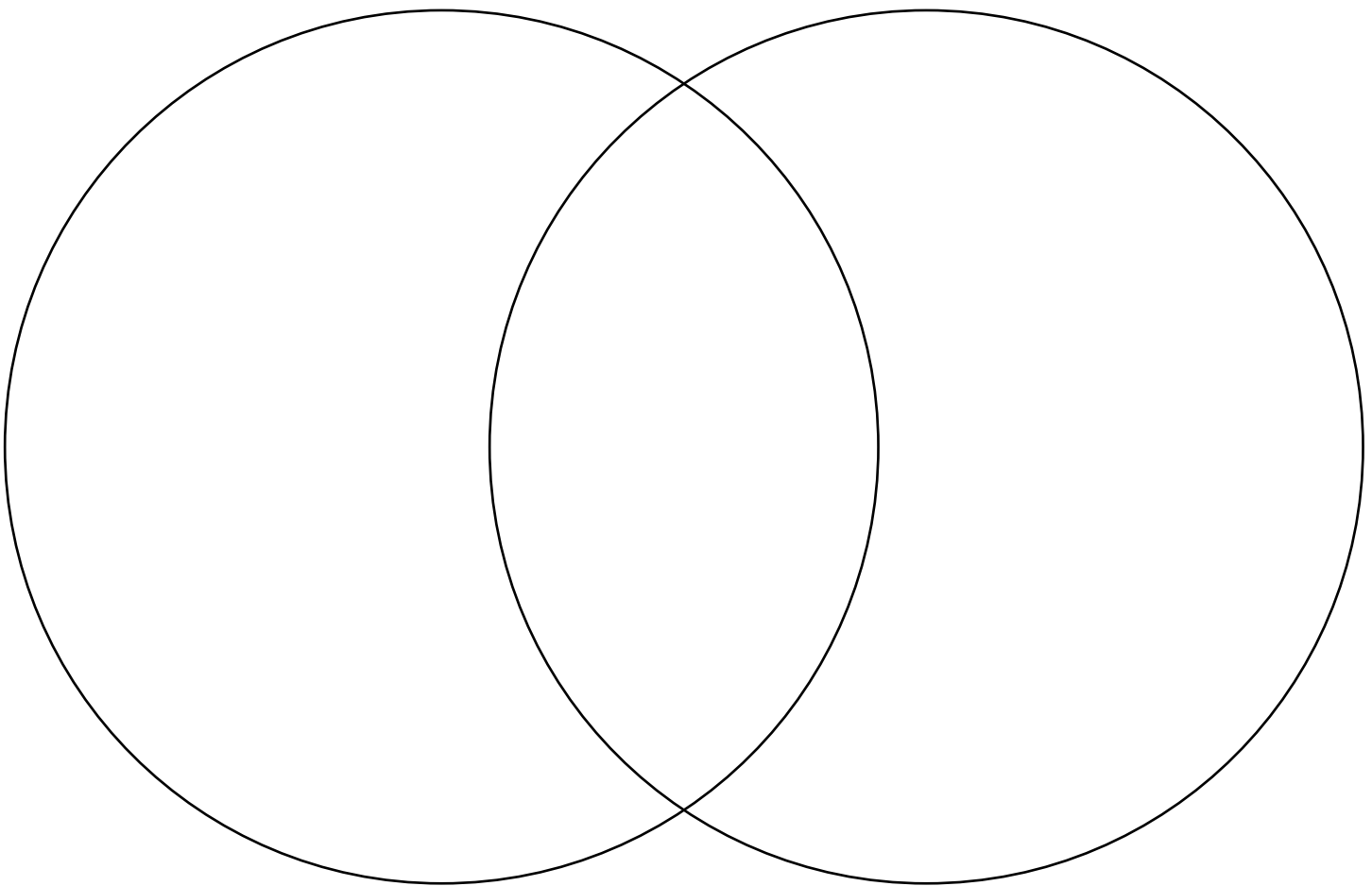
## Handout 2

# Nomadic versus Settled Lifestyle

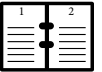
Fill in the Venn diagram below, comparing and contrasting the two lifestyles presented in the novel. Information in the overlapping area signifies similarities between the two lifestyles. Any information not in the overlapping areas is unique to that lifestyle only.

**NOMADIC**

**SETTLED**



Name: \_\_\_\_\_



### Handout 3

# Other Names and Spellings of “Tuniit”

There are numerous ways in which the “Tuniit” culture is spelled and described. Over time, reference to Tuniit in traditional stories, archaeological, ethnographic, and other scientific writings, and different translations has resulted in many spellings and names.

The following are spellings and terms that will be read throughout this novel study:

## Tunit

Used by ethnographer Knud Rasmussen in *Report on the 5th Thule Expedition: The Netsilik Eskimos, Social Life and Spiritual Culture* (1921–1924).

## Tornit

Used by anthropologist Franz Boas in *The Central Eskimo* (1888) and *The Eskimo of Baffin Land and Hudson Bay*, Part I and Part II (1901 & 1907).

## Tunnek

Used by Hinrich Rink in *Tales and Traditions of the Eskimo* (1875).

## Tunijjuat

Used by Nathan Qamaniq and Louis Tapardjuk in conversation (2001).

## Dorset (also Dorset Culture or Dorset Tradition)

Used by Canadian anthropologist Diamond Jenness after his analysis of artifacts from Cape Dorset that were different from Inuit artifacts (1925).

## Paleo-Eskimo (“Old Eskimo”)

Used often by scientists. The Paleo-Eskimos were people who inhabited the Arctic regions before Thule and Inuit people. The Tuniit were the last of the Paleo-Eskimo cultures, disappearing around 1500 AD.



BOOK STUDY  
*Skraelings*

SESSION 2

## Objective

In this session, learners will:

- Make predictions about Chapter Two: Place of Murder
- Read Chapter Two: Place of Murder
- Discuss the concept of “plot” and examine the plot developments of Chapter Two
- Read and discuss an Inuit elder’s interview regarding Tuniit
- Write independent journal responses based on issues in the chapter
- Explore other images and representations of Tuniit (Extension Activity)

## Readings

- Chapter Two: Place of Murder
- Handout 1: Inuit Knowledge of Tuniit

## Handouts

- Handout 1: Inuit Knowledge of Tuniit



## Activity 1



### Reading



#### Materials Required:



1. *Skraelings*

In this activity, learners will make and verify predictions, read the chapter and discuss their thoughts, and review words from the chapter.

#### Pre-reading:

- Ask the learners to open their books to the title page for Chapter Two: Place of Murder.
- Based on the title and the illustration on page 10, ask the learners to make predictions about the chapter.

#### Reading:

- Individually, in pairs, or using the “read-aloud” technique, read the chapter.

#### Post-reading:

- In an open discussion, ask the learners to discuss their thoughts on the chapter.
- Reflect on the reading together and answer the following suggested questions:
  1. Which of my predictions were right?
  2. What information from the chapter tells me that I am correct?
  3. What were the main points communicated in the reading?
- Ask the learners if they would like to review any words from the chapter that will assist them in understanding the story.



## Activity 2



### Comprehension



#### Materials Required:

1. *Skraelings*

In this activity, learners will participate in an active class discussion regarding the

chapter to ensure comprehension of the story.

- Facilitate a discussion based on the following suggested questions:
  1. At the beginning of the chapter, what did Kannujaq think the Tuniit people would do to him when they caught him?
  2. What did they do instead?
  3. Who did not run from Kannujaq?
  4. Describe the Tuniit.
  5. Describe the necklace given to Kannujaq by his grandmother. What was the necklace made of? What do we call this material today?
  6. Why do you think the boy was obsessed with the necklace?
  7. Why did the young Tuniit boy bring Kannujaq to his camp?
  8. What did Kannujaq see at the camp?
  9. What was Kannujaq's reaction? Did he want to leave or stay?
  10. Why did Kannujaq stay?
  11. What does this tell us about his character and personality?
- Before concluding the discussion, answer any outstanding questions.



### **Activity 3**

#### **Comprehension**

#### **Chapter Plot Summary**

##### **Materials Required:**

1. *Skraelings*
2. Prepared Chapter One plot summary

In this activity, learners will examine the meaning of “plot” and discuss the main events in the chapter.

- Ask the learners if anyone can explain “plot” to the class.
- Say to the learners, “The plot is the sequence of events or actions in a story. Because we are reading a novel, each chapter contains a chain of events that

eventually contributes to the main plot line of the entire novel. You can think of each chapter as a mini-story within the main story.”

- Discuss and review the plot from Chapter One on the board or with a prepared chart with the following information:
  - o Kannujaq is a young man from another time who is alone and travelling across a strange land.
  - o He experiences a shiver of dread when he spots inuksuit on distant ridges. He realizes these are the hunting grounds of the Tuniit.
  - o Kannujaq tries to avoid confronting the howling sounds of the Tuniit.
  - o With his dog team, he heads toward the smells of a camp, where there are several camp folk. There are no dogs there, which makes him uneasy.
  - o The figures at the camp do not greet him, but are running at him. They look nothing like Kannujaq.
- After reviewing the Chapter One plot summary, ask the learners to brainstorm some of the significant events in Chapter Two and record their answers on the board or chart paper.
- Discuss and clarify the events in Chapter Two as a class.
- Explain that the class will summarize the plot of each chapter throughout the novel study.



## Activity 4



### Learning More about the Tuniit



#### Materials Required:

1. Handout 1: Inuit Knowledge of Tuniit (1 copy per learner)

In this activity, learners will learn more about Tuniit from the knowledge of an Inuit elder.

- Distribute **Handout 1: Inuit Knowledge of Tuniit**.
- Before reading the interview, discuss with the learners that although *Skraelings* is a work of fiction, it is “historical fiction.” This means that although the plot is not a true story and characters are not historical figures,

the cultures described (Inuit, Tuniit, Vikings) are historical. Explain to the learners that stories of the Tuniit have been told for generations.

- Individually, in pairs, or as a class, read the handout.
- Afterwards, facilitate a discussion based upon the following suggested questions:
  1. According to the elder, what is the main evidence that Tuniit existed?
  2. Kannujaq is not sure Tuniit are human. Do the elder's stories suggest they are human?
  3. What are the main characteristics of Tuniit that the elder describes?
  4. Do you know any other stories or knowledge about Tuniit from elders or community members?



## Activity 5



### Journal Response

#### Materials Required:

1. *Skraelings*
2. Journals

In this activity, learners will choose one topic from Chapter Two and write a reflective response in their journals.

#### Instructor Note:

Depending on the class, these questions could also be offered as whole-group or small-group discussion questions.

1. How does the evidence of Tuniit culture challenge some common understandings of Inuit history? Are you surprised that Inuit have only been in the Eastern Arctic for eight hundred to one thousand years? Discuss.
2. In Chapter Two, Kannujaq is confused as to whether the Tuniit are “human” or not. His elders described them as “almost people,” and Kannujaq states, “But these aren’t people.” When the Tuniit are

weeping over their dead, the narrator describes it as “a too-human way” of mourning. Where do our ideas of different people come from? What can happen when people aren’t considered “human”?

- When the learners are finished writing in their journals, invite them to share their responses with the class.



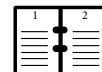
## Extension Activity



### Other Images of Tuniit

- Invite the learners to view other representations of Tuniit. Visit **<http://www.images.google.com>**. Enter “Tuniit” into the search bar to see different representations. Discuss the similarities or differences between these representations and how the book’s authors and illustrator depict Tuniit.

Name: \_\_\_\_\_



## Handout 1

# Inuit Knowledge of Tuniiit

**Please note that this interview was transcribed from an audio recording and has been kept in its original speech form. Although there has been some editing to assist the learners in accessing these interviews, there might remain some ungrammatical sentence structures.**

Interview with: Nathan Qamaniq  
Interviewed by: Louis Tapardjuk  
Interview date: March 22, 2001  
Translated by: Louis Tapardjuk  
Word Processed by: Louis Tapardjuk  
Processed date: March 23, 2001

### **Q. How much have you heard about Tunijjuat?**

**A.** I have not really heard about them. Though I have heard about them a bit, but have seen their tent rings. There are usually tent rings in the summer as you walk. They will not be on a rise but on lower places, then you can tell that these were the tent rings left by the Tunijjuat. You can tell by seeing their tent rings, because the bed is really short. That way you can tell. If it was an ordinary person, they would not have such a short bed. They usually have a bed and it is really short, and you can tell where the floor was, and you can see the stones that held the tent in place; these tent rings are quite identifiable as the bed is usually very short. If you saw the rings you are convinced that there such thing as Tunijjuat, because tent rings can be seen no matter how old they may be. I really have not heard about them. However, at Uglit, I have heard that on the bedrock, you can see indents where it is said that they had made when they banged on the rock with their rod. I personally have never seen any. It is said that there appears to be marks that were left by them. This was the time when Tunijjuat were being driven off, as they started out they banged on the rock making a dent. I am not sure if this is a legend or a true story. I am sure if you were to look for them, you should be able to find them.

