

TRADITIONAL STORY STUDY



KIVIUQ'S JOURNEY

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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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Ilinniaqtuliqiyikkut
Department of Education
Ministère de l'Éducation

KIVIUQ'S JOURNEY

Traditional Story Study

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- Continue their story timeline by adding the main events of Part Five.
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In this lesson, students will work to achieve the following objectives:

- Review what happened in Part Five and make predictions about Part Six.
- Read Part Six of *Kiviuq’s Journey*.
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- Participate in a class discussion about the story as a whole.
- Continue their story timeline by adding the main events of Part Six.
- Write a journal reflection about the story as a whole.

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

- Revisit their predictions about the story as a whole and discuss which of their predictions were correct.
- Watch and respond to two videos of elders telling different versions of the Kiviuq story and compare the versions.
- Write a journal reflection about the traditional story study as a whole.

Answer Key 63

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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, and dramatizations.
- Provide assistance with organization and planning of classwork and/or homework.

About This Traditional Story Study

This traditional story study is geared toward students in Grades 10 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.

This traditional story study focuses on *Kiviuq's Journey* by Henry Isluanik. Through dynamic activities, students will gain a deeper knowledge of Inuit traditional stories as they follow the adventures of Kiviuq, a courageous hunter who is swept out to sea during a storm and who spends many years trying to find his way back home.

Students will participate in reading, writing, oral communication, comprehension, and reflection activities to analyze and respond to the text. They will engage in a series of literary activities in which they will study character development, genre, parts of the plot, and writing techniques. Students will have the opportunity to improve their oral communication and reading fluency by giving oral presentations.

Throughout the traditional story study, students will be encouraged to take a closer look at the text and draw on their own experiences through journal reflections. Extension and differentiation opportunities are provided throughout for students who need more or less challenge in the activities.

Note to educators: Although this resource was created to support Inuktitut and English educators, the teacher instructions in this resource are in English, with student materials available in Inuktitut and English. This 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.

Introductory Lesson

OBJECTIVES

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

- Learn background information about the story and talk about the importance of traditional Inuit storytelling.
- Read and respond to the preface to *Kiviuq's Journey*.
- Learn about the author and illustrator of *Kiviuq's Journey*.
- Make predictions about *Kiviuq's Journey*.
- Write a journal reflection about Kiviuq and traditional storytelling.

READINGS

- “Preface” on pages IV–VII of *Kiviuq's Journey*
- Paragraph about Henry Isluanik on page 56 of *Kiviuq's Journey*
- Handout 1: Germaine Arnaktauyok

HANDOUTS

- Handout 1: Germaine Arnaktauyok
- Handout 2: Placemat Activity
- Handout 3: Predictions

MATERIALS

- Board or chart paper
- Student journals

LEARNING ACTIVITIES

Activity 1: Introduction to Inuit Traditional Stories



- Begin the lesson by discussing Inuit traditional stories with the students. Ask the students to share what they know about Inuit traditional stories.
- Tell the students that Inuit traditional stories have been told for thousands of years, and different versions of particular stories have been told in Inuit communities across the Arctic. Inuit have long passed on knowledge from generation to generation through oral storytelling. Storytelling is a traditional method used to teach about cultural beliefs, values, customs, history, practices, relationships, and ways of life.
- Have the students work in pairs and share an Inuit traditional story they have heard from family and community members. They should discuss:
 - Where they heard this traditional story
 - What lessons they have learned from this traditional story
 - What impact this story has had on their lives
- If students don't know any Inuit traditional stories, have them discuss what lessons they think traditional stories might teach, and why they think the stories were told.
- When the students are finished working with their partners, bring the class together and ask for volunteers to share their thoughts with the class.

Activity 2A: Reading the Preface to *Kiviuq's Journey*



Note: You may choose to combine Activities 2A and 2B to study the preface and author and illustrator in one activity.

- Explain to the students that they will be exploring the story of Kiviuq. This story is one of the most well-known and widely shared Inuit traditional stories.
- Invite students to share any knowledge they have about this story, or any versions of this story they have been told. Record students' responses on the board or chart paper.
- After the students have had a chance to share, ask them to take out their copies of *Kiviuq's Journey* by Henry Isluanik and turn to the preface on page IV.
- Read the preface to the students while they follow along.
- After the reading, ask the students the following questions:
 - Why was it important to Henry to share his version of the story?
 - How were Inuit traditional stories passed on?
 - Why might there be different versions of the same story?
 - Why might stories lose information or change over time?
 - Why is it important to record and preserve traditional stories?
- Record students' responses on the board or chart paper.

Activity 2B: About the Author and Illustrator



- Tell the class that they will be learning more about Henry Isluanik, the author of *Kiviuq's Journey*, and Germaine Arnaktauyok, the illustrator of *Kiviuq's Journey*. Ask students if they have heard of this author or illustrator before, and if so, to share what they know.
- Divide students into pairs or small groups and distribute one copy of **Handout 1: Germaine Arnaktauyok** to each student and one copy of **Handout 2: Placemat Activity** to each group. If possible, recreate the organizer on **Handout 2** on a piece of chart paper to give students more space to fill in their answers.
- Have students read the questions on **Handout 2**. Tell them that as they read about the author and illustrator, they can look for answers to the questions on the handout. After reading, each group member will write in the boxes on the handout what they think the answers are. They may each have the same answers written in different ways.
- Once each student has written answers down, they will read and discuss all answers as a group. Then they will come up with an answer for each question that combines all the group members' ideas.
- When students are ready, ask for a volunteer from each group to share their combined answers with the class. Record the answers on the board or chart paper.

Activity 3: Predictions



- Tell students that before reading *Kiviuq's Journey*, they are going to predict what it will be about. Explain that they can use clues from the title, cover illustrations, author and illustrator bios, and their prior knowledge to make predictions.
- Divide students into pairs and distribute copies of **Handout 3: Predictions** to each student.
- In their pairs, students will make and record predictions based on the elements on the handout.
- Once each pair has had time to discuss and record their predictions, ask volunteers to share their predictions with the class.
- Record the predictions on the board or chart paper to be revisited after reading the story.
- Ask the students to keep their copies of **Handout 3** so that they can check their predictions after reading the story.

Teaching Tip

Give more advanced students an additional challenge by asking them to explain why they made each prediction. They can include this in their notes on the handout.



Activity 4: Journal Reflection



- Tell the students that they will be writing a journal reflection about the lesson they just completed. In their reflections, they should write about what they read and discussed, what they think about it, and why they think that.
- Begin by holding a discussion about what was covered in the lesson. This will help students think about what they read and discussed and come up with ideas for their writing. You may want to use the following discussion prompts:
 - What did you learn about in this lesson?
 - Did anything we read or discussed surprise you? Explain.
 - What did you find most interesting about what we read and discussed in this lesson? Why?
 - Why is it important to learn from elders?
 - Describe a lesson an elder taught you. How did that make you feel?
- After the discussion, ask students to begin writing their reflections. When they are finished, invite volunteers to read their reflections to the class.

Name: _____

HANDOUT 1

Germaine Arnaktauyok

Germaine Arnaktauyok is an Inuit artist and illustrator, best known for her prints and etchings depicting Inuit myths and traditional ways of life. In 1999, she designed the special edition two-dollar coin commemorating the founding of the territory of Nunavut. She is the co-author, with Gyu Oh, of *My Name Is Arnaktauyok: The Life and Art of Germaine Arnaktauyok*. She lives in Yellowknife, Northwest Territories.

Some books illustrated by Germaine Arnaktauyok:

Takannaaluk

The Spirit That Lived in All Things

Inuit Spirit: A Colouring Book by Germaine Arnaktauyok

Those That Cause Fear

Way Back Then

My Name Is Arnaktauyok: The Life and Art of Germaine Arnaktauyok

Kiviuq's Journey

Tuniit



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<p>3. ግንዛቤ ለማሳደግ የሚያስፈልጉትን ግንዛቤዎች ይጠቅሙ ለማሳደግ?</p>	<p>4. ግንዛቤ ለማሳደግ የሚያስፈልጉትን ግንዛቤዎች ይጠቅሙ ለማሳደግ?</p>

HANDOUT 2

Placemat Activity

<p>1. What did you learn about the author, Henry Isluanik?</p>	<p>2. What was Henry Isluanik known for?</p>
<p>3. What did you learn about the illustrator, Germaine Arnaktauyok?</p>	<p>4. What is Germaine Arnaktauyok best known for?</p>

Name: _____

HANDOUT 3

Predictions

Make predictions about *Kiviug's Journey* based on the elements below, writing point-form notes in the Predictions column. Write at least one prediction for each element.

