

TRADITIONAL STORY STUDY



STORIES OF

SURVIVAL & REVENGE

FROM INUIT FOLKLORE

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Traditional Story Study

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General Accommodations and Modifications

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

Environmental Accommodations

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

Adaptations to Lesson Presentations

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

Adaptations to Assignments and Projects

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

About This Traditional Story Study

This traditional story study is geared toward students in Grades 7 to 10. The suggested activities and discussion prompts can be adapted to suit the needs of the students. There should be a discussion within your school about which classes will use the resource so that it isn't repeated from year to year.

This resource uses the publication *Stories of Survival and Revenge from Inuit Folklore* by Rachel and Sean Qitsualik-Tinsley to explore three of the most well-known Inuit traditional cautionary tales: the stories of Nuliajuk, Kaugjagjuk, and the Nanurluk. Students will participate in a variety of reading, writing, viewing, critical thinking, and community-inclusion activities that will expand their knowledge of traditional stories and cautionary tales, the importance of these stories, and the different lessons each one provides.

Over the course of the traditional story study, students will come to understand that these stories originated thousands of years ago, and different versions have been told in Inuit communities across the Arctic. Students will read different versions of the stories, participate in learning activities about the stories, and invite local community members into the classroom to share traditional stories. At the end of the traditional story study, students will have a greater understanding of these traditional stories and a greater appreciation of their importance in Inuit culture.

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: Introductory Lesson

OBJECTIVE

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

- Discuss traditional stories and explore their prior knowledge of traditional stories.
- Read and respond to the foreword to *Stories of Survival and Revenge from Inuit Folklore* as a class.

READING

The foreword to *Stories of Survival and Revenge from Inuit Folklore* (pages vi to vii)

HANDOUTS

None

MATERIALS

- Board or chart paper
- Student journals (optional)

LEARNING ACTIVITIES

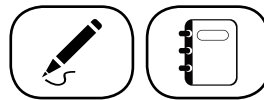
Activity 1.1: Introduction to Inuit Traditional Stories



- If you feel comfortable doing so, begin the lesson by sharing one of your favourite traditional stories with the class. The story can come from Inuit culture or a different culture. This will quickly engage the students with the topic. After you have shared your story, lead a discussion with the students using the following suggested questions:
 - Have you heard this traditional story before, or a different version of the story?
 - What is your favourite traditional story?
 - Who told you the story?
 - If you know, where did the story originate?
- Ask if any of the students would be willing to share a traditional story they know with the class.
- Once all the students who wanted to share a story have done so, tell them that throughout this traditional story study, they are going to explore Inuit traditional stories. Tell them that Inuit have long passed on knowledge from generation to generation through oral storytelling. Storytelling is a traditional method of teaching about cultural beliefs, values, customs, history, practices, relationships, and ways of life. Throughout this traditional story study, students are going to look specifically at stories of survival and revenge, also called *cautionary tales*.
- Ask students what they think cautionary tales are. Encourage them to name stories they know that could be considered cautionary tales. These could be Inuit traditional stories; stories from other cultures, such as “Hansel and Gretel,” “Little Red Riding Hood,” and other Grimm tales; or modern books and movies.

- Tell students that they will be using the book *Stories of Survival and Revenge from Inuit Folklore* by Rachel and Sean Qitsualik-Tinsley to examine three Inuit traditional stories: “Nuliajuk,” “Kaugjagjuk,” and “Nanurluk.”
- Ask the students to work in pairs and take a few minutes to discuss the importance of traditional stories. They should discuss:
 - What impact traditional stories have had on their lives
 - What lessons they have learned or think could be learned from hearing traditional stories
 - What they have learned or think could be learned about traditional Inuit culture through traditional stories
- Ask students to record their thoughts on a piece of blank paper.
- When each pair is finished, bring the class together and ask for volunteers to share their thoughts with the class.
 - This foreword was written by the publishers, Neil Christopher and Louise Flaherty. Why do you think they wanted to include the information that is in the foreword?
 - Based on the foreword and the previous discussion about traditional stories, what do you think you will read about in the book?
- Record students’ answers on the board or chart paper.