### **Q. I suppose they were known to be very strong?**

**A.** It is said so, that they were really strong. Then I have heard a legend about them, when he plunged his harpoon into a walrus, he jerked it up banging walrus head to the ice, which killed it. I have heard a few stories about them, but not in details. However, it is a known fact that at one time there use to be Tunijjuat, because you can see the tent rings.

## BOOK STUDY

# *Skraelings*

## SESSION 3

### Objective

In this session, learners will:

- Make predictions about Chapter Three: Giants
- Read Chapter Three: Giants
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Review Inuktitut terms used in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Research Vikings and complete a historical inquiry
- Write a journal reflection on the consequences and possibilities when cultures merge in one place
- Research Viking ships and shipbuilding (Extension Activity)

### Readings

- Chapter Three: Giants
- Handout 1: The Vikings

### Handouts

- Handout 1: The Vikings
- Handout 2: Historical Inquiry: The Vikings





## Activity 1



### Reading



#### Materials Required:



1. *Skraelings*

In this activity, learners will make and verify predictions, read the chapter and discuss their thoughts, and review words from the chapter.

#### Pre-reading:

- Ask the learners to open their books to the title page for Chapter Three: Giants.
- Based on the title and the illustration on page 18, ask the learners to make predictions about the chapter.

#### Reading:

- Individually, in pairs, or using the “read-aloud” technique, read the chapter.

#### Post-reading:

- In an open discussion, ask the learners to discuss their thoughts on the chapter.
- Reflect on the reading together and answer the following suggested questions:
  1. Which of my predictions were right?
  2. What information from the chapter tells me that I am correct?
  3. What were the main points communicated in the reading?
- Review the glossary words from this chapter to ensure understanding, use, and context:
  - o *Umiaq* (see page 17; glossary description page 87)
  - o *Tuurngait* (see page 17; glossary description page 86)
  - o *Sila* (see page 17; glossary description pages 85–86)
  - o *Angakkuq* (see page 21; glossary description page 83)
- Ask the learners if they would like to review any other words from the chapter that will assist them in understanding the story.



## Activity 2



### Chapter Plot Summary



#### Materials Required:

1. *Skraelings*
2. Chart paper and markers or white board and markers

In this activity, learners will identify, discuss, and clarify the events in the chapter.

- In pairs or small groups, ask the learners to review the chapter and identify the important events.
- Once complete, the pairs or small groups will participate in a whole-class discussion, and the instructor or a learner will write the main events on chart paper or the board.
- Before concluding the activity, answer any outstanding questions and ensure the learners understand the main events in the book to date.



## Activity 3



### Oral Communication

#### Discussion Questions

#### Materials Required:

1. *Skraelings*

In this activity, learners will participate in an active class discussion regarding the chapter to ensure comprehension of the story.

- Facilitate a discussion based on the following suggested questions:
  1. Who did Kannujaq see on the beach? What did Kannujaq think they were? Describe their appearance.
  2. What did they travel on? How did Kannujaq describe it?
  3. Who is the leader of this group? What does Kannujaq call him?
  4. Why do the other “men” want to leave? Who wants to stay?
  5. Kannujaq realizes that these monstrous-looking creatures were really just \_\_\_\_\_ (fill in the blank).

6. What is the Glaring One's mask made out of?
  7. What makes Kannujaq think the Tuniit are really just humans? Why did he think they were half-human/half-animal?
  8. What is the young Tuniit boy? Why does Kannujaq think this?
- Before concluding the discussion, answer any outstanding questions.



## Activity 4



### Historical Inquiry: The Vikings



#### Materials Required:

1. Handout 1: The Vikings (1 copy per learner)
2. Handout 2: Historical Inquiry: The Vikings (1 copy per learner)
3. World map
4. Internet access (optional)

In this activity, learners will conduct further research on Vikings and complete a historical inquiry.

- Distribute **Handout 1: The Vikings**.
- Individually, in pairs, in small groups, or as a class, read the handout and examine the maps.
- Once complete, identify and clarify the Viking routes on a world map.
- Distribute **Handout 2: Historical Inquiry: The Vikings**.
- Review the activity and clarify any questions the learners have.
- Divide the learners into pairs or small groups to complete the inquiry.
- Once completed, ask the learners to share, compare, and clarify their findings.

### Instructor Note:

If it is appropriate for your class, invite the learners to expand their research to include other sources, including books, magazines, atlases, and online sources.

Suggested online sources include:

- <http://en.wikipedia.org/wiki/Vikings> (Wikipedia)
- <http://goo.gl/9JDUwy> (Jorvik Viking Centre, “Who Were the Vikings?”)
- <http://goo.gl/VwNaz> (NOVA, “Who Were the Vikings?”)
- <http://goo.gl/LbbKqo> (National Geographic, “Did the Vikings Get a Bum Rap?”)

### Instructor Note:

There are many documentaries on the history of the Vikings that would enrich this novel study. Check with your library to see if any are available.

Suggestions include:

- *The Vikings* (PBS NOVA documentary). This 120-minute documentary is a comprehensive presentation of Viking history in North America, the Arctic, and Europe. If you do not wish to view the entire documentary, you may choose to only show the segments on the Viking voyages to Greenland, the Arctic, and Newfoundland.
- *The Vikings: Who Were They?* (41:42): <http://goo.gl/h9luE9>. This 41-minute documentary mixes dramatic re-creations and interviews with expert commentary to describe how the Vikings moved rapidly from their Scandinavian homelands to parts of Europe and North America with the aid of their advanced longships. The documentary also describes how Norse Viking clans in Greenland converted to Christianity, traces the eventual downfall of the Vikings, and discusses their legacy.



## Activity 5



## Journal Response

### Materials Required:

1. Journals

In this activity, learners will reflect in their journals upon the potential consequences and possibilities when different cultures occupy the same place.

- Remind the learners that now there are *three* separate groups in the story: Inuit, Tuniit, and Vikings. Ask them to answer the following suggested questions in their journals:
  1. What do you predict might happen?
  2. Discuss what can happen when different groups of people come together in one place.
  3. What are some advantages and disadvantages of different cultures sharing one place?
  4. What are some factors that would help different cultures succeed together?
- When learners are finished writing in their journals, invite them to share their responses with the class.



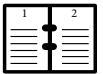
## Extension Activity



### Research Viking Ships

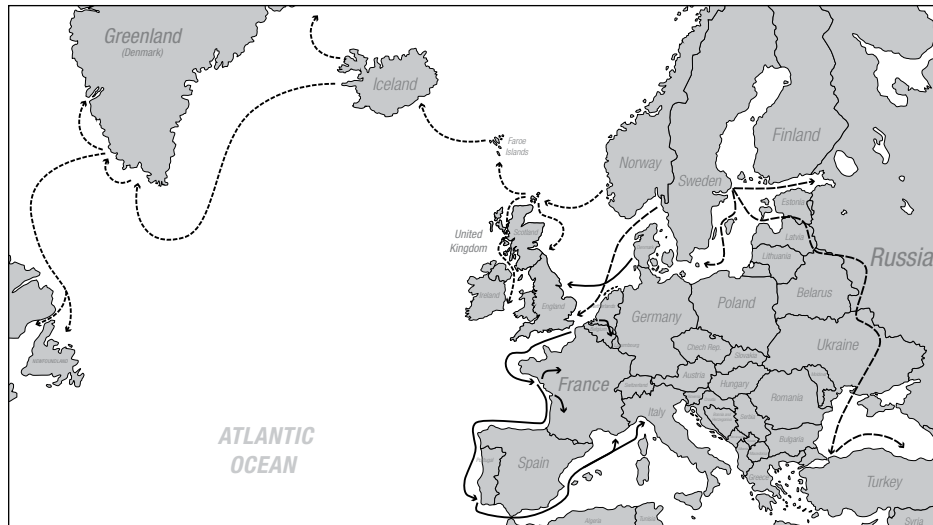
- Kannujaq describes a Viking longship as a “giant loon” (page 17). Viking shipbuilding was highly advanced and innovative for its time, and was a main technology that enabled Vikings to voyage to so many territories.
- Using online sources, invite the learners to learn more about Viking ships.
- Suggested sources:
  - o Viking Ships: [http://en.wikipedia.org/wiki/Viking\\_ships](http://en.wikipedia.org/wiki/Viking_ships)
  - o Viking Age Shipbuilding: <http://goo.gl/FJkrZ8>
  - o Building a Viking Ship (video) (6:30): <http://goo.gl/Fj6BtD>
  - o *The Construction of a Viking Dragon Ship* (video) (10:14): <http://goo.gl/O2Gkhj>

Name: \_\_\_\_\_



## Handout 1

# The Vikings

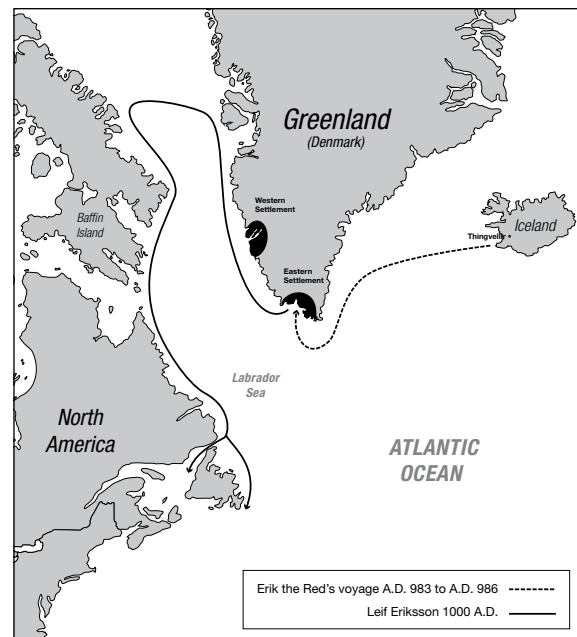


The Vikings came from the area we know as Scandinavia, which includes the nations of Denmark, Sweden, and Norway. In the time of the Vikings, Scandinavia was a self-sustaining agricultural society that produced its own iron goods and conducted some

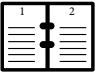
minor trading. Research evidence suggests that a rapid growth in the population created so much pressure on the limited amount of land that the people turned to the sea as raiders. The word *Viking* comes from the Scandinavian term *A-Viking*, which means to go on a raid. The Scandinavians who did not go A-Viking (which was most of them) were farmers, fishers, or traders.

History often describes the Vikings as the fiercest, most brutal of all the barbarian groups of invaders. They are known for conducting surprise raids. However, the Vikings developed the technology to build the fastest and most manoeuvrable seaworthy vessels in the world. These ships are known as longships. In *Skrælings*, Kannujaq describes the longship as looking like a loon.

The expeditions of the Vikings between the eighth and twelfth centuries took them to many places in the Western world. They settled in Greenland and travelled to eastern Baffin Island, Labrador, and Newfoundland. The Vikings had a long-lasting impact on cultures and language. For instance, many English words can be traced to the Viking presence in England, and the existence of Russia can be traced back to the Vikings.



