



The Gnawer of Rocks

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Inuktut Titiqqiriniq

This resource is part of Inuktut Titiqqiriniq, a comprehensive Inuktut literacy program that was created in Nunavut. Inuktut Titiqqiriniq was developed by Nunavut educators, linguists, and language consultants, with constant testing and input by Nunavut classroom teachers. Inuktut Titiqqiriniq provides instructional tools and resources to help students develop strong Inuktut language skills.

Inuktut Titiqqiriniq takes a holistic and balanced approach to language learning. Inuktut Titiqqiriniq considers all aspects of and opportunities for literacy development.



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Department of Education
Ministère de l'Éducation

The Gnawer of Rocks

Graphic Novel Study

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General Accommodations and Modifications

Outlined below are some useful teaching strategies that may assist those students who struggle with their learning or demonstrate some difficulty with everyday classroom tasks. There are also suggestions for accommodations to activities provided throughout the resource. Remember that everyone learns in different ways, and we cannot expect that all students will respond in the same way to a specific teaching strategy. Students, teachers, and parents must work together to maximize each student's learning potential and to create a positive, productive, and successful classroom community.

Environmental Accommodations

- Arrange seating to reduce distractions.
- Provide students with a place to keep supplies, books, and so on away from their work area.
- Allow breaks between tasks.

Adaptations to Lesson Presentations

- Give a structured overview before the lesson.
- Provide verbal and written instructions.
- Establish routines that enable the student to check understanding with a peer.
- Provide frequent repetition of important instructions.

Adaptations to Assignments and Projects

- Shorten assignments and/or divide assignments into parts.
- Provide extended time for the student to complete assignments.
- Provide additional time for reading assignments.
- Provide assistance with note-taking if needed.
- Use peer support and mentoring (select a classroom buddy).
- Provide opportunities for the student to demonstrate understanding of material using a variety of media, including oral presentations, visual arts/illustrations, audio or videotaped assignments, bulletin board displays, dramatizations, and demonstrations.
- Provide assistance with organization and planning of classwork and/or homework.

About This Graphic Novel Study

This graphic novel study is geared toward students in Grades 8 to 12. The suggested activities and discussion prompts can be adapted to suit the needs of the students. There should be a discussion within your school about which classes will use the resource so that it isn't repeated from year to year.

The graphic novel study consists of four lessons focused on the graphic novel *The Gnawer of Rocks* by Louise Flaherty. It seeks to examine the conventions of the graphic novel format and expand students' knowledge of Inuit folk tales and traditional storytelling. Students will participate in reading, writing, oral communication, visual depiction, and community inclusion activities. At the end of this graphic novel study, students will be able to share what they have learned about Inuit folk tales and traditional storytelling with the next generation.

Please note that *The Gnawer of Rocks* contains graphic content with descriptions of violence. Consider whether it is appropriate for your students.

Note to educators: Although this resource was created to support educators who are instructing in both Inuktitut and English, the teacher instructions in this resource are in English, with student materials available in Inuktitut and English. This production decision reflects the recommendations we received from our Inuktitut working group and several focus group meetings with Nunavut educators. The rationale was that having teacher instructions in English avoids dialectal issues with understanding the content and increases accessibility to teachers across Nunavut.

Icon Descriptions



READING Students will read assigned passages using a variety of reading strategies.



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



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



VIEWING Students will view the illustrations or photos in the book and gather information or make predictions.



WRITING Students will develop their written communication skills through a variety of writing activities.



CONNECTING Students will make connections between the readings and their own lives, their community, and the world.



DECODING AND COMPREHENSION Students will use strategies to help them make sense of what they are reading.



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



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



HANDOUT Handouts in Inuktitut and English accompany many activities throughout this resource. These handouts are to be photocopied and handed out to the students, allowing them to practise and expand on the information they are learning.



COMMUNITY INCLUSION Students will extend the walls of the classroom, incorporating community perspectives into the lesson. This will broaden their understanding and help them apply their learning to everyday experiences.

Lesson 1: Reading *The Gnawer of Rocks*

OBJECTIVES

In this lesson, students will work to achieve the following objectives:

- Explore prior knowledge of Inuit folk tales and complete the *K* and *W* sections of the KWL chart: What I *know* and what I *want* to know.
- Make predictions based on the title and front cover by creating two-sentence stories.
- Learn about the author, Louise Flaherty.
- Learn about the features and conventions of the graphic novel format.
- Read the graphic novel as a class or in groups.
- Complete the *L* portion of the KWL chart: What I *learned*.

READING

The Gnawer of Rocks by Louise Flaherty

HANDOUTS

- Handout 1: KWL Chart
- Handout 2: Two-Sentence Stories
- Handout 3: Comprehension Check

MATERIALS

- Chart paper
- Student journals (optional)

LEARNING ACTIVITIES

Activity 1.1: Before Reading: Prior Knowledge



- Explain to students that they will be reading *The Gnawer of Rocks* by Louise Flaherty. Tell them that *The Gnawer of Rocks* is an Inuit folk tale.
- Discuss with the students that before they begin to read *The Gnawer of Rocks*, they will do an exercise to explore what they already know about Inuit folk tales and what they want to know about Inuit folk tales. After they read the graphic novel, they will discuss what they have learned about Inuit folk tales.
- Explain that Inuit folk tales are stories that have been told by Inuit for generations and are not based on the experiences of the storyteller. To begin the discussion, you may want to use the following prompts:
 - Do you know any Inuit folk tales? If so, which ones? (For example, Nulijjuk, Kivuiq, Kaugjagjuk.)
 - What are some common themes in Inuit folk tales? (For example, warnings to children, creation stories.)
 - How have these stories been passed on? (For example, through oral storytelling.)
- Distribute copies of **Handout 1: KWL Chart** to each student.
- On chart paper, create a KWL chart at the front of the class to record students' responses.
- Review what a KWL chart is: a simple graphic organizer to record your thoughts on a topic. The organizer is divided into three sections:
 - What students *know*.
 - What students *want* to know.
 - What students have *learned* after exploring the topic.

