

NOVEL STUDY



SKRAELINGS

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Inuktut Titiqqiriniq

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

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



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Department of Education
Ministère de l'Éducation

SKRAELINGS

Novel Study

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- Write a culminating reflection.
- Identify and discuss the bias of the narrator.
- Write a book review of *Skraelings*.

Answer Key 108

Mark Breakdown120

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 we learn 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 an area 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 each student to check understanding with a peer.
- Provide frequent repetition of important instructions.

Adaptations to Assignments and Projects

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

About This Novel Study

This novel study is geared toward students in Grades 10 to 12. The novel study consists of 12 lessons focused on *Skraelings* by Rachel and Sean Qitsualik-Tinsley. Throughout the activities, the novel study explores the life of a young Inuit boy living approximately one thousand years ago. The novel study addresses many complicated themes, including colonialism, wealth, power, and corruption, as Kannujaq unexpectedly finds himself at a Tuniit camp that has been ravaged by Vikings, or as the Tuniit refer to them, “the giants.”

Following along with the chapters of the book, students will apply their learning in various reading, writing, and oral communication activities. Through discussion and short-answer activities, students will address the main points of each chapter. In a series of comprehension activities, they will analyze the challenges and growth the characters experience, and develop a deeper understanding of the history of Inuit, Tuniit, and Viking cultures and their interactions. Students will be further encouraged to draw on their own life experiences and perspectives through journal reflections. Students will emerge from this novel study with strengthened reading, writing, and oral communication skills, and a deeper understanding of history in the Arctic.

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.

Lesson 1: Chapter One, “Unknown Places”

OBJECTIVES

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

- Use their prior knowledge to analyze text features and make predictions about what is going to happen in *Skraelings*.
- Read Chapter One, “Unknown Places.”
- Participate in active class discussions to support comprehension of the chapter.
- Participate in a comprehension activity comparing the nomadic lifestyle of Inuit to the settled lifestyle of Tuniit.

READING

Chapter One, “Unknown Places”

HANDOUTS

- Handout 1: Predicting
- Handout 2: Comprehension Check
- Handout 3: New Words
- Handout 4: Nomadic versus Settled Lifestyle
- Handout 5: Other Names and Spellings of “Tuniit”

MATERIALS

Board or chart paper

LEARNING ACTIVITIES

Activity 1.1: Predicting



- Tell students that they will be reading *Skraelings* by Rachel and Sean Qitsualik-Tinsley.
- Discuss predicting with students. Ask if any students know what predicting is. Tell students that effective readers always think ahead. They do this by asking questions and trying to predict what will happen in the text. Predicting is finding evidence or clues to gather information and make educated guesses as to what the story will be about. When predicting, readers use what they already know from experience as well as any new information they get from the book.
- Examine the book as a class. Look at the illustrations on the front cover and read the description on the back cover.
- Ask the students to predict what the story will be about. Record point-form notes on the board or chart paper.
- Distribute **Handout 1: Predicting**.
- Students will complete the handout individually or in pairs. On the handout, students will look at the following text features:
 - Title
 - Author
 - Illustrator
 - Front cover
 - Back cover
 - Illustrations
- On the handout, students will make predictions using two of the text features. Then they will make a main prediction about the book.
- Encourage the students to share their predictions with the class.

Online Enrichment

Invite students to watch the *Skraelings* book trailer:
<https://www.youtube.com/watch?v=7TraIcvoENC>.

the differences and similarities between two groups of Arctic inhabitants (Inuit and Tuniit), and the Arctic landscape.

Activity 1.2: Reading**Teaching Tip**

If students are using the English version of the novel, refer them to the glossary at the end of the book. Explain that the glossary will help them understand words in Inuktitut that they may not be familiar with.

**Before Reading**

- Ask the students to open their books to the title page for Chapter One, “Unknown Places.”
- Based on the title and the illustration on page 6 (English page 4), ask the students to make predictions about the chapter.

Reading

- Read the chapter together as a class. Begin reading out loud and then ask for volunteers to continue reading.

After Reading

- In an open discussion, ask the students to share their thoughts about the chapter.
- Reflect on the reading together and answer the following questions:
 - Which of my predictions were right?
 - What information from the chapter tells me that I am correct?
 - What were the main ideas in the chapter? Some possible answers may include the differences and similarities between the ancient Arctic lifestyle and the modern world,

Extension Activity

Have students answer the comprehension questions on **Handout 2: Comprehension Check** individually or in pairs.

Activity 1.3: New Vocabulary Words

- Explain to the students that there are many new and difficult words in the chapter. In this activity, they will learn the meanings of these words and how to use them.
- Divide the class into pairs and distribute **Handout 3: New Words**.
- On the handout, pairs will record new words from the chapter 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.
- 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 novel study as students continue to encounter new words. Consider having students complete a new version of the handout after they read each chapter.



Activity 1.4: Compare and Contrast



- Tell the students that in the first chapter we are introduced to the main character, Kannujaq. We are told that Kannujaq’s story takes place approximately one thousand years ago, and he lived what is called a nomadic lifestyle, meaning he travelled the land, never settling in one spot.
- Ask the students to work in pairs. Together, they will review the chapter and write down five words that describe Kannujaq’s lifestyle. Some examples include: hunter, explorer, peaceful.
- When the students are finished, bring the class together and ask for volunteers to share their answers. Write the words on the board or chart paper.
- Next, tell the students that in Chapter One, we also begin to learn about another group of people known as Tuniit. Unlike Kannujaq and his people, the Tuniit appear to live not a nomadic lifestyle, but a settled lifestyle. This means they live together in groups all year round, without changing locations—much as we live today.
- Ask the students to work with their partners to go through the chapter and write down five words that describe this lifestyle.
- When the students are finished, bring them together and create another list on the board or chart paper.
- Distribute **Handout 4: Nomadic versus Settled Lifestyle**. Read through the handout with the students and ask them to work with their partners to fill in the Venn diagram. Encourage the students to use the two lists made on the board or chart paper to assist them.

- When the pairs have completed the handout, ask them if they found any similarities between the two lifestyles presented in Chapter One.
- Have a class discussion about these lifestyles based on the following suggested questions:
 - Which lifestyle would you prefer? Why?
 - What are some benefits of each type of lifestyle? What are some difficulties?
 - Do you think it is possible to live a nomadic lifestyle today in the Arctic? Discuss.

Extension Activities



- Distribute **Handout 5: Other Names and Spellings of “Tuniit”** and go through the different terms and spellings as a class.
- Have students write a journal response reflecting on the first chapter of the novel and what they think will happen next.
- In Chapter One, the narrator discusses how inuksuit were used to hunt caribou. Watch the National Film Board (NFB) documentary *Netsilik Volume 2, At the Caribou Crossing Place: Part 2* and see a similar traditional hunting technique used by Netsilik Inuit. Then hold a class discussion about the similarities between Netsilik hunting techniques and how the narrator of *Skraelings* describes Tuniit caribou hunting techniques. This video is available online on the NFB website: <http://goo.gl/5exOY1>. It may also be available in your library.

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Name: _____

Predicting

Make predictions based on two of the following elements, writing point-form notes in the appropriate boxes. In the last box, use your clues to make your main prediction.

Book Elements	Predictions
Title	
Front cover	
Back cover	
Illustrations	

Main prediction: _____

Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. At the beginning of the novel, what do we learn about Kannujaq? What gives him great joy?

2. How long ago did Kannujaq live?

3. What did Kannujaq see that made him experience a shiver of dread? Why?

4. Who were the Tuniit? What words are used to describe them?

5. What did the Tuniit use the inuksuit for?

Name: _____

Comprehension Check (continued)

6. The Tuniit generally lived in the same place all year round. How did Kannujaq and his people live?

7. What animals did Kannujaq's people hunt along the coasts?

8. Who did Kannujaq travel with?

Name: _____

New Words

Look for new words in the chapter you just read. Follow these instructions to learn the new words:

- **Sentence:** Write the sentence and page number where the new word appears, and circle the new word.
- **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 each sentence.
- **New sentence:** Write a new sentence using each word.

