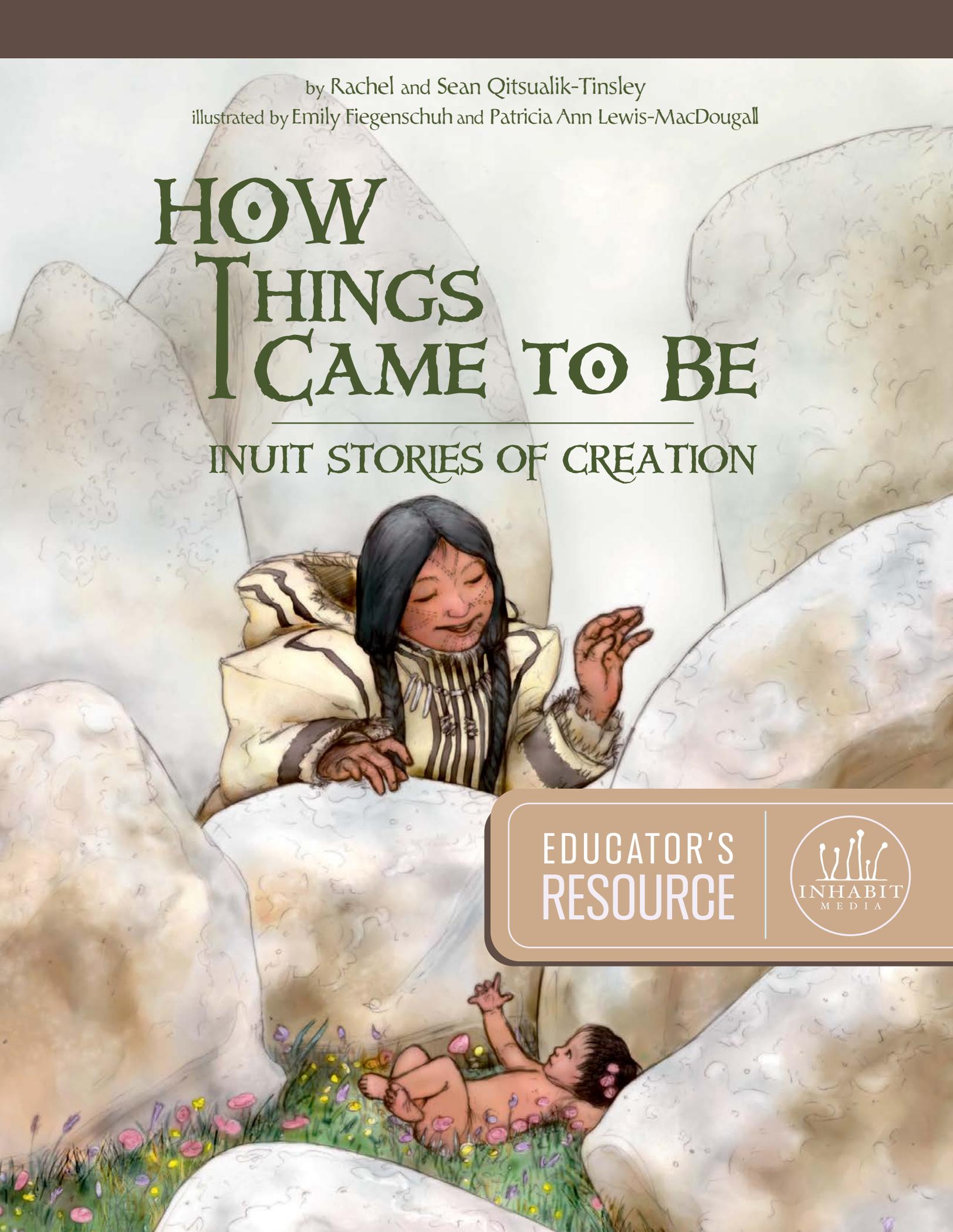


by Rachel and Sean Qitsualik-Tinsley
illustrated by Emily Fiegenschuh and Patricia Ann Lewis-MacDougall

HOW THINGS CAME TO BE

INUIT STORIES OF CREATION



EDUCATOR'S
RESOURCE



How Things Came to Be: Inuit Stories of Creation

About the Book

The perfect introduction to Arctic creation stories for children of all ages. From the origins of day and night, the sun and the moon, and lightning and thunder to the creation of Arctic animals such as caribou and Arctic waterfowl, this completely revised and re-edited edition—originally published as *Qanuq Pinngurnirmata*—shares nine classic Inuit creation stories from the Qikiqtani Region of Nunavut.

About the Authors

Rachel Qitsualik-Tinsley was born at the northernmost edge of Baffin Island, in Canada's Arctic. She grew up learning traditional survival lore from her father. Sean Qitsualik-Tinsley was born at the southernmost edge of Ontario. He grew up learning traditional woodcraft. They were brought together by a love of nature and each other. Together, they write Arctic fantasy.