Extension Activity



Have students write a journal response to the first lesson. In their response, they can write about how they feel about traditional stories, their favourite traditional story, or what they hope to learn in the traditional story study.

Activity 1.2: Reading the Foreword to *Stories of Survival and Revenge from Inuit Folklore*



- Ask students to turn to the foreword on page vi. Ask students if they know the purpose of a foreword. If necessary, tell them that a foreword gives a brief introduction to the book. It is usually written by someone other than the author.
- Read the foreword out loud as students follow along.
- After reading, discuss the foreword as a class. You may want to use the following prompts:
 - Why have stories been passed on for generations?
 - Do you think it is important to continue to tell traditional stories? Why or why not?

Lesson 2: Nuliajuk

OBJECTIVES

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

- Make predictions about the story of Nuliajuk.
- Read “Nuliajuk” from *Stories of Survival and Revenge from Inuit Folklore*.
- Discuss the story as a class and complete comprehension questions about the story.
- Read and respond to a paragraph analyzing the story of Nuliajuk.

READINGS

- “Nuliajuk” from *Stories of Survival and Revenge from Inuit Folklore* (pages 1–23)
- Excerpt from “Understanding Inuit Legends and Lore” from *Stories of Survival and Revenge from Inuit Folklore* (pages 68–72)

HANDOUTS

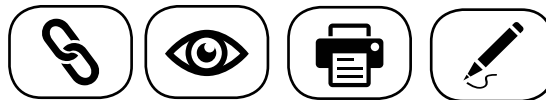
- Handout 1: Predictions
- Handout 2: Comprehension Check

MATERIALS

- Board or chart paper
- Student journals
- Colouring utensils (optional)

LEARNING ACTIVITIES

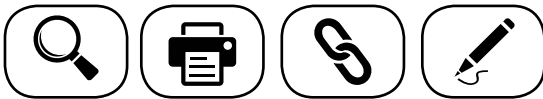
Activity 2.1: Before Reading



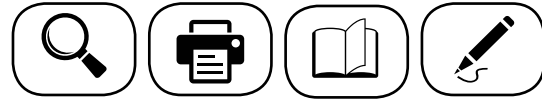
- Tell students that they are going to be reading the story of the Mother of Sea Mammals. This story has been told for thousands of years across the Arctic. There are many different versions of the story, and the main character has been given many different names, including Nuliajuk, Sedna, and Takannaaluk. Ask students if they have heard a version of this story.
- Tell students that before reading the story, they are going to predict what it will be about. Explain that they can use clues from the illustrations and their prior knowledge to make predictions.
- Divide students into pairs and distribute copies of **Handout 1: Predictions** to each student.
- Ask students to examine the illustrations on pages 1–2 of *Stories of Survival and Revenge from Inuit Folklore*.
- In their pairs, students will make predictions about the text and record them on the handout.
- Once each pair has had time to discuss and record their predictions, ask volunteers to share their predictions with the class.
- Record the predictions on the board or chart paper to be revisited after reading the story.

Activity 2.2: Reading “Nuliajuk”

- Ask students to turn to page 3 of *Stories of Survival and Revenge from Inuit Folklore*.
- Begin reading the story out loud, and then ask for volunteers to continue reading. You may also choose to have students read in small groups, in pairs, or independently, depending on the needs of your class.