1. Sentence: _____ (page__)

Guess: _____

Dictionary meaning: _____

New sentence: _____

2. Sentence: _____ (page__)

Guess: _____

Dictionary meaning: _____

New sentence: _____

3. Sentence: _____ (page__)

Guess: _____

Dictionary meaning: _____

New sentence: _____

4. Sentence: _____ (page__)

Guess: _____

Dictionary meaning: _____

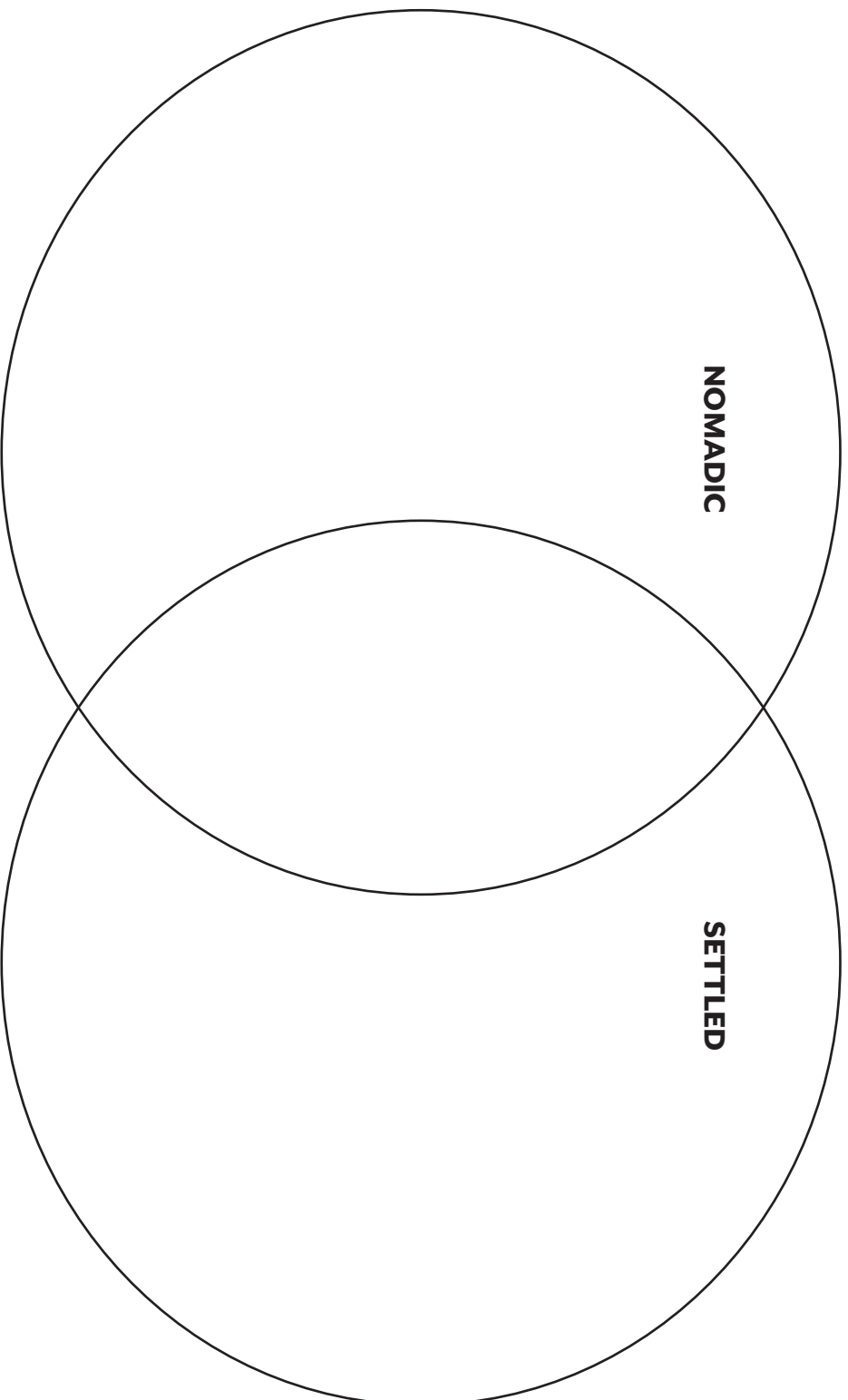
New sentence: _____

Name: _____

Handout 4

Nomadic versus Settled Lifestyle

Fill in the Venn diagram below, comparing and contrasting the two lifestyles presented in the novel. Information in the overlapping area signifies similarities between the two lifestyles. Any information not in the overlapping areas is unique to that lifestyle.



Other Names and Spellings of “Tuniit”

There are numerous ways in which the “Tuniit” culture is spelled and described. Over time, reference to Tuniit in traditional stories, archaeological, ethnographic, and other scientific writings, and different translations has resulted in many spellings and names.

The following are spellings and terms that will be read throughout this novel study:

Tunit

Used by ethnographer Knud Rasmussen in *Report of the 5th Thule Expedition: The Netsilik Eskimos, Social Life and Spiritual Culture* (1921–1924).

Tornit

Used by anthropologist Franz Boas in *The Central Eskimo* (1888) and *The Eskimo of Baffin Land and Hudson Bay, Part I and Part II* (1901 & 1907).

Tunnek

Used by Hinrich Rink in *Tales and Traditions of the Eskimo* (1875).

Tunijjuat

Used by Nathan Qamaniq and Louis Tapardjuk in conversation (2001).

Dorset (also Dorset culture or Dorset Tradition)

Used by Canadian anthropologist Diamond Jenness after his analysis of artifacts from Cape Dorset that were different from Inuit artifacts (1925).

Paleo-Eskimo (“Old Eskimo”)

Used often by scientists. The Paleo-Eskimos were people who inhabited the Arctic regions before Thule and Inuit. The Tuniit were the last of the Paleo-Eskimo cultures, disappearing around 1500 AD.

Lesson 2: Chapter Two, “Place of Murder”

OBJECTIVES

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

- Make predictions about Chapter Two, “Place of Murder.”
- Read Chapter Two, “Place of Murder.”
- Discuss the concept of “plot” and examine the plot developments of Chapter Two.
- Read and discuss an Inuit elder’s interview regarding Tuniit.

READINGS

- Chapter Two, “Place of Murder”
- Handout 2: Inuit Knowledge of Tuniit

HANDOUTS

- Handout 1: Comprehension Check
- Handout 2: Inuit Knowledge of Tuniit

MATERIALS

Board or chart paper

LEARNING ACTIVITIES

Activity 2.1: Reading



Before Reading

- Ask the students to open their books to the title page for Chapter Two, “Place of Murder.”
- Based on the title and the illustration on page 12 (English page 10), ask the students to make predictions about the chapter.

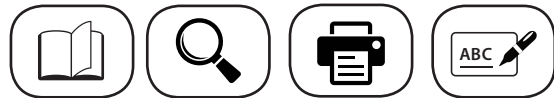
Reading

- Read the chapter individually, in pairs, or in small groups.

After Reading

- In an open discussion, ask the students to share their thoughts on the chapter.
- Reflect on the reading together and answer the following questions:
 - Which of my predictions were right?
 - What information from the chapter tells me that I am correct?
 - What were the main points in the chapter?
- Ask the students if they would like to review any words from the chapter that will assist them in understanding the story.

Extension Activities



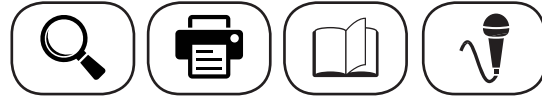
- Have students answer the comprehension questions on **Handout 1: Comprehension Check** individually or in pairs.
- Have students repeat the New Words activity from Lesson 1 with new vocabulary from Chapter Two.

Activity 2.2: Chapter Plot Summary



- Ask the students if anyone can explain “plot” to the class.
- Tell the students that the plot is the sequence of events or actions in a story. Each chapter contains a chain of events that contributes to the main plot line of the entire novel.
- Discuss and review the plot from Chapter One on the board or with a prepared chart with the following information:
 - Kannujaq is a young man from another time who is alone and travelling across a strange land.
 - He experiences a shiver of dread when he spots inuksuit on distant ridges. He realizes these are the hunting grounds of the Tuniit.
 - Kannujaq tries to avoid confronting the howling sounds of the Tuniit.
 - With his dog team, he heads toward the smells of a camp, where there are several camp folk. There are no dogs there, which makes him uneasy.
 - The figures at the camp do not greet him but are running at him. They look nothing like Kannujaq.
- After reviewing the Chapter One plot summary, ask the students to brainstorm some of the significant events in Chapter Two and record their answers on the board or chart paper.
- Explain that the class will summarize the plot of each chapter throughout the novel study.

Activity 2.3: Learning More about the Tuniit



- Distribute **Handout 2: Inuit Knowledge of Tuniit**.
- Before reading the interview, discuss with the students that although *Skraelings* is a work of fiction, it is historical fiction. This means that although the plot is not a true story and characters are not historical figures, the cultures described (Inuit, Tuniit, Vikings) are historical. Explain to the students that stories of the Tuniit have been told for generations.
- Individually, in pairs, or as a class, read the handout.
- After reading, hold a class discussion based on the following questions:
 - According to the elder, what is the main evidence that Tuniit existed?
 - Kannujaq is not sure Tuniit are human. Do the elder’s stories suggest they are human?
 - What are the main characteristics of Tuniit that the elder describes?
 - Do you know any other stories or knowledge about Tuniit from elders or community members?

Extension Activity



- Invite the students to view other representations of Tuniit. Have them search for images of Tuniit online. Discuss the similarities or differences between these representations and how the book’s authors and illustrator depict Tuniit.

Comprehension Check

Answer the questions below in complete sentences.

1. At the beginning of the chapter, what did Kannujaq think the Tuniit people would do to him when they caught him?

2. What did they do instead?

3. Who did not run from Kannujaq?

4. Describe the necklace given to Kannujaq by his grandmother. What was the necklace made of? What do we call this material today?

5. Why did the young Tuniit boy bring Kannujaq to his camp?

Name: _____

Comprehension Check (continued)

6. What did Kannujaq see at the camp?

7. What was Kannujaq's reaction? Did he want to leave or stay?

8. Why did Kannujaq stay?

Inuit Knowledge of Tuniit

Note: This interview was transcribed from an audio recording and has been kept in its original speech form. Although there has been some editing to assist the students in accessing these interviews, there might remain some ungrammatical sentence structures.

Interview with: Nathan Qamaniq

Interviewed by: Louis Tapardjuk

Interview date: March 22, 2001

Translated by: Louis Tapardjuk

Transcribed by: Louis Tapardjuk

Processing date: March 23, 2001

Question: How much have you heard about Tunijjuat?

Answer: I have not really heard about them. Though I have heard about them a bit, but have seen their tent rings. There are usually tent rings in the summer as you walk. They will not be on a rise but on lower places, then you can tell that these were the tent rings left by the Tunijjuat. You can tell by seeing their tent rings, because the bed is really short. That way you can tell. If it was an ordinary person, they would not have such a short bed. They usually have a bed and it is really short, and you can tell where the floor was, and you can see the stones that held the tent in place; these tent rings are quite identifiable as the bed is usually very short. If you saw the rings you are convinced that there [is] such thing as Tunijjuat, because tent rings can be seen no matter how old they may be. I really have not heard about them. However, at Uglit, I have heard that on the bedrock, you can see indents where it is said that they had made when they banged on the rock with their rod. I personally have never seen any. It is said that there appears to be marks that were left by them. This was the time when Tunijjuat were being driven off, as they started out they banged on the rock making a dent. I am not sure if this is a legend or a true story. I am sure if you were to look for them, you should be able to find them.

