



▷ ოსტატის კაცის წიგნი | Traditional Story Study

ON THE SHOULDER OF A  
GIANT

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## Inuklut Titiqqiriniq

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

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



ΔΓ°σΔΓ°σΓΛ°βδ°  
Ilinniaqtuliyikkut  
Department of Education  
Ministère de l'Éducation

Δοῦλοῦ ἑνὸς τοῦ ἰσχυροῦ

ON THE SHOULDER OF A  
GIANT

Ἐπισημειωμένη ἱστορία  
Traditional Story Study

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## About This Traditional Story Study

### Grade Range

3-4

### Learning Opportunities

reading strategies, folktales, narrative writing, drama, readers' theatre, sleeping giants around the world, Inuit storytelling

### ***On the Shoulder of a Giant Traditional Story Study***

This traditional story study contains language arts activities for Inuktitut- and English-language classrooms based on the book ᐱᓐᓴᓐᓴᓐᓴᓐᓴᓐ ᐱᓐᓴᓐᓴᓐᓴᓐ ᐱᓐᓴᓐᓴᓐ / *On the Shoulder of a Giant* by Neil Christopher. The activities are designed to be used with the whole class and are suitable for classes in which students are working at a wide range of literacy levels. Most of the time, the text will be read out loud to students by the teacher. This ensures that the text can be understood by students with a wide variety of reading skills. This also enables students with different reading skills to work together on language arts skills and concepts.

### ***About On the Shoulder of a Giant***

This pan-Arctic Inuit legend, which tells the story of a friendly giant, is lightheartedly retold, featuring sweeping illustrations. Inukpak was big, even for a giant. He loved to walk across the tundra, striding over the widest rivers and wading through the deepest lakes. He could walk across the Arctic in just a few days. But being so big, and travelling so far, Inukpak was often alone. Until one day when he came across a little hunter on the tundra. Thinking that the hunter was a little boy alone on the land, Inukpak decided to adopt him. And so, from the shoulder of one of the biggest giants to ever roam the Arctic, this hunter experiences the world from Inukpak's perspective.

## Learning Opportunities

In this traditional story study, students will:

- Practise reading comprehension strategies, including activating background knowledge, making predictions, and making connections
- Explore the genre of folktales by studying the example of *On the Shoulder of a Giant*
- Plan and write original narratives that feature giants
- Participate in discussion with peers about issues and themes from the text, including stories, myths, legends, friendship, respect, and perspective
- Use drama skills to interpret the text
- Perform readers' theatre to build fluency and develop expressive reading and emphasis
- Explore examples of sleeping giants from around the world
- Expand and build their understanding of Inuit storytelling by exploring stories of inukpasugjuit, inugaruligasugjuit, and nanurluit

## Materials

This traditional story study is designed to be used with a full class set of  $\Delta\sigma^b < \text{Inuktitut}$   $\text{On the Shoulder of a Giant}$ . If you only have one copy of the text, you can modify activities to complete the traditional story study with your class.

Materials required for each individual activity are listed within the activities.

## Additional Resources

This traditional story study is part of a series. Additional resources have been created to accompany the different traditional story studies in the series. These resources include posters, films, activity/reading/photo card sets, and audiobooks. See the “ $\Delta\sigma^b \text{ Inuktitut}$   $\text{Inuktitut Titiqqiriniq Resource Checklist}$ ” located in the  $\Delta\sigma^b \text{ Inuktitut}$   $\text{Inuktitut Titiqqiriniq}$  resource binders to learn about what additional resources may be available for this traditional story study.

## Community Engagement

Community involvement in the classroom leads to meaningful learning for students and strengthens the connections between school and community. When community members participate in students' learning, students are able to see the importance of what they do in the classroom. Local experts are also given the opportunity to pass on critical local knowledge and perspectives to the next generation. This traditional story study concludes with a storytelling event in which community storytellers are invited into the classroom to share traditional stories.

### Notes 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 received from the 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. 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.



# Instructional Approaches

This traditional story study contains activities that use the following instructional approaches:

## **Read-Aloud**

The teacher reads the text out loud to students, modelling expressive reading. The teacher leads a whole-class discussion using discussion prompts before, during, and after the reading. Some of the prompts can be used to teach reading strategies and language arts concepts, while others are for facilitating student discussion about the content and themes of the text.

## **Shared Writing**

The teacher and students work together to complete a piece of writing. Students contribute ideas for writing while the teacher scribes. The teacher provides support by modelling writing strategies, suggesting new vocabulary, and providing correct grammar and spelling when necessary.

## **Readers' Theatre**

Students perform a script that either retells the story or explores one or more aspects of the text. Readers' theatre performances often involve collaborative learning and provide students with opportunities to build comprehension, develop fluency, practise expressive reading, and improve oral communication skills.

## **Class Discussions**

Students complete tasks and participate in discussions that prepare them to work with text. Students learn new vocabulary and concepts that will be encountered in the text and apply reading strategies that will help them comprehend the text.

## **Other Small Group and Independent Work**

Extension activities accompany some of the activities in the traditional story study. Students can work in small groups and independently to confirm and extend their understanding of the text.

Teachers should select the activities that are best suited to the strengths and needs of their students, and can adapt activities as needed.

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## General Accommodations and Modifications

The students in any given classroom will be diverse in terms of their strengths, needs, interests, and ways of learning. Some students may require additional support to complete activities in this traditional story study. Before using an activity in the resource, read through the activity in advance of the lesson to make sure that you know what students are being asked to do. Take time before instruction to plan supports that will make the activity a worthwhile learning opportunity for students. Consider the following examples of accommodations and modifications:

### Accommodations

You may need to provide students with an accommodation—changing the learning environment, method of instruction, or the way that a student completes a task. Consider the following examples of accommodations:

#### Accommodating the Learning Environment

- Arrange seating to reduce distractions
- Allow breaks during students' working time
- Ensure that students can hear instructions by arranging seating or use an FM system (if available)

#### Accommodating Methods of Instruction

- Give a structured overview before the lesson
- Provide both verbal and written instructions
- Have students check their understanding with a peer
- Repeat important instructions

## **Accommodating Student Work**

- Divide assignments into smaller parts
- Provide extra time
- Coach the student with organization and planning of work
- Provide opportunities for the student to demonstrate an understanding of the material using a variety of media, including oral presentations, visual arts/illustrations, audio- or videotaped assignments, bulletin board displays, and dramatizations

## **Modifications**

In some cases, you may need to modify the activities in the traditional story study—changing what a student is expected to do during an activity. Consider the following options when modifying activities:

- Reduce the amount of work that the student is expected to produce
- Reduce the amount of content that the student is responsible for knowing
- Remove some tasks from an activity
- Complete some parts of an activity for the student

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## Icon Descriptions

Icons are located at the beginning of each activity and indicate the type of learning opportunities included in the activity.



**READING** Students will read the text. Students will use one of the following approaches to engage with written text: listening to teacher-led read-alouds, participating in shared and performance reading, reading in pairs or in small groups, or reading independently with support from the teacher.



**VOCABULARY** Students will work with vocabulary from the text. Students will practise integrating unfamiliar vocabulary into written or oral communication.



**ORAL COMMUNICATION** Students will learn and practise oral communication skills. Students will participate in a whole-class, small-group, or pairs discussion. Students may also prepare and deliver oral presentations.



**VIEWING** Students will view a multimedia text. Students may view films or artwork in order to support their comprehension of the text or to explore elements of media.



**WRITING** Students will develop their writing skills. Students will observe modelled writing, participate in shared writing, or write independently.



**CONNECTING** Students will make a connection between the text and themselves, between the text and other texts, or between the text and the world.



**DECODING AND COMPREHENSION** Students will learn and practise decoding and comprehension. Students will work on a critical reading skill, competency, or behaviour necessary for reading and comprehending text.



**REFLECTION** Students will reflect on their learning to think about how they learn or to discover personal connections to learning.



**VISUAL REPRESENTATION** Students will create a visual representation. Visual representations include drawings or artwork and are used to respond to the text or to express ideas.



**RESEARCH SKILLS** Students will develop one or more research skills. Students will work on skills such as generating questions, developing a research plan, locating sources, evaluating sources, gathering and organizing information, forming conclusions, and communicating research results.



**HANDOUTS** This activity includes one or more handouts. These handouts include an Inuktitut and an English version and can be found in the pages immediately following each activity.



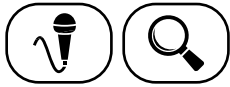
**COMMUNITY ENGAGEMENT** Students will experience a community perspective relating to an issue from the text. Students will observe storytelling sessions or demonstrations put on by community members or go out into the community to participate in learning activities

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## Introduction

ገጽ 12 ላይ የተጻፈው የጥያቄ ጽሑፍ  
ለገጽ 12 ላይ የተጻፈው የጥያቄ ጽሑፍ  
Pre-reading Activity: Making Predictions  
with the Cover

[25 min]



### Overview

Students will participate in a predicting activity. Students are divided into two groups, and each group will see either the front cover or back cover of the book. Then, the whole class will work together to make predictions about the book.

### Materials

- One copy of ለገጽ 12 ላይ የተጻፈው የጥያቄ ጽሑፍ / *On the Shoulder of a Giant*
- Whiteboard or chart paper

### Preparation

- Write the title of the book on the whiteboard

### Activity

1. Gather students together in a shared space. Do not show students the book yet. Tell students that they are going to be listening to a story. Point to the title of the book on the whiteboard and read it out loud for students. Explain to students that before they read, they are going to make predictions about what will be in the book.
2. Tell students that they are going to get a secret hint about what will be in the book. Explain to students that they have to keep their hint a secret from the other students in the class. Give each student a number, 1 or 2.
3. Have students with the number 2 turn around and face away from you. Show students with a number 1 the front cover of the book. Remind students not to say anything. Count to 20 seconds, making sure that all students with the number 1 can see the cover of the book. After 20 seconds, have students with the number 1 turn around.
4. Flip the book over so that the back cover is facing the students. Have students with the number 2 turn around. Remind students not to say anything. Count to 20 seconds, making sure that all students with the number 2 can see the back cover of the book. After 20 seconds, put the book away so that students can no longer see it.