Element	Predictions
Cover illustration	
Title	
Author	
Illustrator	
Prior knowledge	

Lesson 1: Part One, “The Beginning”

OBJECTIVES

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

- Make predictions about what they will read in Part One.
- Read Part One of *Kiviuq’s Journey*.
- Discuss Part One as a class and complete comprehension questions about the text.
- Identify and define new vocabulary from the reading.
- Begin a story timeline outlining the main events that take place in Part One.
- Identify and define new vocabulary from the reading.
- Write a journal reflection about Part One.

READING

Part One, “The Beginning”

HANDOUTS

- Handout 1: Comprehension Check
- Handout 2: New Words
- Handout 3: Story Timeline

MATERIALS

- Board or chart paper
- Dictionaries
- Student journals

LEARNING ACTIVITIES

Activity 1.1: Before Reading: Predictions



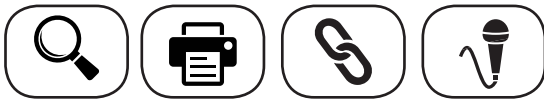
- Tell students that they are going to read Part One of *Kiviuq’s Journey*: “The Beginning.”
- Tell students that before reading Part One, they are going to predict what it will be about. Explain that they can use clues from the title, the illustrations, and their prior knowledge to make predictions.
- Ask students to turn to page VIII of *Kiviuq’s Journey* and examine the illustration. Ask a volunteer to describe the illustration.
- Ask a volunteer to read the title on page 1: “The Beginning.”
- Divide students into pairs or small groups. Ask each group to make at least three predictions about what will happen in Part One. They can use clues from the title, illustration, and what they already know about the story of Kiviuq to make their predictions. They should record their predictions in their journals or on a piece of blank paper, including an explanation of why they made each prediction.
- Once each group is finished, invite a volunteer from each group to share their predictions with the class. Record the predictions on the board or chart paper.

Activity 1.2: Reading Part One, “The Beginning”



- Ask students to turn to page 2 of *Kiviuq’s Journey*.
- Begin reading the story, and then ask for volunteers to continue reading. You may also choose to have students read in small groups, in pairs, or independently, depending on the needs of your class.

Activity 1.3: After Reading



- When you are finished the reading, revisit the predictions you recorded on the board or chart paper before the reading. Ask:
 - Which of these predictions are correct?
 - What evidence from the text tells you that they are correct?
- Discuss Part One as a class. Ask:
 - What happened in Part One?
 - What did we learn about the main character, Kiviuq?
 - What do you think will happen next?
- Divide students into pairs or small groups and distribute **Handout 1: Comprehension Check** to each student. Have students answer the questions on the handout in complete sentences.
- Make sure students understand that although they will discuss the handout in pairs or groups, each student should fill out his or her handout.
- When students are finished, ask volunteers to share their answers with the class.
- Record students’ answers on the board or chart paper.

Activity 1.4: New Words



- Explain to the students that there are many new and difficult words in Part One. In this activity, they will learn the meanings of these words and how to use them.
- Divide the class into pairs and distribute **Handout 2: New Words**.
- On the handout, pairs will record new words from the reading and guess the meanings of the words. Then they will look up each word in the dictionary and record the definition. Finally, pairs will create a sentence for each new word.

Teaching Tip

Some Inuktitut words in this book might not be found in a dictionary. For those words, students could consider asking an elder for help.

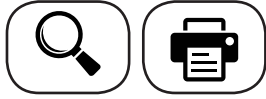


- When the handouts are complete, discuss the answers as a class.
- Ask pairs to practise using the new words in conversation.

Teaching Tip

This activity can be repeated throughout the traditional story study as students continue to encounter new words. Consider having students complete a new version of the handout after they read each part of the story.

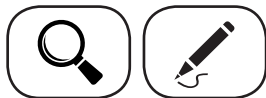


Activity 1.5: Story Timeline

- Tell the students that they will be completing a story timeline of the main events in the first part of the story. They will add to their story timeline as they continue reading the book. Explain that recording the main events in the story will help them remember what has happened so far.
- Distribute **Handout 3: Story Timeline**.
- Complete the section of the handout for Part One as a class to make sure students understand what to do. Begin by asking students to identify the main events in Part One and recording them on the board or chart paper. Ask students to record the events on their handouts.

Accommodation

If some students are reluctant to write, give them the option of drawing what happened in Part One, or expressing their understanding in another artistic way. They can draw a scene from each part of the story on blank paper as they read the book. When they are finished, you can collect them or display them around the classroom to show how the narrative progresses.

Extension Activity

Have students use their notes from the story timeline to write a summary of Part One.

Activity 1.6: Journal Reflection

- Tell the students that they will be writing a journal reflection about Part One of *Kiviuq's Journey*. In their reflections, they should write about what they read, what they think about what they read, and why they think that. Encourage students to provide evidence from the text to support their thinking.
- Begin by holding a discussion about Part One. This will help students think about what they read and come up with ideas for their writing. You may want to use the following discussion prompts:
 - Did anything that happened in Part One surprise you? Explain.
 - What was your favourite part of Part One? Why?
 - What do you think will happen next? Why do you think that?
- After the discussion, ask students to begin writing their reflections. When they are finished, invite volunteers to read their reflections to the class.

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2. ᐊᑎᑎᑦᑎᑦᑎᑦ ᐊᑎᑎᑦᑎᑦᑎᑦ ᐊᑎᑎᑦᑎᑦᑎᑦ ᐊᑎᑎᑦᑎᑦᑎᑦ ᐊᑎᑎᑦᑎᑦᑎᑦ?

3. ᐊᑎᑎᑦᑎᑦᑎᑦᑎᑦ ᐊᑎᑎᑦᑎᑦᑎᑦ ᐊᑎᑎᑦᑎᑦᑎᑦ ᐊᑎᑎᑦᑎᑦᑎᑦ?

4. ᐊᑎᑎᑦᑎᑦᑎᑦᑎᑦ ᐊᑎᑎᑦᑎᑦᑎᑦ ᐊᑎᑎᑦᑎᑦᑎᑦ?

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Name: _____

HANDOUT 1

Comprehension Check

Answer the questions below in complete sentences.

1. Where do you think this story takes place? Why do you think that?

2. Why does the grandmother have to keep repairing the girl's clothes?

3. Why does the grandmother tell the girl to act like a seal?

4. What happens to the men in their qajaqs?

5. What happens to Kiviug's brother?

Comprehension Check (continued)

6. Do you think Kiviug does the right thing by letting go of his brother? Why or why not?

7. Do you think what the grandmother and her granddaughter do to the young people is fair? Why or why not?



Name: _____

HANDOUT 2

New Words

Look for new words in the part of the story you just read. Below, write the sentence from the text where the new word appears, and circle the new word. Follow these instructions to learn the meaning of the new words:

- **Guess:** Guess the meaning of the circled word in each sentence, recording your answer on the line.
- **Dictionary meaning:** Look each word up in a dictionary. Write down the meaning that best fits the sentence.
- **Sentence:** Write a new sentence using each word.

1. Sentence: _____

Guess: _____

Dictionary meaning: _____

New sentence: _____

2. Sentence: _____

Guess: _____

Dictionary meaning: _____

New sentence: _____

3. Sentence: _____

Guess: _____

Dictionary meaning: _____

New sentence: _____

4. Sentence: _____

Guess: _____

Dictionary meaning: _____

New sentence: _____

Name: _____

HANDOUT 3

Story Timeline

As you read through the story, record point-form notes below about the main events in each part of the story.

Part One: The Beginning	
Part Two: Lost at Sea	
Part Three: The Trials	
Part Four: The Island	
Part Five: The Spider	
Part Six: The Way Home	

Lesson 2: Part Two, “Lost at Sea”

OBJECTIVES

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

- Review what happened in Part One and make predictions about Part Two.
- Read Part Two of *Kiviuq’s Journey*.
- Discuss Part Two as a class and complete comprehension questions about the text.
- Continue the story timeline by adding the main events of Part Two.
- Write a journal reflection about Part Two.

