

Kiviug and the Bee Woman

By Noel McDermott • illustrated by Toma Feizo Gas



EDUCATOR'S
RESOURCE



Kiviuq and the Bee Woman

About the Book

Kiviuq, one of the greatest and most important characters in Inuit mythology, is said to have travelled over land and sea, overcoming obstacles and successfully defeating formidable foes.

In *Kiviuq and the Bee Woman*, Kiviuq faces one of his most frightening opponents yet: Iguttarjuaq, a bee in human form. Known as the Bee Woman, she is a fearsome figure who is said to cook and eat humans. Trapped in her tent, Kiviuq must use all his powers to get to his *qajaq* and escape the Bee Woman!

About the Author

Noel McDermott is a retired professor of literature at Nunavut Arctic College where he lived and taught in Inuktitut and English for thirty-five years as a classroom teacher, school principal, and lecturer in the teacher training program. He has held teaching appointments at many other educational institutions, including Queen's University, McGill University, Trent University, the University of Waterloo, as well as at the Sami University in Kautokeino, Norway.

About the Illustrator

From his early days of reading sci-fi and fantasy books, Toma Feizo Gas has been fascinated with the dramatic scenes portrayed on the covers of those books. There started his lifelong love affair with telling stories through pictures. Today, Toma's key influence remains the people in these stories, the motives that drive us, and the decisions that shape us, propelling him to craft bold visual statements and contrast in his own art. As a career illustrator, his work can be found gracing the pages and covers of titles such as *Dungeons & Dragons*, *Pathfinder*, the *Star Wars* and *Mutant Chronicles* role-playing games, as well as several upcoming fantasy novel series.

Note to Educators

This guide is geared toward students in Grades 4 to 6, and contains pre-reading activities, discussion questions, learning activities, and extension activities focused on the book *Kiviuq and the Bee Woman*. The activities may be modified to suit the learning needs of your students. Students will participate in reading, writing, comprehension, and reflection activities to analyze and respond to the story. The activities encourage text-to-text, text-to-self, and text-to-world connections. This guide is intended for use with a class set of *Kiviuq and the Bee Woman*.

Pre-Reading Activities

- Ask your students to look at the cover of *Kiviuq and the Bee Woman*. Read the title out loud and ensure that all of your students can see the illustration. Ask students

to predict what they think the story is about, based on the title and the illustration. Encourage students to support their predictions with evidence from the cover. Record students' predictions and revisit them after they have finished reading.

- *Kiviuq and the Bee Woman* contains many words and phrases in Inuktitut. Depending on your students' familiarity with Inuktitut, you may wish to review these words and phrases before your students begin to read the story. There is a glossary of all Inuktitut terms used in the story on pages 32–33. With students, review each word and its meaning. Practise pronouncing each word with your students. If your students are familiar with Inuktitut, you may wish to review vocabulary from the story that may be challenging for your students.

