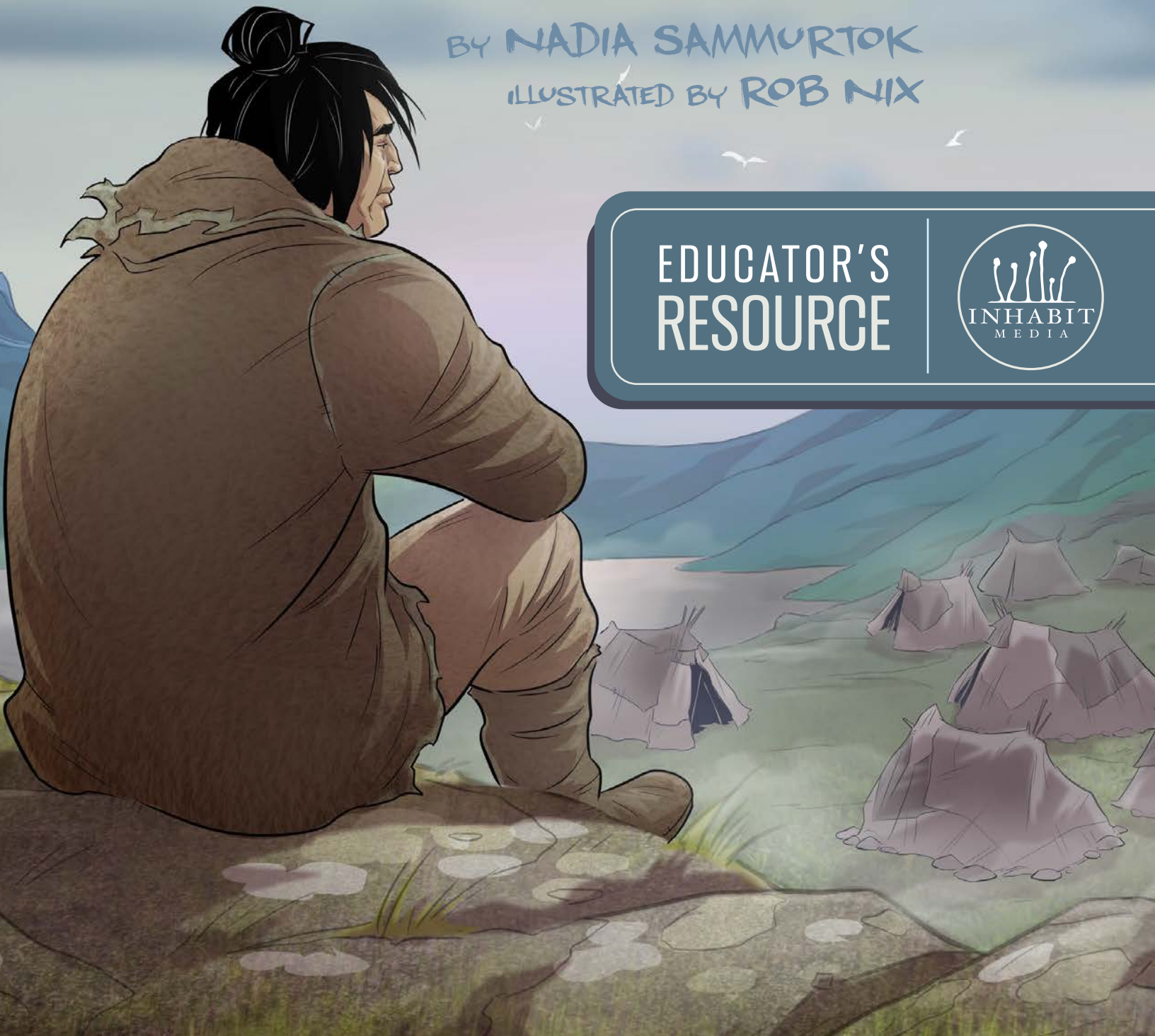
SIULUK
THE LAST TUNIQ

BY NADIA SAMMURTOK

ILLUSTRATED BY ROB NIX



EDUCATOR'S RESOURCE

INHABIT MEDIA

Siuluk: The Last Tuniq

About the Book

Siuluk is a quiet, friendly man who lives alone near an Inuit village. People tell him that he must be the last *Tuniq* because of his great strength. Siuluk doesn't like when other men tease him, so he needs to find a way to prove his strength to them.