Q: I suppose they were known to be very strong?

A: It is said so, that they were really strong. Then I have heard a legend about them, when he plunged his harpoon into a walrus, he jerked it up banging walrus head to the ice, which killed it. I have heard a few stories about them, but not in detail. However, it is a known fact that at one time there use to be Tunijjuat, because you can see the tent rings.

Lesson 3: Chapter Three, “Giants”

OBJECTIVES

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

- Make predictions about Chapter Three, “Giants.”
- Read Chapter Three, “Giants.”
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter.
- Complete an activity to learn more about the Vikings.

READINGS

- Chapter Three, “Giants”
- Handout 2: The Vikings

HANDOUTS

- Handout 1: Comprehension Check
- Handout 2: The Vikings

MATERIALS

- Board or chart paper
- Student journals

LEARNING ACTIVITIES

Activity 3.1: Review Questions



Before Reading

- Ask the students to open their books to the title page for Chapter Three, “Giants.”
- Based on the title and the illustration on page 21 (English page 18), ask the students to make predictions about the chapter.

Reading

- Have students read the chapter individually, in pairs, or in small groups.

After Reading

- In an open discussion, ask the students to discuss their thoughts on the chapter.
- Reflect on the reading together and answer the following questions:
 - Which of my predictions were right?
 - What information from the chapter tells me that I am correct?
 - What were the main points in the chapter?

Extension Activities



- Have students answer the comprehension questions on **Handout 1: Comprehension Check** individually or in pairs.
- Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Three.

Activity 3.2: Chapter Plot Summary

- In pairs or small groups, ask the students to review the chapter and identify the important events. Have them write the events in their journals or on a blank piece of paper.
- Once complete, bring the students together and ask volunteers to share the events they wrote down with the class. Write a list of the main events on the board or chart paper.
- Before ending the activity, give students an opportunity to ask any questions they have about the chapter.

Activity 3.3: Vikings

- Distribute **Handout 2: The Vikings** to each student.
- Read the handout as a class, asking for volunteers to take turns reading.
- Have students work in pairs or groups to answer the questions on page 2 of the handout.
- When they are finished, have volunteers share their answers with the class.
- Ask students if there is anything they still want to know about Vikings.

Extension Activity

- Remind the students that now there are three separate groups in the story: Inuit, Tuniit, and Vikings. Have them write a journal reflection about what can happen when different cultures live in the same place. Some possible questions to answer in their reflections are:
 - What do you predict might happen?
 - Discuss what can happen when different groups of people come together in one place.
 - What are some advantages and disadvantages of different cultures sharing one place?

Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. Who did Kannujaq see on the beach? What did Kannujaq think they were? Describe their appearance.

2. What did they travel on? How did Kannujaq describe it?

3. Who was the leader of this group? What did Kannujaq call him?

4. Why did the other “men” want to leave? Who wanted to stay?

5. Kannujaq realized that these monstrous-looking creatures were really just _____ (fill in the blank).

Name: _____

Comprehension Check (continued)

6. What was the Glaring One's mask made out of?

7. What made Kannujaq think the Tuniit were really just humans? Why did he think they were half human, half animal?

8. What was the young Tuniit boy? Why did Kannujaq think this?

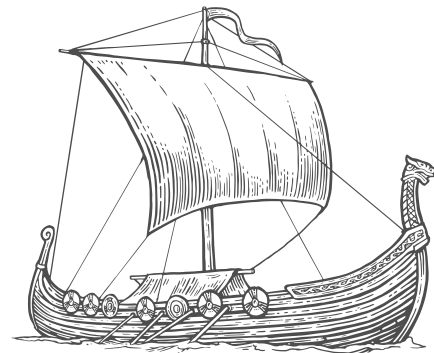
The Vikings

The Vikings came from the area we know as Scandinavia, which includes the countries of Denmark, Sweden, and Norway. In the time of the Vikings, Scandinavia was a self-sustaining agricultural society, meaning that it grew and produced its own food and goods. According to research, there became too many people living in Scandinavia, and there wasn't enough land to supply the resources they needed. As a result, people went to sea and started raiding other lands, meaning they would attack the camps and steal their supplies. The word "Viking" comes from the Scandinavian term "a-Viking," which means to go on a raid. The Scandinavians who did not go a-Viking (which was most of them) were farmers, fishers, or traders.



History often describes the Vikings as the fiercest, most brutal of all the groups of invaders. They are known for doing surprise raids. The Vikings also developed the technology to build the fastest ships in the world. These ships are known as longships. In *Skrælings*, Kannujaq describes the longship as looking like a loon.

The expeditions of the Vikings between the eighth and twelfth centuries took them to many places. They settled in Greenland and travelled to eastern Baffin Island, Labrador, and Newfoundland. The Vikings had a long-lasting impact on cultures and languages. For example, many English words come from the Viking presence in England, and the existence of Russia can be traced back to the Vikings.



Name: _____

The Vikings (continued)

Use information from the reading “The Vikings” to answer the questions below in complete sentences.

1. What does the word “Viking” mean?

2. Where did the Vikings come from?

3. Why did the Vikings go to sea?

4. How did the Vikings travel?

5. Where did the Vikings go?

Lesson 4: Chapter Four, “The Unseen World”

OBJECTIVES

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

- Make predictions about Chapter Four, “The Unseen World.”
- Read Chapter Four, “The Unseen World.”
- Participate in active class discussions to identify and discuss the events in the chapter.

READING

Chapter Four, “The Unseen World”

HANDOUT

Handout 1: Comprehension Check

MATERIALS

Board or chart paper

LEARNING ACTIVITIES

Activity 4.1: Reading



Before Reading

- Ask the students to open their books to the title page for Chapter Four, “The Unseen World.”
- Based on the title, ask the students to make predictions about the chapter.

Reading

- Have students read the chapter individually, in pairs, or in small groups.

After Reading

- In an open discussion, ask the students to share their thoughts on the chapter.
- Reflect on the reading together and answer the following questions:
 - Which of my predictions were right?
 - What information from the chapter tells me that I am correct?
 - What were the main points of the chapter?

Extension Activities



- Have students answer the comprehension questions on **Handout 1: Comprehension Check** individually or in pairs.
- Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Four.

Activity 4.2: Chapter Plot Summary

- In pairs or small groups, ask the students to review the chapter and identify the important events. Have them write the events in their journals or on a blank piece of paper.
- Once complete, bring the students together and ask volunteers to share the events they wrote down with the class. Write a list of the main events on the board or chart paper.
- Before ending the activity, give students an opportunity to ask any questions they have about the chapter.

Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. What was the boy's name? What does it mean and why was he named that?

2. Why were shamans often feared?

3. List three things you learned about shamans in this chapter.

4. Where did Siku take Kannujaq?

5. Did Kannujaq think he could help Siku and the Tuniit village?

Name: _____

Comprehension Check (continued)

6. Do you think Kannujaq can help? Explain.

7. What did the fire do to Kannujaq?

Lesson 5: Chapter Five, “Under a Gentle Tide”

OBJECTIVES

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

- Make predictions about Chapter Five, “Under a Gentle Tide.”
- Read Chapter Five, “Under a Gentle Tide.”
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter.
- Examine the history of the encounters among Inuit, Tuniit, and Vikings.
- Write independent journal reflections on their impressions and thoughts on the book so far.

READINGS

- Chapter Five, “Under a Gentle Tide”
- Handout 2: A Short History of Inuit, Tuniit, and Viking Encounters

HANDOUTS

- Handout 1: Comprehension Check
- Handout 2: A Short History of Inuit, Tuniit, and Viking Encounters
- Handout 3: Journal Response

MATERIALS

- Board or chart paper
- World map
- Student journals

LEARNING ACTIVITIES

Activity 5.1: Reading



Before Reading

- Ask the students to open their books to the title page for Chapter Five, “Under a Gentle Tide.”
- Based on the title, ask the students to make predictions about the chapter.

Reading

- Have students read the chapter individually, in pairs, or in small groups.

After Reading

- In an open discussion, ask the students to share their thoughts on the chapter.
- Reflect on the reading together and answer the following questions:
 - Which of my predictions were right?
 - What information from the chapter tells me that I am correct?
 - What were the main points of the chapter?

Extension Activities



- Have students answer the comprehension questions on **Handout 1: Comprehension Check** individually or in pairs.
- Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Five.

Activity 5.2: Chapter Plot Summary



- In pairs or small groups, ask the students to review the chapter and identify the important events. Have them write the events in their journals or on a blank piece of paper.
- Once complete, bring the students together and ask volunteers to share the events they wrote down with the class. Write a list of the main events on the board or chart paper.
- Before ending the activity, give students an opportunity to ask any questions they have about the chapter.

Activity 5.3: History of Inuit, Tuniit, and Viking Encounters



Note: For this activity, you will need a large map of the world to describe the movement of the different Arctic inhabitants throughout the years.

- Distribute **Handout 2: A Short History of Inuit, Tuniit, and Viking Encounters**.
- Individually, in pairs, or as a class, read the handout and examine the map.
- On the world map, review the movements of Tuniit, Inuit, and Vikings.
- Hold a class discussion based on the following questions:
 - Which group was most effective in inhabiting the Arctic? Answer: Inuit (Thule).
 - What might explain why the Vikings did not flourish in the Arctic? Possible answers: the harshness of the land, a lack of resources, a shift in their expeditions to other areas of the world.

- What are some possible reasons for the disappearance of the Tuniit? Possible answers: disease, killed off by enemies, their population went down because of pressure from other peoples.

Teaching Tip:

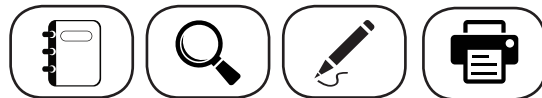


In addition to the included handout, there are many online sources that will enrich understanding of the history of Inuit, Tuniit, and Viking encounters.