5. Have all of the students turn around to face you. Tell students that they are going to make predictions about the book. Explain to students that now it is okay to talk about their secret hint. Record students responses on chart paper so can be referred to in later lessons. Use the following discussion prompts:
- *Have you heard this story before? What do you remember about the story?*
  - *What do you see on the cover?*
  - *What do you think the book is about? Why do you think that?*
  - *Did learning about your classmates' secret hint help you make a prediction?*
6. Show students the cover of the book. Go through all of the text features on the front and back covers and make predictions as a group. Record students responses on the whiteboard or chart paper.

Read the title.

- Point to the person standing on the giant's shoulder. Ask, *Who do you think this is? Why do you think he is standing on the giant's shoulder?*
- *What is an "Inuit folktale"?*

Read the names on the front cover.

- *Who are the people who are named on the cover?* (Neil Christopher is the author and Jim Nelson is the illustrator.)

Read the back-cover copy.

- *Who is Inukpak?* (Inukpak is a giant. He is in the illustration on the front and back covers.)
- *What does Inukpak do?* (Inukpak loves to travel. He gets lonely so he adopts an Inuit hunter as a son.)
- *What else do you think will happen in the book?*

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Read-Aloud: Introduction

[15 min]



**Overview**

Students will listen to a read-aloud of the introduction to ᐅᓂᓃᓂᐅᐸᐸᐸᐸ ᐸᐸᐸᐸᐸᐸᐸ ᐅᓂᓂᓂᐅᐸᐸᐸᐸ / *On the Shoulder of a Giant*. Then, students will discuss the text.

**Materials**

- One copy of ᐅᓂᓃᓂᐅᐸᐸᐸᐸ ᐸᐸᐸᐸᐸᐸᐸ ᐅᓂᓂᓂᐅᐸᐸᐸᐸ / *On the Shoulder of a Giant*

**Preparation**

- Review the introduction and the suggested discussion prompts for before, during, and after reading

**Activity**

**Before Reading**

1. Gather students together in a shared space. Tell students that they will be listening to the introduction of the book. Explain to students that the introduction is where the author shares information to help the reader understand the book. Tell students that one of the things that the author talks about in the introduction is his love of stories. Have a whole-class discussion with students about stories. Use the following discussion prompts:

- *What stories do you like to hear? Why do you enjoy those stories?*
- *Why is it good to read and listen to stories?*

**During Reading**

2. Read the introduction out loud to the class.
3. **Suggested discussion prompts:** Here are some examples of questions you can pause and ask while reading.
  - *What type of stories does the author love? (Legends and myths.)*
  - *What are legends and myths? (Legends and myths are fantastic stories that talk about the past. Legends are stories that might be true. Myths explain the way things are today.)*

**After Reading**

4. **Suggested discussion prompts:** Here are some examples of questions you can ask after reading.
  - *What are the author's favourite stories about? Why do you think he likes stories about giants? (Giants. Answers may vary.)*
  - *Do you like stories about giants? Why or why not? (Answers may vary.)*
  - *What stories do you already know about giants? (Answers may vary.)*
  - *According to the stories, when did the giants live? (In ancient times.)*
  - *Why do you think so many people around the Arctic told the story of a giant who adopted an Inuit hunter? (Answers may vary.)*



# ገጽ 15 ላይ ስለ ግድብ ላይ ለመሆን

## On the Shoulder of a Giant

ገጽ 15 ላይ ስለ ግድብ ላይ ለመሆን  
ገጽ 15 ላይ ስለ ግድብ ላይ ለመሆን  
ገጽ 15 ላይ ስለ ግድብ ላይ ለመሆን

### Pre-reading Activity:

*On the Shoulder of a Giant*

[30 min]



### Overview

Students will imagine what it would be like to stand on the shoulder of a giant and will share their ideas. Then, students will write about what they imagined.

### Materials

- ገጽ 15 ላይ ስለ ግድብ ላይ ለመሆን ገጽ 15 ላይ ስለ ግድብ ላይ ለመሆን / Handout 1: On the Shoulder of Giant

### Preparation

- Photocopy ገጽ 15 ላይ ስለ ግድብ ላይ ለመሆን ገጽ 15 ላይ ስለ ግድብ ላይ ለመሆን / Handout 1: On the Shoulder of Giant (one for each student)

### Activity

- Gather students together in a shared space. Tell students that before they read the story, you want them to think about the title of the book. Explain to students that they are going to close their eyes and imagine what it would be like to stand on the shoulder of a giant. Tell students that while they are doing this, they need to be silent so that everyone is able to use their imagination.
- Ask students to close their eyes. Tell students to imagine themselves standing on the shoulder of a giant. Ask students the following questions:
  - What do you see?
  - What does it feel like to be standing on the shoulder of a giant?
  - Where would you ask the giant to take you?
- Have students open their eyes. Ask students to share some of the things that they thought about during the exercise.
- Tell students that they are going to write about what it would be like to stand on the shoulder of a giant. Distribute ገጽ 15 ላይ ስለ ግድብ ላይ ለመሆን ገጽ 15 ላይ ስለ ግድብ ላይ ለመሆን / Handout 1: On the Shoulder of Giant. Explain to students that they are going to draw a picture of themselves standing on the shoulder of the giant. In the blank space, students will draw what they might see while they're standing on the giant's shoulder. Remind students that things may look different from the giant's shoulder, because they are being viewed from up high. After students have completed their drawing, they will write a description of their picture in the space below.

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Name: \_\_\_\_\_

# On the Shoulder of a Giant

Draw a picture of yourself standing on the shoulder of a giant. Then, draw what you might see while you are standing on the giant's shoulder. After you have completed your drawing, explain your drawing on the lines below.



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 Read-Aloud: *On the Shoulder of a Giant*  
 [25 min]



**Overview**

Students will listen to a read-aloud of ᐃᓂᓐᓴᓐᓴᓐ ᓂᓴᓐᓴᓐᓴᓐ ᐃᓂᓐᓴᓐ / *On the Shoulder of a Giant*. Then, students will discuss the text.

**Materials**

- One copy of ᐃᓂᓐᓴᓐᓴᓐ ᓂᓴᓐᓴᓐᓴᓐ ᐃᓂᓐᓴᓐ / *On the Shoulder of a Giant*

**Preparation**

- Review the story and the suggested discussion prompts for during and after reading

**Teaching Tip**



Discussion of books should promote students' enjoyment of reading and encourage students to make personal connections to the text. It is important to provide students with opportunities to guide the discussion at times. This means asking fewer content-specific questions and asking more open-ended questions.

**Activity**

**Before Reading**

1. Gather students together in a shared space. Tell students that they are going to listen to the story in the book. Ask students if they remember any information from the front or back cover or from the introduction about the story in the book. Review the predictions that students made in the pre-reading activity. Remind students that the story is about a giant who travelled all across the Arctic. He became lonely so he adopted an Inuit hunter.

**During Reading**

2. Read the story out loud to the class.
3. **Suggested discussion prompts:** Here are some examples of questions you can pause and ask while reading. When appropriate, model a think-aloud to demonstrate how students can make connections, verify predictions, and ask their own questions about the text. If you are going to read the story with students more than once, you can choose different questions for each read-aloud.
  - **Pages 5–6:** *What are the Inuit in the qajait doing in the picture?* (Answers may vary. They may be scared of Inukpak. They may be worried that the waves made by Inukpak will upset their qajait. They may have been trying to catch the whale.)
  - **Pages 9–10:** *Inukpak lifts the hunter up by the hood of his parka. How do you think the hunter feels about that?* (Answers may vary.)
  - **Pages 15–16:** *The hunter wants to tell Inukpak that he does not need the giant to adopt him. Why does the hunter decide not to say anything?* (Answers may vary.)

### After Reading

**4. Suggested discussion prompts:** Here are some examples of questions you can ask after reading.

- *Why is Inukpak a special giant?* (Answers may vary. Inukpak was taller than most giants. He adopted an Inuit hunter.)
- *How does Inukpak treat the hunter?* (Inukpak thinks that the hunter is a “little child.” Inukpak leaves the hunter behind when he goes fishing for sculpin because he does not want the hunter to fall in the water.)
- *Have you ever been treated like a younger child? What happened and how did it make you feel?* (Answers may vary.)
- *Inukpak mistakes big things for little things three times in the story. When does he do this?* (Inukpak thinks the hunter is a “little child.” Inukpak thinks the bowhead whale is a sculpin. Inukpak thinks the polar bear is a “baby fox or lemming.”)
- *How do the hunter’s feelings about being adopted by a giant change throughout the story?* (At the beginning of the story, the hunter does not want to be with Inukpak. He thinks about running away to go back home. At the end of the story, he becomes “good friends” with the giant.)
- *Why do you think the hunter’s feelings change?* (Answers may vary.)

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**Activity: What Is a Folktale?**  
[25 min]



**Overview**

Students will learn about the characteristics of folktales. Then, students will work in pairs to identify the elements of ᐃᓂᓃᓂᐅᐸᐸᓂ ᓂᓂᐸᓂᓂᓂ ᐃᓂᓂᓂ / *On the Shoulder of a Giant* that make it a folktale.