About the Illustrators

Emily Fiegenschuh attended art school at the Ringling College of Art and Design in Sarasota, Florida, and graduated with honours and a BFA from the illustration program. She has illustrated numerous Dungeons and Dragons rulebooks for Wizards of the Coast, and has contributed cover and interior illustrations to the novel series *Knights of the Silver Dragon*. She illustrated the ten-part fantasy story "The Star Shard" by Frederic S. Durbin for *Cricket Magazine*. Her art has also appeared in the *New York Times* bestsellers *A Practical Guide to Dragons* and *A Practical Guide to Monsters*. Emily lives with her husband in the Seattle area.

Born and raised in the Niagara Peninsula, Patricia Ann Lewis-MacDougall's childhood days were spent in the woody setting of Ontario's Bruce Trail. After graduating high school, Patricia Ann enrolled at Sheridan College to study animation in the 1980s, and later illustration. She worked for several years as a storyboard artist for Nelvana. She has illustrated several books for children.

Note to Educators

This educator's resource is written for Kindergarten to Grade 3 classrooms. The suggested discussion questions and activities can be adapted for each class according to the experiences of students.

**For elementary-aged students, this book should be spread over the course of multiple days. Consider reading only one story each day for maximum student engagement.*

Educators can use this book to teach about topics such as:

- Inuit legends
- Traditional knowledge
- The Arctic
- Weather
- Animals
- Storytelling

Pre-Reading Discussion Questions

- Do you know of any other Inuit stories of creation? Can you briefly explain them?
- Look at the table of contents. How is it organized? Why is this page useful to the reader? Which title sounds the most intriguing to you?
- Do readers need to read these stories in order? Why or why not?
- What is a glossary? Why is it helpful to the reader?



During and Post-Reading Discussion Questions

The following questions and discussion points can be used during and after reading *How Things Came to Be: Inuit Stories of Creation*. 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.

- Page 13: What do you think changed so that humans and animals could no longer understand each other?
- Page 17: There are some feelings mentioned on this page (pride, envy, anger). What other feelings can you think of? Are they positive or negative feelings?
- Page 18: What did you think of this first story? How did it make you feel?
- Page 21: Why do you think it was more difficult to go on a journey to find a boy baby?
- Page 23: Why might Raven have forgotten how he created the earth?
- Page 26: How would you describe Raven and Fox's personalities?
- Page 27: Why do you think the stranger did not need to eat anything?
- Page 31: What do you think will happen with all of these caribou?
- Page 34: Who is your closest family member?
- Page 34: Do you think we still do this for youth? Do you have a place to play and be yourself without adults interfering?
- Page 36: How would you feel if your sibling or best friend betrayed your trust like this? Would you be angry, even if it were only a game?
- Page 42: Does it sound like his wife is actually a human? What else might she be?
- Page 51: Why do you think the girl suddenly had a change of heart and accepted this man after refusing so many others?
- Page 54: Do you think the girl and her father are going to get away safely?
- Page 63: Do you think the orphans will survive?
- Which of these stories did you like the most? Why?
- Which of these stories did you like the least? Why?
- Have you heard any other versions of these stories? Where?
- Why did the author write this book?
- Name five things you learned about Inuit legends by reading this book.
- Choose one of the stories and retell the main parts in only ten sentences.



Extension Activities

The following activities could be used to help strengthen students' understanding of the story. Adapt these suggestions to the ability level of your students as necessary.

Writing Prompt

Choose two characters from two different stories in this book. Write about these characters meeting and what might happen.

Talking Circle

- Sit in a circle on the floor or in chairs, and pass around a talking piece so each person has a turn to contribute. Allow students the right to pass if they do not wish to share. Use the following questions to begin your discussion.
- If you could speak to any of the characters in this book, which one would you choose? What would you ask them?
- What did this book remind you of?
- What kinds of stories or legends do you like best?
- Who do you like to tell stories to?

Imagery

Return to the introduction beginning on page 7. There is a lot of wonderful imagery in this section. Get a large piece of paper. As the teacher reads this section again, one paragraph at a time, draw anything that you picture or imagine when you listen to the words. Afterwards, leave your doodles and drawings on your desk. Walk around the classroom and view others' drawings. Notice any similarities or differences between the drawings of what came to mind for each classmate.

Similes

A simile is a comparison that uses the words “like” or “as” to compare two objects. As you read through the stories, keep a chart of any similes you find. Here are some examples to get you started:

- Page 11: “Like a child playing with clay.”
- Page 15: “It was as strong as the sky.”
- Page 15: “Their powers were like waking dreams.”
- Page 18: “Like blossoms in the spring.”

Create your own similes. Choose five items or people that are important to you. Write a sentence about each one using a simile.

What You Learned

Create a presentation about what you learned from this book. Be creative. Some possible suggestions of ways to present your information are:

- A poster
- A PowerPoint presentation
- A song
- A mural or collage
- A written report
- A book cover
- A poem