Suggested sources include:

- <http://goo.gl/U5ujzB> (Wikipedia): This page describes the Dorset culture—its discovery, history, technology, and interaction with Inuit. The page also includes maps of the decline of the Dorset culture.
- <http://goo.gl/icuiUs> (Canadian Museum of History): This page describes the disappearance of Dorset culture. It includes maps, artifacts, and short excerpts from Inuit descriptions of Tuniit. The arrows at the bottom will allow for further exploration of Dorset culture.

Activity 5.4: Journal Response



- Distribute **Handout 3: Journal Response** to the students. Students will write a one-page reflection in their journals that addresses the questions on the handout.
- Explain that this will help prepare them for a book review activity in Lesson 12.
- When students are finished, ask for volunteers to share their responses with the class.

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Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. Who did the giant-men kill first when they attacked the Tuniit camps?

2. Who didn't they kill?

3. How did the giant-men get the name "Siaraili"?

4. Why did Siku think they were being attacked?

5. Who is Angula?

Name: _____

Comprehension Check (continued)

6. Why did Kannujaq think the giant-men were attacking the Tuniit people?

7. Why was Kannujaq fascinated with the knife Siku showed him?

A Short History of Inuit, Tuniit, and Viking Encounters

The story we are reading takes place in the Canadian Arctic, which we now know as Canada's three territories: the Yukon, the Northwest Territories, and Nunavut. As we are discovering, *Skraelings* is a fictional story about the interaction of three different groups, who, for only a short time, inhabited parts of the Canadian Arctic together. These three groups were Tuniit (Dorset), Inuit (Thule), and Vikings (Norse).

The Tuniit people were the first to arrive and inhabit the Canadian Arctic, starting approximately five thousand years ago. In fact, these inhabitants were the first people to arrive in what is now Nunavut.

The Tuniit came from Alaska and quickly spread across the Western Arctic, Nunavut, and down the coasts of Greenland and Labrador. The earliest Tuniit people brought two very important things with them that allowed them to quickly occupy Arctic North America: first, the bow and arrow, and second, finely tailored skin clothing, similar to what is still used in the Arctic today.

In fact, until approximately one thousand years ago, Tuniit were the sole occupants of most of Arctic Canada. The history of Inuit (the next inhabitants) can be traced to a very different part of the Arctic world.

Inuit arrived from the southern Bering Sea or the North Pacific. The earliest Inuit inhabitants are referred to as the Thule culture.

Around 1000 AD, the Norse, also called Vikings, sailed to Greenland and made history by becoming the first Europeans to establish settlements in the New World. The Icelandic sagas and archaeological remains indicate that the Norse in North America and Greenland, from the beginning of their settlements to their demise in the fourteenth century, had varied relationships with Indigenous groups, whom they called "skraelings."

Name: _____

Journal Response

Write a one-page reflection on the first five chapters of *Skraelings* in your journal. In your reflection, you should answer the following questions:

1. What do you think about the book up until this point?
2. Are you surprised at any of the events that have taken place?
3. What are your feelings toward the main characters?
4. Would you act the same way as Kannujaq if faced with a similar situation?
5. Have you learned anything that you didn't know before?
6. What do you think will happen next?
7. How do you think the book will end?

Lesson 6: Chapter Six, “The Great Angula”

OBJECTIVES

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

- Make predictions about Chapter Six, “The Great Angula.”
- Read Chapter Six, “The Great Angula.”
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter.

READING

Chapter Six, “The Great Angula”

HANDOUT

Handout 1: Comprehension Check

MATERIALS

Board or chart paper

LEARNING ACTIVITIES

Activity 6.1: Reading



Before Reading

- Ask the students to open their books to the title page for Chapter Six, “The Great Angula.”
- Based on the title and the previous reading, ask the students to make predictions about the chapter.

Reading

- Have students read the chapter individually, in pairs, or in small groups.

After Reading

- In an open discussion, ask the students to discuss their thoughts on the chapter.
- Reflect on the reading together and answer the following questions:
 - Which of my predictions were right?
 - What information from the chapter tells me that I am correct?
 - What were the main points of the chapter?
- Ask the students if they would like to review any words that will assist them in understanding the story.

Extension Activities



- Have students answer the comprehension questions on **Handout 1: Comprehension Check** individually or in pairs.
- Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Six.

Activity 6.2: Chapter Plot Summary

- In pairs or small groups, ask the students to review the chapter and identify the important events. Have them write the events in their journals or on a blank piece of paper.
- Once complete, bring the students together and ask volunteers to share the events they wrote down with the class. Write a list of the main events on the board or chart paper.
- Before ending the activity, give students an opportunity to ask any questions they have about the chapter.

Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. What material was Siku's knife made of?

2. Where did Siku say he got the knife?

3. Where did Kannujaq think he got the knife?

4. What is your first impression of Angula? What words would you use to describe him?

5. What lie did Angula tell the Tuniit about the cause of the most recent raid by the giants?

Name: _____

Comprehension Check (continued)

6. What is a shaman's helper?

7. What did Angula do that shocked all of the onlookers?

8. Why did Kannujaq leave?

Lesson 7: Chapter Seven, “Angula’s Treasure”

OBJECTIVES

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

- Make predictions about Chapter Seven, “Angula’s Treasure.”
- Read Chapter Seven, “Angula’s Treasure.”
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter.
- Learn about the history of Thule culture and migration.

READINGS

- Chapter Seven, “Angula’s Treasure”
- Handout 2: Thule Culture and Migration

HANDOUTS

- Handout 1: Comprehension Check
- Handout 2: Thule Culture and Migration

MATERIALS

Board or chart paper

LEARNING ACTIVITIES

Activity 7.1: Reading



Before Reading

- Ask the students to open their books to the title page for Chapter Seven, “Angula’s Treasure.”
- Based on the title, the previous reading, and the illustration on page 47 (English page 43), ask the students to make predictions about the chapter.

Reading

- Have students read the chapter individually, in pairs, or in small groups.

After Reading

- In an open discussion, ask the students to share their thoughts on the chapter.
- Reflect on the reading together and answer the following questions:
 - Which of my predictions were right?
 - What information from the chapter tells me that I am correct?
 - What were the main points of the chapter?
- Ask the students if they would like to review any words from the chapter that will assist them in understanding the story.

Extension Activities



- Have students answer the comprehension questions on **Handout 1: Comprehension Check** individually or in pairs.
- Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Seven.

Activity 7.2: Chapter Plot Summary



- In pairs or small groups, ask the students to review the chapter and identify the important events. Have them write the events in their journals or on a blank piece of paper.
- Once complete, bring the students together and ask volunteers to share the events they wrote down with the class. Write a list of the main events on the board or chart paper.
- Before ending the activity, give students an opportunity to ask any questions they have about the chapter.

Activity 7.3: Examining Thule Culture



- Ask students what they know about Thule culture.
- Distribute **Handout 2: Thule Culture and Migration**.
- Have students read the handout individually, in pairs, or as a class.
- After reading, allow time for the students to ask questions and clarify their understanding of the reading.
- In pairs or small groups, invite the students to complete the questions on the second page of the handout.
- Once complete, the groups will share their findings.

Online Enrichment



If appropriate for your class, allow the students the opportunity to further research Thule culture and migration.

Suggested online sources:

- o CBC’s *The Nature of Things*: “History of the Thule Migration”: <http://goo.gl/2TFtY3>.
- o University of Waterloo, Arctic Archaeology: “Thule Tradition”: <http://goo.gl/WHjim8>.
- o Canadian Museum of History: “Early Thule Culture”: <http://goo.gl/a07ZLJ>.
- o Heritage Newfoundland: “The Thule”: <http://goo.gl/1e08ID>.

Extension Activity



In this chapter, Kannujaq uses his bow and arrow to kill Angula. Invite the students to learn more about the Inuit bow and arrow by viewing the following videos:

- o “Netsilik Man Building a Cable-Backed Antler Bow”: <http://goo.gl/jertl7>.
This excerpt from the Nunavut Film Board Netsilik video series displays the making of a traditional Inuit bow from bone. See Volume 4, Part 1: “Group Hunting on the Spring Ice.” For the full episode, see: <http://goo.gl/6FJbs4>.
- o “How to Make a Copper Inuit-Style Arrow for Primitive Archery Hunting”: <http://goo.gl/sQQzRn>.

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Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. At the beginning of Chapter Seven, Kannujaq had a new respect for his dogs and his sled. Why?

2. Why did Angula try to kill Kannujaq?

3. What weapon did Angula try to kill Kannujaq with?

4. Why did Kannujaq survive the attack?

5. What happened to Angula?

Name: _____

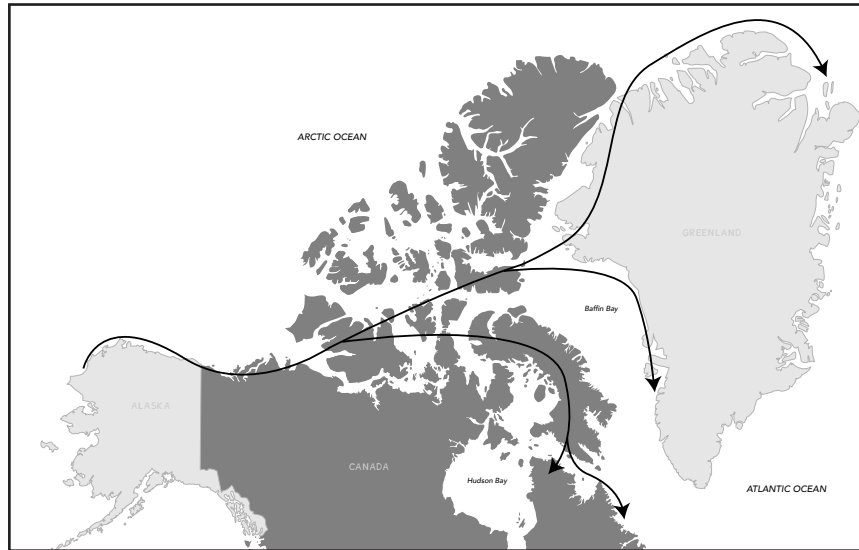
Comprehension Check (continued)

6. How did what happened to Angula make Kannujaq feel? Why?

7. Kannujaq came to the conclusion that the Tuniit were human. How did he draw this conclusion?

8. Do you think Kannujaq will stay and help the Tuniit? Why or why not?

Thule Culture and Migration



The Thule people were the ancestors of all modern Inuit. The Thule culture emerged from northwestern Alaska about 1,100 years ago.