**Materials**

- ᐃᓂᐅᓂᓂᓂᓂ 2: ᓃᓴᓂ ᐃᓂᓃᓂᐅᐸᐸᓂ? / **Handout 2: What Is a Folktale?**

**Preparation**

- Photocopy ᐃᓂᐅᓂᓂᓂᓂ 2: ᓃᓴᓂ ᐃᓂᓃᓂᐅᐸᐸᓂ? / **Handout 2: What Is a Folktale?** (one for each pair)

**Activity**

1. Gather students in a shared space. Ask students if they remember what kinds of stories the author mentions in the introduction of the book. Remind students that in the introduction the author talks about legends and myths. Ask students if they remember what kind of story *On the Shoulder of a Giant* is. Show students the cover of the book and point to where it says “An Inuit Folktale.”
2. Ask students if they know what a folktale is. Organize students into pairs and distribute ᐃᓂᐅᓂᓂᓂᓂ 2: ᓃᓴᓂ ᐃᓂᓃᓂᐅᐸᐸᓂ? / **Handout 2: What Is a Folktale?** Read each of the characteristics out loud to students, including the examples of each characteristic. Explain to students that the examples on the handout come from a well-known folktale called *Jack and the Beanstalk*. Review the examples and ensure that students understand why the examples are characteristics of a folktale.
3. Tell students that they are going to work with their partner to see if the story is really an example of a folktale by checking to see if it has each characteristic of a folktale. Explain to students that for each characteristic, they need to write evidence from the text. Complete the first row of the chart as an example for students:

<i>On the Shoulder of a Giant</i> has...
...an ordinary Inuit hunter. He gets adopted by Inukpak.

4. After students have finished the activity, complete the handout as a class so that students can check their work.



## What Is a Folktale?

Does *On the Shoulder of a Giant* have each of the characteristics of a folktale listed in the first column of the chart below? Work with a partner. In the third column in the chart below, write an example of each characteristic of a folktale that is in *On the Shoulder of a Giant*. Examples from *Jack and the Beanstalk* have been provided in the second column to help you.

Folktales have...	<i>Jack and the Beanstalk</i> has...	<i>On the Shoulder of a Giant</i> has...
...a main character who is an ordinary person.	Jack lives with his mother in a cabin.	
...a problem that the main character must solve.	Jack and his mother are poor and have no food to eat.	
...magic.	Jack finds magic beans that grow into a beanstalk too tall that it reaches into the clouds.	
...strange creatures.	Jack sees a golden goose that lays golden eggs.	
...an explanation about why something exists today.	The giant living in the clouds makes thunder when he gets angry and stomps around.	
...things that are hard to believe (similar to a tall tale or legend).	Giants don't live in the clouds...or do they?	



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**Shared Writing: Adventures with Inukpak**  
[30 min]



**Overview**


Together, the teacher and students will write another adventure for Inukpak and the hunter. Then, students will write their own adventure for Inukpak and the hunter.

**Materials**

- ᓂᓴᐃᓐᓴᓂᓴᓂᓴ 3: ᐃᓄᓐᓴᓂᓴ ᐃᓴᓐᓴᓂᓴᓂᓴᓴᓴ / **Handout 3: Adventures with Inukpak**
- Whiteboard or chart paper

**Preparation**

- Photocopy ᓂᓴᐃᓐᓴᓂᓴᓂᓴ 3: ᐃᓄᓐᓴᓂᓴ ᐃᓴᓐᓴᓂᓴᓂᓴᓴᓴ / **Handout 3: Adventures with Inukpak** (one for each student)
- Write “Adventures” on the whiteboard

**Teaching Tip** 

In a shared writing lesson, the teacher works with students to compose a piece of writing. Students contribute ideas for writing while the teacher scribes. The teacher provides support by modelling writing strategies, suggesting new vocabulary, and providing correct grammar and spelling where necessary.

**Activity**

1. Gather students together in a shared space. Ask students if they remember how the story ended. If needed, you can show students the front cover of the book to help them remember the ending of the story. Reread the last page in the story (pages 31–32). Tell students that you will all work together to write some of the adventures that Inukpak and the hunter have together.

2. Point to the word "Adventures" on the whiteboard. Ask students to share their understanding of the word and ensure all students understand before moving on. Ask students if they remember any of the adventures that Inukpak and the hunter had during the story. Record a short description of each adventure on the whiteboard:

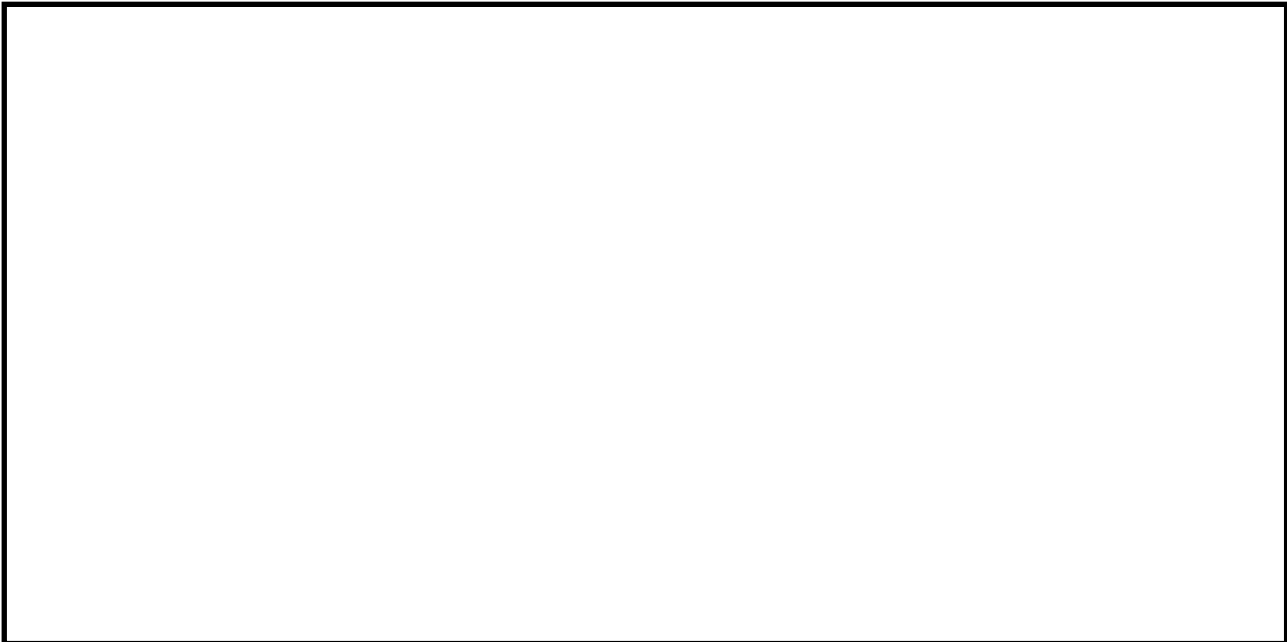
Adventures

- Inukpak and the hunter go to the sea to catch sculpin.
  - Inukpak and the hunter see a huge polar bear.
3. Tell students that together you will think about some new adventures that Inukpak and the hunter can have. Record students' ideas on the whiteboard. Examples of ideas include:
- Inukpak and the hunter build an inuksuk.
  - Inukpak and the hunter find an Inuit camp.
  - Inukpak and the hunter build an iglu.
4. Work together with students to pick one of the ideas that came from your brainstorming. Use the idea to create a shared writing piece with students. You may want to use the following sentence starters:
- Inukpak and the hunter travelled to...
  - They wanted to...
  - They saw a...
  - After it was over, they...

5. Distribute ᓂᓴᐃᓐᓴᓂᓴᓂᓴ 3: ᐃᓄᓐᓴᓂᓴ ᐃᓴᓐᓴᓂᓴᓂᓴᓴᓴ / **Handout 3: Adventures with Inukpak**. Tell students that they now have the chance to write their own adventure for Inukpak and the hunter. Explain to students that they can pick one of the adventures from the whiteboard or think about their own adventure. Tell students to include a picture of the adventure on the handout. The sentence starters from the shared writing activity may be used as prompts for students who require additional support.

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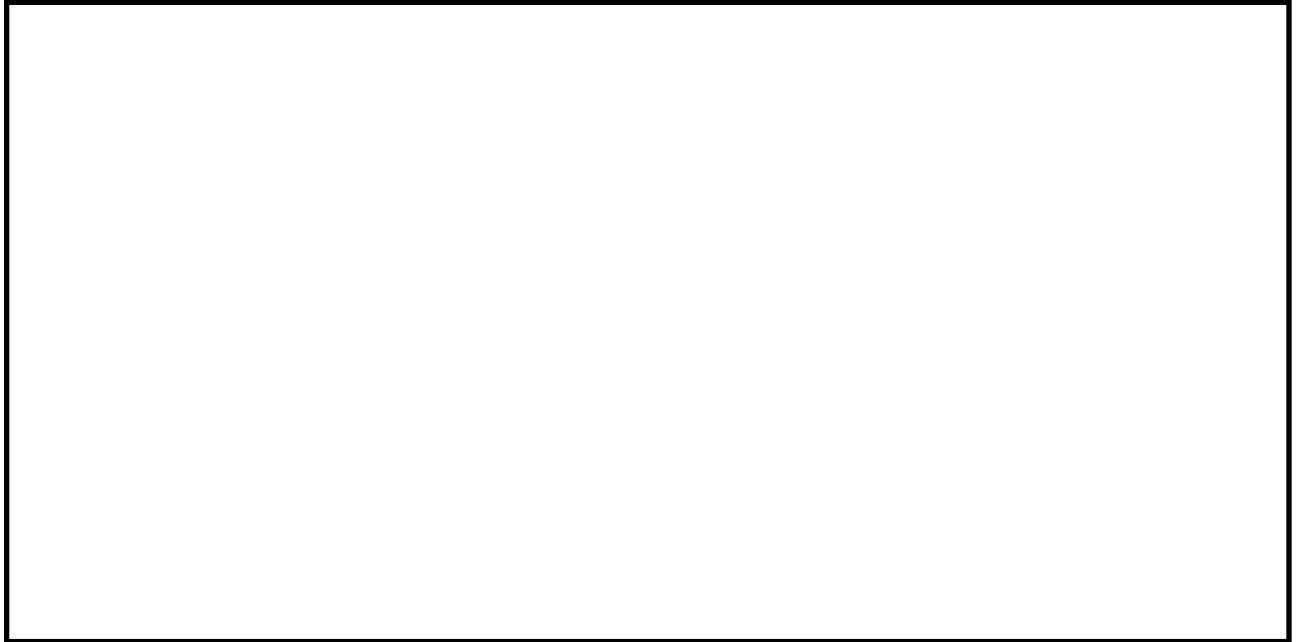
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# Adventures with Inukpak

Write your own adventure story for Inukpak and the hunter. You may pick one of the adventures from the whiteboard or come up with your own. After you have written your story, draw a picture of your adventure in the blank space.