- Have students complete the *K* and *W* sections of the chart. Remind them to write down *anything* and *everything* they can think of. There is no idea or question too big or too small. You can also explain to students that they can switch the order of the *know* and *want* sections of the chart. Sometimes by thinking of and writing down what they want to know, they discover some things they already know.

Teaching Tip: Give students enough time to really think about their ideas. Explain that their ideas will be recorded as a class later. Some students may write down ideas and others may simply think.

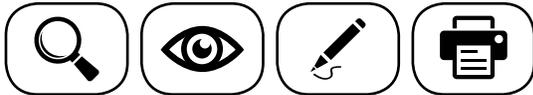


- Once students have had time to record what they know and want to know, begin to discuss their ideas as a class.
- Allow enough time to discuss and record students' ideas. At this point in the process, it is important to remember that this activity is the students' initial engagement in the graphic novel study—their *first impression*. Place value on each student's ideas. Be ready to write down every idea and point that the students share with you. If students share an idea that is not recorded, they may disengage from the graphic novel study.
- Try to avoid prompting students with your own ideas. This kind of prompt may take away a student's opportunity to share if he or she had the same idea. Instead, as students are writing, go around the class and make note of students' work. When it comes time for the group discussion, you can connect with students' ideas. For example:
 - Emma, I really liked what you wrote down about what you want to learn. Would you feel comfortable sharing one of your ideas with the class?
- Once students begin to share their ideas, try to give everyone a chance to participate. In many cases, students will have similar ideas to their classmates. Even if their ideas are the same as others, there is an opportunity for them to participate. Again, you may have to use prompts:
 - Alex mentioned that he would like to know more about how similar stories vary depending on region. Did anyone else have a similar idea? Put up your hand if you did.
- When hands go up, put checkmarks beside the idea. This exercise helps to highlight common themes and ideas. It also gives reluctant participants a chance to engage, since they can participate simply by raising their hand rather than talking in front of the class. The more students engage in the activity, the better.
- Once all students have had a chance to share their ideas, reflect on the common topics and themes that came up in the class.

Accommodations

- Have students complete the activity in pairs or small groups instead of individually.
- Create a KWL chart in a document on a computer if students are more comfortable writing that way.
- Give students the option of drawing what they know about Inuit folk tales if they are more comfortable drawing than writing.

Activity 1.2: Before Reading: Predictions



- In a whole-class discussion, use the ideas students shared about Inuit folk tales in the previous activity to make predictions about *The Gnawer of Rocks*. For example, if students came up with the idea that Inuit folk tales are often frightening, they can predict that a frightening event or character will be in this story.
- Introduce the idea of two-sentence stories. Tell students that two-sentence stories are exactly what they sound like: stories that are only two sentences long. The best examples of these stories are two-sentence horror stories. These stories try to scare the reader using only two sentences. For example:
 - I heard footsteps coming down the hall. I live alone.
- You can find other examples of two-sentence stories online to show the students.
- Distribute **Handout 2: Two-Sentence Stories**.
- Explain that students will be creating their own two-sentence stories to make predictions about the graphic novel. They will write a two-sentence story based on the front cover and title of the book.

Teaching Tip: Before students complete the activity, demonstrate how it works by holding up another book in the classroom and sharing a two-sentence story based on its front cover and title.



- If possible, have a large copy of the book's front cover at the front of the class. Allow students to look at the cover of the book. Tell them not to look inside the book to see what happens. Remind them that this exercise is just to predict what might happen, or to think about why the illustrator created the cover he did and why the author chose the title she did. There is no right or wrong prediction; we are just thinking about the title and front cover illustration.
- Give students enough time to complete their stories. Then, ask volunteers to share their stories with the class. You may want to write the students' stories on strips of chart paper to display on the board or around the classroom.

Accommodations

For some students, this will be a difficult writing exercise. There are various ways to scaffold learning:

- Give an example for the first sentence that students can use: "I am the Gnawer of Rocks." Students will then write the second sentence in the story.
- Allow the option of drawing a picture that relates to the story. Have students draw a scene that they think might happen in the story based on the front cover and title.

Activity 1.3: Before Reading: Author Spotlight



- Tell students that this graphic novel was written by Louise Flaherty. Ask students if they have ever read any books by this author before, and to share what they know about the author.
- As a class, read the Author's Note on page 3 of the graphic novel. Begin reading out loud and then ask for volunteers to continue reading.