Name: \_\_\_\_\_



## Handout 1

# The Vikings

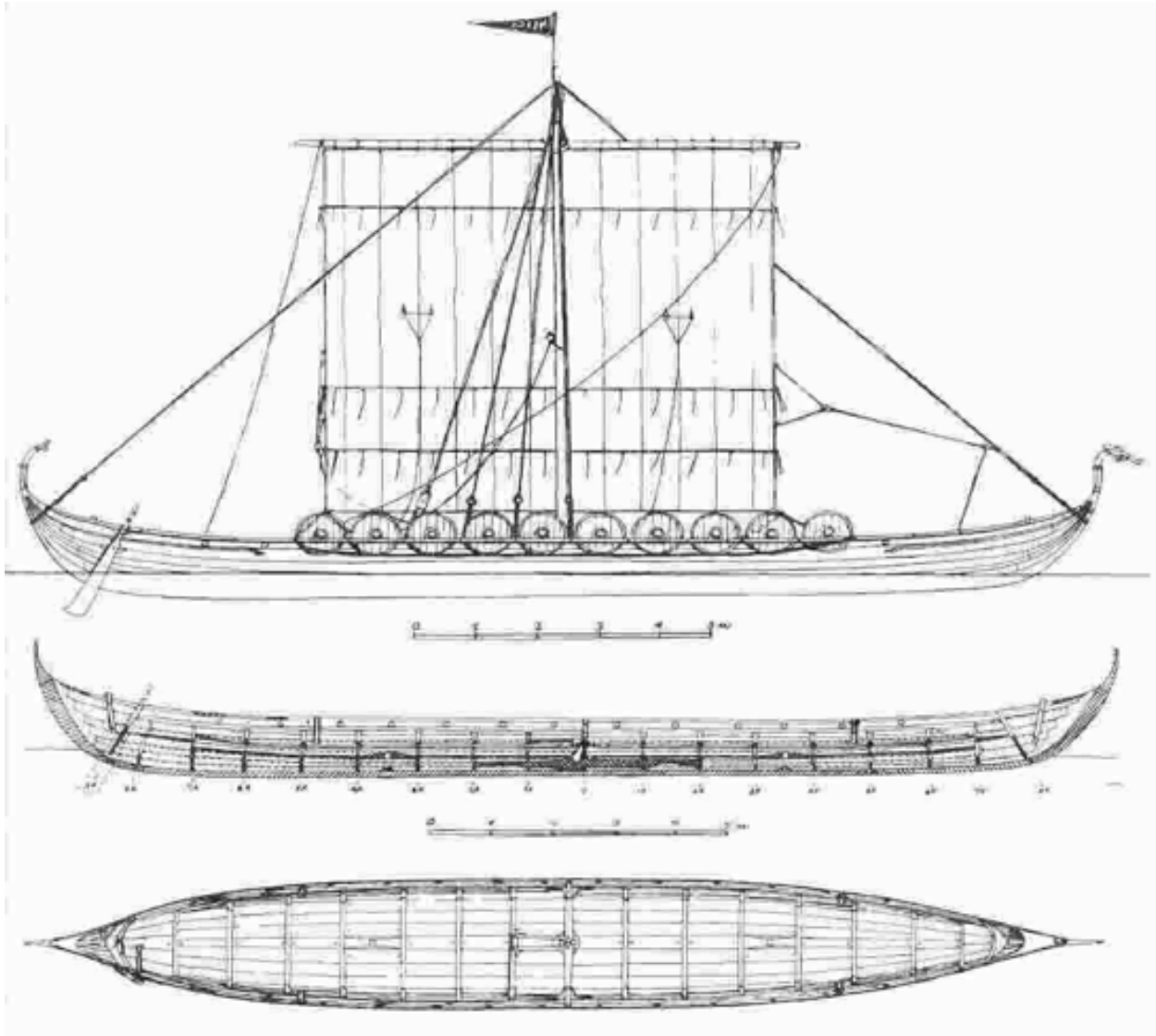


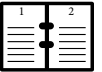
Image Sources:

<http://royalsocietypublishing.org>

<http://www.theoccidentalobserver.net>

<http://sjolander.com>

Name: \_\_\_\_\_



Handout 2

# Historical Inquiry: The Vikings

Inquiry	Check when completed (✓)	Evidence
What?		What does the word “Viking” mean?
Why?		Why did Vikings travel beyond their homelands?
Where?		Where did they come from?
		Where did they explore?
When?		When were the Viking expeditions?
Who?		Who were the Vikings?
How?		How did the Vikings travel?
		How have they influenced history and cultures?
		How has history described the Vikings?



# BOOK STUDY

## *Skraelings*

### SESSION 4

#### Objective

In this session, learners will:

- Make predictions about Chapter Four: The Unseen World
- Read Chapter Four: The Unseen World
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Review Inuktitut terms used in the chapter
- Read about the shaman Aua and discuss shamanism in Inuit culture and history
- Complete journal responses based on selected passages from the chapter
- Invite a local elder to speak about shamanism (Extension Activity)

#### Readings

- Chapter Four: The Unseen World
- Handout 1: A Shaman Is Born

#### Handouts

- Handout 1: A Shaman Is Born



## Activity 1



### Reading



#### Materials Required:



1. *Skraelings*

In this activity, learners will read the chapter, make and verify predictions, discuss their thoughts, and review words from the chapter.

#### Pre-reading:

- Ask the learners to open their books to the title page for Chapter Four: The Unseen World.
- Based on the title, ask the learners to make predictions about the chapter.

#### Reading:

- Individually, in pairs, or using the “read-aloud” technique, read the chapter.

#### Post-reading:

- In an open discussion, ask the learners to discuss their thoughts on the chapter.
- Reflect on the reading together and answer the following suggested questions:
  1. Which of my predictions were right?
  2. What information from the chapter tells me that I am correct?
  3. What were the main points communicated in the reading?
- Review the glossary words from this chapter to ensure understanding, use, and context:
  - o *Nunaup Sanngininga* (see page 23; glossary description page 85)
  - o *Qulliit* (see page 25; glossary description page 85)
- Ask the learners if they would like to review any other words that will assist them in understanding the story.



## Activity 2



### Chapter Plot Summary



#### Materials Required

1. *Skraelings*
2. Chart paper and markers or white board and markers

In this activity, learners will identify, discuss, and clarify the events in the chapter.

- In pairs or small groups, the learners will review the chapter and identify the important events.
- Once complete, the pairs or small groups will participate in a whole-class discussion and the instructor or a learner will write the main events on chart paper or the board.
- Before concluding the activity, answer any outstanding questions and ensure the learners understand the main events of the book to date.



## Activity 3



### Oral Communication

#### Discussion Questions

#### Materials Required:

1. *Skraelings*

In this activity, learners will participate in an active class discussion regarding the chapter to ensure comprehension of the story.

- Facilitate a discussion based on the following suggested questions:
  1. What is the boy's name? What does it mean, and why was he named that?
  2. Why were shamans often feared?
  3. List three things you learned about shamans throughout this chapter.
  4. Describe the aftermath of the attack on the Tuniit camp.
  5. Where does Siku take Kannujaq?

6. Does Kannujaq think he can help Siku and the Tuniit village?
  7. Do you think Kannujaq can help? Explain.
  8. What did the fire do to Kannujaq?
  9. Why do we think Siku made him breathe in the smoke?
  10. Discuss three more facts that you learned about shamans.
- Before concluding the discussion, answer any outstanding questions.



## Activity 4



### Exploring Shamanism



#### Materials Required:

1. Handout 1: A Shaman Is Born (1 copy per learner)

In this activity, learners will explore shamanism by reading the story of an Inuit shaman named Aua.

- Ask the learners about their prior knowledge and understandings of shamans and shamanism.
- Distribute **Handout 1: A Shaman Is Born**.
- Individually, in pairs, or as a class, read the handout.
- Afterwards, facilitate a discussion based upon the following suggested questions:
  1. What was the role of a shaman in a community?
  2. How did one become a shaman?
  3. What are taboos? What was their role in traditional Inuit culture?
  4. How is shamanism viewed in contemporary Inuit culture?

#### Online Enrichment:

The life story of an Inuit shaman:

**<https://www.youtube.com/watch?v=Kxdqjn1sFM8>**

This is a re-enactment scene from *The Journals of Knud Rasmussen*. This is also available on Isuma TV.



## Activity 5



### Journal Response

#### Materials Required:

1. Journals

In this activity, learners will choose ONE passage from the chapter and write a journal response.

- a. On page 23 the narrators say: "...and different people were usually important."
  1. Do you agree with this statement? Why or why not?
  2. What do you think the narrators mean by this?
  3. What does it mean to be "important"?
- b. *Nunaup Sanngininga* is defined as "the Strength of the Land, which ran like unseen rivers through the normal world" (page 23).
  1. What does this term mean to you?
  2. Have you ever experienced this Strength? If so, describe.
  3. What do you feel is the importance of the Land in Inuit culture?



### Extension Activity



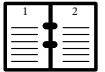
#### Guest Speaker



- Invite an elder to the class to speak about shamans and shamanism in Inuit history and culture.
- Ask the learners to prepare questions in advance based upon their learning in this session. Some suggested questions include:
  1. How did one become a shaman?
  2. How has shamanism influenced contemporary Inuit culture?
  3. What happened to shamanism? Does it still exist anywhere? Does it have a function in contemporary Inuit society?
  4. What happened to the system of taboos? Do taboos still exist in Inuit culture? If so, how?

5. In *Skraelings*, the young shaman Siku burns “mystery stuff” that relaxes Kannujaq’s muscles and makes him want to talk. What special plants and materials did shamans use?
6. What are amulets? How did shamans use them?

Name: \_\_\_\_\_



## Handout 1

# A Shaman Is Born

Taissumani, Oct. 9, 2009

## A Shaman Is Born—The Birth of Aua

### NUNATSIAQ NEWS

The ethnographer and explorer Knud Rasmussen wrote much about what he had learned of shamanism among the Inuit of Foxe Basin in the early 1920s.

He noted that a long period of training was required for a good shaman. Indeed some parents, knowing that their as-yet unborn child was destined to be a shaman, “set all things in order beforehand by laying upon themselves a strict and onerous taboo.”

Such a child, fore-ordained to be a shaman, was Aua. Here is his own story, reproduced from Rasmussen’s “Intellectual Culture of the Iglulik Eskimos.”

“I was yet but a tiny unborn infant in my mother’s womb when anxious folk began to enquire sympathetically about me; all the children my mother had had before had lain crosswise and been stillborn. As soon as my mother now perceived that she was with child, the child that one day was to be me, she spoke thus to her house-fellows:

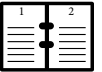
“‘Now I have again that within me which will turn out no real human being.’

“All were very sorry for her, and a woman named Aardjuaq, who was a shaman herself, called up her spirits that same evening to help my mother. And the very next morning it could be felt that I had grown, but it did me no good at the time, for Aardjuaq had forgotten that she must do no work the day after a spirit-calling, and had mended a hole in a mitten. This breach of taboo at once had its effect on me. My mother felt the birth-pangs coming on before the time, and I kicked and struggled as if trying to work my way out through her side. A new spirit-calling then took place, and as all precepts were duly observed this time, it helped both my mother and myself.

“But then one day it happened that my father, who was going out on a journey to hunt, was angry and impatient, and in order to calm him, my mother went to help him harness the dogs to the sledge. She forgot that in her condition, all work was taboo. And so, hardly had she picked up the traces and lifted one dog’s paw before I began again kicking and struggling and trying to get out through her navel; and again we had to have a shaman to help us.

“Old people now assured my mother that my great sensitiveness to any breach of taboo was a sign that I should live to become a great shaman; but at the same time, many dangers and misfortunes would pursue me before I was born.

Name: \_\_\_\_\_



## Handout 1

# A Shaman is Born (page 2 of 2)

“My father had got a walrus with its unborn young one, and when he began cutting it out, without reflecting that my mother was with child, I again fell to struggling within the womb, and this time in earnest. But the moment I was born, all life left me, and I lay there dead as a stone. The cord was twisted round my neck and had strangled me. Aardjuaq, who lived in another village, was at once sent for, and a special hut was built for my mother. When Aardjuaq came and saw me with my eyes sticking right out of my head, she wiped my mother’s blood from my body with the skin of a raven, and made a little jacket for me of the same skin.

“‘He is born to die, but he shall live,’ she said.

“And so Aardjuaq stayed with my mother, until I showed signs of life. Mother was put on a very strict diet, and had to observe difficult rules of taboo. If she had eaten part of a walrus, for instance, then that walrus was taboo to all others; the same with seal and caribou. She had to have special pots, from which no one else was allowed to eat. No woman was allowed to visit her, but men might do so. My clothes were made after a particular fashion; the hair of the skins must never lie pointing upwards or down, but fall athwart the body. Thus I lived in the birth-hut, unconscious of all the care that was being taken with me.”

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## BOOK STUDY

# *Skraelings*

## SESSION 5

### Objective

In this session, learners will:

- Make predictions about Chapter Five: Under a Gentle Tide
- Read Chapter Five: Under a Gentle Tide
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Review Inuktitut terms used in the chapter
- Discuss the concept of “power” and its potential uses and abuses
- Examine the history of the encounters among Inuit, Tuniit, and Vikings
- Write independent journal reflections on their impressions and thoughts on the book to date
- Examine recent scientific findings regarding Tuniit and their encounters with Inuit and Vikings (Extension Activity)

### Readings

- Chapter Five: Under a Gentle Tide
- Handout 1: A Short History of Tuniit, Inuit, and Viking Encounters

### Handouts

- Handout 1: A Short History of Tuniit, Inuit, and Viking Encounters



## Activity 1



### Reading



#### Materials Required:



1. *Skraelings*

In this activity, learners will make and verify predictions, read the chapter and discuss their thoughts, and review Inuktitut terms used in the chapter.

#### Pre-reading:

- Ask the learners to open their books to the title page for Chapter Five: Under a Gentle Tide.
- Based on the title, ask the learners to make predictions about the chapter.

#### Reading:

- Individually, in pairs, or using the “read-aloud” technique, read the chapter.

#### Post-reading:

- In an open discussion, ask the learners to discuss their thoughts on the chapter.
- Reflect on the reading together and answer the following suggested questions:
  1. Which of my predictions were right?
  2. What information from the chapter tells me that I am correct?
  3. What were the main points communicated in the reading?
- Review the glossary words from this chapter to ensure understanding, use, and context:
  - o *Angula* (see page 28; glossary description page 83)
  - o *Isuma* (see page 31; glossary description page 84)
- Ask the learners if they would like to review any other words from the chapter that will assist them in understanding the story.



## Activity 2



### Chapter Plot Summary



#### Materials Required:

1. *Skraelings*
2. Chart paper and markers or white board and markers

In this activity, learners will identify, discuss, and clarify the events in the chapter.