READING

Part Two, “Lost at Sea”

HANDOUT

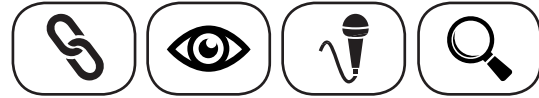
Handout 1: Comprehension Check

MATERIALS

- Board or chart paper
- Student journals
- Dictionaries (optional)

LEARNING ACTIVITIES

Activity 2.1: Before Reading: Predictions



- Begin the activity by reviewing what happened in Part One of *Kiviuq’s Journey*. Ask for volunteers to retell the main events of Part One. Write the events on the board or chart paper.
- After going over the events in Part One, tell students that they are going to predict what will happen in Part Two.
- Ask students to turn to page 11 of *Kiviuq’s Journey* and ask a volunteer to read the title: “Lost at Sea.”
- Divide students into pairs or small groups. Ask each group to make at least two predictions about what will happen in Part Two. They can use clues from the title and their prior knowledge to make their predictions. They should record their predictions in their journals or on a piece of blank paper, including an explanation of why they made each prediction.
- Once each group is finished, invite a volunteer from each group to share their predictions with the class. Record the predictions on the board or chart paper.

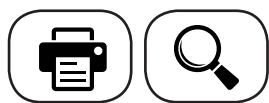
Activity 2.2: Reading Part Two: “Lost at Sea”



- Ask students to turn to page 12 of *Kiviuq’s Journey*.
- Begin reading the story, and then ask for volunteers to continue reading. You may also choose to have students read in small groups, in pairs, or independently, depending on the needs of your class.

Activity 2.3: After Reading

- When you are finished the reading, revisit the predictions you recorded on the board or chart paper before the reading. Ask:
 - Which of these predictions are correct?
 - What evidence from the text tells you that they are correct?
- Discuss Part Two as a class. Ask:
 - What happened in Part Two?
 - What did we learn about the main character, Kiviuiq?
 - What new characters did we meet in Part Two?
- Divide students into pairs or small groups and distribute **Handout 1: Comprehension Check** to each student. Have students answer the questions on the handout in complete sentences.
- Make sure students understand that although they will discuss the handout in pairs or groups, each student should fill out his or her handout.
- When students are finished, ask volunteers to share their answers with the class.
- Record students’ answers on the board or chart paper.

Activity 2.4: Story Timeline

- Ask the students to take out their story timelines from the previous lesson.
- Have students work in pairs to add the main events in Part Two to their timelines.
- When students are done, ask volunteers to share what they wrote with the class.
- Record the events on the board or chart paper.

Accommodation

If some students are reluctant to write, give them the option of drawing what happened in Part Two, or expressing their understanding in another artistic way.

Extension Activity

Have students use their notes from the story timeline to write a summary of Part Two.

Activity 2.5: Journal Reflection

- Tell the students that they will be writing a journal reflection about Part Two of *Kiviuiq’s Journey*. In their reflections, they should write about what they read, what they think about what they read, and why they think that. Encourage students to provide evidence from the text to support their thinking.
- Begin by holding a discussion about Part Two. This will help students think about what they read and come up with ideas for their writing. You may want to use the following discussion prompts:
 - Did anything that happened in Part Two surprise you? Explain.
 - What was your favourite part of Part Two? Why?
 - What do you think will happen next? Why do you think that?
- After the discussion, ask students to begin writing their reflections. When they are finished, invite volunteers to read their reflections to the class.

Extension Activity



Have students repeat the New Words activity from Lesson 1 with vocabulary from Part Two.

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Name: _____

HANDOUT 1

Comprehension Check

Answer the questions below in complete sentences.

1. Who is Kiviug's spirit helper, and how does he help Kiviug?

2. What does the woman say Kiviug has to do if he wants water?

3. Why does Kiviug keep hiding his mitts and kamiit?

4. Why does the mother kill her daughter?

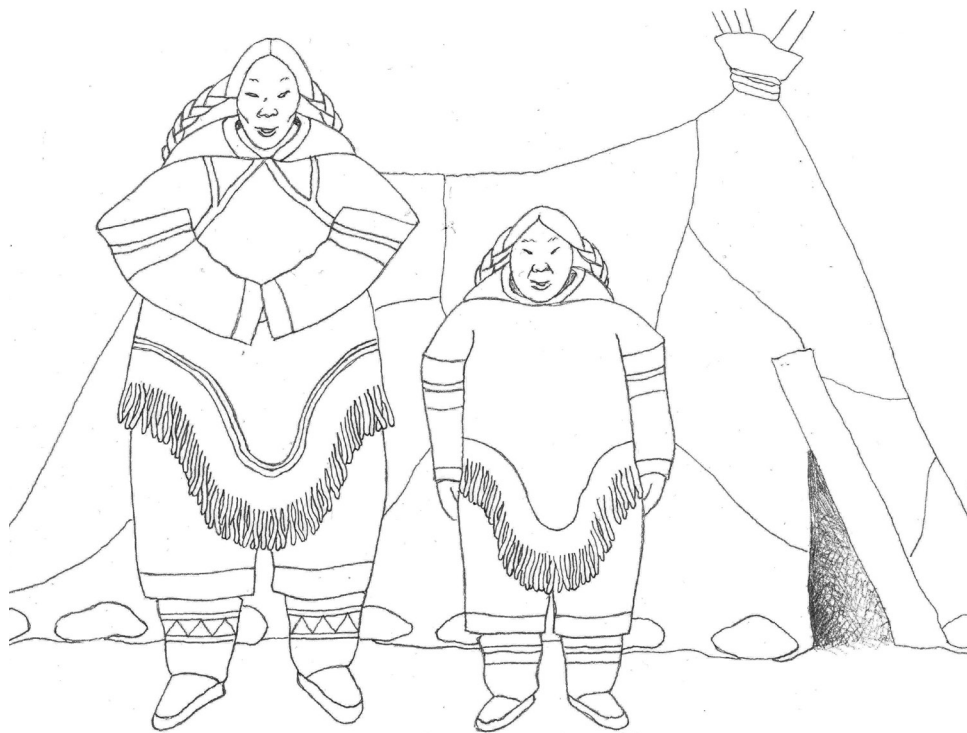
5. Why do you think Kiviug stayed married to his mother-in-law even though he knew she was not his wife? Explain your answer.

Name: _____

HANDOUT 1

Comprehension Check (continued)

6. What do you think about the character of Kiviuq so far? Why?



Lesson 3: Part Three, “The Trials”

OBJECTIVES

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

- Review what happened in Part Two and make predictions about Part Three.
- Read Part Three of *Kiviuq’s Journey*.
- Discuss Part Three as a class and complete comprehension questions about the text.
- Continue their story timeline by adding the main events of Part Three.
- Create an artistic representation of a scene from the story.
- Write a journal reflection about Part Three.

READING

Part Three, “The Trials”

HANDOUT

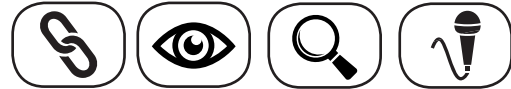
Handout 1: Comprehension Check

MATERIALS

- Board or chart paper
- Student journals
- Colouring utensils (markers, pencil crayons, paint, etc.)
- Paper
- Old magazines
- Glue
- Tape
- Scissors
- Other art materials
- Dictionaries (optional)

LEARNING ACTIVITIES

Activity 3.1: Before Reading: Predictions



- Begin the activity by reviewing what happened in Part Two of *Kiviuq’s Journey*. Ask for volunteers to retell the main events of Part Two. Write the events on the board or chart paper.
- After going over the events in Part Two, tell students that they are going to predict what will happen in Part Three.
- Ask students to turn to page 27 of *Kiviuq’s Journey* and ask a volunteer to read the title: “The Trials.”
- Divide students into pairs or small groups. Ask each group to make at least two predictions about what will happen in Part Three. They can use clues from the title and their prior knowledge to make their predictions. They should record their predictions in their journals or on a piece of blank paper, including an explanation of why they made each prediction.
- Once each group is finished, invite a volunteer from each group to share their predictions with the class. Record the predictions on the board or chart paper.