- After reading, discuss the Author’s Note as a class. You may want to use the following prompts:
 - Why do you think the author mentioned that this story might be disturbing?
 - How did Louise Flaherty hear this story? Are stories still shared in this way today?
 - Do you think it is important to pass down Inuit traditional stories to younger generations? Why or why not?
- After the discussion, have students turn to page 51 (English page 53) of the book. Read the paragraph about Louise Flaherty as a class. Then ask:
 - What did you learn about Louise Flaherty?
 - Has learning more about the author changed any of your predictions about the book? If so, in what way?
 - Is there anything you still want to know about the author?
- Descriptive text, often displayed in a text box so it isn’t confused with dialogue
- Tell students that the way the illustrations are presented can be important. As we read the text in a graphic novel, we must also pay close attention to the illustrations. We must take the time to look over details in the illustrations.
- If possible, provide a comic book to compare to the graphic novel. Encourage students to look at the graphic novel and the comic book side-by-side and discuss any similarities or differences. Explain that graphic novels are similar to comic books, but graphic novels are usually longer and more complex. Comic books often tell a story over many issues, while graphic novels often complete their story in only one or two volumes.

Activity 1.4: Before Reading: Introduction to Graphic Novels



- Before students begin reading the graphic novel, ask them to share what they know about the graphic novel format.
- Provide some background information on what a graphic novel is. Tell students that graphic novels use illustrations and words to tell a story. These elements are combined in different ways. The words of the graphic novel are usually one of the following:
 - Dialogue, often displayed in a word bubble
 - Thoughts of the characters, often displayed in a thought bubble

Activity 1.5: Reading *The Gnawer of Rocks*

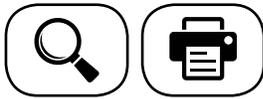


- The graphic novel should be read in one sitting. There are a variety of methods for reading the graphic novel, and the choice you make will reflect the needs of your classroom.
- Here are some options for reading the graphic novel:
 - Read-aloud: Instructor and/or volunteers from the class read the text out loud as others in the class follow along.
 - Reading groups: Students are divided into small groups to read the graphic novel together.
 - Mixed: Students select how they want to read the graphic novel. Some can join in on a class read-aloud while others can find a spot in the classroom or hall to read independently.

Teaching Tip: Give students sticky notes to write down questions as they read. After reading, ask students to share their questions and discuss them as a class.

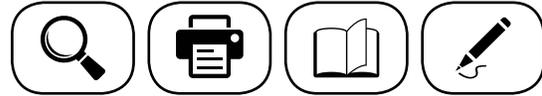


Activity 1.6: After Reading



- After reading the graphic novel, revisit the two-sentence stories students wrote before the reading. Encourage them to point out any similarities between their stories and the graphic novel.
- Ask students to take out their copies of **Handout 1: KWL Chart**. Before completing the “What I **L**earned” section of the KWL chart, have students review what they wrote in the *K* and *W* sections of their charts earlier and what was written on the class chart.
- Ask them to pay attention to the “What I **W**ant to Know” section of the chart to see if they learned any of the things they wrote in that section.
- Have students write what they learned about Inuit folk tales in the *L* section of the chart. As students are writing, discussing, or drawing their own thoughts, go around the class again to see what ideas the students are coming up with.
- After students have had time to think and record thoughts on what they have learned, hold a class discussion about their responses. As with the previous discussion and recording of ideas, you should be as inclusive as possible.
- Record all ideas and give students a chance to agree with their peers and participate in non-verbal ways, such as raising their hands to agree.

Extension Activities



- Ask students to complete the comprehension questions about the graphic novel on **Handout 3: Comprehension Check**. For struggling learners, provide only the first page of the handout for them to complete. For more advanced students, have them complete the questions on both pages.
- Ask students to read the Afterword on pages 48–49 and write a journal reflection about the importance of sharing and preserving Inuit traditional stories.

Name: _____

KWL Chart

Below, write what you already know about Inuit folk tales in the left column of the chart. In the centre column, write what you want to know about Inuit folk tales. After reading *The Gnawer of Rocks*, write what you learned about Inuit folk tales in the right column.

Inuit Folk Tales		
What I Know	What I Want to Know	What I Learned

Name: _____

Two-Sentence Stories

Two-sentence stories are exactly what they sound like: stories that are only two sentences long. Some examples of two-sentence stories are two-sentence horror stories. These stories try to scare the reader using only two sentences!

Here is an example of a two-sentence horror story:

I heard footsteps coming down the hall. I live alone.

Look at the front cover of *The Gnawer of Rocks*. Read the title. Based on the front cover and title, what do you think this book will be about? Write a two-sentence story based on the front cover and title of the book.

Two-sentence story:

Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. Why do the two girls decide to go for a walk?

2. How do they find themselves at the mouth of the cave?

3. What do they find in the cave?

4. Describe Mangittatuarjuk.

5. Why does the oldest girl ask Mangittatuarjuk to bite down on a stone?

Name: _____

Comprehension Check (continued)

Answer the questions below in complete sentences.

6. Why do you think the girls go into the cave even though there are bones at the entrance?

7. Would you go inside the cave? Why or why not?

8. What lesson(s) does this story teach?

9. Why do you think this story was told?

10. Does this story remind you of any other stories you have heard? If so, which one(s)?

Lesson 2: Studying Folk Tales

OBJECTIVES

In this lesson, students will work to achieve the following objectives:

- Explore prior knowledge of Western folk tales.
- Read “Hansel and Gretel” as a class.
- Compare and contrast *The Gnawer of Rocks* to “Hansel and Gretel.”