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## Other Arctic Giants



### **Inukpasarjuk**

Inukpasarjuk is another of the inukpasugjuit (greater giants) that lived in the Arctic in ancient times. She was often seen standing motionless over fjords on Baffin Island, with one leg on either side, scanning the water for her favourite food—bowhead whales. When a whale appeared, Inukpasarjuk was able to catch it in one hand, pop the creature into her mouth, and swallow it whole without chewing. Like Inukpak, Inukpasarjuk also enjoyed the company of humans, and she married an Inuit hunter. The hunter often helped her look for nanurluit (giant polar bear), which she loved to hunt.



### **The Amautalik**

The inugaruligasugjuit (lesser giants) have always caused fear for Inuit, and the amautalik is one of the main reasons why. The amautalik is an enormous creature that can move across the tundra quickly without making a sound. She wears a basket on her back made of walrus hide that is lined with rancid seaweed. The amautalik sneaks across the tundra hunting for children who are playing far away from where their parents can see them. If she catches any, she carries them back to her underground lair in her amauti.



## Other Arctic Giants



### Qungnirjuaq

Every fall in the Arctic, the ocean freezes over, and powerful winds and tides cause deep, jagged cracks in the sea ice. You can see these ice cracks all along the Nunavut coastline. When these cracks form, they release a terrifying spirit known as Qungnirjuaq. This spirit is easily awoken by the sound of children teasing each other. Qungnirjuaq lives under the sea ice and rarely comes to the surface. When he does, the only part of him that is usually seen is an enormous arm that reaches up to pull victims down into the ice cracks where he lives.



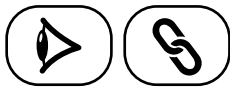
### The Tuniit

Inuit stories and songs tell us that long ago, a special race of large and powerful beings lived in large numbers across the Canadian Arctic and Greenland. Known as Tuniit, these early Arctic inhabitants were taller, thicker, and stronger than Inuit. Tuniit hunters could carry walrus back to camp all by themselves, and Tuniit built houses using enormous stones that would be impossible for an Inuit person to move. According to some stories, the Tuniit taught Inuit how to build inuksuit to guide travellers in the Arctic landscape.

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## Inukpak and His Son

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 Viewing: *Inukpak and His Son*  
 [20 min]



### Overview

Students will watch the film *Inukpak and His Son*. Then, students will discuss the differences between the film and ገሰገሳ ገሰገሳ ገሰገሳ / *On the Shoulder of a Giant*.

### Materials

- *Inukpak and His Son* (film)

### Preparation

- None

### Activity

#### Before Viewing

1. Gather students in a shared space. Tell students that they are going to watch a different version of the story of Inukpak.
2. Explain to students that there are different versions of the story of Inukpak and his son. You read one version of the story, and now you will watch a film that tells another version of the story. Tell students that there are many other stories that have different versions, such as the mother of the sea mammals.
3. Ask students if they know about any stories that have more than one version. Allow students to share any information or experiences that they may have.

#### During Viewing

4. Watch *Inukpak Angunasuktiglu / Inukpak and His Son* with students.

#### After Viewing

5. **Suggested discussion prompts:** Here are some examples of questions you can ask after watching the film.
  - *How is the ancient Arctic different from the Arctic today?* (The ancient Arctic was full of strange and magical creatures. There were many kinds of giants, including wind giants in the Far North.)
  - *How did giants act toward each other?* (The Arctic giants did not trust each other. They treated each other unkindly and often fought.)
  - *How do we know about Arctic giants today?* (Stories about giants are old stories that have been passed down through the generations. When giants laid down to sleep or died, plants grew over their bodies and they became hills and mountains.)
  - *How is Inukpak unique among giants?* (Inukpak was one of the last great giants. He was friendly toward the hunter.)
  - *How did Inukpak react when he saw the smaller polar bear?* (He picked it up with his hands. He thought it was a lemming or a fox.)
  - *How did Inukpak react when he saw the nanurluk?* (He excited to see the polar bear and toward it to catch it.)
  - *What are some differences between the story in the book and the film?* (Answers may vary. The story in the film takes place in the winter or spring. The story in the book takes place in the fall. In the book, Inukpak throws the smaller polar bear into the sea, and there is no nanurluk.)
  - *Did you see anything else in the film that connected to the book?* (Answers may vary. The film has the nanurluk that is mentioned in the “More about Arctic Giants” section of the book. The film also shows two great giants fighting and a giant turning into a hill.)



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# Comparing Versions



# Comparing Versions





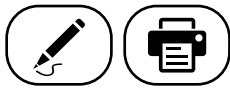
# Comparing Versions



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## Additional Activities

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Activity: Giant Story  
[90 min]



### Overview

Students will plan, write, and illustrate books about Inukpak and the hunter.

### Materials

- One copy of ᐅᓂᓐᓂᓐᓂᓐᓂᓐ ᓂᓐᓂᓐᓂᓐᓂᓐ ᐅᓂᓐᓂᓐᓂᓐ / *On the Shoulder of a Giant*
- ᐅᓂᓐᓂᓐᓂᓐᓂᓐ 6: ᐅᓂᓐᓂᓐᓂᓐᓂᓐ / **Handout 6: Giant Story Planner**
- ᐅᓂᓐᓂᓐᓂᓐᓂᓐ 7: ᐅᓂᓐᓂᓐᓂᓐᓂᓐ ᐅᓂᓐᓂᓐᓂᓐ / **Handout 7: Giant Story**
- Stapler

### Preparation

- Photocopy ᐅᓂᓐᓂᓐᓂᓐᓂᓐ 6: ᐅᓂᓐᓂᓐᓂᓐᓂᓐ / **Handout 6: Giant Story Planner** (one per student)
- Photocopy ᐅᓂᓐᓂᓐᓂᓐᓂᓐ 7: ᐅᓂᓐᓂᓐᓂᓐᓂᓐ ᐅᓂᓐᓂᓐᓂᓐ / **Handout 7: Giant Story** (one per student)
- Prepare one book to use as an exemplar for students

### Activity

1. Show students a copy of ᐅᓂᓐᓂᓐᓂᓐᓂᓐ ᓂᓐᓂᓐᓂᓐᓂᓐ ᐅᓂᓐᓂᓐᓂᓐ / *On the Shoulder of a Giant*. Ask students if they know what people have to do to create a book. Explain to students that a lot of different kinds of work go into creating a book including writing, illustrating, designing, and printing.

2. Tell students that they will be creating a book. Tell students that to create a book, they will need to plan their story first. Explain that students should think of an idea for their whole story before drawing and writing. Distribute ᐅᓂᓐᓂᓐᓂᓐᓂᓐ 6: ᐅᓂᓐᓂᓐᓂᓐᓂᓐ / **Handout 6: Giant Story Planner**. Tell students that they will choose the title and setting for their story, and then explain what will happen on each page of the story.
3. After your students have made a plan for the story, they can begin creating their book. Then, students will write sentences that describe what is happening in their illustrations. You may want to have students complete a first draft on a separate paper. Have students read through their rough drafts to check their writing before completing the final copy in the book.
4. After students have finished working on their books, have them cut around the outline of each page of the book. Students will put all their pages in order and staple the edges so the book stays together.
5. Ask students if they are willing to share their finished books with a partner. If students are comfortable with sharing, place students' books where they can be enjoyed by other students during independent reading.
6. **Optional:** Arrange a visit to another classroom in your school and pair your students with students from a younger grade. Have your students read their books loud to the younger students.



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Name: \_\_\_\_\_

# Giant Story Planner

Today, you will be writing a story about a giant. Use this planner to help you decide what information and illustrations you will include in your story. You will need to choose a title for your story and explain where the story will take place. Then, you will write a few notes about what will happen on each page of the story, and what illustrations you would like to include. The illustrations have been started for you, and a sample of each illustration is included below.

**Title of story:**

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**Setting (where will the story take place?):**

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**What will you include on this page of your story?  
Write your notes in the space below.**



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Name: \_\_\_\_\_

# Giant Story Planner

What will you include on this page of your story?  
Write your notes in the space below.



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What will you include on this page of your story?  
Write your notes in the space below.



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Name: \_\_\_\_\_

# Giant Story Planner

What will you include on this page of your story?  
Write your notes in the space below.