Activity 3.2: Reading Part Three: “The Trials”



- Ask students to turn to page 28 of *Kiviuq’s Journey*.
- For this reading, divide the students into reading groups. Each student will take a turn reading until the part is finished.
- If there are students who find it difficult to read out loud, have another student support them and help them when needed.

Activity 3.3: After Reading



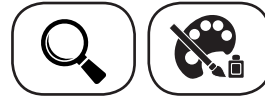
- When the students are finished the reading, revisit the predictions you recorded on the board or chart paper before the reading. Ask:
 - Which of these predictions are correct?
 - What evidence from the text tells you that they are correct?
- Discuss Part Three as a class. Ask:
 - What happened in Part Three?
 - What problems did Kiviuq encounter in Part Three?
 - What did we learn about Kiviuq’s character in Part Three?
- Divide students into pairs or small groups and distribute **Handout 1: Comprehension Check** to each student. Have students answer the questions on the handout in complete sentences.
- Make sure students understand that although they will discuss the handout in pairs or groups, each student should fill out his or her handout.
- When students are finished, ask volunteers to share their answers with the class.
- Record students’ answers on the board or chart paper.

Activity 3.4: Story Timeline



- Ask the students to take out their story timelines.
- Have students work in pairs to add the main events in Part Three to their timelines.
- When students are done, ask volunteers to share what they wrote with the class.
- Record the events on the board or chart paper.

Accommodation



If some students are reluctant to write, give them the option of drawing what happened in Part Three, or expressing their understanding in another artistic way.

Extension Activity



Have students use their notes from the story timeline to write a summary of Part Three.

Activity 3.5: Artistic Representation



- Tell students that they are going to create a visual representation of one of the scenes from the story. This can be a drawing, collage, painting, or another creative expression of the scene. If possible, provide examples of collages or other artistic projects to give them a clear idea of what is expected.
- Students can work individually or in pairs for this activity. Ask them to choose a scene from what they have read so far to use for their project.
- Provide students with markers, pencil crayons, paper, glue, tape, old magazines, scissors, and other art materials.
- Give students time to complete their projects.
- Once students have completed their visual representations, ask for volunteers to present their projects to the class. Presenters should explain which scene they chose and why, and how the scene is expressed in their project.
- After the presentations, display the projects around the classroom for others to view.

Activity 3.6: Journal Reflection

- Tell the students that they will be writing a journal reflection about Part Three of *Kiviuq’s Journey*. In their reflections, they should write about what they read, what they think about what they read, and why they think that. Encourage students to provide evidence from the text to support their thinking.
- Begin by holding a discussion about Part Three. This will help students think about what they read and come up with ideas for their writing. You may want to use the following discussion prompts:
 - Did anything that happened in Part Three surprise you? Explain.
 - What was your favourite part of Part Three? Why?
 - What do you think will happen next? Why do you think that?
- After the discussion, ask students to begin writing their reflections. When they are finished, invite volunteers to read their reflections to the class.

Extension Activity

Have students repeat the New Words activity from Lesson 1 with vocabulary from Part Three.

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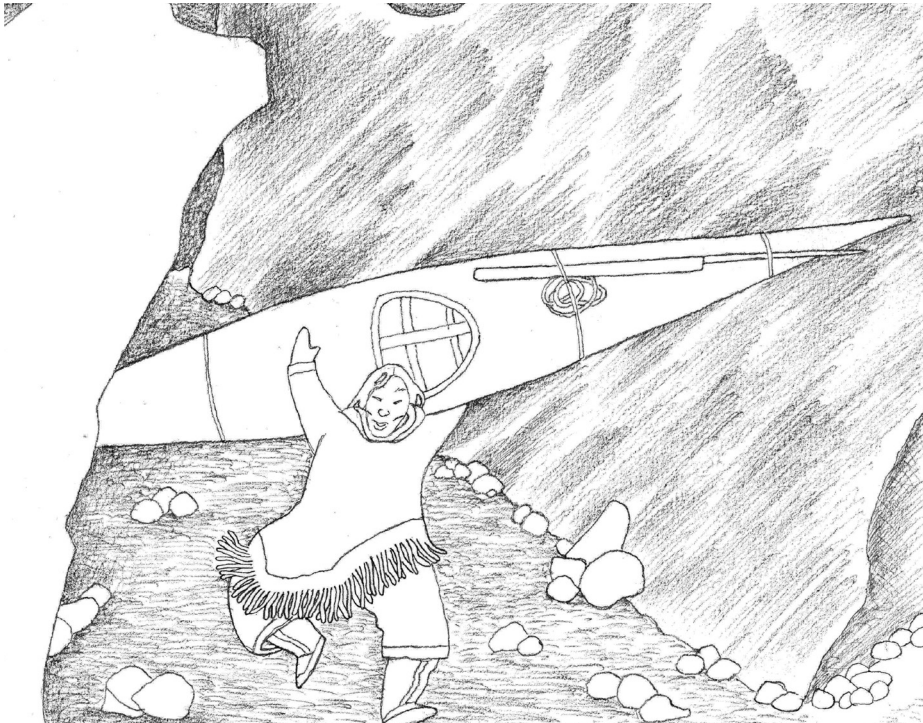
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Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. How does Kiviug get past the pot?

2. How does Kiviug get past the bears?

3. What allows Kiviug to survive these obstacles?

4. What does Kiviug do on the tightrope?

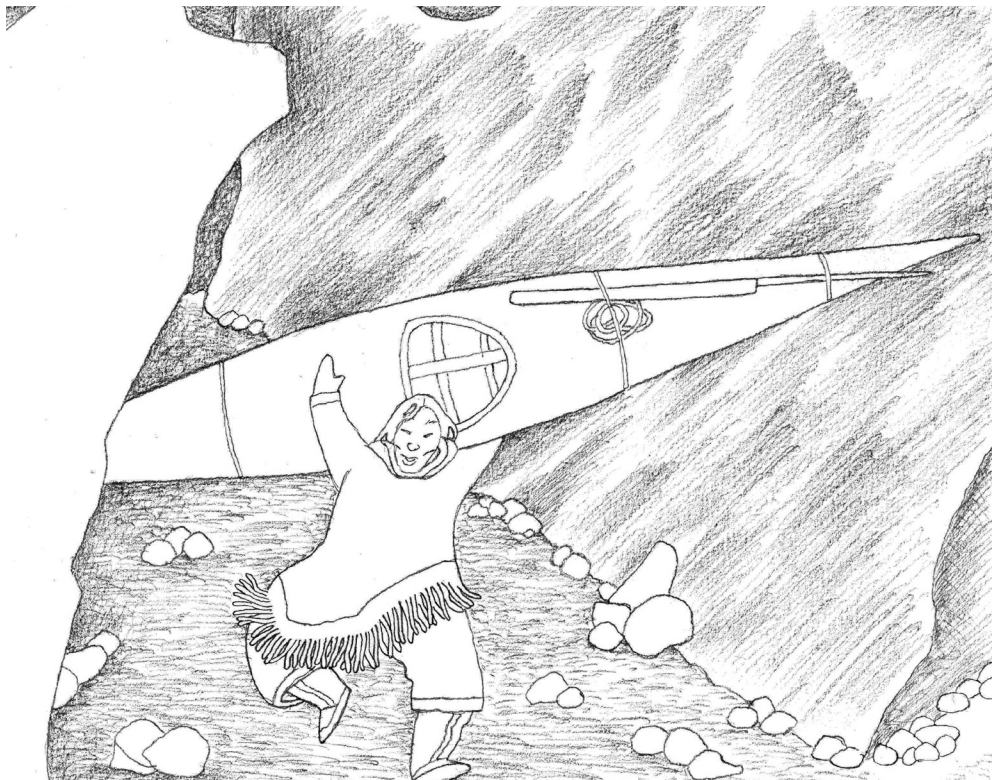
5. Why do you think Kiviug had to go through so many trials?