READINGS

- *The Gnawer of Rocks* by Louise Flaherty
- Handout 1: Hansel and Gretel

HANDOUTS

- Handout 1: Hansel and Gretel
- Handout 2: Compare and Contrast Folk Tales

MATERIALS

Chart paper

Activity 2.1: Introduction to Western Folk Tales



- Tell students that folk tales are part of almost every culture. Ask students if they know of any folk tales from other cultures.
- Ask students if they have ever heard of the Grimm brothers. If they haven't, list some famous Grimm brothers' tales, such as “Rapunzel,” “Little Red Riding Hood,” and “Cinderella.”
- Tell students that the Grimm brothers were German brothers who published collections of folk tales in the 1800s. They did not write the stories, but collected stories that had been told for generations. Since then, the stories have been published over and over, with many becoming well known to generations of children throughout Europe, North America, and all over the world. In each of the stories there is a moral or lesson to be learned. Many of the Grimm brothers' stories have become part of popular culture, and many different versions of their stories have been published or made into movies.
- Prompt students to make connections between Western folk tales such as the Grimm brothers' folk tales and Inuit folk tales:
 - Based on what you just learned about Western folk tales such as the Grimm brothers' folk tales, what connections can you make between Western folk tales and Inuit folk tales? (For example, they often teach a moral or a lesson and they have been passed down for generations.)

Activity 2.2: Reading Hansel and Gretel



- Ask students if they know the story of “Hansel and Gretel.” Record what they know on chart paper. Write down all the ideas students come up with. If students don’t know the story, you don’t need to prompt them. The activity can be started with no prior knowledge of the story.
- Distribute **Handout 1: Hansel and Gretel**.
- Read the story out loud as students follow along. You may wish to ask volunteers to read sections of the story.
- After reading, discuss the story as a class. You may want to use the following prompts:
 - What was the lesson in this story?
 - Did you notice any similarities between this story and *The Gnawer of Rocks* or other Inuit folk tales? If so, what were they?
- Record students’ responses on the board or chart paper.

Activity 2.3: Comparing Folk Tales



- After reading “Hansel and Gretel,” tell students that they will use a Venn diagram to compare and contrast “Hansel and Gretel” to *The Gnawer of Rocks*.
- Review the story of *The Gnawer of Rocks*. Prompt students to identify the lessons found in *The Gnawer of Rocks* if they haven’t done so already:
 - What happened to the children in the story?

- What do you think the children in the story learned?
- What would the girls in the story do differently if they had the chance?
- Why might an elder tell this story to children?
- On chart paper, draw a large version of a Venn diagram. Label the left circle *The Gnawer of Rocks* and label the right circle “Hansel and Gretel.” Tell the students that the left circle will contain information that only relates to *The Gnawer of Rocks* and the right circle will contain information only about “Hansel and Gretel.” The middle portion, where the circles overlap, will have the similarities between the two stories.
- Begin the activity by filling out each section of the Venn diagram with one or two points as a class.
- Distribute **Handout 2: Compare and Contrast Folk Tales**. Students will complete the comparison of the two stories using the Venn diagram.
- Ask students to come up with at least two points for each section, not including the ones completed as a class.
- If necessary, have students work in pairs or small groups for support.
- After students have been given enough time to complete the Venn diagram, discuss the results as a class. Add students’ answers to the Venn diagram on the chart paper.
- End the activity by discussing what students have learned about Western and Inuit folk tales. For example:
 - What did you learn about Western folk tales from the comparison exercise?
 - What did you learn about Inuit folk tales?
 - Why do you think there are similarities between folk tales from different cultures?
- Record students’ answers on the board or chart paper.

Extension Activities

- Have students research other folk tales online to learn more about the genre and make further comparisons. Ask them to look for common themes in the folk tales they find—for example, scary creatures and warnings to children. They can record their findings in their journals or complete another Venn diagram comparing *The Gnawer of Rocks* to a different folk tale.
- Encourage students to speak to elders and ask them to share their stories. If possible, invite an elder to the class to share stories with the students. Have students prepare questions to ask the elder about Inuit folk tales and storytelling. Some possible questions include:
 - Why were these stories told?
 - How did you hear these stories?
 - Why are there often different versions of the same stories?
- Hold a sharing circle for students to share stories they have heard in their families or community. Students can write out the stories to read out loud for the class or tell the stories from memory.

Hansel and Gretel

Once upon a time a very poor woodcutter lived in a tiny cottage in the forest with his two children, Hansel and Gretel. His second wife often treated the children badly and was always nagging the woodcutter.

“There is not enough food in the house for us all. There are too many mouths to feed! We must get rid of the two brats,” she said.

And she kept trying to persuade her husband to abandon his children in the forest. “Take them far away from home so that they can never find their way back! Maybe someone will find them and give them a home.”

The woodcutter didn’t know what to do. One evening, Hansel and Gretel overheard their father and stepmother’s conversation. Gretel was upset, and Hansel comforted her.

“Don’t worry! If they do leave us in the forest, we’ll find the way home,” he said. Hansel snuck out of the house and filled his pockets with little white pebbles, and then he went back to bed.

After a night of persuading, the woodcutter’s wife finally convinced him to abandon his children. In the morning, he led Hansel and Gretel into the forest. But as they were walking, Hansel dropped little white pebbles here and there on the ground. Once they were deep in the forest, the woodcutter told the children to rest while he went to chop wood.