Over the course of the next few centuries, the Thule spread rapidly east throughout the Arctic in a series of migrations that changed the ethnic map of the entire North American Arctic.

Different theories exist as to the reason for the Thule migration. One theory suggests that the “Medieval Warm Period” (800–1200 AD) caused the bowhead whale to find new waters, and the Thule moved to follow their largest prey. A recent theory suggests that the Thule migrated east in search of iron, because disruptions in East Asian trade routes made iron scarce in the western Arctic.

The Thule were highly adaptive to the Arctic environment, using their advanced harpoon technology to hunt large sea mammals in open water. Large skin boats (umiaqs) and the use of dogs to pull large sleds were other Thule innovations that helped them move very rapidly. Within less than two centuries, Thule hunters had spread as far as northern Greenland, where their first artifacts were found in the Thule region. This is how they received their name.

With their rapid migration east, the Thule encountered the Indigenous Tuniit (Dorset) culture and Norse people from Greenland who were trading in the eastern Arctic. Although there is no archaeological evidence of fighting between these groups, Inuit oral history and Norse sagas suggest that there was great conflict and violence. The Tuniit vanished with the appearance of the Thule, although the circumstances of this displacement are inconclusive.

Changes in climate after the thirteenth century are thought to have caused the Thule to change their way of life into the way of life of the various historic Inuit groups.

Name: _____

Thule Culture and Migration (continued)

Use evidence from the reading to answer the questions below.

Inquiry	Evidence
What?	What helped the Thule survive and thrive?
Why?	Why did the Thule migrate?
Where?	Where did they come from?
When?	When did they begin to migrate east?
Who?	Who did they encounter?
How?	How did the Thule travel?

Lesson 8: Chapter Eight, “Under the Flagstone”

OBJECTIVES

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

- Make predictions about Chapter Eight, “Under the Flagstone.”
- Read Chapter Eight, “Under the Flagstone.”
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter.
- Write an independent journal response on the Inuit value of *Piliriqatigiingniq* (working together for a common cause).

READING

Chapter Eight, “Under the Flagstone”

HANDOUTS

- Handout 1: Comprehension Check
- Handout 2: Journal Response

MATERIALS

- Board or chart paper
- Computers or tablets and Internet access
- Student journals

LEARNING ACTIVITIES

Activity 8.1: Reading



Before Reading

- Ask the students to open their books to the title page for Chapter Eight, “Under the Flagstone.”
- Based on the title and the previous reading, ask the students to make predictions about the chapter.

Reading

- Have students read the chapter individually, in pairs, or in small groups.

After Reading

- In an open discussion, ask the students to share their thoughts on the chapter.
- Reflect on the reading together and answer the following questions:
 - Which of my predictions were right?
 - What information from the chapter tells me that I am correct?
 - What were the main points communicated in the reading?
- Ask the students if they would like to review any other words that will assist them in understanding the story.

Extension Activities



- Have students answer the comprehension questions on **Handout 1: Comprehension Check** individually or in pairs.
- Have students repeat the New Words activity from Lesson 1 with new vocabulary from Chapter Eight.

Activity 8.2: Chapter Plot Summary



- In pairs or small groups, ask the students to review the chapter and identify the important events. Have them write the events in their journals or on a blank piece of paper.
- Once complete, bring the students together and ask volunteers to share the events they wrote down with the class. Write a list of the main events on the board or chart paper.
- Before ending the activity, give students an opportunity to ask any questions they have about the chapter.

Extension Activity



- Have students work in groups to research Viking tools, weapons, and armour using the online sources below. They can record an example of a tool, weapon, and piece of armour in their journals, with a description of each one.
- Once completed, invite the students to share and compare their findings.

Suggested online sources:

- <http://goo.gl/ZSxhpk> (Wikipedia): This page includes detailed descriptions and pictures of various weapons, shields, and armour of the Viking Age.
- <http://goo.gl/w5zExz> (Hurstwic.org): This page includes an overview of Viking-Age arms and armour, and is organized according to defensive armour and offensive arms.
- <http://goo.gl/BUh8Gc> (Hurstwic.org): This page (from the same website as above) contains descriptions and pictures of Viking helmets.

Activity 8.3: Journal Response



- Distribute **Handout 2: Journal Response** to students.
- Have students write a one-page reflection in their journals that answers the questions on the handout.
- Once completed, invite students to share and discuss their reflections.

Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. How did the Tuniit show their gratitude to Kannujaq?

2. Was Siku's mother, Siaq, one of Angula's wives?

3. What was she?

4. What treasure had Angula been hiding?

5. Was Kannujaq impressed with the treasure?

Name: _____

Comprehension Check (continued)

6. What did Siku want to do with the treasure?

7. Did Kannujaq feel the same way about the treasure?

Name: _____

Journal Response

On page 48, the narrator says: “Kannujaq’s folk were all about working together to do things.” Write a one-page reflection in your journal on *Piliriqatigiingniq* (working together for a common cause). In your reflection, answer the following questions:

1. Do you feel that *Piliriqatigiingniq* is still an active Inuit value?
2. How do Inuit still work together to do things?
3. What is an example of something Inuit have worked together on?
4. What are some areas where Inuit need to work harder together to achieve results?

Lesson 9: Chapter Nine, "A Heavier Truth"

OBJECTIVES

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

- Make predictions about Chapter Nine, "A Heavier Truth."
- Read Chapter Nine, "A Heavier Truth."
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter.
- Identify "Gronland" and "Heluland" on a map.

READING

Chapter Nine, "A Heavier Truth"

HANDOUT

Handout 1: Comprehension Check

MATERIALS

- Map showing Greenland and Baffin Island
- Board or chart paper

LEARNING ACTIVITIES

Activity 9.1: Reading



Before Reading

- Ask the students to open their books to the title page for Chapter Nine, "A Heavier Truth."
- Based on the title, the illustration on page 55 (English page 53), and the previous reading, ask the students to make predictions about the chapter.

Reading

- Have students read the chapter individually, in pairs, or in small groups.

After Reading

- In an open discussion, ask the students to share their thoughts on the chapter.
- Reflect on the reading together and answer the following questions:
 - Which of my predictions were right?
 - What information from the chapter tells me that I am correct?
 - What were the main points communicated in the reading?
- Clarify that "Gronland" is modern-day Greenland, and "Heluland" is modern-day Baffin Island. Identify these on a map.
- Ask the students if they would like to review any words from the chapter that will assist them in understanding the story.

Extension Activities

- Have students answer the comprehension questions on **Handout 1: Comprehension Check** individually or in pairs.
- Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Nine.

Activity 9.2: Chapter Plot Summary

- In pairs or small groups, ask the students to review the chapter and identify the important events. Have them write the events in their journals or on a blank piece of paper.
- Once complete, bring the students together and ask volunteers to share the events they wrote down with the class. Write a list of the main events on the board or chart paper.
- Before ending the activity, give students an opportunity to ask any questions they have about the chapter.

Extension Activity

- Review the meaning of “tuurngait.” If you are using the English version of the book, refer to the glossary on page 83.
- Ask the students if they have heard of tuurngait or stories of shape-shifting creatures on the land. If so, invite them to tell their stories.

- Invite an elder or community member to the class to speak about tuurngait and spirits, and their role in Inuit history and culture.
- Ask the students to prepare questions in advance. Suggested questions include:
 - What are some popular Inuit stories that speak of tuurngait?
 - How are tuurngait both good and bad?
 - Did tuurngait change with the arrival of Christianity in the Arctic? If so, how?
 - Are tuurngait still important in contemporary Inuit culture? If so, how?
 - Do some people still experience tuurngait? Please describe.

Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. What is the first thing Kannujaq learned about Siaq when he entered the tent?

2. Where did the Glaring One and his people come from?

3. Who told the Glaring One the truth about his captivity?

4. What had Angula really done with his weapons and tools?

5. What lesson did Siaq teach to Kannujaq?

Name: _____

Comprehension Check (continued)

6. After the Glaring One escaped from Angula and the Tuniit, he returned to his people. Why did the Glaring One begin raiding Tuniit camps and murdering Tuniit?

7. How did Angula survive and remain in a position of power?

Lesson 10: Chapter Ten, “Weakling!”

OBJECTIVES

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

- Make predictions about Chapter Ten, “Weakling!”
- Read Chapter Ten, “Weakling!”
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter.

READING

Chapter Ten, “Weakling!”

HANDOUTS

- Handout 1: Comprehension Check
- Handout 2: Journal Response

MATERIALS

- Board or chart paper
- Student journals

LEARNING ACTIVITIES

Activity 10.1: Reading



Before Reading

- Ask the students to open their books to the title page for Chapter Ten, “Weakling!”
- Based on the title and the previous reading, ask the students to make predictions about the chapter.

Reading

- Have students read the chapter individually, in pairs, or in small groups.

After Reading

- In an open discussion, ask the students to share their thoughts on the chapter.
- Reflect on the reading together and answer the following questions:
 - Which of my predictions were right?
 - What information from the chapter tells me that I am correct?
 - What were the main points communicated in the reading?
- Ask the students if they would like to review any other words that will assist them in understanding the story.