During and Post-Reading Discussion Questions

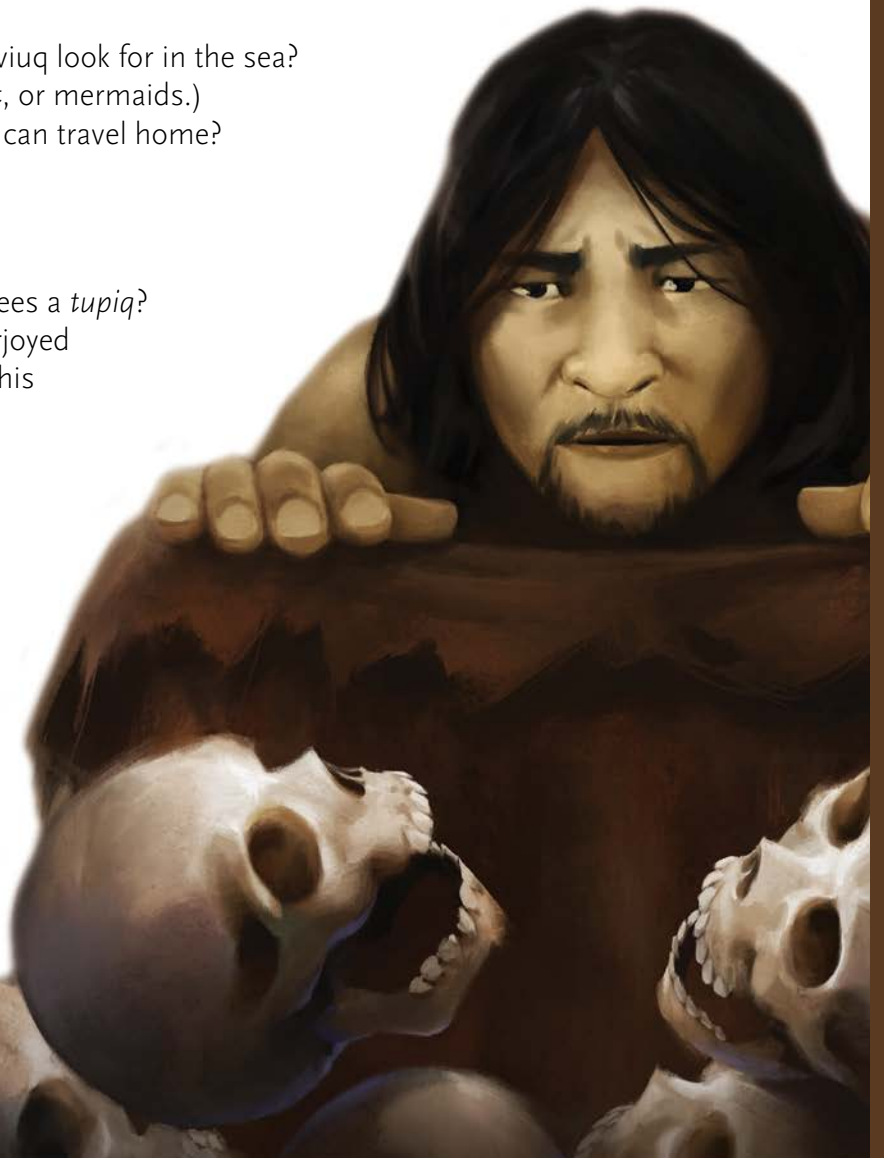
The following questions and discussion points can be used during and after reading *Kiviuq and the Bee Woman*. Provide students with the chance to voice their own opinions, share their experiences, ask questions, or point out anything else they may notice about the book.

Pages 2–7

- *Ataatatsiaq*, or Grandfather, says he will tell his grandchildren a story but only if they do what?
(Listen attentively.)
- After he wakes up, what does Kiviuq look for in the sea?
(Any signs of the deadly *tuutaliit*, or mermaids.)
- What is the only way that Kiviuq can travel home?
(By sea in his qajaq.)

Pages 8–13

- How does Kiviuq feel when he sees a *tupiq*?
(He feels like singing. He is overjoyed and ready to relax, and to share his adventures and his food.)
- Why does Kiviuq approach the *tupiq* carefully?
(He does not want to disturb Inuit in the tent. Sometimes strangers can be dangerous.)
- How does Kiviuq describe the woman inside the *tupiq*?
(She is large. Something about her makes Kiviuq nervous. The folds of her eyelids cover her eyes.)



Pages 14–17

- In what ways does the large woman show Kiviuq kindness?
(She mends and dries his clothes and gives him a warm place to rest.)
- Kiviuq is not yet aware that the large woman is Iguttarjuaq, the Bee Woman. What does the Bee Woman do to unsuspecting travellers?
(She captures, skins, cuts up, boils, and eats unsuspecting travellers.)
- How does Kiviuq feel when he realizes that the large woman is Iguttarjuaq, the Bee Woman?
(He is terrified.)

Pages 18–25

- What warning does Kiviuq receive from the skulls?
(That he will end up like them if he does not get away.)
- What are the helping spirits that come to Kiviuq's rescue?
(An *amauligaq*, or snow bunting, and *nanuq* the polar bear.)
- How does the Bee Woman use her power to trap Kiviuq?
(She freezes the sea around Kiviuq's qajaq.)

Pages 26–31

- What do some Inuit say about Kiviuq?
(That he was an *angakkuq* with power of his own.)
- How does Kiviuq ultimately escape the Bee Woman?
(He sings an *irinaliuti*, a magic song.)

Additional Questions

- What are some lessons that we can take away from Kiviuq's encounter with the Bee Woman?
(Answers will vary. For example, always trust your gut feeling, and be cautious around strangers.)