When the children woke up, the forest was dark, and the woodcutter had still not returned. Gretel began to cry. Hansel felt scared too, but he tried to hide his feelings and comfort his sister.

“Don’t cry! Trust me! I swear I’ll take you home even if Father doesn’t come back for us!” Luckily, the moon was full that night and Hansel waited until its light shone through the trees.

The tiny white pebbles shone in the moonlight, and the children found their way home. They crept through a half-open window without waking up their parents.

The next day, when their stepmother discovered that Hansel and Gretel had returned, she became very angry. She locked their bedroom door and scolded her husband for failing to follow her orders. The weak woodcutter protested, as he didn’t want to leave his children. The stepmother kept the children locked inside and gave them only a piece of bread for supper. The stepmother argued with her husband all night. In the morning, the woodcutter led the children into the forest.

Hansel, however, had not eaten his bread. As he walked through the trees, he left a trail of crumbs behind him to mark the way. But the little boy had forgotten about the hungry birds that lived in the forest. When they saw him, they flew along behind and ate all the crumbs. Again, the woodcutter left his two children alone.

“I’ve left a trail, like last time!” Hansel whispered to Gretel. But when night came, they saw that all the crumbs were gone.

“I’m scared!” cried Gretel. “I’m cold and hungry and I want to go home!”

“Don’t be afraid. I’m here to look after you!” Hansel tried to comfort his sister, but he, too, shivered when he saw frightening shadows and evil eyes around them in the darkness. All night the two children huddled together for warmth at the bottom of a large tree.

Name: _____

HANDOUT 1

When morning came, they started to walk around the forest, looking for a path. But they soon became discouraged—they were lost. They walked and walked, until suddenly they came upon a strange cottage in the middle of a clearing.

“This is chocolate!” gasped Hansel as he broke a lump of plaster from the wall.

“And this is icing!” exclaimed Gretel, putting another piece of wall in her mouth. Starving but delighted, the children began to eat pieces of candy broken off the cottage.

“We’ll stay here,” Hansel declared. They were just about to try a piece of the biscuit from the door when it quietly swung open.

“Well, well!” said an old woman, peering out with a suspicious look. “You children have a sweet tooth!”

“Come in! Come in! You’ve nothing to fear!” the old woman said. Unluckily for Hansel and Gretel, however, the sugar candy cottage belonged to an old witch. It was her trap for catching victims. The two children had come to a really nasty place!

“You’re so skinny!” said the witch, locking Hansel into a cage. “I shall fatten you up and eat you!”

“You can do the housework,” she told Gretel. “Then I’ll make a meal of you, too!” Luckily, the witch had very bad eyesight. When Gretel smeared butter on her glasses, she could see even less.

Every day, the witch said to Hansel, “Let me feel your finger!” She wanted to check if he was getting any fatter. Now, Gretel had brought her brother a chicken bone, and when the witch went to touch his finger, Hansel held out the bone.

“You’re still much too thin!” she complained. “When will you become fat?” One day, the witch became tired of waiting.

“Light the oven,” she told Gretel. “We’re going to have a tasty roasted boy today!” A little later, hungry and impatient, she said, “Run and see if the oven is hot enough.”

Gretel returned, saying, “I can’t tell if it is hot enough or not.”

Angrily, the witch screamed at the little girl. “Useless child! All right, I’ll see for myself.”

But when the witch bent down to look inside the oven, Gretel gave her a big push and slammed the oven door shut. Gretel ran to set her brother free and they made sure that the oven door was tightly shut behind the witch. Just to be safe, they fastened it firmly with a large lock. Then they stayed for several days to eat more of the house, until they discovered a huge chocolate egg among the witch’s belongings. Inside was a box of gold coins.

“The witch is now burned to a cinder,” said Hansel, “so we’ll take this treasure with us.” They filled a large basket with food and set off into the forest to search for the way home. This time luck was with them, and on the second day they saw their father come out of the house toward them, weeping.

“Your stepmother is dead. Come home with me now, my dear children!” The two children hugged the woodcutter.

“Promise you’ll never, ever leave us again,” said Gretel, throwing her arms around her father’s neck. Hansel opened the box.