About the Author

Nadia Sammurtok is an Inuit writer and educator originally from Rankin Inlet, Nunavut. Nadia is passionate about preserving the traditional Inuit lifestyle and Inuktitut language so that they may be enjoyed by future generations. Nadia currently lives in Iqaluit, Nunavut, with her family.

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.

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

- Recognizing differences and accepting others for who they are
- Kindness and understanding
- The importance of oral storytelling and how stories get passed down through generations
- Traditional Inuit stories

Pre-Reading Discussion Questions

- For Kindergarten and Grade 1 students, point out features of the cover.
  - Who can point to the title?
  - Who can point to the illustration?
  - Who can point to the author's and illustrator's names?

    **If you have not yet taught the words "author," "illustrator," "title," or "illustration," this is a good time to introduce the terms and allow students to practise finding these on all read-aloud stories used in the classroom.*
- What do you think this story is going to be about?
  - You could record students' answers on chart paper or the whiteboard, or have students write their own predictions before reading the story together. Students could also talk to a partner about their predictions rather than write.
  - What problem might there be in this story?
  - Where do you think this story takes place?

    **Introduce the word "setting" to students if they are not yet familiar with the word.*
- What things do you see in the illustration on the cover?
- By looking at the cover, how do you think Siuluk is feeling? Why?
- Have you ever heard about "Tuniq/*Tuniit*"? What do you already know about them?

During and Post-Reading Discussion Questions

The following questions and discussion points can be used during and after reading *Siuluk: The Last Tuniq*. 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 8: Siuluk is coming home after hunting. Do you know someone who hunts?
  - What kinds of animals can you hunt near your community?
- Page 10: The men are not being very nice to Siuluk. Can you think of a time someone was not nice to you? What did you do?
  - What do you think Siuluk should do when these men are mean to him?
  - How does it make you feel when others are not nice to you? (e.g., sad, upset, mad, frustrated, hurt.) This is why we need to be kind to everyone we meet!
- Page 12: What do you think is going to happen next? How could Siuluk prove his strength to the others?
- Siuluk was said to be the last of the Tuniit. What do you think happened to the Tuniit? What other things would you like to learn about the Tuniit?
- Elements of a short story:
  - Who were the main characters in the story?
  - What was the setting?

    - What happened at the beginning of the story? Middle? End?
    - What was the conflict/problem in this story?
    - Can you summarize the plot in five sentences?
- If you were to rewrite this story, how would you change the ending?
- What did you learn from this story?
- Does this story remind you of any other story you've heard or book you've read?

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 own students as necessary.

Acrostic Poem

As a class, write an acrostic poem about Siuluk using his name and words that describe him.

Example:
S – stays by himself
I – is able to move a large rock
U – unusually strong
L – last Tuniq
U – upset when others are mean
K – kind to others

Next, have each student write the letters of their own name in the style of an acrostic poem. Have them come up with words and sentences for each letter of their name that describe what they are like, things they can do, and so on.

Vocabulary

**Appropriate for a teacher-modelled group activity for Kindergarten/Grade 1, and independent work for Grades 2/3.*

There are lots of wonderful words used in this story! Find the words listed below in the story. Read the whole sentence when you find each word. On a piece of paper, write a different word with the same or similar meaning (a synonym), or a short definition of what you think that word means.

**You can provide page numbers to students or have them search the story themselves in order to find the vocabulary words.*

- Preferred (page 6)
- Mock (page 12)
- Chimed (page 12)
- Quivered (page 14)
- Hesitantly (page 14)

- Attempted (page 14)
- Budging (page 14)
- Enormous (page 16)
- Humbled (page 18)

Writing Prompt

Read the afterword written by the author. Nadia learned this story from her father, who heard it from his father. Oral storytelling is a very important way for stories to be shared. Think of a story that a family member or friend has told you and write it down. Tell your story to the class so you can practise oral storytelling, too!

Talking Circle

Sit in a circle on the floor or in chairs. Pass around a talking piece and allow each student to have a turn sharing their thoughts about the story. Here are some possible discussion ideas:

- This story shows us that kindness is very important. Talk about a time when someone was very kind to you.
- This story shows us that everyone is different and that is okay! What is something different about yourself that you love?
- Why do you think the men were mean to Siuluk?
- Did you like this story? Why or why not?