Comprehension Check (continued)

6. What does Kiviuq's ability to overcome these obstacles tell you about his character?

7. What might have happened if Kiviuq had not overcome these obstacles?

8. Has your impression of Kiviuq changed since the beginning of the story? Explain.



Lesson 4: Part Four, “The Island”

OBJECTIVES

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

- Review what happened in Part Three and make predictions about Part Four.
- Read Part Four of *Kiviuq’s Journey*.
- Discuss Part Four as a class and complete comprehension questions about the text.
- Continue their story timeline by adding the main events of Part Four.
- Write a journal reflection about Part Four.

READING

Part Four, “The Island”

HANDOUT

Handout 1: Comprehension Check

MATERIALS

- Board or chart paper
- Student journals
- Dictionaries (optional)

LEARNING ACTIVITIES

Activity 4.1: Before Reading: Predictions



- Begin the activity by reviewing what happened in Part Three of *Kiviuq’s Journey*. Ask for volunteers to retell the main events of Part Three. Write the events on the board or chart paper.
- After going over the events in Part Three, tell students that they are going to predict what will happen in Part Four.
- Ask students to turn to page 35 of *Kiviuq’s Journey* and ask a volunteer to read the title: “The Island.”
- Divide students into pairs or small groups. Ask each group to make at least two predictions about what will happen in Part Four. They can use clues from the title and their prior knowledge to make their predictions. They should record their predictions in their journals or on a piece of blank paper, including an explanation of why they made each prediction.
- Once each group is finished, invite a volunteer from each group to share their predictions with the class. Record the predictions on the board or chart paper.

Activity 4.2: Reading Part Four: “The Island”



- Ask students to turn to page 36 of *Kiviuq’s Journey*.
- Divide the students into reading groups. Each student will take a turn reading until the part is finished.
- If there are students who find it difficult to read out loud, have another student support them and help them when needed.

Activity 4.3: After Reading

- After the reading, revisit the predictions you recorded on the board or chart paper before the reading. Ask:
 - Which of these predictions are correct?
 - What evidence from the text tells you that they are correct?
- Discuss Part Four as a class. Ask:
 - What happened in Part Four?
 - What problems did Kiviuq encounter in Part Four?
 - How did he overcome these problems?
- Divide students into pairs or small groups and distribute **Handout 1: Comprehension Check** to each student. Have students answer the questions on the handout in complete sentences.
- Make sure students understand that although they will discuss the handout in pairs or groups, each student should fill out his or her handout.
- When students are finished, ask volunteers to share their answers with the class.
- Record students’ answers on the board or chart paper.

Activity 4.4: Story Timeline

- Ask the students to take out their story timelines.
- Have students work in pairs to add the main events in Part Four to their timelines.
- When students are done, ask volunteers to share what they wrote with the class.
- Record the events on the board or chart paper.

Accommodation

If some students are reluctant to write, give them the option of drawing what happened in Part Four, or expressing their understanding in another artistic way.

Extension Activity

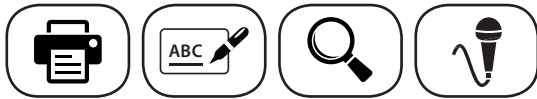
Have students use their notes from the story timeline to write a summary of Part Four.

Activity 4.5: Journal Reflection

- Tell the students that they will be writing a journal reflection about Part Four of *Kiviuq’s Journey*. In their reflections, they should write about what they read, what they think about what they read, and why they think that. Encourage students to provide evidence from the text to support their thinking.
- Begin by holding a discussion about Part Four. This will help students think about what they read and come up with ideas for their writing. You may want to use the following discussion prompts:
 - Did anything that happened in Part Four surprise you? Explain.
 - What was your favourite part of Part Four? Why?
 - What do you think will happen next? Why do you think that?

- o Does Kiviug remind you of any other characters you have read about or seen in movies or on television shows? Explain.
- After the discussion, ask students to begin writing their reflections. When they are finished, invite volunteers to read their reflections to the class.

Extension Activities



- Have students repeat the New Words activity from Lesson 1 with vocabulary from Part Four.
- Have students work in groups and choose a scene from the story to reenact. Students can write a script for their reenactment or perform the scene from memory. Have them practise a few times and then perform the scene in front of the class.

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Name: _____

HANDOUT 1

Comprehension Check

Answer the questions below in complete sentences.

1. How does Kiviug feel after overcoming all of the obstacles?

2. What does one of the skulls warn Kiviug about?

3. What do the two beings look like?

4. What happens to the two beings at the end of Part Four?

5. Why do Kiviug and the skulls start laughing?

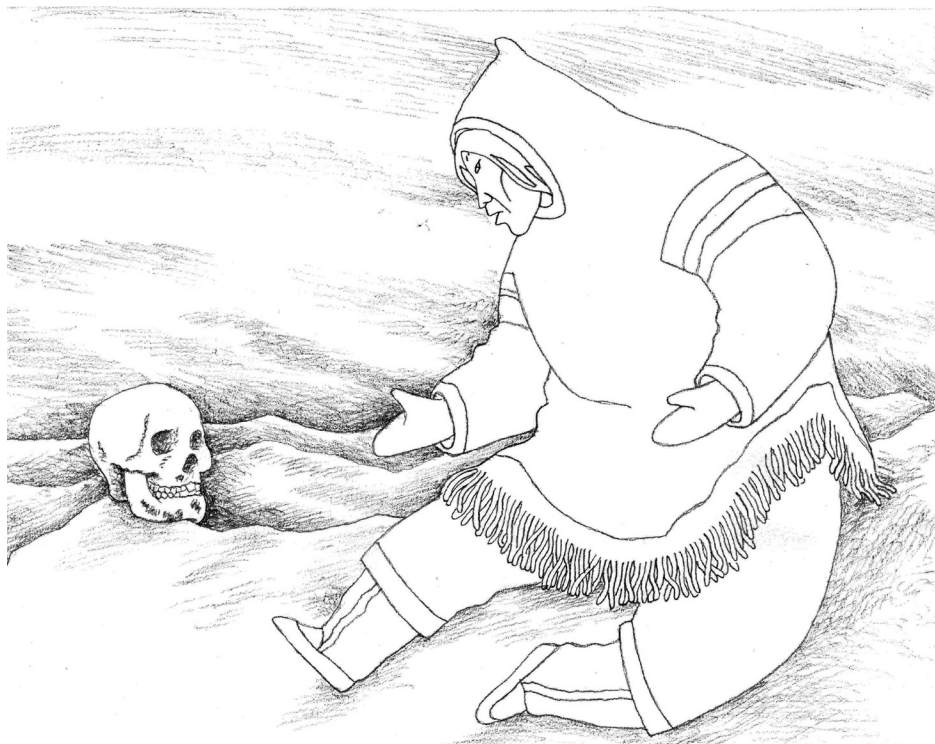
Name: _____

HANDOUT 1

Comprehension Check (continued)

6. Do you think Kiviug will stay on the island? Why or why not?

7. What might have happened if Kiviug had not listened to the skull's advice?



Lesson 5: Part Five, “The Spider”

OBJECTIVES

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

- Review what happened in Part Four and make predictions about Part Five.
- Read Part Five of *Kiviuq’s Journey*.
- Discuss Part Five as a class and complete comprehension questions about the text.
- Continue their story timeline by adding the main events of Part Five.
- Write a journal reflection about Part Five.

READING

Part Five, “The Spider”

HANDOUT

Handout 1: Comprehension Check

MATERIALS

- Board or chart paper
- Student journals
- Dictionaries (optional)
- Computers or tablets and the Internet (optional)

LEARNING ACTIVITIES

Activity 5.1: Before Reading: Predictions



- Begin the activity by reviewing what happened in Part Four of *Kiviuq’s Journey*. Ask for volunteers to retell the main events of Part Four. Write the events on the board or chart paper.
- After going over the events in Part Four, tell students that they are going to predict what will happen in Part Five.
- Ask students to turn to page 41 of *Kiviuq’s Journey* and ask a volunteer to read the title: “The Spider.”
- Divide students into pairs or small groups. Ask each group to make at least two predictions about what will happen in Part Five. They can use clues from the title and their prior knowledge to make their predictions. They should record their predictions in their journals or on a piece of blank paper, including an explanation of why they made each prediction.
- Once each group is finished, invite a volunteer from each group to share their predictions with the class. Record the predictions on the board or chart paper.