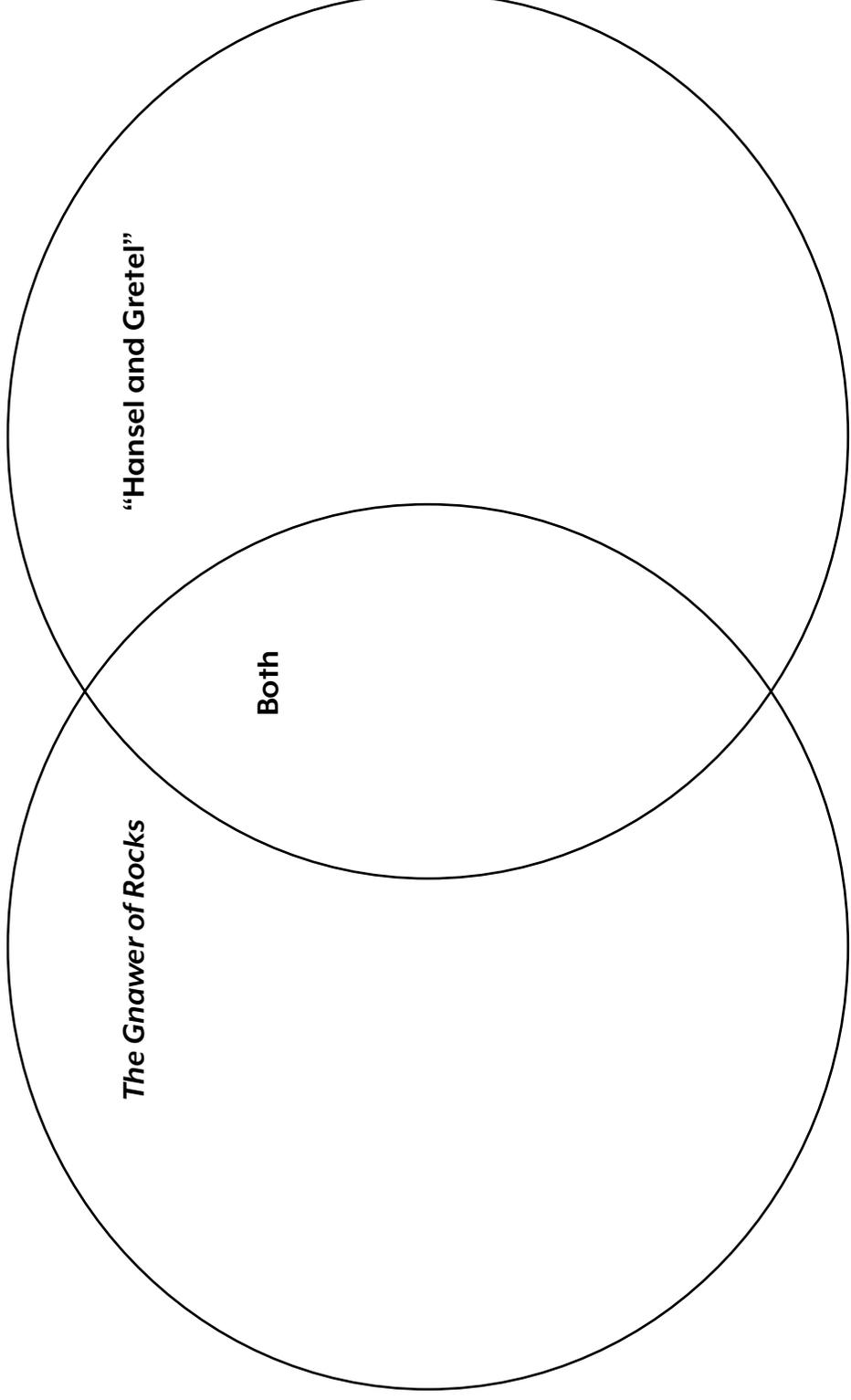
“Look, Father! We’re rich now! You’ll never have to chop wood again.”

And they all lived happily ever after.

Name: _____

Compare and Contrast Folk Tales

Compare *The Gnawer of Rocks* to the folk tale "Hansel and Gretel." Write details about only *The Gnawer of Rocks* in the circle on the left. Write details about only "Hansel and Gretel" in the circle on the right. Write details that both folk tales have in common in the centre.



Lesson 3: Exploring Format: The Graphic Novel

OBJECTIVES

In this lesson, students will work to achieve the following objectives:

- Explore the use of illustrations in the graphic novel format.
- Complete a writing exercise to convey all the information on certain pages from the graphic novel through writing only.
- Create a four-panel comic based on written descriptions and dialogue.

READING

The Gnawer of Rocks by Louise Flaherty

HANDOUTS

- Handout 1: Missing Details
- Handout 2: Four-Panel Comic

MATERIALS

- Chart paper
- Drawing utensils (markers, colouring pencils, crayons)

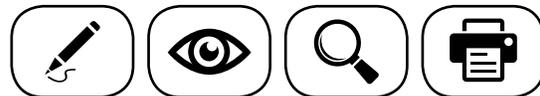
LEARNING ACTIVITIES

Activity 3.1: What's Missing?



- Review pages 14–17 of *The Gnawer of Rocks* with the class by reading that section of the story out loud with students.
- After reading, write down all the text from those pages of the graphic novel on chart paper.
- Read through the text with students. Ask the following questions:
 - What details are missing from the story when we only read the text?
 - In what ways does the illustrator add details to the story?
 - If you had to write this story without any illustrations, how would you describe the details? Would using words be the same as using illustrations?

Activity 3.2: Writing Details



- Distribute **Handout 1: Missing Details**. On the handout, students will try to describe the missing details with their writing. They will use their own words to describe the details that are missing when the illustrations are left out.
- Allow students to use the graphic novel to refer to the illustrations to help guide their writing.

- Some students will be reluctant to add many details through their writing. As students are completing this activity, go around the class and give prompts when needed:
 - As the girls walk, is it bright or dark?
 - What do you think it smells like?
 - Do you see the expression on the girl's face? How do you think she's feeling at this point?
- After students have completed their handouts, hold a class discussion about the activity using the following prompts:
 - Was it difficult to use words to express the details seen in the illustrations?
 - Which way do you think expressed the situation best (only words or both words and images)?

Extension Activity



Choose a different graphic novel and photocopy pages from it. Then cover up the words with liquid paper or permanent marker. Have students write their own story based on the illustrations in the graphic novel.