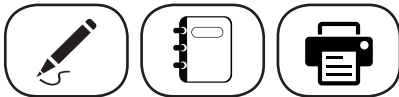
Extension Activities



- Have students answer the comprehension questions on **Handout 1: Comprehension Check** individually or in pairs.
- Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Ten.

Activity 10.2: Chapter Plot Summary

- In pairs or small groups, ask the students to review the chapter and identify the important events. Have them write the events in their journals or on a blank piece of paper.
- Once complete, bring the students together and ask volunteers to share the events they wrote down with the class. Write a list of the main events on the board or chart paper.
- Before ending the activity, give students an opportunity to ask any questions they have about the chapter.

Activity 10.3: Journal Response

- Distribute **Handout 2: Journal Response** to students.
- Have students write a one-page reflection in their journals on the passage quoted.
- When complete, invite volunteers to share their reflections with the class.

Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. Why did Kannujaq think it was strange that the Tuniit worshipped their homes?

2. In the story, the Tuniit called the giant-men “Siaraili” because that was what they thought they were yelling when they attacked. We now know that what they were really screaming was “Skraeling.” What does the word “Skraeling” mean? Why did the Glaring One and his people yell this at the Tuniit folk?

3. How did Kannujaq, Siaq, and Siku plan to get rid of the Glaring One and his people?

4. How did they come up with this idea?

5. Kannujaq has been through a lot over the course of this novel. What are some ways his character has changed and developed as the story has progressed?

Name: _____

Journal Response

On page 63, the narrator says: “[T]he violence of others pulled him into a violent response,” and that “Kannujaq, without even knowing that he was doing so, had shifted his role from hunter to warrior.”

Write a one-page reflection in your journal on the passage above. Answer the questions below in your reflection.

1. Does violence always cause a violent response? What are some other ways people can respond to violence? Discuss.
2. What is the difference between a hunter and a warrior? Discuss.

Lesson 11: Chapter Eleven, “Eyes of the Glaring One”

OBJECTIVES

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

- Make predictions about Chapter Eleven, “Eyes of the Glaring One.”
- Read Chapter Eleven, “Eyes of the Glaring One.”
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter.
- Discuss principles of leadership and assess the leadership of Kannujaq and the Glaring One.
- Write independent journal responses reflecting upon Kannujaq’s realizations at the end of the chapter.

READING

Chapter Eleven, “Eyes of the Glaring One”

HANDOUTS

- Handout 1: Comprehension Check
- Handout 2: Journal Response

MATERIALS

- Board or chart paper
- Student journals

LEARNING ACTIVITIES

Activity 11.1: Reading



Before Reading

- Ask the students to open their books to the title page for Chapter Eleven, “Eyes of the Glaring One.”
- Based on the title, the illustration on page 73 (English page 71), and the previous reading, ask the students to make predictions about the chapter.

Reading

- Have students read the chapter individually, in pairs, or in small groups.

After Reading

- In an open discussion, ask the students to share their thoughts on the chapter.
- Reflect on the reading together and answer the following questions:
 - Which of my predictions were right?
 - What information from the chapter tells me that I am correct?
 - What were the main points communicated in the reading?
- Ask the students if they would like to review any words from the chapter that will assist them in understanding the story.

Extension Activities



- Have students answer the comprehension questions on **Handout 1: Comprehension Check** individually or in pairs.
- Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Eleven.

Activity 11.2: Chapter Plot Summary



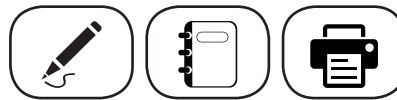
- In pairs or small groups, ask the students to review the chapter and identify the important events. Have them write the events in their journals or on a blank piece of paper.
- Once complete, bring the students together and ask volunteers to share the events they wrote down with the class. Write a list of the main events on the board or chart paper.
- Before ending the activity, give students an opportunity to ask any questions they have about the chapter.

Activity 11.3: Group Discussion on Leadership



- Hold a class discussion about leadership based on the following questions:
 - What are some qualities of an effective leader?
 - Is the Glaring One an effective leader? Why or why not?
 - Is Kannujaq an effective leader? Why or why not?

Activity 11.4: Journal Response



- Distribute **Handout 2: Journal Response** to the students.
- Have students write a one-page reflection based on the questions on the handout.
- When complete, ask for volunteers to share their reflections with the class.

ᐊᑏᑦ: _____

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Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. What time of day did the Glaring One and his people return?

2. What did they yell as they reached the Tuniit camp?

3. What was Kannujaq's greatest worry about their plan?

4. During the raid, what did the Glaring One and his people burn for fuel?

5. How did the poison affect the Glaring One's people?

Name: _____

Comprehension Check (continued)

6. How did the Tuniit men kill the Siaraili?

7. What did Kannujaq, with help from many of the Tuniit, do during the attack?

8. In the novel, Kannujaq realized that his desire to kill was born only out of his _____
(fill in the blank).

9. What did Kannujaq learn when he stared into the Glaring One's icy-blue eyes?

Name: _____

Journal Response

Write a one-page reflection of Chapter Eleven, “Eyes of the Glaring One,” in your journal. Answer the questions below in your reflection.

1. What do you think about Kannujaq’s realizations at the end of the chapter?
2. Did your impressions of the Glaring One change? Did you feel sympathy for him?
3. Were the Glaring One’s murderous raids justified by the discovery that Siku was his son?
4. Share your thoughts about Kannujaq’s role in this event. Were his actions “murderous” or justified because they were in defence?
5. Was this his battle to fight?

Lesson 12: Chapter Twelve, “The Inuit”

OBJECTIVES

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

- Make predictions about Chapter Twelve, “The Inuit.”
- Read Chapter Twelve, “The Inuit.”
- Participate in active class discussions to identify, discuss, and clarify the events in the chapter.
- Write a culminating reflection.
- Identify and discuss the bias of the narrator.
- Write a book review of *Skraelings*.

READING

Chapter Twelve, “The Inuit”

HANDOUTS

- Handout 1: Comprehension Check
- Handout 2: Culminating Reflection
- Handout 3: Book Review Outline

MATERIALS

- Board or chart paper
- Student journals

LEARNING ACTIVITIES

Activity 12.1: Reading



Before Reading

- Ask the students to open their books to the title page for Chapter Twelve, “The Inuit.”
- Based on the title, the illustration on page 77 (English page 75), and the previous reading, ask the students to make predictions about the chapter.

Reading

- Have students read the chapter individually, in pairs, or in small groups.

After Reading

- In an open discussion, ask the students to share their thoughts on the chapter.
- Reflect on the reading together and answer the following questions:
 - Which of my predictions were right?
 - What information from the chapter tells me that I am correct?
 - What were the main points communicated in the reading?
- Ask the students if they would like to review any words from the chapter that will assist them in understanding the story.

Extension Activities



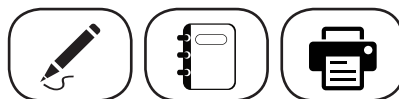
- Have students answer the comprehension questions on **Handout 1: Comprehension Check** individually or in pairs.
- Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Twelve.

Activity 12.2: Chapter Plot Summary



- In pairs or small groups, ask the students to review the chapter and identify the important events. Have them write the events in their journals or on a blank piece of paper.
- Once complete, bring the students together and ask volunteers to share the events they wrote down with the class. Write a list of the main events on the board or chart paper.
- Before ending the activity, give students an opportunity to ask any questions they have about the chapter.

Activity 12.3: Culminating Reflection



- Distribute **Handout 2: Culminating Reflection**.
- Ask the students to choose one of the questions and complete a reflection in their journals.
- When they are finished, group the students

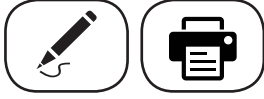
according to their chosen reflection. Ask the group members to share and discuss their answers among themselves.

Activity 12.4: Group Discussion on Narrator’s Bias



- Ask students if they can explain the meaning of “bias.” Tell them that bias is a point of view influenced by experience. For example, if you are judging a talent contest and your friend or family member is one of the contestants, you might not make a fair judgment because you would want that person to win. We all have biases, but we aren’t always aware of them. Since people have different experiences, we all develop different biases.
- Hold a class discussion based on the following questions:
 - What group of people does the narrator most favour?
 - What group of people does the narrator seem most critical of? Discuss.
 - Can you identify specific passages that show evidence of the narrator’s bias?
 - Did this affect your reading of the story? If so, how?
 - Did you ever feel that the narrator’s bias was too harsh or too favourable? Discuss.

Note: Depending on the class, this activity could also be offered as a journal reflection or small-group discussion exercise.

Activity 12.5: Writing a Book Review

- Hold a class discussion about *Skraelings* based on the following questions:
 - What was your overall opinion of the novel?
 - Describe what you liked. Describe what you disliked.
 - What interesting things did you learn?
- Explain to the students that to finish the novel study, they are going to write a book review of *Skraelings*.
- Distribute **Handout 3: Book Review Outline**, and explain that the book review will include:
 - A description of the characters.
 - A plot summary.
 - The book’s strengths.
 - The book’s weaknesses.
 - Your personal opinion of the book.
- The students will record their ideas for the book review on the handout before writing a one-page book review in their journals, using this outline as support.
- When complete, ask the students to share their book reviews with the class.

Extension Activity

- Invite students to read other reviews of *Skraelings* and compare them with their own reviews in a class discussion.
 - Quill & Quire: <http://goo.gl/eEYFae>.
 - Goodreads reader reviews: <http://goo.gl/ZhsA9D>.
 - Amy’s Marathon of Books: <http://goo.gl/fsoZKZ>.

Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. Why didn't the Tuniit celebrate their victory over the Glaring One?