- In pairs or small groups, ask the learners to review the chapter and identify the important events.
- Once complete, the pairs or small groups will participate in a whole-class discussion and the instructor or a learner will write the main events on chart paper or the board.
- Before concluding the activity, answer any outstanding questions and ensure the learners understand the main events of the book to date.



## Activity 3



### Oral Communication

#### Discussion Questions

#### Materials Required:

1. *Skraelings*

In this activity, learners will participate in an active class discussion regarding the chapter to ensure comprehension of the story.

- Facilitate a discussion based on the following suggested questions:
  1. Who did the giant-men kill first when they attacked the Tuniit camps?
  2. Who didn't they kill?
  3. How did the giant-men get the name *Siarail*?
  4. The giant-men do not attack in the winter. Why is that?
  5. What does this tell us about where they come from?
  6. Why does Siku think they are being attacked?

7. Who is Angula?
  8. What does Siku tell Kannujaq about Angula, and how does Angula place himself in a position of power?
  9. It appeared that Angula wanted to be seen as a \_\_\_\_\_ (fill in the blank).
  10. What does Siku say was Angula's last bit of madness?
  11. Why did Kannujaq think the giant-men were attacking the Tuniit people?
  12. Why was Kannujaq fascinated with the knife Siku showed him?
  13. Does Kannujaq believe everything Siku is telling him? Explain your answer.
- Before concluding the discussion, answer any outstanding questions.



## Activity 4



### Group Discussion: "Power"

#### Materials Required:

1. *Skraelings*

In this activity, learners will discuss the concept of "power" as introduced by the story.

- On page 30, the narrator states: "It seemed that Angula, the Tuniq boss whom Siku portrayed as such a villain, had become mad with the idea of power."
- Facilitate a class discussion about power based upon the following suggested questions:
  1. Can power drive someone to madness? How?
  2. Do all forms of power lead to madness and corruption?
  3. How can power be used for good?
  4. What are some responsibilities of a person in a position of power?
  5. What are some consequences of complying with power?
  6. What are some advantages of complying with power?

7. What are some consequences of resisting power?
8. What are some advantages of resisting power?

**Instructor Note:**

Depending on the class, these questions could be offered as a journal reflection.

**Activity 5****History of Tuniit, Inuit, and Viking Encounters****Materials Required:**

1. Handout 1: A Short History of Tuniit, Inuit, and Viking Encounters (1 copy per learner)
2. World map

In this activity, learners will examine the historical encounters between Inuit, Tuniit, and Vikings.

**Instructor Note:**

For this activity, you will need a large map of the world in order to describe the movement of the different Arctic inhabitants throughout the years.

## Online Enrichment:

In addition to the included handout, there are many online sources that will enrich understanding of the history of Inuit, Tuniit, and Viking encounters.

Suggested sources include:

- <http://goo.gl/U5uJzB> (Wikipedia): This page describes the Dorset culture—its discovery, history, technology, and interaction with Inuit. The page also includes maps of the decline of the Dorset culture.
- <http://goo.gl/icuiUs> (Canadian Museum of History): This page describes the disappearance of Dorset culture. It includes maps, artifacts, and short excerpts from Inuit descriptions of Tuniit. The arrows at the bottom will allow for further exploration of Dorset culture.
- <http://goo.gl/4rui6a> (Northern News Services): This article, entitled “The Arctic before Inuit,” describes an archaeological site in Kimmirut that is finding evidence of Tuniit culture. It describes how archaeologists have found artifacts suggesting that Tuniit and Vikings traded with each other.

- Distribute **Handout 1: A Short History of Tuniit, Inuit, and Viking Encounters**.
- Individually, in pairs, or as a class, read the handout and examine the map.
- On the world map, review and clarify the movements of Tuniit, Inuit, and Vikings.
- Initiate a class discussion based on the following questions:
  1. Which group was most effective in inhabiting the Arctic?
    - Answer: Inuit (Thule)
  2. Despite the advanced technology of the Vikings, what might explain the fact that they did not flourish in the Arctic? Possible answers include:
    - The harshness of the land
    - A lack of resources to exploit
    - A shift in their expeditions to other areas of the world
  3. What are some possible reasons for the disappearance of the Tuniit? Possible answers include:

- Disease
- Killed off by enemies
- Their population receded due to pressure from other peoples



## Activity 6



### Reflection

#### Journal Response

##### Materials Required:

1. *Skraelings*
2. Journals

In this activity, learners will share their thoughts on the book to the end of Chapter Five and make predictions as to where the story will go.

- In their journals, ask the learners to write a one-page diary entry. In their diary entry, ask them to discuss the first five chapters.
- Explain that this will help prepare them for a book review activity in Session 12.
- In their journals, the learners should answer the following questions:
  1. What do they think about the book up until this point?
  2. Are they surprised at any of the events that have taken place?
  3. What are their feelings toward the main characters?
  4. Would they act the same way as Kannujaq if faced with a similar situation?
  5. Have they learned anything that they didn't know before?
  6. What do they think will happen next?
  7. How do they think the book will end?
- When the learners are finished, ask for volunteers to share their responses with the class.



## Extension Activity



### Recent Scientific Findings



- Invite the learners to read the following articles about recent scientific findings regarding Tuniit and their encounters with Inuit and Vikings:
  1. *National Geographic*: “Ancient DNA Sheds New Light on Arctic’s Earliest People” (August 2014): <http://goo.gl/uvlLU>s
  2. *Northern News Services*: “Inuit Stories of the Tuniit Backed Up by Science” (April 2010): <http://goo.gl/SwMu6i>
  3. *Toronto Star*: “When Science Meets Oral Aboriginal History” (August 2014): <http://goo.gl/wVkZBE>
- Afterwards, facilitate a discussion on the topic of Inuit stories. Can traditional stories be considered “science”? Why does it take so long for science to confirm Inuit knowledge?

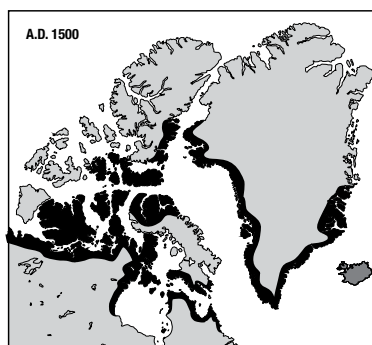
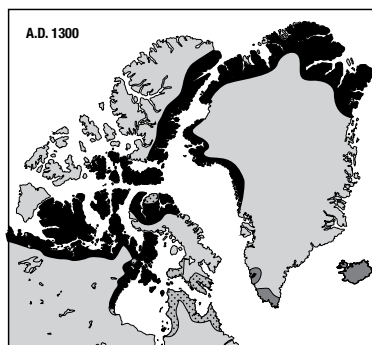
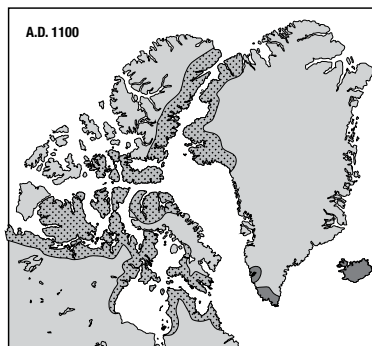
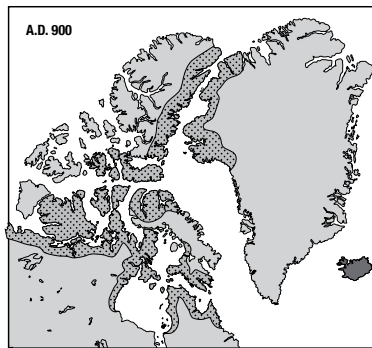
### Instructor Note:

To assist the learners in understanding these articles, it is suggested that instructors prepare a summary of each article in advance, accompanied with leading questions.



## Handout 1

# A Short History of Tuniit, Inuit, and Viking Encounters



The story we are reading takes place in the Canadian Arctic, which we now know as Canada's three territories: the Yukon, the Northwest Territories, and Nunavut. As we are discovering, *Skraelings* is a fictional story about the interaction of three different groups, who, for only a short time, inhabited parts of the Canadian Arctic together. These three groups were Tuniit (Dorset), Inuit (Thule), and Vikings (Norse).

The Tuniit people were the first to arrive and inhabit the Canadian Arctic, starting approximately five thousand years ago. In fact, these inhabitants were the first people to arrive in what is now Nunavut.

The Tuniit came from Alaska and quickly spread across the Western Arctic, Nunavut, and down the coasts of Greenland and Labrador. The earliest Tuniit people brought two very important things with them that allowed them to quickly occupy Arctic North America: the bow and arrow, and finely tailored skin clothing, similar to what is still used in the Arctic today.

In fact, until approximately one thousand years ago, Tuniit were the sole occupants of most of Arctic Canada. The history of Inuit (the next inhabitants) can be traced to a very different part of the Arctic world.

The Inuit arrived from the southern Bering Sea or the North Pacific. The earliest Inuit inhabitants are referred to as the Thule culture.

Around 1000 AD, the Norse, also called Vikings, sailed to Greenland and made history by becoming the first Europeans to establish settlements in the New World. The Icelandic Sagas and archaeological remains indicate that the Norse in North America and Greenland, from the beginning of their settlements to their demise in the fourteenth century, had varied relationships with Indigenous groups, whom they called *skraeling*.

Map Source: Wikipedia

# BOOK STUDY

## *Skraelings*

### SESSION 6

#### Objective

In this session, learners will:

- Make predictions about Chapter Six: The Great Angula
- Read Chapter Six: The Great Angula
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Examine and discuss references to Tuniit related by anthropologist Franz Boas
- Write independent journal responses based on selected passages from the chapter
- Research the history, cultural role, and controversy regarding *Qimmiq* (Inuit sled dogs) (Extension Activity)

#### Readings

- Chapter Six: The Great Angula
- Handout 1: Stories of Tuniit

#### Handouts

- Handout 1: Stories of Tuniit



## Activity 1



### Reading



#### Materials Required:



1. *Skraelings*

In this activity, learners will make and verify predictions, read the chapter and discuss their thoughts, and review words from the chapter.

#### Pre-reading:

- Ask the learners to open their books to the title page for Chapter Six: The Great Angula.
- Based on the title and the previous reading, ask the learners to make predictions about the chapter.

#### Reading:

- Individually, in pairs, or using the “read-aloud” technique, read the chapter.

#### Post-reading:

- In an open discussion, ask the learners to discuss their thoughts on the chapter.
- Reflect on the reading together and answer the following suggested questions:
  1. Which of my predictions were right?
  2. What information from the chapter tells me that I am correct?
  3. What were the main points communicated in the reading?
- Ask the learners if they would like to review any words that will assist them in understanding the story.



## Activity 2



### Chapter Plot Summary



#### Materials Required:

1. *Skraelings*
2. Chart paper and markers or white board and markers

In this activity, learners will identify, discuss, and clarify the events in the chapter.

- In pairs or small groups, the learners will review the chapter and identify the important events.
- Once complete, the pairs or small groups will participate in a whole-class discussion, and the instructor or a learner will write the main events on chart paper or the board.
- Before concluding the activity, answer any outstanding questions and ensure the learners understand the main events of the book to date.



### Activity 3

#### Oral Communication

#### Discussion Questions

#### Materials Required:

1. *Skraelings*

In this activity, learners will participate in an active class discussion regarding the chapter to ensure comprehension of the story.

- Facilitate a discussion based on the following suggested questions:
  1. What material was the knife Siku had made of?
  2. Where did Siku say he got the knife?
  3. Where does Kannujaq think he got the knife?
  4. What is your first impression of Angula? What words would you use to describe him?
  5. Would you describe Angula as a bully? Why?
  6. What lie does Angula tell the Tuniit about the cause of the most current raid by the giants?
  7. What is a shaman's helper?
  8. Why does Siku think it is Kannujaq who is meant to drive away the giant-men?
  9. What does Angula do that shocks all of the onlookers?

10. What does he blame his actions on?
  11. Why does Kannujaq leave?
  12. How does he feel about leaving? How do you think Siku feels?
- Before concluding the discussion, answer any outstanding questions.



## Activity 4



### Stories of Tuniit



#### Materials Required:



1. Handout 1: Stories of Tuniit (1 copy per learner)

In this activity, learners will learn more about Tuniit from the anthropological descriptions of Franz Boas and traditional Inuit stories.

- Discuss how Angula is the main Tuniit character in the story. This chapter presents the first description of the interaction between Angula and Kannujaq—Tuniit and Inuit.
- Distribute **Handout 1: Stories of Tuniit**.
- Individually, in pairs, in small groups, or as a class, read the handout.
- Afterwards, facilitate a discussion based upon the following suggested questions:
  1. How are Tuniit portrayed in these stories? Possible answers include:
    - Strong
    - Violent and murderous
    - Skilful with the spear
  2. How is this different from other stories and descriptions of Tuniit?
    - Answer: In other stories, they are often described as shy, timid, fearful, and non-violent.
  3. What is the relationship between Inuit (Eskimos) and Tuniit in these stories?
    - Answer: Tense and violent

4. How are these stories similar to the descriptions in the book? How are they different?
5. What is the meaning of the word *Eskimo*? Who was considered “Eskimo”? How and when was it used? Is it still used? If so, where?