Activity 3.3: Panel Storytelling



- Tell students that in this activity they will switch the roles of author and illustrator. In the last activity, they had illustrations that they had to turn into words. In this activity, they have words that they are going to turn into illustrations.
- Distribute **Handout 2: Four-Panel Comic**. Students will need to use the dialogue and descriptions to illustrate four panels of a graphic novel.
- Give students time to complete the activity. Once they have completed their illustrations, discuss the activity as a class using the following prompts:
 - Was it difficult to use images to express the written details?
 - What details are expressed in the images that are not expressed in the words?
- Record students' answers on the board or chart paper.

Name: _____

Missing Details

Read the text below from pages 14 to 17 of *The Gnawer of Rocks*. Then, write the missing details from the illustrations.

Trapped, the girls walked further into the cave, searching for a way out. The cave air was cold and damp.

As they travelled deeper into the cave, they found more scattered bones. Some of the bones looked strange...

“Aaah! It’s a human bone!”

The girls were terrified. They saw light in the distance and rushed toward it.
“Oh no! What is this place?”

Children had been disappearing from the area for some time. Now the girls knew what had happened to those missing children.

Name: _____

HANDOUT 2

Four-Panel Comic

Below, draw illustrations to add details to the text provided. Some of the text is descriptions and some is dialogue. Look for quotation marks to see if the text is dialogue.

<p>The two of them knew they would have to keep moving. It was the only way to escape.</p>	<p>Person 1: "Oh no...Is that..." Person 2: "RUN!"</p>
<p>"Mmph...urg..." (Muffled grunting)</p>	<p>As the sun fell beneath the horizon, they knew their ordeal was over.</p>

Teaching Tip: If students need extra help, consider leading a reading and discussion about one of the creatures before they work in their groups. This will model how students can use the description and illustration of a supernatural being in the book to pick out important characteristics about it.



- Remind students that both the descriptions and illustrations of the supernatural beings can be used to come up with a list of characteristics. Listing obvious physical attributes from the illustrations can give struggling learners a chance to participate: long hair, sharp teeth, big muscles, and so on.
- As groups are working on their handouts, go around the class and give prompts or help students as needed. For example:
 - What do you notice about this supernatural being from the illustration?
 - Do you find this being frightening?
 - What is this being best known for?

Activity 4.2: Oral Presentations



- Once groups have completed **Handout 1: Supernatural Beings**, have them present their being to the class or to another group.
- In their presentations, groups will describe their being and compare it to Mangittatuarjuk. They may also add an artistic component to their presentation, such as a theatrical performance or drawings of their being.
- Give students time to prepare and practise their presentations.
- After the presentations are complete, discuss the beings as a class. You may want to use the following prompts:

- Did you notice any similarities or recurring themes in the different beings presented?
- Do you know of any other supernatural beings that have similar characteristics to the beings presented?

Teaching Tip: If students are using the English version of *The Hidden* and presenting creatures from the chapter “Trolls, Demons, and Savage Tribes,” consider adding an element to students’ presentations by having them try to convince their classmates that their being is the most frightening. After the presentations, students can vote on which being is the most frightening. To make things fair, no one can vote for the creature his or her group presented.