2. Why didn't Siaz want to leave the Tuniit people and go with Kannujaq?

3. Why did Siku choose to leave with Kannujaq?

4. What does the word "Inuit" mean?

5. Why did Kannujaq worry for the fate of his own people?

Name: _____

Comprehension Check (continued)

6. What do we call Kannujaq's area today?

7. What did Siku do with Angula's old treasures? Why?

8. What did Kannujaq keep as a reward for helping the Tuniit people? Why?

Culminating Reflection

Choose ONE of the following topics and write a journal reflection:

1. One theme in the book is the question of who is “human.”
 - Discuss Kannujaq’s difficulty in considering the Tuniit as humans.
 - Should he have been confused about this, or should he have been more respectful from the beginning?
 - Do people need to “earn” respect as human beings? Or should it be granted immediately? Discuss.
2. On page 77, the narrator says: “Not all of us make it, you see, especially with so many people pushing at each other on the Land.”
 - Do you agree with this statement? Why or why not?
 - Is the death of a culture a “natural” outcome, as the narrator suggests? Discuss.
 - Do you think the death of Tuniit culture was due to the arrival of the Thule and Vikings?
 - Can different people live in harmony on the same land? If so, how?
3. Discuss your thoughts on Kannujaq’s decision to keep the knife after it was agreed the treasure would be thrown to the sea (see pages 77–78).
 - Is this a theft or was this justified?
 - Did he deserve a “reward”?
 - What does this say about Kannujaq’s character?
 - Was this “sensible,” as the narrator suggests? Discuss.

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Name: _____

Book Review Outline

Complete this outline to assist you in writing a book review in your journal.

<i>Skraelings</i> by Rachel and Sean Qitsualik-Tinsley	
Description of characters	
Kannujaq: Siku: The Glaring One: Angula: Siaq:	
Plot summary (main events)	
Strengths	Weaknesses
Your opinion of the book	

Answer Key

LESSON 1: CHAPTER ONE, “UNKNOWN PLACE”

Handout 2: Comprehension Check

1. At the beginning of the novel, what do we learn about Kannujaq? What gives him great joy?

Travelling across strange lands gives him great joy.

2. How long ago did Kannujaq live?

Kannujaq lived over a thousand years ago.

3. What did Kannujaq see that made him experience a shiver of dread? Why?

Kannujaq saw inuksuit. He experienced a shiver of dread because he knew inuksuit were made by Tuniit, and he knew Tuniit were very strong.

4. Who were the Tuniit? What words are used to describe them?

The Tuniit were shy and bizarre folk who had occupied the land long before Kannujaq's family.

5. What did the Tuniit use the inuksuit for?

They used inuksuit to herd caribou into zones where they could be slaughtered.

6. The Tuniit generally lived in the same place all year round. How did Kannujaq and his people live?

Kannujaq and his people were always travelling and exploring.

7. What animals did Kannujaq's people hunt along the coasts?

Kannujaq's people hunted ringed seals, whales, and walruses along the coast.

8. Who did Kannujaq travel with?

Kannujaq travelled with his dogs.

LESSON 2: CHAPTER TWO, “PLACE OF MURDER”

Handout 1: Comprehension Check

1. At the beginning of the chapter, what did Kannujaq think the Tuniit people would do to him when they caught him?

Kannujaq thought the Tuniit would rip him apart.

2. What did they do instead?

They ran away from Kannujaq.

3. Who did not run from Kannujaq?

A small, hooded boy did not run from Kannujaq.

4. Describe the necklace given to Kannujaq by his grandmother. What was the necklace made of? What do we call this material today?

His necklace had a reddish-brown loop made of kannujaq. We call this “copper” today.

5. Why did the young Tuniit boy bring Kannujaq to his camp?

The boy wanted Kannujaq’s help.

6. What did Kannujaq see at the camp?

Kannujaq saw many corpses of Tuniit.

7. What was Kannujaq’s reaction? Did he want to leave or stay?

Kannujaq was afraid and wanted to leave.

8. Why did Kannujaq stay?

Kannujaq stayed because he was curious about the Tuniit.

LESSON 3: CHAPTER THREE, “GIANTS”

Handout 1: Comprehension Check

1. Who did Kannujaq see on the beach? What did Kannujaq think they were? Describe their appearance.

Kannujaq saw large figures on the beach. He thought they were giants. They were manlike and enormous in size.

2. What did they travel on? How did Kannujaq describe it?

They travelled on a very large boat that looked like a loon. Kannujaq described it as “dark and majestic.”

3. Who was the leader of this group? What did Kannujaq call him?

The leader was a man who wore a mask and was like a great owl. Kannujaq called him “Glaring One.”

4. Why did the other “men” want to leave? Who wanted to stay?

The other men wanted to leave because the sky was worsening. The Glaring One wanted to stay.

5. Kannujaq realized that these monstrous-looking creatures were really just _____ (fill in the blank).

Kannujaq realized that these monstrous-looking creatures were really just very large men.

6. What was the Glaring One’s mask made out of?

His mask was made out of kannujaq.

7. What made Kannujaq think the Tuniit were really just humans? Why did he think they were half human, half animal?

He saw the boy in a new light and the boy seemed more real and human-like. He thought they were half human, half animal because his own folk had convinced him of it.

8. What was the young Tuniit boy? Why did Kannujaq think this?

The young Tuniit boy was a shaman. Kannujaq thought this because he was wearing a necklace of raven skulls, he had deep blue eyes, and he behaved oddly.

Handout 2: The Vikings

1. What does the word “Viking” mean?

The word “Viking” means to go on a raid.

2. Where did the Vikings come from?

The Vikings came from Scandinavia, which is Denmark, Sweden, and Norway today.

3. Why did the Vikings go to sea?

There weren't enough resources in Scandinavia so they went to sea to raid other lands.

4. How did the Vikings travel?

The Vikings travelled on fast ships called longships.

5. Where did the Vikings go?

They went to Baffin Island, Labrador, Newfoundland, and Greenland.

LESSON 4: CHAPTER FOUR: “THE UNSEEN WORLD”

Handout 1: Comprehension Check

1. What was the boy's name? What does it mean and why was he named that?

The boy's name was Siku. It means ice. He was named that because of the ice-blue colour of his eyes.

2. Why were shamans often feared?

They were feared because they could see and interact with a world few normal people accessed.

3. List three things you learned about shamans throughout this chapter.

Answers will vary.

4. Where did Siku take Kannujaq?

He took him to his own Tuniit-style place.

5. Did Kannujaq think he could help Siku and the Tuniit village?

No, he didn't think he could help them.

6. Do you think Kannujaq can help? Explain.

Answers will vary.

7. What did the fire do to Kannujaq?

The smoke from the fire made Kannujaq feel relaxed and talkative.

LESSON 5: CHAPTER FIVE, "UNDER A GENTLE TIDE"

Handout 1: Comprehension Check

1. Who did the giant-men kill first when they attacked the Tuniit camps?

They killed men and women first.

2. Who didn't they kill?

They didn't kill the children.

3. How did the giant-men get the name "Siaraili"?

They got the name "Siaraili" because that was their war cry.

4. Why did Siku think they were being attacked?

Siku thought they were being attacked because their leader, Angula, stole special tools from the Glaring One and the giant-men wanted them back.

5. Who is Angula?

Angula is the leader of the Tuniit camp.

6. Why did Kannujaq think the giant-men were attacking the Tuniit people?

He thought they were attacking the Tuniit people because the ice was breaking up so the Siaraili could travel by boat.

7. Why was Kannujaq fascinated with the knife Siku showed him?

Kannujaq was fascinated with the knife because it was heavy, of excellent quality, and made of a material similar to kannujaq but denser.

LESSON 6: CHAPTER SIX, “THE GREAT ANGULA”

Handout 1: Comprehension Check

1. What material was Siku’s knife made of?

The knife was made of something like kannujaq but far, far better.

2. Where did Siku say he got the knife?

Siku said Angula lent him the knife in return for various services.

3. Where did Kannujaq think he got the knife?

Kannujaq thought Siku stole the knife.

4. What is your first impression of Angula? What words would you use to describe him?

Answers will vary.

5. What lie did Angula tell the Tuniit about the cause of the most recent raid by the giants?

Angula told the Tuniit that the giants attacked the camp because there was a stranger hiding in the camp (Kannujaq).

6. What is a shaman’s helper?

A shaman’s helper can be many different things. They have useful powers and the Strength of the Land.

7. What did Angula do that shocked all of the onlookers?

Angula knocked down the shaman boy.

8. Why did Kannujaq leave?

Kannujaq left because he missed his dogs and he felt he didn’t owe the Tuniit anything.

LESSON 7: CHAPTER SEVEN, “ANGULA’S TREASURE”

Handout 1: Comprehension Check

1. At the beginning of Chapter Seven, Kannujaq had a new respect for his dogs and his sled. Why?

Being away from his dogs and with the Tuniit made Kannujaq realize how much he loved his dogs and his sled.

2. Why did Angula try to kill Kannujaq?

Answers will vary.

3. What weapon did Angula try to kill Kannujaq with?

Angula tried to kill Kannujaq with a bow and arrow.

4. Why did Kannujaq survive the attack?

Kannujaq survived because he backed up and the arrow fell short.

5. What happened to Angula?

Kannujaq killed him with his bow and arrow.

6. How did what happened to Angula make Kannujaq feel? Why?

Kannujaq felt dirty and less than human after killing Angula because his death was not necessary.

7. Kannujaq came to the conclusion that the Tuniit were human. How did he draw this conclusion?

The greed, ego, and stupidity of Angula’s murder made Kannujaq realize that Tuniit are human.

8. Do you think Kannujaq will stay and help the Tuniit people? Why or why not?

Answers will vary.