Learning Activities

Interview

Explain to students that they will pretend that they are going to interview Kiviuq. Tell students that an interview is when one person asks another person questions about their life and experiences. Tell students that they will think of five different interview questions that they would like to ask Kiviuq. Explain to students that the questions may be about Kiviuq's life, his experiences in *Kiviuq and the Bee Woman*, or anything else they would like to learn about Kiviuq. If your students have more than five questions that they would like to ask Kiviuq, encourage them to write as many questions as they have.

3–2–1

Tell students that they are going to complete an activity called 3–2–1. Tell students that they will write down three things that they learned while reading the story, their two favourite parts of the

story, and one question that they still have about the story. Prompt students with questions to encourage them to think of responses for this activity. Consider the following prompts:

- Is there anything that you learned from reading *Kiviuq and the Bee Woman* that you didn't know before?
- What was your favourite part of the story? What did you like about it?
- Did anything in the story surprise you?
- Is there anything in the story that you didn't understand or would like to learn more about?

After students have completed the 3–2–1 activity, ask them to share their responses and record them on a piece of chart paper. With students, identify any commonalities among the responses.

Character Traits

Tell students that they are going to describe both Kiviuq and the Bee Woman using character traits. Explain that character traits are the things about a person that make them special. Tell students that character traits can be based on a person's beliefs (the things they think are true), their attitudes (the way they feel about something), and their actions (the things they do and say). Provide students with the following examples of character traits:

Brave	Trustworthy	Kind
Honest	Funny	Smart
Respectful	Independent	Mean
Proud	Evil	Energetic



Encourage students to add their own ideas to the list of character traits. Explain any character traits that students do not know the meaning of.

Tell students that they will choose three character traits to describe Kiviug, and three character traits to describe the Bee Woman. Then, students will explain why they chose each character trait. For example, if your students say that Kiviug is brave, then they will have to explain why they feel he is brave using an example from the story.

Extension Activities

The following section contains extension activities for *Kiviug and the Bee Woman* that can be incorporated into different subject areas.

Art

Tell students that they will be practising a Japanese art form called *chigiri-e*. Explain that to create this type of art, the artist rips coloured paper into different shapes and glues them onto a solid background to create a picture. Many examples of *chigiri-e* art are available online. It may be helpful to show students a few examples before they begin to work independently. Tell students that they will recreate a scene from *Kiviug and the Bee Woman* using the *chigiri-e* style. Ensure that students have access to the needed materials for this activity, including construction paper in a variety of colours, thick paper to use as a background, and glue sticks.

Drama

Organize students into small groups. Tell students that they will work in groups to create an alternate ending to *Kiviug and the Bee Woman*, and then they will act out their alternate ending as a skit. Review the ending of the story with students. Then, ask them to work with their groups to think of different ways the story could have ended. Encourage students to ask “what if” questions about the ending of the story. For example, students may ask, “What if Kiviug was not able to escape the Bee Woman?” Provide groups with time to create their alternate ending and practise their skit. This activity may take multiple class periods to complete.

Science

Show students the illustration on page 34 of *Kiviug and the Bee Woman*. Ask students to identify the insect featured in the illustration. Tell students that they will research the Arctic bumblebee. Students should research the answers to the following questions:

- Where does the Arctic bumblebee live?
- How does the Arctic bumblebee survive in cold weather?
- What does the Arctic bumblebee eat?
- What is one interesting fact about the Arctic bumblebee?



After students have had time to conduct research, they will write a brief summary of what they learned about the Arctic bumblebee.

Music

Read students the following quotation from *Kiviug and the Bee Woman*:

“Suddenly Kiviug remembered an *irinaliuti*, a magic song he had learned years ago, which had helped him when he had been in danger before. With a loud voice, he began to sing, and as he sang, all at once the ice began to part, allowing Kiviug to reach open water and safety” (page 30).

Ask students to share what they think Kiviug’s *irinaliuti*, or magic song, sounds like. Ask students the following questions:

- Do you think Kiviug’s song was cheerful or sad?
- Do you think the music was upbeat or slow?

Record students’ responses in the form of a vote. After students have voted on cheerful or sad and upbeat or slow, organize students into small groups. Tell each group that they will create a simple rhythm using classroom instruments to accompany the mood of Kiviug’s song. For example, if students decided that Kiviug’s song is cheerful and upbeat, the rhythm that their group creates should also be cheerful and upbeat.