Activity 5.2: Reading Part Five: “The Spider”



- Ask students to turn to page 42 of *Kiviuq’s Journey*.
- Have students read Part Five in pairs. Each student will take a turn reading until the part is finished.

Activity 5.3: After Reading



- After the reading, revisit the predictions you recorded on the board or chart paper before the reading. Ask:
 - Which of these predictions are correct?
 - What evidence from the text tells you that they are correct?
- Discuss Part Five as a class. Ask:
 - What happened in Part Five?
 - Who did Kiviuq encounter in this part? Describe the being.
 - Why did Kiviuq spit on her?
 - Do you think he should have left her alone? Why or why not?
- Divide students into pairs or small groups and distribute **Handout 1: Comprehension Check** to each student. Have students answer the questions on the handout in complete sentences.
- Make sure students understand that although they will discuss the handout in pairs or groups, each student should fill out his or her handout.
- When students are finished, ask volunteers to share their answers with the class.
- Record students’ answers on the board or chart paper.

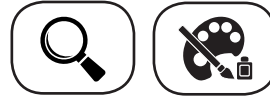
Activity 5.4: Story Timeline



- Ask the students to take out their story timelines.
- Have students work in pairs to add the main events in Part Five to their timelines.

- When students are done, ask volunteers to share what they wrote with the class.
- Record the events on the board or chart paper.

Accommodation



If some students are reluctant to write, give them the option of drawing what happened in Part Five, or expressing their understanding in another artistic way.

Extension Activity



Have students use their notes from the story timeline to write a summary of Part Five.

Activity 5.5: Journal Reflection



- Tell the students that they will be writing a journal reflection about Part Five of *Kiviuq’s Journey*. In their reflections, they should write about what they read, what they think about what they read, and why they think that. Encourage students to provide evidence from the text to support their thinking.
- Begin by holding a discussion about Part Five. This will help students think about what they read and come up with ideas for their writing. You may want to use the following discussion prompts:
 - Did anything that happened in Part Five surprise you? If so, in what way?
 - What was your favourite part of Part Five? Why?

- o What do you think will happen next? Why do you think that?
- o Have you ever done something mischievous like Kiviuaq? How did you feel after you did it?
- After the discussion, ask students to begin writing their reflections. When they are finished, invite volunteers to read their reflections to the class.

Extension Activities



- Have students repeat the New Words activity from Lesson 1 with vocabulary from Part Five.
- The story mentions many traditional objects used by Inuit. Have students work in groups to research the history of one of the traditional objects mentioned in the book. They can do research online or in the library, or ask elders or knowledgeable community members for information about this object. Once students have completed their research and gathered their notes, they should present their findings to the class. They may want to create a slideshow presentation to present their findings.

Name: _____

HANDOUT 1

Comprehension Check

Answer the questions below in complete sentences.

1. What is Kiviug's water sack made out of?

2. What does the woman do with the parts of her face?

3. Why does the female being chase Kiviug?

4. What happens to the female being at the end of Part Five?

5. Why do you think the noise kills the female being but does not kill Kiviug?

Name: _____

HANDOUT 1

Comprehension Check (continued)

6. Do you think Kiviug was right to kill the female being? Why or why not?

7. Were you surprised by how Part Five ended? Why or why not?

8. Where do you think Kiviug will go next? Why do you think that?



Lesson 6: Part Six, “The Way Home”

OBJECTIVES

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

- Review what happened in Part Five and make predictions about Part Six.
- Read Part Six of *Kiviuq’s Journey*.
- Discuss Part Six as a class and complete comprehension questions about the text.
- Participate in a class discussion about the story as a whole.
- Continue their story timeline by adding the main events of Part Six.
- Write a journal reflection about the story as a whole.

READING

Part Six, “The Way Home”

HANDOUT

Handout 1: Comprehension Check

MATERIALS

- Board or chart paper
- Student journals
- Dictionaries (optional)

LEARNING ACTIVITIES

Activity 6.1: Before Reading: Predictions



- Begin the activity by reviewing what has happened so far in *Kiviuq’s Journey*. Ask for volunteers to retell the main events of the first five parts. They may want to use their story timelines for reference.
- After going over the events in the story so far, tell students that they are going to predict how the story will end.
- Ask students to turn to page 49 of *Kiviuq’s Journey* and ask a volunteer to read the title: “The Way Home.”
- Divide students into pairs or small groups. Ask each group to make at least two predictions about what will happen in Part Six. They can use clues from the title and their prior knowledge to make their predictions. They should record their predictions in their journals or on a piece of blank paper, including an explanation of why they made each prediction.
- Once each group is finished, invite a volunteer from each group to share their predictions with the class. Record the predictions on the board or chart paper.

Activity 6.2: Reading Part Six: “The Way Home”



- Ask students to turn to page 50 of *Kiviuq’s Journey*.
- Have students read Part Six independently or in pairs.

Activity 6.3: After Reading

- After the reading, revisit the predictions you recorded on the board or chart paper before the reading. Ask:
 - Which of these predictions are correct?
 - What evidence from the text tells you that they are correct?
 - Discuss Part Six as a class. Ask:
 - What happened in Part Six?
 - Were you surprised by how the story ended? Why or why not?
 - Divide students into pairs or small groups and distribute **Handout 1: Comprehension Check** to each student. Have students answer the questions on the handout in complete sentences.
 - Make sure students understand that although they will discuss the handout in pairs or groups, each student should fill out his or her handout.
 - When students are finished, ask volunteers to share their answers with the class.
 - Record students’ answers on the board or chart paper.
- If you had heard a version of this story before, were there any parts of this version that were different from the one you already knew? If so, which ones?
 - What do you think of the character of Kiviug?
 - Did any of the creatures in the story remind you of creatures you have read or heard about in other Inuit traditional stories? If so, which ones?
 - What did you think about the ending of the story?
 - Why do you think this story is one of the most well-known Inuit traditional stories?
 - Do you think this story has a lesson? If so, what is it?
- End the discussion by asking students to share any other thoughts they have about the story or Inuit traditional stories in general, and any questions they have.

Teaching Tip

You may wish to have this discussion in a “book club” format, providing hot chocolate and treats to keep students motivated and having them sit in a circle to share their thoughts casually in an open forum.

Activity 6.4: Class Discussion

- Hold a class discussion about the story as a whole. Ask students to share their thoughts on the story, how it ended, the character of Kiviug, and anything else they would like to share. You may want to use the following prompts to guide the discussion:
 - What did you think of this story?

Activity 6.5: Story Timeline

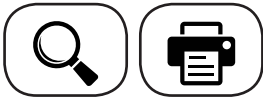
- Ask the students to take out their story timelines.
- Have students work in pairs to add the main events in Part Six to their timelines.
- When students are done, ask volunteers to share what they wrote with the class.
- Record the events on the board or chart paper.

Accommodation



If some students are reluctant to write, give them the option of drawing what happened in Part Six, or expressing their understanding in another artistic way.

Extension Activity



Have students use their notes from the story timeline to write a summary of Part Six.

- o Did *Kiviuq’s Journey* remind you of any other books you have read or movies you have seen? Explain.
- After the discussion, ask students to begin writing their reflections. When they are finished, invite volunteers to read their reflections to the class.

Extension Activity



Have students repeat the New Words activity from Lesson 1 with vocabulary from Part Six.

Activity 6.6: Journal Reflection



- Tell the students that they will be writing a journal reflection about Part Six of *Kiviuq’s Journey*. In their reflections, they should write about what they read, what they think about what they read, and why they think that. Encourage students to provide evidence from the text to support their thinking.
- Begin by holding a discussion about Part Six. This will help students think about what they read and come up with ideas for their writing. You may want to use the following discussion prompts:
 - o How did you feel about the ending of the story? Why?
 - o What was your favourite part of *Kiviuq’s Journey*? Why?
 - o Do you think the character of Kiviuq changed from the beginning of the story to the end of the story? Explain.

Name: _____

HANDOUT 1

Comprehension Check

Answer the questions below in complete sentences.