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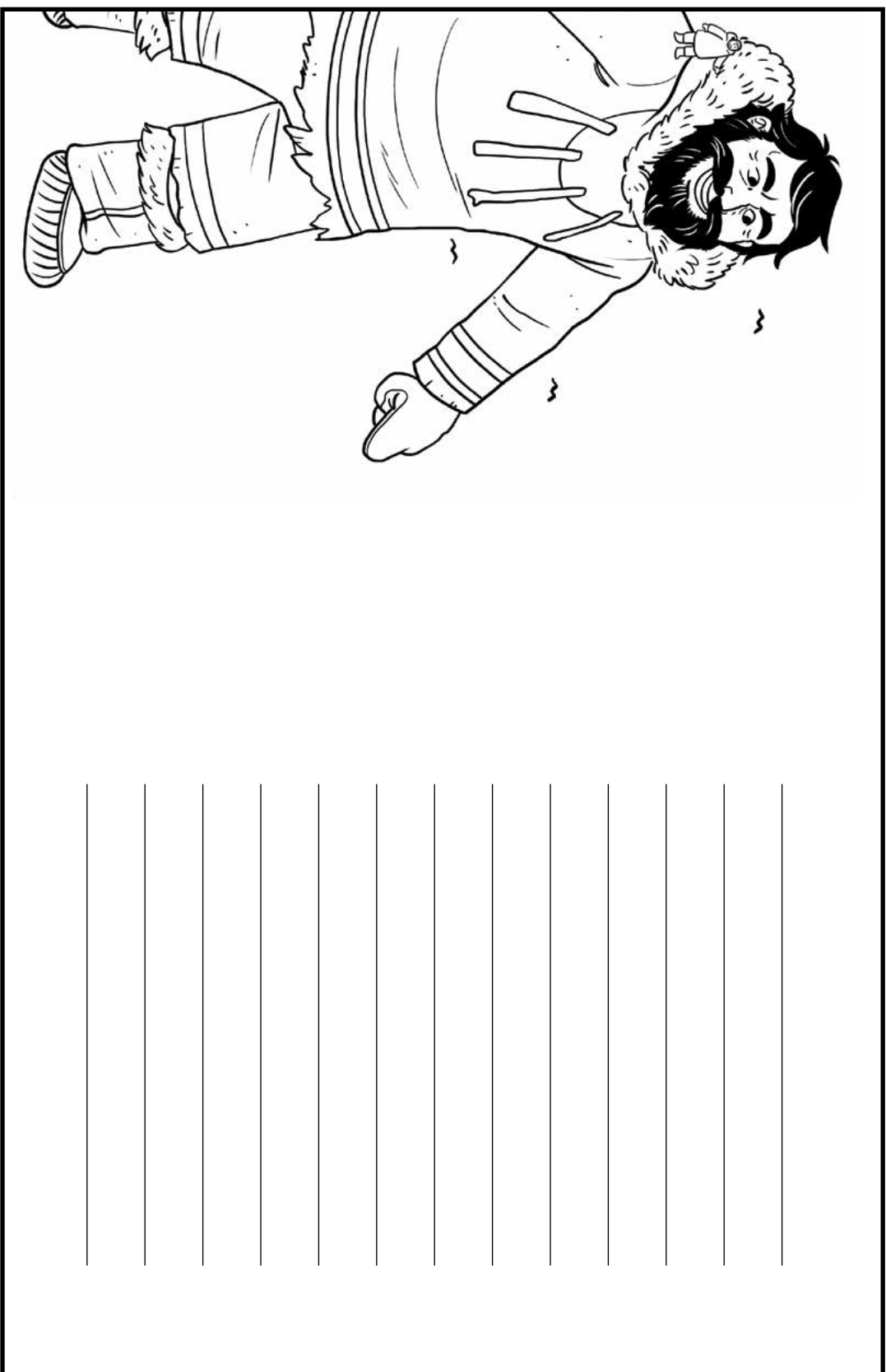
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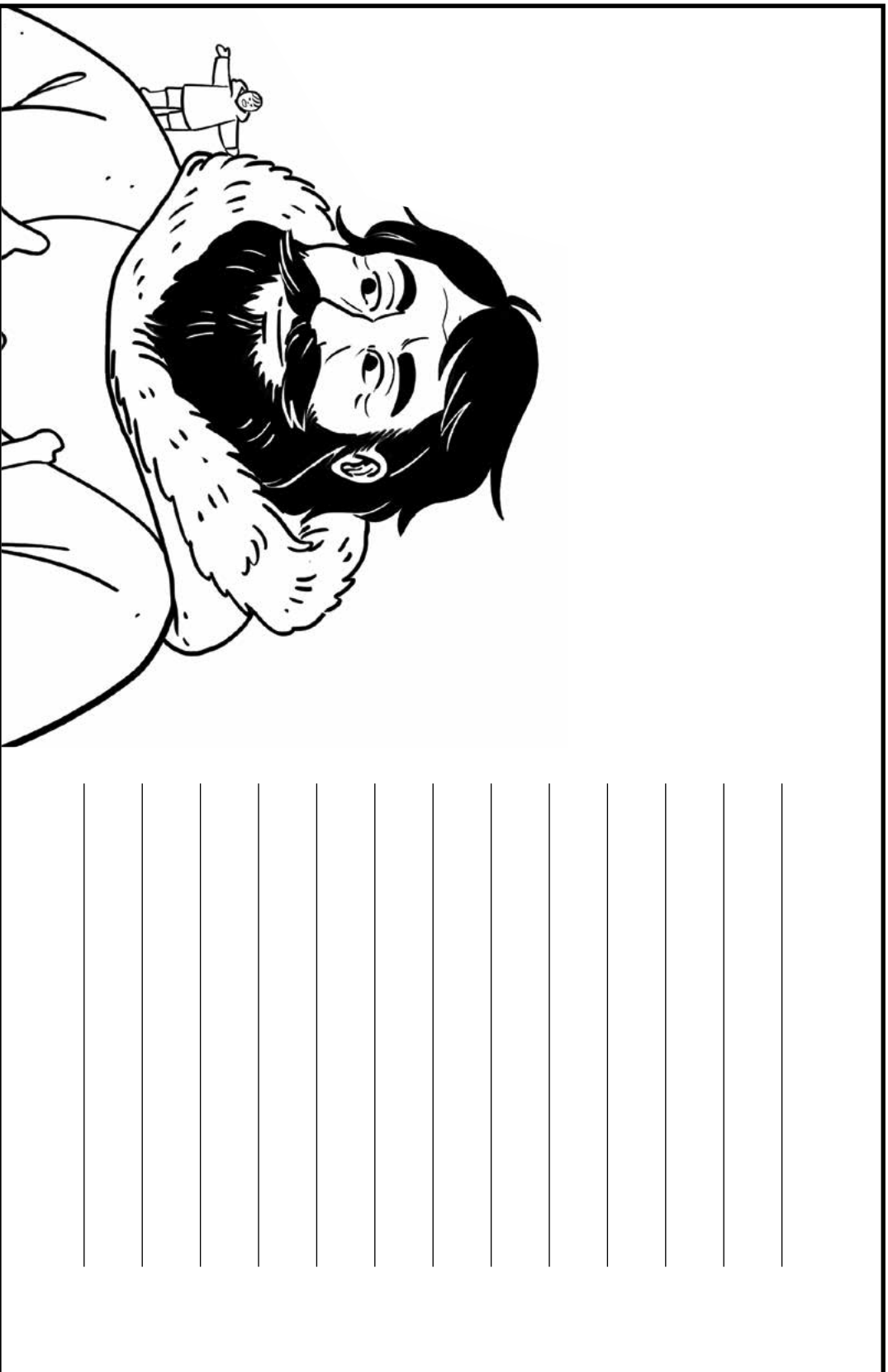
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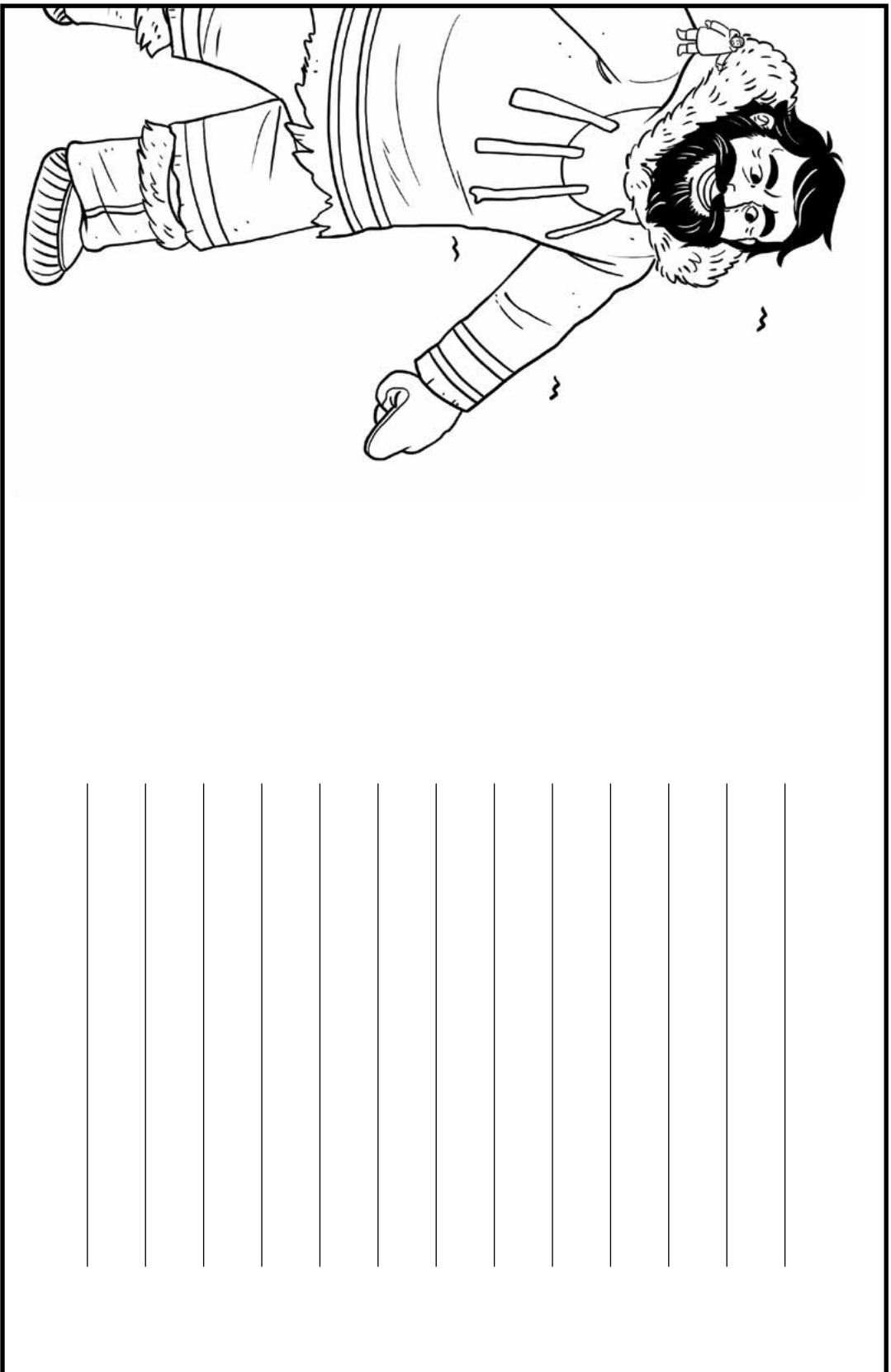
*Handout 7*