## Activity 5



### Journal Response

#### Materials Required:

1. *Skraelings*
2. Journals

In this activity, learners will choose ONE topic to reflect upon from this chapter and write a response in their journals.

- a. On page 35, Angula says angrily: “A dogsledder comes among us to steal! ... It is bad enough that their dogsledding kind always soil our traditional lands! But now the trespassers steal from us!”
  1. Do you think that Angula was justified in his anger? Why or why not?
  2. Do you think that Kannujaq’s presence poses a threat to the Tuniit? Why or why not?
  3. Although Angula is described as “mad with power,” does he have a duty to protect the Tuniit?
  4. What are some reasonable responses to strangers entering new lands?
- b. On page 39, Kannujaq thinks to himself: “I’m not a bad person for leaving them.”
  1. Do you think Kannujaq has a responsibility to assist the Tuniit? Why or why not?
  2. How far should a person (or culture) go to help others? Are there limits? What are the limits to helping others?
  3. Can one culture help another culture? Discuss.



## Extension Activity



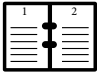
### Research Qimmiq (Inuit Sled Dogs)

- Throughout Chapter Six, Angula regularly refers to Kannujaq as “a dogsledder,” and in Chapter Seven, Kannujaq will describe how he treasures his dogs.
- Invite the learners to research the Inuit sled dog (Qimmiq) to learn about the history of the breed, its historical role, the controversies surrounding the RCMP “dog slaughter,” and the current state of the breed.
- In addition to online sources, learners may speak with elders and community members to expand their understanding of the importance of the sled dog in Inuit history and culture.

Suggested Internet sources include:

- “Inuit Sled Dogs in the Baffin Region, 1950 to 1975” (Qikiqtani Truth Commission): <http://goo.gl/pi67Aj>
- “Qimmiq—Dogs” (University of Guelph): <http://goo.gl/f4oCLJ>
- “History” (Canadian Inuit Dogs):  
<http://www.canadianinuitdogs.com/history/>
- Canadian Eskimo Dog Foundation:  
<http://www.canadianeskimodogfoundation.ca/>
- “Canadian Eskimo Dog” (Wikipedia): <http://goo.gl/FKpsj>

Name: \_\_\_\_\_



## Handout 1

# Stories of Tuniit

*Bulletin of the American Museum of Natural History* [Vol. XV, Part II, 1907]. Boas, "Second Report on the Eskimo of Baffin Land and Hudson Bay."

### TALES FROM THE WEST COAST OF HUDSON BAY

#### The Tornit

A long time ago the Tornit inhabited the whole country. Their stone houses may be seen even now. They must have been very strong, because the stones used in the houses are very large.

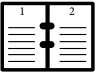
One day, when the Eskimo were away hunting walrus, a party of Tornit came to the village and murdered all the women except three. One of these was a young girl, who hid in a small hole in the passage-way that had been built for a dog that had pups. Another woman was living by herself, because she had a young child. After the Tornit had killed all the people, one of them put his arm into the hut in which this woman was. She seized his hand and bit off his thumb, and he died on the spot. As soon as the Tornit had left, the woman, in order to give a signal to the hunters, set her bedding on fire. The people saw the smoke, and returned to find their families murdered. Then they prepared to take revenge. On the following day they set out for the village of the Tornit. As soon as they were near, they called one of the men who had always been friendly to them. His name was Nauaqarnaq. When he came up to them, they seized him and cut off his arms, and then let him go. He walked a short distance and fell down dead. They went on, and found some Tornit building a snow-house. While the men were reaching upward to put in the last slab of snow, the Eskimo stabbed them with their knives. When the other Tornit saw this, they lay down and pretended to be dead; but the Eskimo stabbed them all with their knives. They killed all the men and women, and took the children along as captives. They did not allow the children to sit on the sledges; and, when they were unable to keep up, they killed them by taking their fire-drills and drilling a hole in their foreheads. Only two of the children, a boy and a girl, reached the Eskimo village in safety.

The Eskimo knew that the Tornit were very skilful with the spear. One day they asked the boy to show his skill by spearing an old dog. The boy was afraid to do so, because he did not wish to kill the dog; but, on being told not to mind, he sat down, as was the custom of the Tornit, resting his spear on the toe of his boot, and when the dog was quite a distance away, he threw the spear with such force that it passed right through its body. Then the boy ran to the dog, pulled out his spear, and made his escape. He was afraid the owner of the dog might be displeased, and kill him (pp. 541–542).

Once when the men were out bear-hunting, one of the Tornit was seen, who caught the bear with his hands. While he was carrying the bear, its head swung about so much that it hindered him, and he cut it off (p. 542).



Name: \_\_\_\_\_



## Handout 1

# Stories of Tuniit

*Bulletin of the American Museum of Natural History* [Vol. XV, Part I, 1901]. Boas, “The Eskimo of Baffin Land and Hudson Bay.”

### TALES FROM THE WEST COAST OF HUDSON BAY

#### The Tornit

In early times the Tornit, a race of very large people, inhabited the country. They quarrelled with the Eskimo because the latter intruded upon their land. This made the Tornit angry, who broke the ground with their lances and spears, and split the rocks into pieces (p. 315).

#### Tornit

At one time, while the people were off hunting, the Tornit came to their houses and killed the women and children; only one woman and her two children saved themselves by making a smoke in their house, which prevented the Tornit from finding them. One of the aggressors felt about in the smoke. Then she caught his hand with her teeth, and bit his thumb so hard that he died then and there. The other Tornit left their dead friend and returned. When the people came back from hunting, and saw their houses destroyed and their wives and children slain, and also the dead Tuneq, they went in pursuit.

Finally they reached the village of the Tornit, and pretended to be friendly toward them. The Tornit were building a large house for a dance. The people helped them; but when the Tornit were putting on the top blocks, they killed them with their spears.

One of the Tornit, who had not been wounded, pretended to be dead; but the men went up to him and stabbed him with a knife, which made him turn quickly. Then they despatched him. After all the men and women were dead, they took all the Tornit children home. On their way back, whenever one of the children became tired, the people would drill a hole in its forehead. Most of them were despatched in this way. Only two arrived,—one boy and one girl.

The Tuneq boy became a great hunter. His mode of spearing game was to lie down, rest the spear on the top of his back, and then with a throwing-stick fling the spear a great distance perfectly straight.

One day the people wanted to see him fling his spear, and they told him to try to hit a dog. He said that he did not like to kill a dog, but was told that the dog was old and useless. Finally he consented, and cast his spear, which went right through the dog's body. The Tuneq took his spear, ran off, and was never seen afterwards. The girl was married by one of the people.

It is said that in the Iglulik country the land still shows how the Tornit tore it up with their harpoon-shafts when they were about to leave, in fear of the Eskimo (pp. 315–316).

# BOOK STUDY

## *Skraelings*

### SESSION 7

#### Objective

In this session, learners will:

- Make predictions about Chapter Seven: Angula's Treasure
- Read Chapter Seven: Angula's Treasure
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Inquire into the history of Thule culture and migration
- Write independent journal responses based upon selected passages from the chapter
- Examine the construction of the Inuit bow and arrow (Extension Activity)

#### Readings

- Chapter Seven: Angula's Treasure
- Handout 1: Thule Culture and Migration

#### Handouts

- Handout 1: Thule Culture and Migration
- Handout 2: Historical Inquiry: Thule Culture and Migration



## Activity 1



### Reading



#### Materials Required:



1. *Skraelings*

In this activity, learners will make and verify predictions, read the chapter and discuss their thoughts, and review words from the chapter.

#### Pre-reading:

- Ask the learners to open their books to the title page for Chapter Seven: Angula's Treasure.
- Based on the title, the previous reading, and the illustration on page 43, ask the learners to make predictions about the chapter.

#### Reading:

- Individually, in pairs, or using the “read-aloud” technique, read the chapter.

#### Post-reading:

- In an open discussion, ask the learners to discuss their thoughts on the chapter.
- Reflect on the reading together and answer the following suggested questions:
  1. Which of my predictions were right?
  2. What information from the chapter tells me that I am correct?
  3. What were the main points communicated in the reading?
- Ask the learners if they would like to review any words from the chapter that will assist them in understanding the story.



## Activity 2



### Chapter Plot Summary



#### Materials Required:

1. *Skraelings*
2. Chart paper and markers or white board and markers

In this activity, learners will identify, discuss, and clarify the events in the chapter.

- In pairs or small groups, ask the learners to review the chapter and identify the important events.
- Once complete, the pairs or small groups will participate in a whole-class discussion, and the instructor or a learner will write the main events on chart paper or the board.
- Before concluding the activity, answer any outstanding questions and ensure the learners understand the main events of the book to date.



## Activity 3

### Oral Communication

#### Discussion Questions

#### Materials Required:

1. *Skraelings*

In this activity, learners will participate in an active class discussion regarding the chapter to support comprehension of the story.

- Facilitate a discussion based on the following suggested questions:
  1. At the beginning of Chapter Seven, Kannujaq has a new respect for his dogs and his sled. Why?
  2. Why did Angula try to kill Kannujaq?
  3. What weapon did Angula try to kill Kannujaq with?
  4. Why did Kannujaq survive the attack?
  5. What happened to Angula?
  6. How does what happened to Angula make Kannujaq feel? Why?
  7. Kannujaq comes to the conclusion that the Tuniit are human. How does he draw this conclusion?
  8. Do you think Kannujaq will stay and help the Tuniit people? Why or why not?
- Before concluding the discussion, answer any outstanding questions.



## Activity 4



### Examining Thule Culture



#### Materials Required:



1. Handout 1: Thule Culture and Migration (1 copy per learner)
2. Handout 2: Historical Inquiry: Thule Culture and Migration (1 copy per learner)

In this activity, learners will inquire into the history of Thule culture and migration.

- Ask the learners about their previous knowledge of the term Thule and Thule culture.
- Distribute **Handout 1: Thule Culture and Migration**.
- Individually, in pairs, or as a class, read the handout.
- Afterwards, allow time for the learners to ask questions and clarify their understanding of the reading.
- Distribute **Handout 2: Historical Inquiry: Thule Culture and Migration**.
- In pairs or small groups, invite the learners to complete the historical inquiry.
- Once complete, the groups will share and clarify their findings.

#### Online Enrichment:

If appropriate for your class, allow the learners the opportunity to further research Thule culture and migration.

Suggested online sources:

- CBC's The Nature of Things: "History of the Thule Migration": <http://goo.gl/2TFtY3>
- University of Waterloo, Arctic Archaeology: "Thule Tradition": <http://goo.gl/WHjim8>
- Canadian Museum of History: "Early Thule Culture": <http://goo.gl/a07ZLJ>
- Heritage Newfoundland: "The Thule": <http://goo.gl/1e08ID>



## Activity 5



### Journal Response

#### Materials Required:

1. *Skraelings*
2. Journals

In this activity, learners will choose ONE passage from the chapter and respond to it in their journals.

- a. On page 40, the narrator says: “But what Kannujaq really needed to understand was that he was part of a larger world, and his people could no longer keep roaming without expecting to bump into other weird folk. In the end, life would not leave him any choice: the wider Arctic was a fact that he had to face.”
  1. Is the Arctic “bumping into” the “larger world” today? How?
  2. What are the benefits and consequences of sharing the “wider Arctic”?
  3. Do you think everyone is welcome to roam in the Arctic? Explain why or why not.
- b. On page 44, Kannujaq is said to hate “[h]uman smallness.”
  1. Describe what this term means to you.
  2. What human frailties and shortcomings do you consider “small” and frustrating?
  3. What traits of “human smallness” do you feel are a threat to cultures?



### Extension Activity



#### The Inuit Bow and Arrow

- In this chapter, Kannujaq uses his bow and arrow to kill Angula. The narrator says that “it was made according to the standards of his own folk, from carefully carved segments of whalebone, lashed together in a style that made it strong and reliable” (page 42).
- Invite the learners to learn more about the Inuit bow and arrow by viewing the following videos:

- o “Netsilik man building a cable-backed antler bow”: <http://goo.gl/JertI7>.