Activity 2.3: After Reading

- When you are finished the reading, revisit the predictions you recorded on the board or chart paper before the reading. Ask:
 - Which of these predictions were correct?
 - What evidence from the text tells you that they were correct?
- Discuss the story as a class. Ask:
 - If you have heard this story before, was this version the same as or different from the one you know? Explain.
 - Why might this story be considered a story of survival and revenge?
- Divide students into pairs or small groups and distribute **Handout 2: Comprehension Check** to each student.
- Make sure students understand that although they will discuss the handout in pairs or groups, each student should fill out his or her handout.
- When students are finished, ask volunteers to share their answers with the class.
- Record students' answers on the board or chart paper.

Activity 2.4: Understanding “Nuliajuk”

- Ask students to turn to “Understanding Inuit Legends and Lore” on page 68. Begin reading out loud, and then ask for volunteers to continue reading up to the top of page 72. Tell students that they will continue to read this section as they read the other stories in the book.
- After reading, ask students to work in pairs and discuss the following:
 - What is the message of the story of Nuliajuk? Why was this story told?
- Ask them to write down their answers in their journals.
- When they have finished, bring them together as a class and ask for volunteers to share their answers.
- End the lesson by asking the students if any of them would like to share a version of this story that they have heard or read.

Extension Activities

- Have students write a journal reflection based on what they have learned about Nuliajuk. They can use the following questions to guide their response:
 - What did you think of this story? Do you think the lesson it teaches is important? Explain.
- Ask students to create an illustration of how they imagine Nuliajuk. When they have completed their illustrations, display them around the classroom for others to see.

Name: _____

HANDOUT 1

Predictions

Make predictions about the story based on the elements below, writing point-form notes in the Predictions column.

Nuliajuk	
Elements	Predictions
Prior Knowledge	
Illustrations	

Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. How does Nulijuk treat the men her father brings for her to marry?

2. Where does her new husband take her?

3. Why does her father come looking for her?

4. Why does her father push her out of the boat?

5. What powers does she come to have?

6. Why does she hate all humankind?

Name: _____

Comprehension Check (continued)

7. How do you feel about the ending of the story? Explain your answer.

8. Do you think Nuliajuk is treated unfairly? Explain your answer.



Lesson 3: Kaugjagjuk

OBJECTIVES

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

- Make predictions about the story of Kaugjagjuk.
- Read “Kaugjagjuk” from *Stories of Survival and Revenge from Inuit Folklore*.
- Discuss the story as a class and complete comprehension questions about the story.
- Read and respond to a paragraph analyzing the story of Kaugjagjuk.
- Explore how the character of Kaugjagjuk develops as the story progresses.

READINGS

- “Kaugjagjuk” from *Stories of Survival and Revenge from Inuit Folklore* (pages 25–45)
- Excerpt from “Understanding Inuit Legends and Lore” from *Stories of Survival and Revenge from Inuit Folklore* (page 72)

HANDOUTS

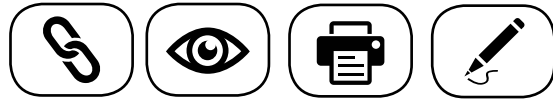
- Handout 1: Predictions
- Handout 2: Comprehension Check
- Handout 3: Character Map

MATERIALS

- Board or chart paper
- Student journals (optional)
- Colouring utensils (optional)

LEARNING ACTIVITIES

Activity 3.1: Before Reading



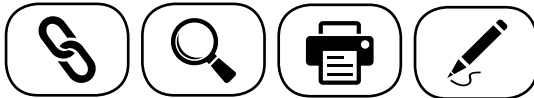
- Tell students that the next traditional story they are going to read is a story about an orphan named Kaugjagjuk. Ask the students if any of them have heard of Kaugjagjuk and if anyone would like to share these stories.
- Tell students that before reading the story, they are going to predict what it will be about. Explain that they can use clues from the illustrations and their prior knowledge to make predictions.
- Divide students into pairs and distribute copies of **Handout 1: Predictions** to each student.
- Ask students to examine the illustrations on pages 24–26 of *Stories of Survival and Revenge from Inuit Folklore*.
- In their pairs, students will make predictions about the text and record them on the handouts.
- Once each pair has had time to discuss and record their predictions, ask volunteers to share their predictions with the class.
- Record the predictions on the board or chart paper to be revisited after reading the story.