**Giant Story**



# Handout 7

## Giant Story



# Handout 7

## Giant Story



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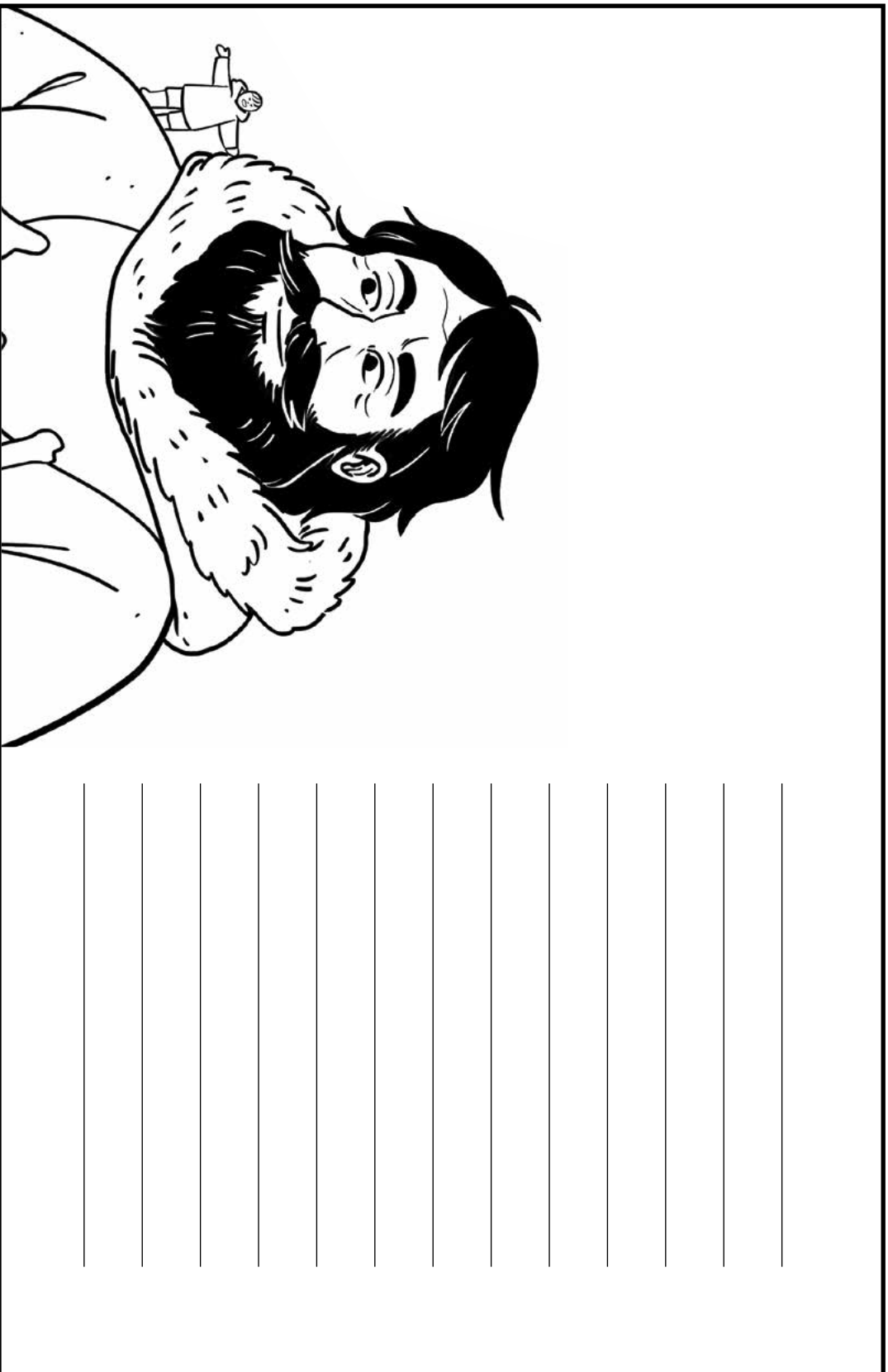
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# Handout 7

## Giant Story





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**Activity: Sleeping Giants**  
 [30 min]



**Overview**

Students will explore landforms around the world that are believed to be sleeping giants. Then, students will draw a sleeping giant onto a landscape.

**Materials**

- ᑎᑎᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ 8: ᑭᑦᑎᑦᑎᑦ ᐃᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᐃᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ / Handout 8: Sleeping Giants around the World
- ᑎᑎᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ 9: ᑭᑦᑎᑦᑎᑦ ᐃᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ / Handout 9: A Sleeping Giant

**Preparation**

- Photocopy ᑎᑎᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ 8: ᑭᑦᑎᑦᑎᑦ ᐃᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᐃᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ / Handout 8: Sleeping Giants around the World (one for each pair of students)
- Photocopy ᑎᑎᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ 9: ᑭᑦᑎᑦᑎᑦ ᐃᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ / Handout 9: A Sleeping Giant (one for each student)

**Activity**

1. Gather students together in a shared space. Ask students if they remember what happened to the inukpasugjuit (the greater giants) according to the book. Remind students that many inukpasugjuit have fallen asleep and have become disguised as mountains under layers of dirt and plants.

2. Explain to students that Inuit are not the only people around the world that have stories about giants. Tell students that in many regions there are stories about giants who have become part of the land. Explain that many people believe that these giants can still be seen today.

3. Organize students into pairs and distribute a copy of ᑎᑎᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ 8: ᑭᑦᑎᑦᑎᑦ ᐃᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᐃᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ / Handout 8: Sleeping Giants around the World to each pair of students. Explain to students how to complete the worksheet. Tell students to first write the name of the place that the photo is from. They do this by matching the number on the photo to one of the locations on the map. Then, tell students to look closely at the photo and to try to spot the sleeping giant. Tell students to draw an outline around the giant once they have found it.

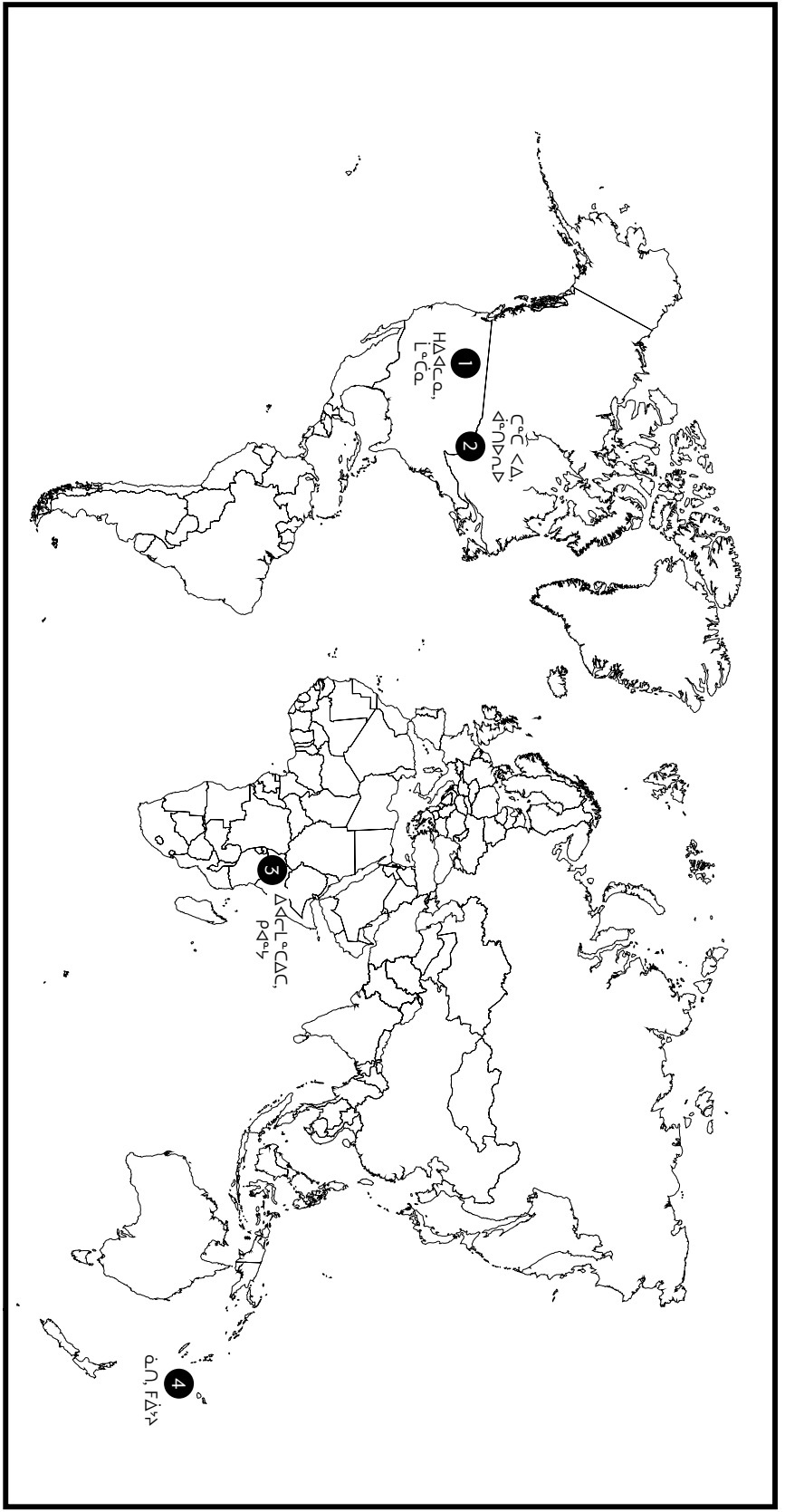
4. Tell students that they are now going to think about how giants became part of the Nunavut landscape. Distribute ᑎᑎᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ 9: ᑭᑦᑎᑦᑎᑦ ᐃᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ / Handout 9: A Sleeping Giant. Tell students to look at the rock formations on the handout and imagine how they could be a sleeping giant. Tell students to draw a giant in the rocks. Demonstrate the activity for students by completing your own copy of the handout. Encourage students to be creative in how they draw their giant in the rocks. You may want to share the following suggestions with students:

- *The giant could be a baby or infant giant instead of a grown-up giant.*
- *The giant could have a giant animal friend such as a dog or a raven.*
- *The giant might be resting beside an object like a qamutiik or qajaq.*

5. Have students write a short description of their giant on the handout.

# הסעיף 8

הסעיף 8 מפרט את המדינות המצטרפות לברית הכלכלית והמסחרית של המזרח התיכון. המדינות המצטרפות הן:



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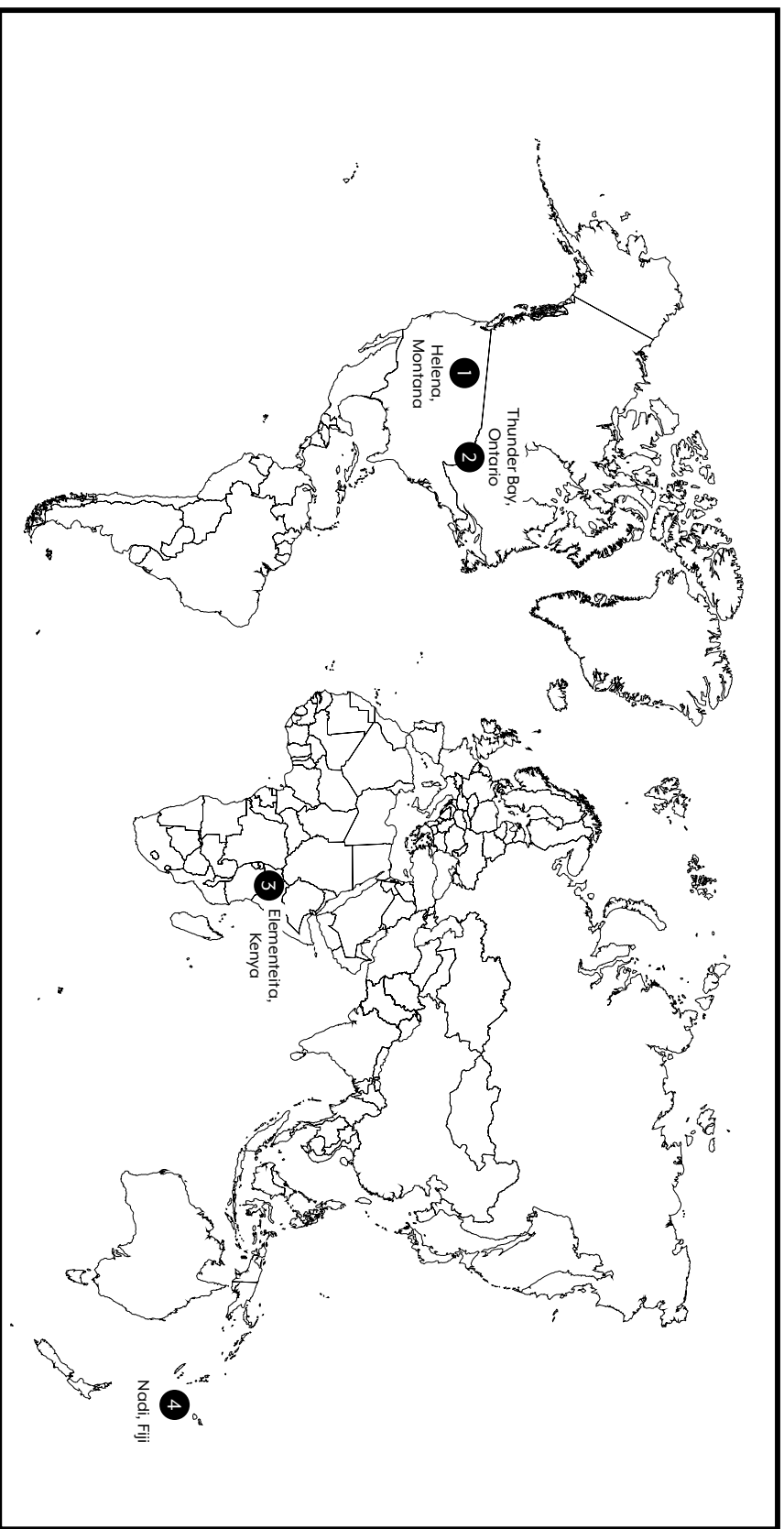
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## Handout 8

# Sleeping Giants around the World

Use the map to identify the location of each picture on the second page of the handout. After you have written the name of the location, look closely at the picture to see if you can spot the sleeping giant. After you have found the sleeping giant, draw an outline around it so it can be easily seen by others.



# Handout 8

## Sleeping Giants around the World

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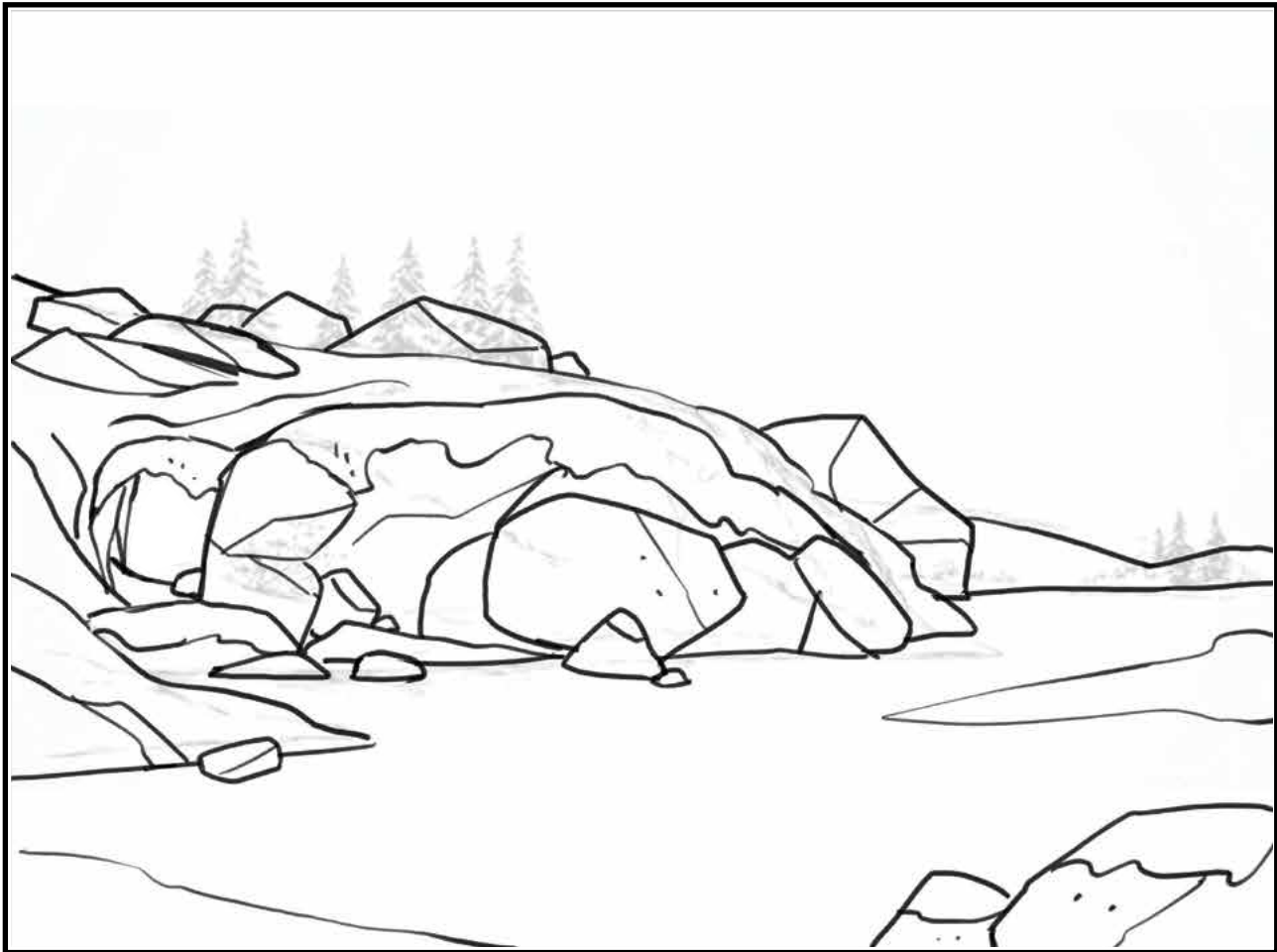
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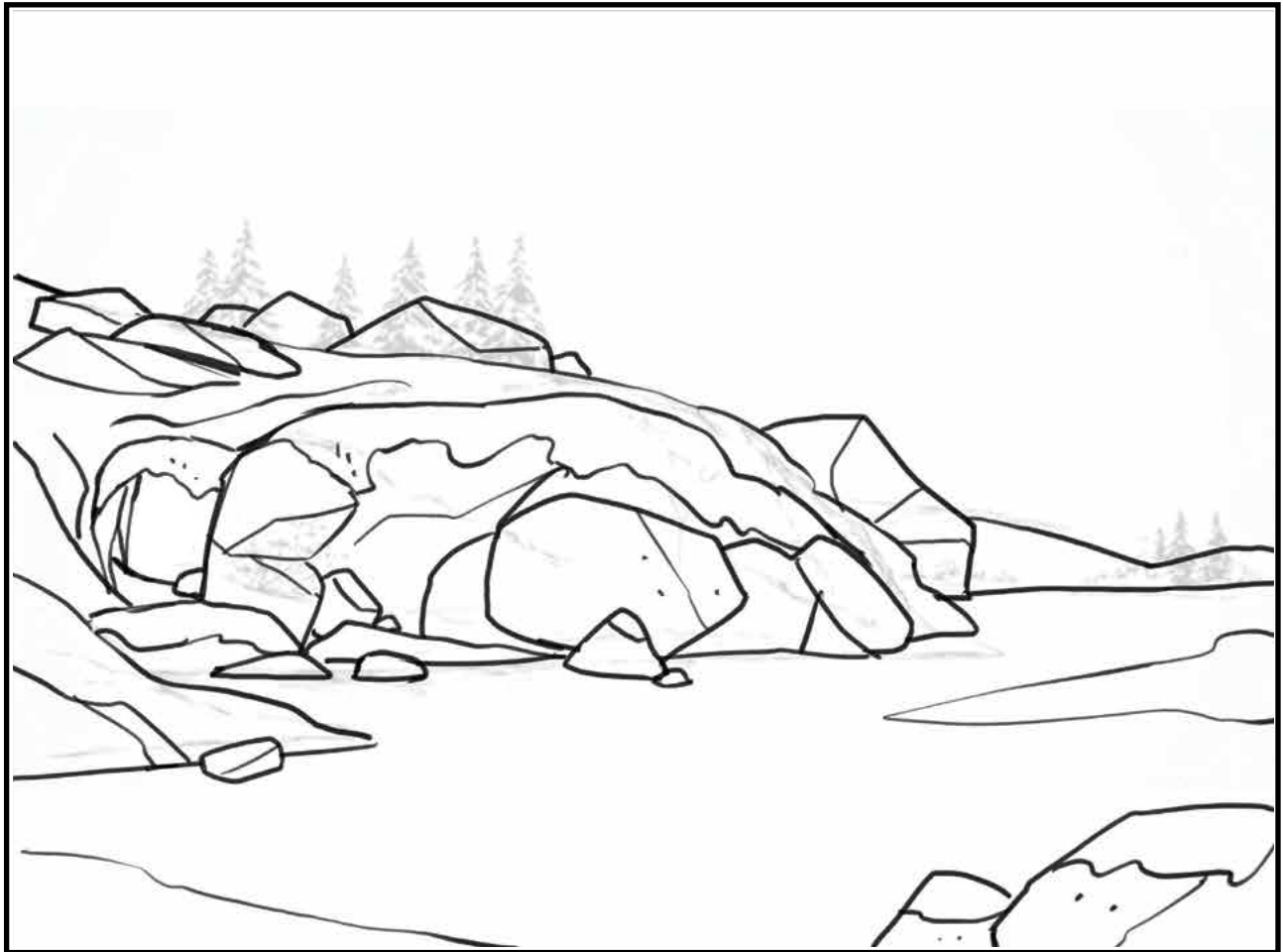
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Name: \_\_\_\_\_