Handout 2: Thule Culture and Migration

Inquiry	Evidence
What?	<p>What helped the Thule survive and thrive?</p> <p><i>They were highly adaptive to the Arctic environment and used their advanced harpoon technology to hunt large sea mammals in open water. They also had innovations that helped them move rapidly.</i></p>
Why?	<p>Why did the Thule migrate?</p> <p><i>There are different theories as to why they migrated. They may have followed the movements of the bowhead whale, or they may have gone east in search of iron.</i></p>
Where?	<p>Where did they come from?</p> <p><i>They came from northwestern Alaska.</i></p>
When?	<p>When did they begin to migrate east?</p> <p><i>They began to migrate about 1,100 years ago.</i></p>
Who?	<p>Who did they encounter?</p> <p><i>They encountered the Tuniit and Norse people.</i></p>
How?	<p>How did the Thule travel?</p> <p><i>They travelled by large skin boats (umiaqs) and dogsled.</i></p>

LESSON 8: CHAPTER EIGHT, “UNDER THE FLAGSTONE”

Handout 1: Comprehension Check

1. How did the Tuniit show their gratitude to Kannujaq?

The Tuniit smiled at Kannujaq and offered him food.

2. Was Siku’s mother, Siaq, one of Angula’s wives?

No, Siaq was not Angula’s wife.

3. What was she?

Siaq was Angula’s slave.

4. What treasure had Angula been hiding?

He had been hiding the treasure he stole from the Glaring One.

5. Was Kannujaq impressed with the treasure?

Yes, Kannujaq was impressed with the size and quality of the tools.

6. What did Siku want to do with the treasure?

Siku did not want them to keep any of the treasure.

7. Did Kannujaq feel the same way about the treasure?

Kannujaq was not sure how he felt.

LESSON 9: CHAPTER NINE, “A HEAVIER TRUTH”

Handout 1: Comprehension Check

1. What was the first thing Kannujaq learned about Siaq when he entered the tent?

Kannujaq learned that Siaq was also an angakkuq.

2. Where did the Glaring One and his people come from?

They came from a place called “Gronland.”

3. Who told the Glaring One the truth about his captivity?

Siaq told the Glaring One the truth about his captivity.

4. What had Angula really done with his weapons and tools?

He had kept them for himself and lent them out in return for loyalty.

5. What lesson did Siaq teach to Kannujaq?

Siaq taught Kannujaq the lesson that wealth makes power, power makes fear, and fear makes slaves.

6. After the Glaring One escaped from Angula and the Tuniit, he returned to his people. Why did the Glaring One begin raiding Tuniit camps and murdering Tuniit?

The Glaring One wanted to punish the Tuniit and take back his stolen things.

7. How did Angula survive and remain in a position of power?

He escaped to another Tuniit camp and bought his power with his stolen goods.

LESSON 10: CHAPTER TEN, “WEAKLING!”

Handout 1: Comprehension Check

1. Why did Kannujaq think it was strange that the Tuniit worshipped their homes?

Kannujaq thought it was strange because his people were always travelling and exploring.

2. In the story, the Tuniit called the giant-men “Siaraili” because that was what they thought they were yelling when they attacked. We now know that what they were really screaming was “Skraeling.” What does the word “Skraeling” mean? Why did the Glaring One and his people yell this at the Tuniit folk?

The word “Skraeling” means weakling. They were yelling this at the Tuniit because they always panicked and ran when they were attacked.

3. How did Kannujaq, Siaq, and Siku plan to get rid of the Glaring One and his people?

They planned to poison them by soaking meat in a thick soup of the dried black lumps that can make people sick.

4. How did they come up with this idea?

Kannujaq thought of hunting them like wolves by outsmarting them instead of ambushing them.

5. Kannujaq has been through a lot over the course of this novel. What are some ways his character has changed and developed as the story has progressed?

Answers will vary.

LESSON 11: CHAPTER ELEVEN, “EYES OF THE GLARING ONE”

Handout 1: Comprehension Check

1. What time of day did the Glaring One and his people return?

The Glaring One and his people returned in late evening.

2. What did they yell as they reached the Tuniit camp?

They yelled “Skraeling!”

3. What was Kannujaq’s greatest worry about their plan?

He worried that the raiders would not behave as he expected.

4. During the raid, what did the Glaring One and his people burn for fuel?

They burned the driftwood tools the Tuniit had made over generations.

5. How did the poison affect the Glaring One’s people?

Their movements became funny and they started vomiting and falling to the ground.

6. How did the Tuniit men kill the Siaraili?

They stabbed them with giant spears.

7. What did Kannujaq, with help from many of the Tuniit, do during the attack?

He pushed the boat away from the beach.

8. In the novel, Kannujaq realized that his desire to kill was born only out of his _____ (fill in the blank).

In the novel, Kannujaq realized that his desire to kill was born only out of his terror, fatigue, and fear that a threat still remained.

9. What did Kannujaq learn when he stared into the Glaring One's icy-blue eyes?

He learned the Glaring One was Siku's father, and he was not looking for treasure, he was looking for kin.

LESSON 12: CHAPTER TWELVE, "THE INUIT"

Handout 1: Comprehension Check

1. Why didn't the Tuniit celebrate their victory over the Glaring One?

They wanted to put it behind them and return to their old ways.

2. Why didn't Siaq want to leave the Tuniit people and go with Kannujaq?

She wanted to stay because she wanted simple peace.

3. Why did Siku choose to leave with Kannujaq?

Siku chose to leave because he had never felt comfortable among the Tuniit and loved the idea of sledding.

4. What does the word "Inuit" mean?

Inuit means "The Living Ones Who Are Here."

5. Why did Kannujaq worry for the fate of his own people?

He worried that his own people would have the same fate as the Glaring One's people.

6. What do we call Kannujaq's area today?

We call Kannujaq's area Baffin Island today.

7. What did Siku do with Angula's old treasures? Why?

He tossed the treasures into the sea because he believed they were evil.

8. What did Kannujaq keep as a reward for helping the Tuniit people? Why?

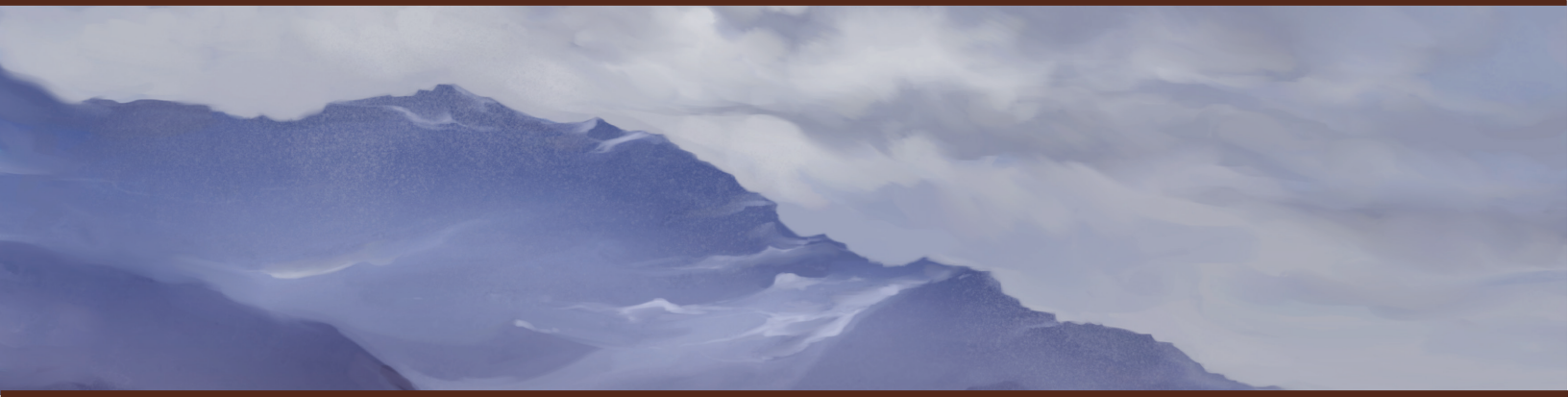
He kept the knife that Angula had carried. He wanted to use it for iglu building.

Mark Breakdown

	Mark Breakdown	Final Mark
Lesson 1: Unknown Places		
Predicting	2 marks / prediction	/10
Comprehension Check	2 marks / question	/16
Nomadic versus Settled Lifestyle	Completion	/10
Lesson 2: Place of Murder		
Comprehension Check	2 marks / question	/16
Lesson 3: Giants		
Comprehension Check	2 marks / question	/16
The Vikings	2 marks / question	/10
Lesson 4: The Unseen World		
Comprehension Check	2 marks / question	/16
Lesson 5: Under a Gentle Tide		
Comprehension Check	2 marks / question	/14
Journal Response	Completion	/10
Lesson 6: The Great Angula		
Comprehension Check	2 marks / question	/16
Lesson 7: Angula's Treasure		
Comprehension Check	2 marks / question	/16
Thule Culture and Migration	2 marks / section	/20
Lesson 8: Under the Flagstone		
Comprehension Check	2 marks / question	/16
Journal Response	Completion	/10
Lesson 9: A Heavier Truth		
Comprehension Check	2 marks / question	/16
Lesson 10: Weaking!		
Comprehension Check	2 marks / question	/14
Journal Response	Completion	/10
Lesson 11: Eyes of the Glaring One		
Comprehension Check	2 marks / question	/18
Journal Response	Completion	/10
Lesson 12: The Inuit		
Comprehension Check	2 marks / question	/16
Culminating Reflection	Completion	/10
Book Review Outline	Completion	/10
Book Review	Completion	/10
Final Mark		/330

SKRAELINGS

NOVEL STUDY



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

This novel study provides lessons and activities focused on the novel *Skraelings* by Rachel and Sean Qitsualik-Tinsley. The novel study explores the life of a young Inuit boy living approximately one thousand years ago. It addresses many complicated themes, including colonialism, wealth, power, and corruption, as Kannujaq unexpectedly finds himself at a Tuniit camp that has been ravaged by Vikings, or as the Tuniit refer to them, “the giants.” Following along with the chapters of the book, students will apply their learning in various reading, writing, and oral communication activities.