Extension Activities

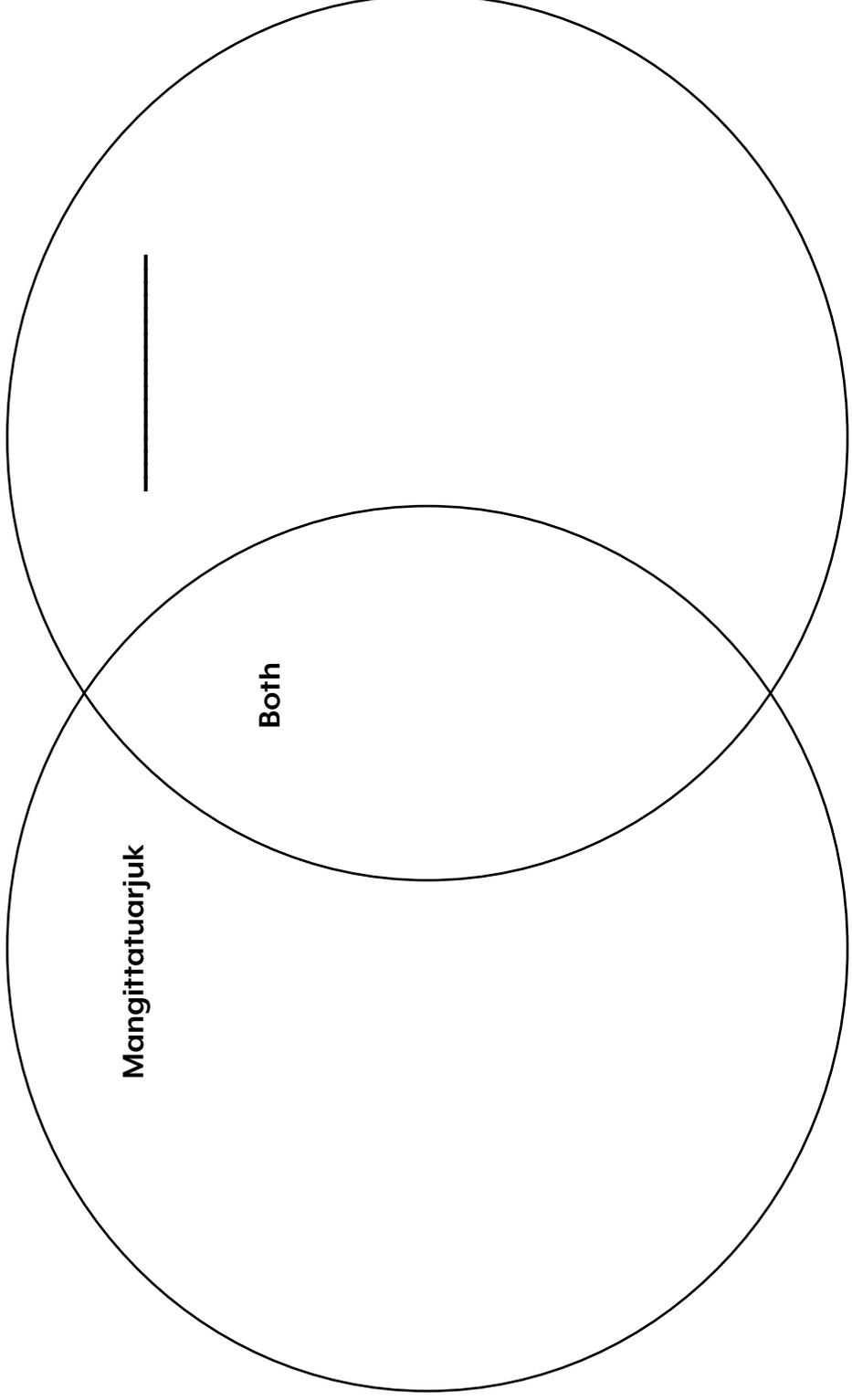


- Have students create “wanted” posters for Mangittatuarjuk or the creature they presented. Find some examples of “wanted” posters online to show to the students. On their posters, students can draw a picture of the creature and write a physical description and a list of its “crimes.” For example, Mangittatuarjuk’s crimes might be trapping children and collecting their heads. Once the “wanted” posters are complete, display them around the classroom.
- Have students write a journal reflection on *The Gnawer of Rocks* and their study of Inuit folk tales. In their reflection they can write about what they learned about Inuit folk tales, which supernatural being they think is the most frightening and why, or anything else they found interesting about the graphic novel study.

Name: _____

Supernatural Beings

Below, compare your supernatural being to Mangittatuarjuk from *The Gnawer of Rocks*. Write details about only Mangittatuarjuk in the circle on the left. Write details about only your supernatural being in the circle on the right. Write details about both creatures in the centre.



Answer Key

LESSON 1: READING *THE GNAWER OF ROCKS*

Handout 3: Comprehension Check

1. Why do the two girls decide to go for a walk?

They decide to go for a walk to quiet the children in their care.

2. How do they find themselves at the mouth of the cave?

They follow a trail of shiny stones and don't watch where they are going.

3. What do they find in the cave?

They find human bones and the heads of children who have gone missing.

4. Describe Mangittatuarjuk.

Answers will vary. Sample answer: Mangittatuarjuk is an ugly monster with long arms, sharp claws, and long, white hair.

5. Why does the oldest girl ask Mangittatuarjuk to bite down on a stone?

She knows that Mangittatuarjuk can't refuse a challenge and wants to distract her while the younger girl digs a hole to escape through.

6. Why do you think the girls go into the cave even though there are bones at the entrance?

Answers will vary. Sample answer: They didn't notice the bones and saw more stones inside the cave.

7. Would you go inside the cave? Why or why not?

Answers will vary.

8. What lesson(s) does this story teach?

Children should not wander far from camp.

9. Why do you think this story was told?

Answers will vary. Sample answer: This story was told to teach children the dangers of wandering off alone.

10. Does this story remind you of any other stories you have heard? If so, which one(s)?

Answers will vary.

Mark Breakdown

	Mark Breakdown	Final Mark
Lesson 1: Reading <i>The Gnawer of Rocks</i>		
KWL Chart	2 marks/section	/6
Two-Sentence Stories	Completion	/4
Comprehension Check	2 marks/question	/20
Lesson 2: Studying Folk Tales		
Compare and Contrast Folk Tales	Completion	/10
Lesson 3: Exploring Format: The Graphic Novel		
Missing Details	Completion	/10
Four-Panel Comic	5 marks/panel	/20
Lesson 4: Supernatural Beings		
Supernatural Beings	Completion	/15
Presentation	Participation	/5
Final Mark		/90

The Gnawer of Rocks

GRAPHIC NOVEL STUDY



The Gnawer of Rocks graphic novel study is part of Inuktut Titiqqiriniq, a comprehensive Inuktut literacy program that was developed by Nunavut educators, linguists, and language consultants, with constant testing and input by Nunavut classroom teachers. Inuktut Titiqqiriniq provides instructional tools and resources to help students develop strong Inuktut language skills.

This graphic novel study provides lessons and activities focused on the graphic novel *The Gnawer of Rocks* by Louise Flaherty. The graphic novel study explores a traditional Inuit story about a dark and twisted creature that haunts the Arctic and preys on children. As students participate in reading, writing, oral communication, and visual depiction activities, they will become more knowledgeable about Inuit folk tales and traditional storytelling.