# A Sleeping Giant

Look at the rock formations and imagine how they might form a sleeping giant. Then, draw a sleeping giant in the rock formations. Write a short description of the giant on the lines below.



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 Readers' Theatre:  
 A Giant Came to Our Community  
 [40 min]**



**Overview**

Students will work in groups to write a readers' theatre script about a giant coming to their community. Then, students will perform the readers' theatre script.

**Materials**

- ᐅᓂᓄᓐᓂᓄᓐ 10: ᐃᓄᓐᓂᓂᓄᓐ  
 ᓄᓄᓄᓂᓄᓐᓂᓄᓐᓂᓄᓐᓂᓄᓐ / Handout 10:  
 A Giant Came to Our Community
- Whiteboard or chart paper

**Preparation**

- Photocopy ᐅᓂᓄᓐᓂᓄᓐ 10: ᐃᓄᓐᓂᓂᓄᓐ  
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 Handout 10: A Giant Came to Our Community  
 (one for each group of students)
- Write the following sentence starter on the whiteboard: *A giant came to our community and...*

**Activity**

1. Gather students together in a shared space. Ask students if they remember how the inukpasugjuit see things differently. Remind students that Inukpak thought very large things were very small things at three different times in the story. Inukpak thinks the hunter is a "little child," the bowhead whale is a sculpin, and the polar bear is a "baby fox or lemming."
2. Explain to students that they are going to think about what would happen if a giant came to their community. Read the sentence starter on the whiteboard out loud to students. Tell students that they are going to think of different ways to finish the sentence. Think of an example from your community. You may want to use one of the following examples:

- *...he used the arena like a pillow.*
- *...he thought the airplanes were flies.*
- *...he drank from a water truck like a water bottle.*

3. Work with students to think of an example that works for your community. Explain to students that they are going to work in groups to think of their own examples to create readers' theatre scripts.
4. Organize students into groups of three or four. Distribute ᐅᓂᓄᓐᓂᓄᓐ 10: ᐃᓄᓐᓂᓂᓄᓐ  
 ᓄᓄᓄᓂᓄᓐᓂᓄᓐᓂᓄᓐᓂᓄᓐ / Handout 10:  
 A Giant Came to Our Community. Explain to students that they must work together to come up with different ways to finish the sentence on the handout.
5. After students have finished the handout, have each group perform their script in front of the class as a readers' theatre.
6. **Optional:** Visit another class in your school and have students perform their scripts.





Names: \_\_\_\_\_

# A Giant Came to Our Community

What are some things that might happen if a giant came to our community? With your group, finish the sentences with your ideas of what might happen if a giant came to our community.

**A giant came to our community and...**

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**A giant came to our community and...**

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**A giant came to our community and...**

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**A giant came to our community and...**

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**A giant came to our community and...**

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**A giant came to our community and...**

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**Community Inclusion Event: Storytelling**  
 [60 min]



**Overview**

Students will listen to a storytelling session to learn more stories about giants.

**Materials**

- Refreshments
- Materials to create invitations
- Comfortable seating
- PA equipment (if needed)

**Preparation**

- Reach out to someone in your community who may be interested in sharing stories about giants with your class. Discuss a time for them to come and visit your classroom.
- Make a plan with the guest about what they will talk about with your students. You may want to ask students to prepare some questions for the guest and share these questions with the guest before they visit your classroom.
- Decide on a venue or space for the guest. Have students write invitations, or coach them to reach out to prospective storytellers by phone or by visiting. If the event is to be public, have students create and distribute posters in the community. Have students provide guests with a friendly reminder in the days leading up to the event.
- Prepare snacks and drinks to create a festive, welcoming environment.
- Prepare comfortable seating for guests.
- Ensure that students know how to conduct themselves according to Inuuqatigiitsiarniq and Tunnganarniq.

**Activity**

1. The guests will share their knowledge and stories.
2. At the end of the session, provide students an opportunity to ask questions.

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**Extension Activity: Reflection**



Have a whole-class discussion about what your students learned from the guest. Have students write a journal reflection that describes what they learned.

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## Extension Activities

### ሳይንስ ስራዎች Art

- Have students create a small paper pop-up scene (a 3D illustration in which paper cut-outs are glued onto a background) or small paper props (for example, an Inuit camp or a bowhead whale). Then, photograph students playing the role of giants.

### ለግሪም ስራዎች Drama

- Have students practise different voices for giant beings and tiny beings by reading different lines from ለግሪም ስብከት ስራዎች / *On the Shoulder of a Giant*.

### ምግባር ስራዎች Geography

- Using a map of the Arctic, look for different places that Inukpak may have visited. Record Inukpak's travels on the map.

### ሕይወት ስራዎች Health

- Have a discussion with students about friendship (for example, ask *What is friendship? What makes a good friend?*). Then, have a discussion with students about whether or not Inukpak and the hunter have a good friendship. Have students talk about how the two could improve their friendship.



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ON THE SHOULDER OF A  
GIANT



ᐃᓄᑲᑲᑲᑲᑲᑲ ᑲᑲᑲᑲᑲᑲᑲ | Traditional Story Study

The ᐃᓄᑲᑲᑲᑲᑲᑲ ᑲᑲᑲᑲᑲᑲᑲ ᐃᓄᑲᑲᑲᑲ/ *On the Shoulder of a Giant* traditional story study is part of Inuktut Titiqqiriniq, a comprehensive literacy program that was developed by Nunavut educators, linguists, and language consultants, with constant testing by and input from Nunavut classroom teachers. Inuktut Titiqqiriniq provides instructional tools and resources to help students develop strong Inuktut language skills.

This resource provides activities based on ᐃᓄᑲᑲᑲᑲᑲᑲ ᑲᑲᑲᑲᑲᑲᑲ ᐃᓄᑲᑲᑲᑲ/ *On the Shoulder of a Giant* by Neil Christopher. The book features a story about one of the most widely known great giants—Inukpak. Students will participate in a variety of listening, speaking, reading, writing, viewing, and representing activities as they celebrate an important figure from the Inuit oral tradition.