1. What do the inuksuit yell at Kiviuq?

2. Who is waiting for Kiviuq on the shore?

3. What happens to Kiviuq's parents?

4. Do you think this story has a happy ending? Why or why not?

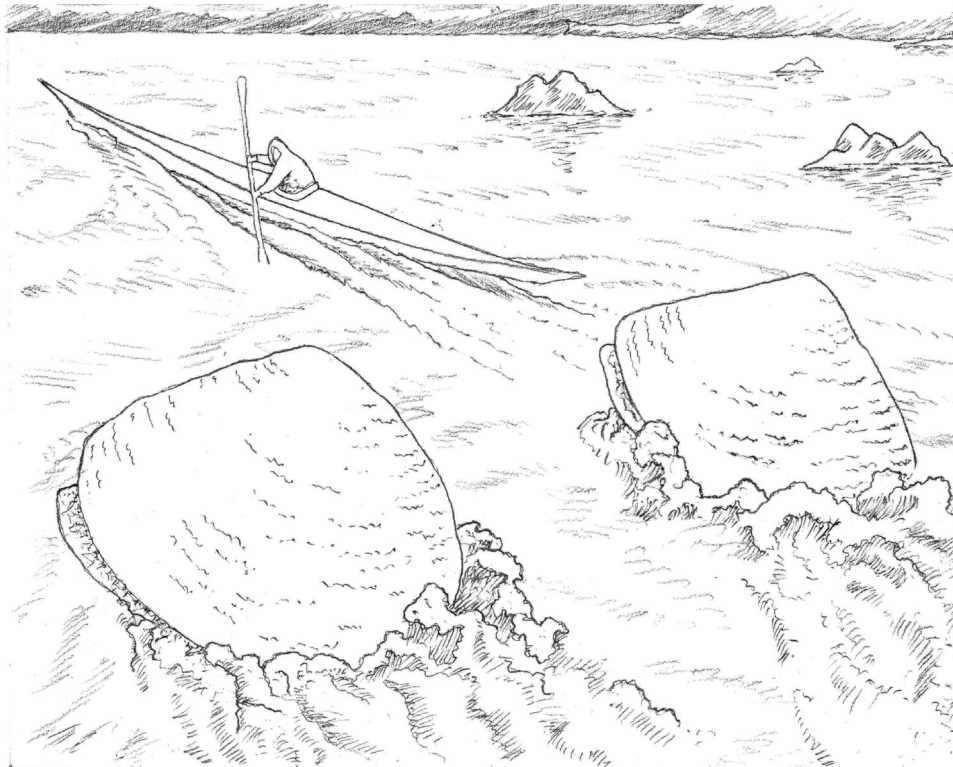
5. Do you think Kiviuq learned anything from his journey? If so, what do you think he learned?

Name: _____

Comprehension Check (continued)

6. Do you see Kiviug as a hero? Why or why not?

7. Do you think Kiviug will stay at home or go on another journey? Explain your answer.



Lesson 7: Wrap-Up

OBJECTIVES

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

- Revisit their predictions about the story as a whole and discuss which of their predictions were correct.
- Watch and respond to two videos of elders telling different versions of the Kiviuiq story and compare the versions.
- Write a journal reflection about the traditional story study as a whole.

READING

None

HANDOUT

Handout 1: Comparing Versions

MATERIALS

- Board or chart paper
- TV and DVD player
- DVD included with this resource
- Student journals

OPTIONAL ADDITIONAL RESOURCE

Kiviuiq, documentary film by John Houston

LEARNING ACTIVITIES

Activity 7.1: Checking Predictions



- Ask students to take out their copies of **Handout 3: Predictions** from the Introductory Lesson.
- Ask for volunteers to share the predictions they wrote before reading *Kiviuiq's Journey*.
- Record the predictions on the board or chart paper.
- Go through the predictions and ask the students whether they were correct. Ask them to explain how they know the predictions are correct or incorrect using evidence from the text.

Activity 7.2: Comparing Versions



- Show students the two videos of elders telling the story of Kiviuiq. The videos can be found on the DVD included in this resource.
- After watching the videos, discuss them as a class. Ask:
 - In what ways were the versions of the story the same?
 - In what ways were they different?
 - Why do you think there are different versions of the story told throughout the Arctic?
 - How was hearing the elders tell the story out loud different from reading the story in a book? Which experience did you enjoy more?
- Distribute **Handout 1: Comparing Versions**.

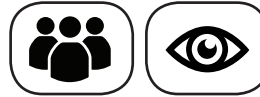
- Have students work in pairs to complete the handout. On the handout, students will use a Venn diagram to compare the two versions of the story of Kiviug.
- Once each pair has completed the handout, invite volunteers to share what they wrote with the class. Create a Venn diagram on the board or chart paper to record students' responses.

Activity 7.3: Journal Reflection



- Tell students that they are going to write a one-page journal reflection about the story of Kiviug and what they learned in the traditional story study as a whole.
- Give students enough time to complete their reflections.
- Students may want to use one or more of the following prompts to guide their reflections:
 - What did you like or dislike about the story?
 - If you had heard a version of the story before, was this version similar to or different from the other version?
 - What did you learn about the story of Kiviug from the class discussions, activities, and readings completed in this traditional story study?
 - What do you still want to know about the story of Kiviug?
 - Do you think it is important to continue to tell the story of Kiviug and other Inuit traditional stories to future generations? Why or why not?
- After students have completed their reflections, invite volunteers to share their reflections with the class.

Extension Activities



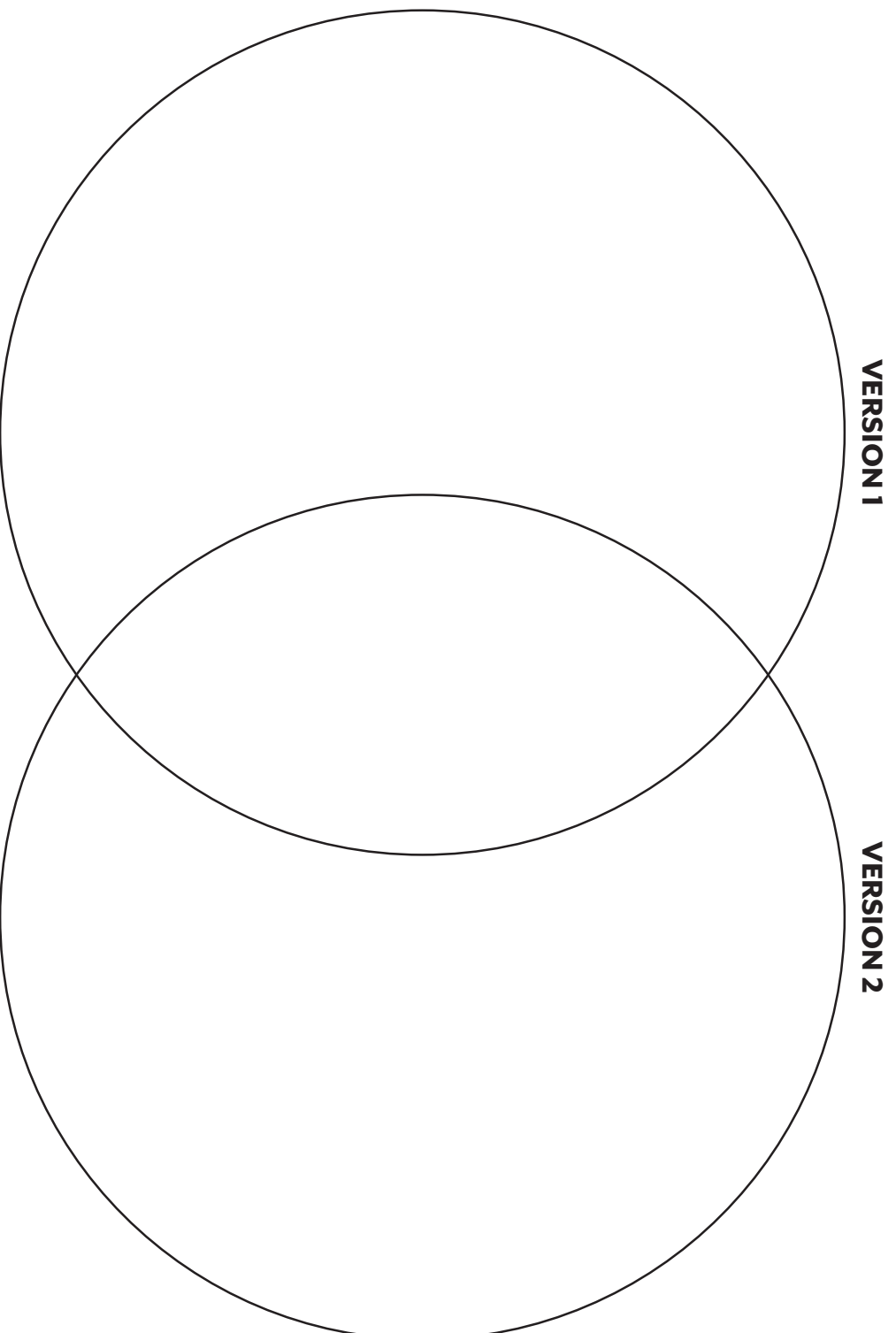
- Invite one or more elders to the class to talk about traditional storytelling and tell a version of the Kiviug story.
- Show the documentary *Kiviug* by John Houston to the class.