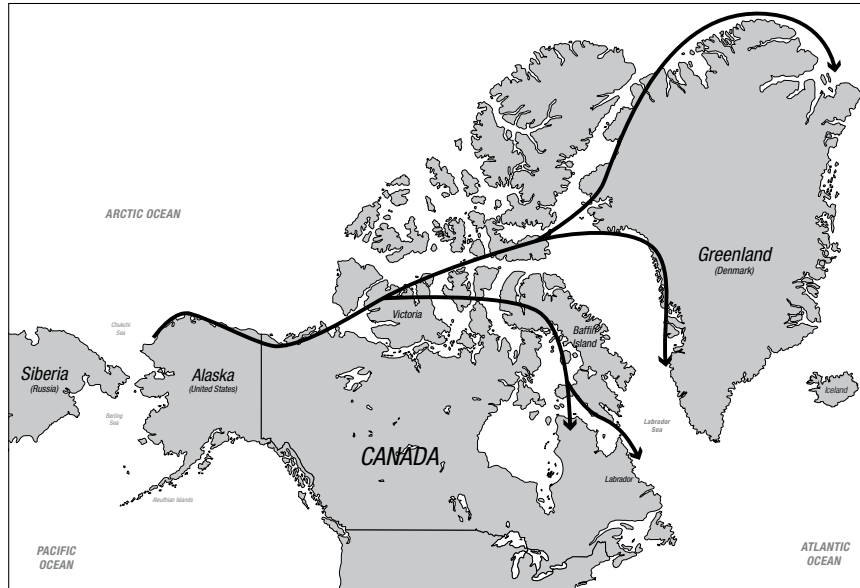
### **Instructor Note:**

This excerpt from the Nunavut Film Board Netsilik video series displays the making of a traditional Inuit bow from bone. See Volume 4, Part 1: “Group Hunting on the Spring Ice.” For the full episode, see: <http://goo.gl/6FJbs4>

- o “How to make a Copper Inuit–style arrow for primitive archery hunting”: <http://goo.gl/sQQzRn>.

## Handout 1

# Thule Culture and Migration



The Thule people were the ancestors of all modern Inuit. The Thule culture emerged from northwestern Alaska about eleven hundred years ago.

Over the course of the next few centuries, the Thule spread rapidly east throughout the Arctic in a series of migrations that changed the ethnic map of the entire North American Arctic. Different theories exist as to the reason for

the Thule migration. One theory suggests that the “Medieval Warm Period” (800–1200 CE) caused the bowhead whale to find new waters, and the Thule moved to follow their largest prey. A recent theory suggests that the Thule migrated east in search of iron, because disruptions in East Asian trade routes made iron scarce in the western Arctic.

The Thule were highly adaptive to the Arctic environment, using their advanced harpoon technology to hunt large sea mammals in open water. Large skin boats (umiaks) and the use of dogs to pull large sleds were other Thule innovations that helped them move very rapidly. Within less than two centuries, Thule hunters had spread as far as northern Greenland, where their first artifacts were found in the Thule region. This is how they received their name.

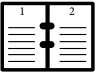
With their rapid migration east, the Thule encountered the Indigenous Tuniit (Dorset) culture and Norse people from Greenland who were trading in the eastern Arctic. Although there is no archaeological evidence of fighting between these groups, Inuit oral history and Norse Sagas suggest that there was great conflict and violence. The Tuniit vanished with the appearance of the Thule, although the circumstances of this displacement are inconclusive.

Changes in climate after the thirteenth century are thought to have caused the Thule to change their way of life into the way of life of the various historic Inuit groups.

Sources: [historymuseum.ca](http://historymuseum.ca); [Wikipedia](http://Wikipedia); [anthropology.uwaterloo.ca](http://anthropology.uwaterloo.ca); [cbc.ca/nature](http://cbc.ca/nature) of things



Name: \_\_\_\_\_



Handout 2

# Historical Inquiry: Thule Culture and Migration

Inquiry	Check when completed (✓)	Evidence
What?		What helped the Thule survive and thrive?
Why?		Why did the Thule migrate?
		Why are they named <i>Thule</i> ?
Where?		Where did they come from?
		Where did they explore?
When?		When did they begin to migrate east?
Who?		Who did they encounter?
		Who can trace their ancestry to the Thule?
How?		How did the Thule travel?
		How have they influenced history and other cultures?

# BOOK STUDY

## *Skraelings*

### SESSION 8

#### Objective

In this session, learners will:

- Make predictions about Chapter Eight: Under the Flagstone
- Read Chapter Eight: Under the Flagstone
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Review Inuktitut terms used in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Research Viking tools, armour, and weapons using online sources
- Write an independent journal response on the Inuit value of *Piliriqatigiingniq* (working together for a common cause)
- Examine and discuss the six guiding principles of Inuit Qaujimajatuqangit (IQ) (Extension Activity)

#### Readings

- Chapter Eight: Under the Flagstone

#### Handouts

- Handout 1: Viking Tools, Armour, and Weapons



## Activity 1



### Reading



#### Materials Required:



1. *Skraelings*

In this activity, learners will make and verify predictions, read the chapter and discuss their thoughts, and review Inuktitut terms used in the chapter.

#### Pre-reading:

- Ask the learners to open their books to the title page for Chapter Eight: Under the Flagstone.
- Based on the title and the previous reading, ask the learners to make predictions about the chapter.

#### Reading:

- Individually, in pairs, or using the “read-aloud” technique, read the chapter.

#### Post-reading:

- In an open discussion, ask the learners to discuss their thoughts on the chapter.
- Reflect on the reading together and answer the following suggested questions:
  1. Which of my predictions were right?
  2. What information from the chapter tells me that I am correct?
  3. What were the main points communicated in the reading?
- Review the glossary words from this chapter to ensure understanding, use, and context:
  - o *Ulu* (see page 49; glossary description page 87)
- Ask the learners if they would like to review any other words that will assist them in understanding the story.



## Activity 2



### Chapter Plot Summary



#### Materials Required:

1. *Skraelings*
2. Chart paper and markers or white board and markers

In this activity, learners will identify, discuss, and clarify the events in the chapter.

- In pairs or small groups, learners will review the chapter and identify the important events.
- Once complete, the pairs or small groups will participate in a whole-class discussion, and the instructor or a learner will write the main events on chart paper or the board.
- Before concluding the activity, answer any outstanding questions and ensure the learners understand the main events of the book to date.



## Activity 3



### Oral Communication

#### Discussion Questions

#### Materials Required:

1. *Skraelings*

In this activity, learners will participate in an active class discussion regarding the chapter to ensure comprehension of the story.

- Facilitate a discussion based on the following suggested questions:
  1. How did the Tuniit show their gratitude to Kannujaq?
  2. Was Siku's mother, Siaq, one of Angula's wives?
  3. What was she?
  4. What treasure had Angula been hiding?
  5. Was Kannujaq impressed with the treasure?
  6. What is an ulu? Use the glossary at the end of the novel.

7. What did Siku want to do with the treasure?
  8. Does Kannujaq feel the same way about the treasure?
- Before concluding the discussion, answer any outstanding questions.



## Activity 4



### Research: Viking Tools, Armour, and Weapons



#### Materials Required:



1. Handout 1: Viking Tools, Armour, and Weapons (1 copy per learner)
2. Internet access

In this activity, learners will research various Viking tools, armour, and weapons using Internet sources.

- Distribute **Handout 1: Viking Tools, Armour, and Weapons**.
- Divide the class into pairs or small groups and provide them with Internet access.
- Using the suggested sources below, learners will identify and describe FIVE examples of Viking tools, armour, and weapons.
- Once completed, invite the learners to share and compare their findings.

Suggested online sources:

- **<http://goo.gl/ZSxhpk>** (Wikipedia)  
This page includes detailed descriptions and pictures of various weapons, shields, and armour of the Viking age.
- **<http://goo.gl/w5zExz>** (Hurstwic.org)  
This page includes an overview of Viking-age arms and armour, and is organized according to defensive armour and offensive arms.
- **<http://goo.gl/BUh8Gc>** (Hurstwic.org)  
This page (from the same website as above) is specific to descriptions and pictures of Viking helmets.



## Activity 5



### Reflection

#### Journal Response

##### Materials Required:

1. *Skraelings*
2. Journals

In this activity, learners will reflect in their journals upon the Inuit value of Piliriqatigiingniq: working together for a common cause.

- On page 48, the narrator says: “Kannujaq’s folk were all about working together to do things.”
  1. Do you feel that Piliriqatigiingniq is still an active Inuit value?
  2. How do Inuit still work together to do things?
  3. Where have Inuit succeeded?
  4. What are some areas where Inuit need to work harder together to achieve results?
- Once completed, invite learners to share and discuss their reflections.



## Extension Activity



### Inuit Qaujimajatuqangit (IQ)



- Piliriqatigiingniq is one of the eight principles of Inuit Qaujimajatuqangit (IQ), which means “Inuit traditional knowledge” and refers to “that which Inuit have always known to be true.”
- The eight guiding principles of IQ are:
  1. Inuuqatigiitsiarniq (concept of respecting others, relationships and caring for people)
  2. Tunnganarniq (concept of fostering good spirits by being open, welcoming and inclusive)
  3. Pijitsirniq (the concept of serving)
  4. Aajiiqatigiingniq (the concept of consensus decision-making)

5. Pilimmaksarniq (the concept of skills and knowledge acquisition)
  6. Piliriqatigiingniq (the concept of collaborative relationships or working together for a common purpose)
  7. Avatimik Kamattiarniq (the concept of environmental stewardship)
  8. Qanuqtuurunnarniq (the concept of being resourceful to solve problems)
- Facilitate a conversation about these principles with the class based upon the following questions:
    1. Are you familiar with these principles? Where did you learn them?
    2. Are Inuit effective at practicing these principles? How? Where do you see these principles being used to success?
    3. Are there any principles that Inuit communities need to make more effort with?
    4. Are there any principles that should be added to IQ?

Name: \_\_\_\_\_



Handout 1

# Viking Tools, Armour, and Weapons

Tool/Armour/Weapon Name	Description/Use
1	
2	
3	
4	
5	



BOOK STUDY  
*Skraelings*

SESSION 9

## Objective

In this session, learners will:

- Make predictions about Chapter Nine: A Heavier Truth
- Read Chapter Nine: A Heavier Truth
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Identify “Gronland” and “Heluland” on a map
- Participate in active class discussions to support comprehension of the narrative
- Examine and discuss *tuurngait* through the reading of elder interviews
- Write independent journal responses reflecting upon wealth and power
- Invite an elder or community member to speak to the class about *tuurngait* and their role in Inuit culture and history (Extension Activity)

## Readings

- Chapter Nine: A Heavier Truth
- Handout 1: *Tuurngait*

## Handouts

- Handout 1: *Tuurngait*



## Activity 1



### Reading



#### Materials Required:



1. *Skraelings*
2. Map showing Greenland and Baffin Island

In this activity, learners will make and verify predictions, read the chapter and discuss their thoughts, and identify “Gronland” and “Heluland” on a map.

#### Pre-reading:

- Ask the learners to open their books to the title page for Chapter Nine: A Heavier Truth.
- Based on the title, the illustration on page 53, and the previous reading, ask the learners to make predictions about the chapter.

#### Reading:

- Individually, in pairs, or using the “read-aloud” technique, read the chapter.

#### Post-reading:

- In an open discussion, ask the learners to discuss their thoughts on the chapter.
- Reflect on the reading together and answer the following suggested questions:
  1. Which of my predictions were right?
  2. What information from the chapter tells me that I am correct?
  3. What were the main points communicated in the reading?
- Clarify that “Gronland” (page 55) is modern-day Greenland, and “Heluland” is modern-day Baffin Island. Identify these on a map.
- Ask the learners if they would like to review any words from the chapter that will assist them in understanding the story.



## Activity 2



### Chapter Plot Summary



#### Materials Required:

1. *Skraelings*
2. Chart paper and markers or white board and markers

In this activity, learners will identify, discuss, and clarify the events in the chapter.

- In pairs or small groups, invite the learners to review the chapter and identify the important events.
- Once complete, the pairs or small groups will participate in a whole-class discussion, and the instructor or a learner will write the main events on chart paper or the board.
- Before concluding the activity, answer any outstanding questions and ensure the learners understand the main events of the book to date.



## Activity 3



### Oral Communication

#### Group Discussion

#### Materials Required:

1. *Skraelings*

In this activity, learners will participate in an active class discussion regarding the chapter to ensure comprehension of the story.

- Facilitate a discussion based on the following suggested questions:
  1. At the beginning of Chapter Nine, why does Kannujaq confirm that Angula was mad?
  2. What is the first thing Kannujaq learns about Siaq when he enters the tent?
  3. In the tent, Siaq tells Kannujaq a story. In the story, who does Angula save and use to intimidate the other Tuniq?
  4. How did Angula distract this person from finding his way back to his people?

5. Where did the Glaring One and his people come from?
  6. What did the Glaring One and his people call the Tuniit land?
  7. Who told the Glaring One the truth about his captivity?
  8. What had Angula really done with his weapons and tools?
  9. What lesson does Siaq teach to Kannujaq?
  10. After the Glaring One escaped from Angula and the Tuniq, he returned to his people. Why did the Glaring One begin raiding Tuniit camps and murdering Tuniit?
  11. How did Angula survive and remain in a position of power?
  12. Why do the Tuniit people not leave their homes?
- Before concluding the discussion, answer any outstanding questions.