Name: _____

HANDOUT 1

Comparing Versions

Compare the two versions of the Kiviug story below. Write details about one version in the circle on the left. Write details about the other version in the circle on the right. Write details that both versions have in common in the centre.



Answer Key

The following pages provide sample answers for selected student handouts.

LESSON 1: PART ONE, “THE BEGINNING”

Handout 1: Comprehension Check

1. Where do you think this story takes place? Why do you think that?

Answers will vary.

2. Why does the grandmother have to keep repairing the girl's clothes?

The grandmother has to keep repairing the girl's clothes because the other young people bully her and tear her clothes.

3. Why does the grandmother tell the girl to act like a seal?

The grandmother tells her to act like a seal so that the young people will try to catch her and be carried out to sea.

4. What happens to the men in their qajaqs?

They follow the girl out to sea, and then many of their qajaqs capsize and many of the men drown.

5. What happens to Kiviug's brother?

Kiviug's brother drowns.

6. Do you think Kiviug does the right thing by letting go of his brother? Why or why not?

Answers will vary.

7. Do you think what the grandmother and her granddaughter do to the young people is fair? Why or why not?

Answers will vary.

LESSON 2: PART TWO, “LOST AT SEA”

Handout 1: Comprehension Check

1. Who is Kiviuq’s spirit helper, and how does it help Kiviuq?

Kiviuq’s spirit helper is a sandpiper with a red line around its neck. It helps Kiviuq by preventing the qajaq from capsizing.

2. What does the woman say Kiviuq has to do if he wants water?

The woman says he must become her son-in-law.

3. Why does Kiviuq keep hiding his mitts and kamiit?

He hides his mitts and kamiit so that he will have enough equipment for his journey when he leaves.

4. Why does the mother kill her daughter?

The mother kills her daughter so that she can become Kiviuq’s wife.

5. Why do you think Kiviuq stayed married to his mother-in-law even though he knew she was not his wife? Explain your answer.

Answers will vary.

6. What do you think about the character of Kiviuq so far? Why?

Answers will vary.

LESSON 3: PART THREE, “THE TRIALS”

Handout 1: Comprehension Check

1. How does Kiviug get past the pot?

Kiviug jumps up and carefully walks along the rim of the pot without tipping it over.

2. How does Kiviug get past the bears?

Kiviug watches for when the bears step back and runs through the opening.

3. What allows Kiviug to survive these obstacles?

Kiviug survives these obstacles because he is wise.

4. What does Kiviug do on the tightrope?

Kiviug balances on his knees and stands up and walks the tightrope.

5. Why do you think Kiviug had to go through so many trials?

Answers will vary.

6. What does Kiviug's ability to overcome these obstacles tell you about his character?

Answers will vary.

7. What might have happened if Kiviug had not overcome these obstacles?

Answers will vary.

8. Has your impression of Kiviug changed since the beginning of the story? Explain.

Answers will vary.

LESSON 4: PART FOUR, “THE ISLAND”

Handout 1: Comprehension Check

1. How does Kiviuq feel after overcoming all of the obstacles?

Kiviuq is very tired from overcoming the obstacles.

2. What does one of the skulls warn Kiviuq about?

One of the skulls warns him that he should put a flat rock on his chest before he falls asleep or he will end up like the skull.

3. What do the two beings look like?

The two beings have long, sharp tails as hard as steel.

4. What happens to the two beings at the end of Part Four?

The two beings try to stab Kiviuq but hit the rock instead and stab themselves and die.

5. Why do Kiviuq and the skulls start laughing?

They are laughing at what happened to the beings.

6. Do you think Kiviuq will stay on the island? Why or why not?

Answers will vary.

7. What might have happened if Kiviuq had not listened to the skull’s advice?

Answers will vary.

LESSON 5: PART FIVE, “THE SPIDER”

Handout 1: Comprehension Check

1. What is Kiviuq’s water sack made out of?

Kiviuq’s water sack is made out of a bearded seal’s bladder.

2. What does the woman do with the parts of her face?

She puts them in a pot to boil.

3. Why does the female being chase Kiviuq?

She chases Kiviuq because he was spitting on her head.

4. What happens to the female being at the end of Part Five?

The sound of Kiviuq pounding the sealskin float on his qajaq kills her.

5. Why do you think the noise kills the female being but does not kill Kiviuq?

Answers will vary.

6. Do you think Kiviuq was right to kill the female being? Why or why not?

Answers will vary.

7. Were you surprised by how Part Five ended? Why or why not?

Answers will vary.

8. Where do you think Kiviuq will go next? Why do you think that?

Answers will vary.

LESSON 6: PART SIX, “THE WAY HOME”

Handout 1: Comprehension Check

1. What do the inuksuit yell at Kiviuq?

The inuksuit yell that clams might grab him.

2. Who is waiting for Kiviuq on the shore?

People from his old camp are waiting on the shore.

3. What happens to Kiviuq’s parents?

They are so excited to see Kiviuq that they die.

4. Do you think this story has a happy ending? Why or why not?

Answers will vary.

5. Do you think Kiviuq learned anything from his journey? If so, what do you think he learned?

Answers will vary.

6. Do you see Kiviuq as a hero? Why or why not?

Answers will vary.

7. Do you think Kiviuq will stay at home or go on another journey? Explain your answer.

Answers will vary.

Mark Breakdown

	Mark Breakdown	Final Mark
Introductory Lesson		
Placemat Activity	Participation	/5
Predictions	2 marks/prediction	/10
Lesson 1: Part One, “The Beginning”		
Comprehension Check	2 marks/question	/14
Story Timeline	3 marks per section (Part One)	/3
New Words	4 marks/word	/16
Journal Reflection	Completion	/10
Lesson 2: Part Two, “Lost at Sea”		
Comprehension Check	2 marks/question	/12
Story Timeline	3 marks per section (Part Two)	/3
Journal Reflection	Completion	/10
Lesson 3: Part Three, “The Trials”		
Comprehension Check	2 marks/question	/16
Story Timeline	3 marks per section (Part Three)	/3
Artistic Representation	Completion	/10
Journal Reflection	Completion	/10
Lesson 4: Part Four, “The Island”		
Comprehension Check	2 marks/question	/14
Story Timeline	3 marks per section (Part Four)	/3
Journal Reflection	Completion	/10
Lesson 5: Part Five, “The Spider”		
Comprehension Check	2 marks/question	/16
Story Timeline	3 marks per section (Part Five)	/3
Journal Reflection	Completion	/10
Lesson 6: Part Six, “The Way Home”		
Comprehension Check	2 marks/question	/14
Story Timeline	3 marks per section (Part Six)	/3
Journal Reflection	Completion	/10
Lesson 7: Wrap-Up		
Comparing Versions	Completion	/10
Journal Reflection	Completion	/10
Final Mark		/225

KIVIUQ'S JOURNEY

TRADITIONAL STORY STUDY



The *Kiviuq's Journey* traditional story 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 traditional story study provides lessons and activities focused on the book *Kiviuq's Journey* by Henry Isluanik. The traditional story study explores the story of Kiviuq, a courageous hunter who is swept out to sea during a storm and who spends many years trying to find his way back home. As students participate in reading, writing, oral communication, and visual depiction activities, they will become more knowledgeable about the story of Kiviuq and its importance in Inuit culture.