## Activity 4



### Group Discussion: Tuurngait (“Spirits”)



#### Materials Required:



1. Handout 1: Tuurngait (1 copy per learner)

In this activity, learners will examine the meaning of tuurngait and read interviews with elders who tell stories of tuurngait.

- On page 57, the narrator declares that the Siaraili were “bad tuurngait—shape-shifting creatures of the Land’s unseen parts, influenced by things like personal thought and feeling.”
- Review the meaning of tuurngait in the glossary (page 86).
- Ask the learners if they have heard of tuurngait, or stories of shape-shifting creatures on the land. If so, invite the learners to tell their stories.
- Distribute **Handout 1: Tuurngait**.
- Individually, in pairs, or in small groups, ask learners to read the handout.
- Afterwards, facilitate a discussion based on the following suggested questions:
  1. What are some examples of tuurngait in the elders’ stories?

2. Where can tuurngait come from?
3. Are all tuurngait threatening?
4. What are your thoughts on these spirits, and the descriptions of works of Satan?
5. Do you think these are true stories or legends? Discuss.
6. Do you know anyone who has experienced tuurngait? Discuss.



## **Activity 5**



### **Reflection: Wealth and Power**

#### **Journal Response**

##### **Materials Required:**

1. *Skraelings*
2. Journals

In this activity, learners will reflect in their journals upon wealth and power.

- On page 56, Siaq says that Angula “had learned that wealth can purchase souls,” and continues on page 57, stating, “Wealth makes power. Power makes fear. Fear makes slaves.”
  1. Is all wealth bad? Does it inevitably lead to corruption and abuse of power?
  2. Can wealth be used to benefit people? How? Can you provide examples?
  3. Does wealth change a person? Discuss.
  4. Can wealth “purchase souls”? Discuss.
  5. Once completed, invite the learners to share and discuss their reflections.



## Extension Activity

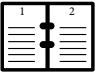


### Guest Speaker



- Invite an elder or community member to the class to speak about tuurngait and spirits, and their role in Inuit history and culture.
- Ask the learners to prepare questions in advance. Suggested questions include:
  1. What are some popular Inuit stories that speak of tuurngait?
  2. How are tuurngait both good and bad?
  3. Did tuurngait change with the arrival of Christianity in the Arctic? If so, how?
  4. Are tuurngait still vital in contemporary Inuit culture? If so, how?
  5. Do some people still experience tuurngait? Please describe.

Name: \_\_\_\_\_



## Handout 1

# Tuurngait

**Please note that these interviews were transcribed from audio recordings and have been kept in their original speech form. Although there has been some editing to assist the learners in accessing these interviews, there might remain some ungrammatical sentence structures.**

Computer File No. IE-096

Tape No. IE-096

Interview with: George A. Kappianaq

Interview by: Eugene Amarualik

Translation by: Louis Tapardjuk

Word Processed by: Leah Otak

Date: February 17, 1990

SUBJECT: Shamanism

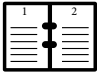
**Q.** Do you think all the tuurngait are the works of the Satan?

**A.** For sure, but I am not sure about the white people; perhaps they are not. Some Tuurngait, for example, if a ship was to spring a leak the tuurngaq could be used to stop the leak. For Inuit some used to get Tuurngait from their deceased relatives when the deceased wanted to help. Some had polar bears or any other animal or a form of animals.

**Q.** I have also heard about a shaman whose tuurngaq made noises; apparently his tuurngaq was a kilakila [seaweed]. I suppose anything could be used for tuurngaq.

**A.** Yes, very much so, even some “airujait” [bugs in the water] in the fissures on bedrock were used as tuurngaq; it is said that some can produce long tusks if it was a female. If you were a shaman and produce a tusk, even if it was female tusk, they would be long tusks. Even if they belong to an airujaq they can produce long tusks.

Name: \_\_\_\_\_



## Handout 1

# Tuurngait

Computer File No. IE-150

Tape No. IE-150

Interview with: Noah Piugaattuk /Rosie Iqallijuq

Interviewed by: Louis Tapardjuk

Translated by: Louis Tapardjuk

Word Processed by: Louis Tapardjuk

Date: June 21, 1990

**Q.** Who was it that was tuurngaqtaujuq [victimized by the evil spirit]?

**A.** RI. I have forgotten his name, have we not?

**Q.** What do you really mean when you say that a person is tuurngaqtaujuq?

**A.** RI. Their life is terminated by the works of a devil [Satanasimit].

**NP.** They die instantly without warning; they do not die of sickness or injuries, but they abruptly die. It is easy to tell the difference [when] they are the victim of tuurngaqtaujuq. They die instantly, right on the spot.

**RI.** They will see something that will fright them to death, usually a devil [Satanasirlingmik], which is easily identifiable. They were also able to determine the cause with the help of shamanistic powers, so they could tell if the individual died of tuurngaqtaujuq. Because they did not practice Christian prayers or depended on it, they were able to determine the cause of the death with the help of shamanistic powers.

**NP.** Would you know if they might have been bringing some eider to this place?

**RI.** That is right, also they were bringing in some seal meat as well.

**NP.** My sister Uuttuvaarjuk was with them when it happened; the victim was the husband of Akpaliapik, so there were three of them, the two half-sisters and the husband of the other. They had stopped on their way to this place from Siuqqat. They were bringing some ducks to the parents of the man from my parents, who were staying at Siuqqat. He abruptly died as they stopped to rest. It was said that he was tuurngaqtaujuq. There were three of them, but the two were not affected, one being his new wife, Akpaliapik, and her younger sister, who was my natural sister, but she had been adopted out.



BOOK STUDY  
*Skraelings*

SESSION 10

## Objective

In this session, learners will:

- Make predictions about Chapter Ten: Weakling!
- Read Chapter Ten: Weakling!
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Examine traditional methods of wolf trapping
- Write independent journal reflections on the issue of violence

## Readings

- Chapter Ten: Weakling!
- Handout 1: Traditional Methods of Wolf Trapping

## Handouts

- Handout 1: Traditional Methods of Wolf Trapping



## Activity 1



### Reading



#### Materials Required:

1. *Skraelings*

In this activity, learners will make and verify predictions, read the chapter and discuss their thoughts, and review words from the chapter.

#### Pre-reading:

- Ask the learners to open their books to the title page for Chapter Ten: Weakling!
- Based on the title and the previous reading, ask the learners to make predictions about the chapter.

#### Reading:

- Individually, in pairs, or using the “read-aloud” technique, read the chapter.

#### Post-reading:

- In an open discussion, ask the learners to discuss their thoughts on the chapter.
- Reflect on the reading together and answer the following suggested questions:
  1. Which of my predictions were right?
  2. What information from the chapter tells me that I am correct?
  3. What were the main points communicated in the reading?
- Ask the learners if they would like to review any words that will assist them in understanding the story.



## Activity 2



### Chapter Plot Summary



#### Materials Required:

1. *Skraelings*
2. Chart paper and markers or white board and markers

In this activity, learners will identify, discuss, and clarify the events in the chapter.

- In pairs or small groups, invite the learners to review the chapter and identify the important events.
- Once complete, the pairs or small groups will participate in a whole-class discussion, and the instructor or a learner will write the main events on chart paper or the board.
- Before concluding the activity, answer any outstanding questions and ensure the learners understand the main events of the book to date.



## **Activity 3**

### **Oral Communication**

#### **Discussion Questions**

##### **Materials Required:**

1. *Skraelings*

In this activity, learners will participate in an active class discussion regarding the chapter to ensure comprehension of the story.

- Facilitate a discussion based on the following suggested questions:
  1. What material is the treasure made of?
  2. Why does Kannujaq think it is strange that the Tuniit worship their homes?
  3. In the story, the Tuniit call the giant-men “Siaraili,” because that is what they think they are yelling when they attack. We now know that what they are really screaming is “Skraeling.” What does the word *Skraeling* mean? Why do the Glaring One and his people yell this at the Tuniit folk?
  4. What does Kannujaq think the reason is for the constant raids? What does he come to realize?
  5. How do Kannujaq, Siaq, and Siku plan to get rid of the Glaring One and his people?
  6. How did they come up with this idea?

7. Kannujaq has been through a lot over the course of this novel. What are some ways his character has changed and developed as the story has progressed?
- Before concluding the discussion, answer any outstanding questions.



## Activity 4



### Further Reading: Traditional Methods of Wolf Trapping



#### Materials Required:

1. *Skraelings*
2. Handout 1: Traditional Methods of Wolf Trapping (1 copy per learner)

In this activity, learners will read about various traditional methods of trapping wolves.

- Review the passage on page 62 where Kannujaq describes his folk's method of trapping wolves: "They crafted a trap that was frozen into a large chunk of fat or meat. The wolf gobbled it down without thought. When the food thawed in the wolf's stomach, the trap sprang."
- Distribute **Handout 1: Traditional Methods of Wolf Trapping**.
- Individually, in pairs, or in small groups, ask the learners to read the handout.
- When completed, clarify and discuss the various methods with the learners.



## Activity 5



### Journal Response

#### Materials Required:

1. *Skraelings*
2. Journals

In this activity, learners will reflect in their journals upon Kannujaq's shift from hunter to warrior, and his role in fighting the Siaraili.

- Review the passage on page 63 where the narrator says: "[T]he violence of others pulled him into a violent response," and that "Kannujaq, without even knowing that he was doing so, had shifted his role from hunter to warrior."

1. The narrator suggests that Kannujaq had no choice. Do you agree or disagree? Discuss.
  2. Does violence always cause a violent response? What are other responses to violence? Discuss.
  3. Is there a difference between a hunter and a warrior? Discuss.
- When completed, invite learners to share and discuss their responses.

## Handout 1

# Traditional Methods of Wolf Trapping

Excerpt from *The Central Eskimo* (1888) by Franz Boas, page 510

Lastly, I mention the methods used in catching smaller animals, such as wolves, foxes, and hares. Wolves are only pursued when they become too troublesome.

Frequently they linger about the villages in winter, and when everybody is asleep they attack the store rooms or the dogs, which have the greatest fear of this voracious animal; for, although dogs will brave the bear, they do not venture to resist a single wolf. If a pack of these beasts linger about the village for weeks preying upon the native stores, traps are finally built or the Eskimo lie in ambush near a bait to kill them. The wolf trap is similar to the one used to catch deer. The hole dug in the snow is about eight or nine feet deep and is covered with a slab of snow, on the center of which a bait is laid. A wall is built around it which compels the wolf to leap across it before he can reach the bait. By so doing he breaks through the roof and, as the bottom of the pit is too narrow to afford him jumping room, he is caught and killed there.

A remarkable method of killing wolves has been described by Klutschak (p. 192) and confirmed by the Eskimo of Cumberland Sound. A sharp knife is smeared with deer's blood and sunk into the snow, the edge only protruding. The wolves lick the knife and cut their tongues so severely as to bleed to death. Another method is to roll a strip of whalebone, about two feet long, in a coil, which is tied up with sinews. At each end a small metal edge is attached to the whalebone. This strip, wrapped in a piece of blubber or meat, is gulped down by the hungry wolf. As it is digested the sinews are dissolved and the elastic strap is opened and tears the stomach of the animal. A very ingenious trap is described by Parry:

*It consists of a small house built of ice, at one end of which a door, made of the same plentiful material, is fitted to slide up and down in a groove; to the upper part of this a line is attached and, passing over the roof, is led down into the trap at the inner end, and there held by slipping an eye in the end of it over a peg of ice left for the purpose. Over the peg, however, is previously placed a loose grummet, to which the bait is fastened, and a false roof placed over all to hide the line. The moment the animal drags at the bait the grummet slips off the peg, bringing with it the line that held up the door, and this falling down closes the trap and secures him.*

## Handout 1

# Traditional Methods of Wolf Trapping

Excerpt from *The Eskimo of Baffin Land and Hudson Bay*, Part I (1901) by Franz Boas, page 25

An implement used to kill wolves has frequently been described.<sup>2</sup> A long strip of whalebone is rolled up, wrapped in a piece of blubber or meat, and allowed to freeze. The wolf swallows it, and when the meat melts, or is digested, the whalebone opens and tears the walls of the stomach. Sometimes two pointed strips of whalebone crossing at right angles are used for this purpose (Fig. 27).

Wooden powder-measures have come into use since the introduction of muzzle-loading guns (Fig. 28).



Fig. 26  
(338,f). Bone  
Arrow-head.  
Length, 44  
mm.



Fig. 27 (339z). Implement for killing  
Wolves. Diameter, 12 cm.



Fig. 28 (338d). Wooden  
Powder-measure. Length,  
72 mm.

The collection does not yield much new information in regard to methods of fishing. An iron hook is attached to a

<sup>1</sup> L. c., p. 508, Fig. 451.

<sup>2</sup> L. c., p. 510.

## BOOK STUDY

# *Skraelings*

## SESSION 11

### Objective

In this session, learners will:

- Make predictions about Chapter Eleven: Eyes of the Glaring One
- Read Chapter Eleven: Eyes of the Glaring One
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Discuss principles of leadership and assess the leadership of Kannujaq and the Glaring One
- Write independent journal responses reflecting upon Kannujaq's realizations at the end of the chapter
- Research Nunavut's leaders through books, magazines, online sources, and discussions with community members (Extension Activity)

### Readings

- Chapter Eleven: Eyes of the Glaring One





## Activity 1



### Reading



#### Materials Required:



1. *Skraelings*

In this activity, learners will make and verify predictions, read the chapter and discuss their thoughts, and review words from the chapter.

#### Pre-reading:

- Ask the learners to open their books to the title page for Chapter Eleven: Eyes of the Glaring One.
- Based on the title, the illustration on page 71, and the previous reading, ask the learners to make predictions about the chapter.

#### Reading:

- Individually, in pairs, or using the “read-aloud” technique, read the chapter.

#### Post-reading:

- In an open discussion, ask the learners to discuss their thoughts on the chapter.
- Reflect on the reading together and answer the following suggested questions:
  1. Which of my predictions were right?
  2. What information from the chapter tells me that I am correct?
  3. What were the main points communicated in the reading?
- Ask the learners if they would like to review any words from the chapter that will assist them in understanding the story.



## Activity 2



### Chapter Plot Summary



#### Materials Required:

1. *Skraelings*
2. Chart paper and markers or white board and markers

In this activity, learners will identify, discuss, and clarify the events in the chapter.

- In pairs or small groups, invite the learners to review the chapter and identify the important events.
- Once complete, the pairs or small groups will participate in a whole-class discussion, and the instructor or a learner will write the main events on chart paper or the board.
- Before concluding the activity, answer any outstanding questions and ensure the learners understand the main events of the book to date.



## Activity 3

### Oral Communication

#### Materials Required:

1. *Skraelings*

In this activity, learners will participate in an active class discussion regarding the chapter to ensure comprehension of the story.

- Facilitate a discussion based on the following suggested questions:
  1. What time of day did the Glaring One and his people return?
  2. What did they yell as they reached the Tuniit camp?
  3. What was Kannujaq's greatest worry about their plan?
  4. During the raid, what did the Glaring One and his people burn for fuel?
  5. How did the poison affect the Glaring One's people?
  6. How did the Tuniit men kill the Siaraili?
  7. What did Kannujaq, with help from many of the Tuniit, do during the attack?
  8. In the novel, Kannujaq realizes that his desire to kill was born only out of his \_\_\_\_\_ (fill in the blank).
  9. What does Kannujaq learn when he stares into the Glaring One's icy-blue eyes?
- Before concluding the discussion, answer any outstanding questions.



## Activity 4



### Group Discussion: Leadership

**Materials Required:** None

In this activity, learners will discuss principles of “leadership” and reflect upon the leadership of Kannujaq and the Glaring One.

- Facilitate a discussion based on the following questions:
  1. What are some qualities of an effective leader? Possible answers include:
    - Decisive
    - Approachable
    - Open-minded
    - Generous
    - Honest
    - Focused/determined
    - Resilient
    - Motivating
    - Compassionate
  2. Is the Glaring One an effective leader? Why or why not?
  3. Is Kannujaq an effective leader? Why or why not?
  4. Can someone be an effective leader toward violent ends?



## Activity 5



### Journal Response

**Materials Required:**

1. *Skraelings*
2. Journals

In this activity, learners will reflect in their journals upon Kannujaq’s realizations at the end of the chapter.

- Ask the learners to reflect upon the following:
  1. What do you think about Kannujaq's realizations at the end of the chapter?
  2. Did your impressions of the Glaring One change? Did you feel sympathy for him?
  3. Were the Glaring One's murderous raids justified by the revelation that Siku was his son?
  4. Share your thoughts about Kannujaq's role in this event. Were his actions "murderous" or justified in defence?
  5. Was this his battle to fight?



## Extension Activity



### Research Nunavut's Leaders



- Using books, magazines, Internet sources, and discussions with community members, invite the learners to learn more about leaders in Nunavut.
- Facilitate a discussion with the learners about leadership in Nunavut. What do these leaders have in common? What makes them effective leaders? How has Nunavut benefited from their leadership?
- Below is a selected list of leaders from Nunavut. Through discussion and research, encourage the learners to include more people in this list.
  - o Tagak Curley: A politician who played a leading role in the negotiations to establish Nunavut. He was awarded the Order of Canada in 2003.  
[http://en.wikipedia.org/wiki/Tagak\\_Curley](http://en.wikipedia.org/wiki/Tagak_Curley)  
<http://goo.gl/QcKvm0>
  - o John Amagoalik: The first of many to call for the creation of an Inuit homeland. He is considered one of the "Fathers of Nunavut."  
<https://www.itk.ca/john-amagoalik>  
<http://goo.gl/ETtFNf>
  - o Jack Anawak: A politician who represented the Nunatsiaq district in the Canadian House of Commons from 1988 to 1997. He was elected as a member of the Legislative Assembly of Nunavut in 1999 after the creation of Nunavut.  
[http://en.wikipedia.org/wiki/Jack\\_Anawak](http://en.wikipedia.org/wiki/Jack_Anawak)  
<http://goo.gl/FUTzpB>

- o Peter Irniq: An Inuit cultural teacher who served as the second commissioner of Nunavut from 2000 to 2005. He also held numerous positions of cultural importance.  
**[http://en.wikipedia.org/wiki/Peter\\_Irniq](http://en.wikipedia.org/wiki/Peter_Irniq)**
- o Mary Simon: A producer and announcer for CBC North who became a diplomat. She was Canada's first Ambassador for Circumpolar Affairs and a leading figure in the creation of the Arctic Council, and served as ambassador to Denmark.  
**[http://en.wikipedia.org/wiki/Mary\\_Simon](http://en.wikipedia.org/wiki/Mary_Simon)**  
**<http://www.cfnp.ca/mary-simon/>**
- o Meeka Kilabuk: The first secretary-treasurer of the Inuit Tapirisat of Canada. She has also served as president of the Qikiqtani Inuit Association.  
**<https://www.itk.ca/meeka-kilabuk>**

## BOOK STUDY

# *Skraelings*

## SESSION 12

### Objective

In this session, learners will:

- Make predictions about Chapter Twelve: The Inuit
- Read Chapter Twelve: The Inuit
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter
- Participate in active class discussions to support comprehension of the narrative
- Write a culminating reflection
- Identify and discuss the bias of the narrator
- Write a book review of *Skraelings*
- Read online book reviews of *Skraelings* (Extension Activity)

### Readings

- Chapter Twelve: The Inuit

### Handouts

- Handout 1: Culminating Reflection
- Handout 2: Book Review Outline



## Activity 1



### Reading



#### Materials Required:



1. *Skraelings*

In this activity, learners will make and verify predictions, read the chapter and discuss their thoughts, and review words from the chapter.

#### Pre-reading:

- Ask the learners to open their books to the title page for Chapter Twelve: The Inuit.
- Based on the title, the illustration on page 75, and the previous reading, ask the learners to make predictions about the chapter.

#### Reading:

- Individually, in pairs, or using the “read-aloud” technique, read the chapter.

#### Post-reading:

- In an open discussion, ask the learners to discuss their thoughts on the chapter.
- Reflect on the reading together and answer the following suggested questions:
  1. Which of my predictions were right?
  2. What information from the chapter tells me that I am correct?
  3. What were the main points communicated in the reading?
- Ask the learners if they would like to review any words that will assist them in understanding the story.



## Activity 2



### Chapter Plot Summary



#### Materials Required:

1. *Skraelings*
2. Chart paper and markers or white board and markers

In this activity, learners will identify, discuss, and clarify the events in the chapter.

- In pairs or small groups, learners will review the chapter and identify the important events.
- Once complete, the pairs or small groups will participate in a whole-class discussion, and the instructor or a learner will write the main events on chart paper or the board.
- Before concluding the activity, answer any outstanding questions and ensure the learners understand the main events of the book to date.



### Activity 3

#### Oral Communication

#### Discussion Questions

#### Materials Required:

1. *Skraelings*

In this activity, learners will participate in an active class discussion regarding the chapter to ensure comprehension of the story.

- Facilitate a discussion based on the following suggested questions:
  1. Why didn't the Tuniit celebrate their victory over the Glaring One?
  2. Why didn't Siaq want to leave the Tuniit people and go with Kannujaq?
  3. Why did Siku choose to leave with Kannujaq?
  4. What does the word *Inuit* mean?
  5. Why does Kannujaq worry for the fate of his own people?
  6. What do we know about the Glaring One and his people today?
  7. What do we call Kannujaq's area today?
  8. What did Siku do with Angela's old treasures? Why?
  9. What did Kannujaq keep as a reward for helping the Tuniit people? Why?
- Before concluding the discussion, answer any outstanding questions.





## Activity 4

### Culminating Reflection



#### Materials Required:

1. Handout 1: Culminating Reflection (1 copy per learner)
2. Journals

In this activity, learners will choose ONE culminating question to reflect upon.

- Distribute **Handout 1: Culminating Reflection**.
- Ask the learners to choose ONE of the questions and complete a reflection in their journal.
- When they are finished, group the learners according to their chosen reflection. Ask the group members to share and discuss their answers among themselves.



## Activity 5



### Group Discussion: Narrator's Bias



#### Materials Required:

1. *Skraelings*

In this activity, learners will identify and discuss the bias of the narrator.

- Review the definition of *bias*: “A bias is a point of view influenced by experience. We all have biases, but we aren’t always aware of them. Since people have different experiences, we all develop different biases.”
- Facilitate a discussion based upon the following questions:
  1. What group of people does the narrator most favour?
  2. What group of people does the narrator seem most critical of? Discuss.
  3. Can you identify specific passages that are evidence of the narrator’s bias?
  4. Did this affect your reading of the story? If so, how?
  5. Did you ever feel that the narrator’s bias was too severe or too favourable? Discuss.

### Instructor Note:

Depending on the class, this activity could also be offered as a journal reflection or small-group discussion exercise.



## Activity 6



### Writing a Book Review



#### Materials Required:

1. *Skraelings*
2. Handout 2: Book Review Outline (1 copy per learner)
3. Journal

In this activity, learners will reflect on their reading of the book and write a book review in their journal.

- Facilitate a discussion about *Skraelings* based on the following questions:
  1. What was your overall opinion of the novel?
  2. Describe what you liked. Describe what you disliked.
  3. Did you learn anything interesting?
- Explain to the learners that to finish the novel study, they are going to write a book review of *Skraelings*.
- Distribute **Handout 2: Book Review Outline**, and explain that the book review will include:
  - o A description of the characters
  - o A plot summary
  - o The book's strengths
  - o The book's weaknesses
  - o Your personal opinion of the book
- The learners will record their ideas for their book review on the handout before writing a one-page book review, using their outline as support.

- When complete, ask the learners to share their completed book review with the class.



## Extension Activity

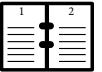


### Reading Reviews of *Skraelings*



- Invite learners to read other reviews of *Skraelings* and compare them with their own reviews as a class discussion.
  - o *Quill & Quire*: <http://goo.gl/eEYFae>
  - o Goodreads reader reviews: <http://goo.gl/ZhsA9D>
  - o Amy's Marathon of Books: <http://goo.gl/fsoZKZ>

Name: \_\_\_\_\_



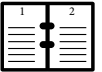
## Handout 1

# Culminating Reflection

Choose ONE of the following topics and write a journal reflection:

- a. One theme in the book is the question of who is “human.”
  1. Discuss Kannujaq’s difficulty in considering the Tuniit as humans.
  2. Should he have been confused about this, or should he have been more respectful from the beginning?
  3. Do people need to “earn” respect as human beings? Or should it be granted immediately? Discuss.
  
- b. On page 77, the narrator says: “Not all of us make it, you see, especially with so many people pushing at each other on the Land.”
  1. Do you agree with this statement? Why or why not?
  2. Is the death of a culture a “natural” outcome, as the narrator suggests? Discuss.
  3. Do you think the death of Tuniit culture was due to the arrival of the Thule and Vikings?
  4. Can different people live in harmony on the same land? If so, how?
  
- c. Discuss your thoughts on Kannujaq’s decision to keep the knife after it was agreed the treasure would be thrown to the sea (see pages 77–78).
  1. Is this a theft or was this justified?
  2. Did he deserve a “reward”?
  3. What does this say about Kannujaq’s character?
  4. Was this “sensible,” as the narrator suggests? Discuss.

Name: \_\_\_\_\_



## Handout 2

# Book Review Outline

Complete this outline to assist you in writing a book review in your journal.

<i>Skraelings</i> by Rachel and Sean Qitsualik-Tinsley	
<b>Description of characters</b>	
Kannujaq:	
Siku:	
The Glaring One:	
Angula:	
Siaq:	
<b>Plot summary (main events)</b>	
<b>Strengths</b>	<b>Weaknesses</b>
<b>Your personal opinion of the book</b>	