Activity 3.2: Reading “Kaugjagjuk”

- Tell the students that they will be reading a version of the story of Kaugjagjuk.
- Ask the students to turn to page 27 in *Stories of Survival and Revenge from Inuit Folklore*.
- For this reading, divide the students into reading groups. Each student will take a turn reading until the story is finished.

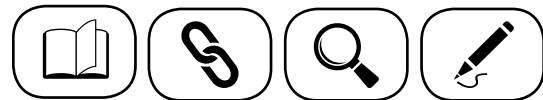
Teaching Tip

If there are students who find it difficult to read out loud, have another student support them and help them when needed.

**Activity 3.3: After Reading**

- After each group has finished the reading, revisit the predictions you recorded on the board or chart paper before the reading. Ask:
 - Which of these predictions were correct?
 - What evidence from the text tells you that they were correct?
- Discuss the story as a class. Ask:
 - Is this version of the story different from other versions you have heard? Explain.
 - Why might this be considered a story of survival and revenge?
- After the discussion, divide students into pairs or small groups and distribute **Handout 2: Comprehension Check** to each student.

- Make sure students understand that although they will discuss the handout in pairs or groups, each student should fill out his or her handout.
- When students are finished the handout, ask volunteers to share their answers with the class.
- Record students' answers on the board or chart paper.

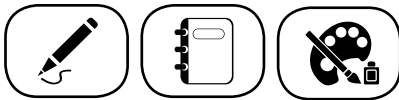
Activity 3.4: Understanding “Kaugjagjuk”

- Ask students to turn to page 72 in *Stories of Survival and Revenge from Inuit Folklore*. Ask for a volunteer to read the second paragraph on the page, about Kaugjagjuk.
- After reading, ask students to work in pairs and discuss the following:
 - What is the message of the story of Kaugjagjuk? Why was this story told?
- Ask them to write down their answers in their journals.
- When they have finished, bring them together as a class and ask for volunteers to share their answers.

Activity 3.5: Character Development: Kaugjagjuk

- Hold a class discussion about the main character, Kaugjagjuk. Ask volunteers to describe him and share how they felt about his character.
- After the discussion, tell students that Kaugjagjuk's actions, words, feelings, appearance, and treatment by others can provide clues about his character.

- Divide the class into small groups and distribute **Handout 3: Character Map** to each student.
- Ask each group to go back through the story and find examples of Kaugjagjuk’s actions, words, feelings, appearance, and treatment by others and record them on the handout.
- When the groups are finished, ask someone from each group to share their answers with the class. Record the answers on the board or chart paper.
- Ask the students if they noticed any changes in Kaugjagjuk’s characteristics as the story developed. Record their answers on the board or chart paper.
- End the activity by discussing the purpose of examining the character and his development throughout the story. Ask:
 - How is Kaugjagjuk’s character development connected to the message of the story?

Extension Activities

- Have students write a journal reflection based on what they have learned about the story of Kaugjagjuk. They can use the following question to guide their response:
 - Do you think the community members deserved what happened to them? Why or why not?
- Have students draw a picture that they feel best illustrates the story of Kaugjagjuk. Compile the illustrations into a book and display it in the classroom.

Name: _____

HANDOUT 1

Predictions

Make predictions about the story based on the elements below, writing point-form notes in the Predictions column.

Kaugjagjuk	
Elements	Predictions
Prior Knowledge	
Illustrations	

Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. How do the brother and sister become orphans?

2. How are the orphans treated?

3. How does Kaugjagjuk become strong?

4. What does Kaugjagjuk do when the bears come to the village?

5. Who does Kaugjagjuk save from the bears?

6. Why do you think Kaugjagjuk doesn't want the bears to eat everybody?

Comprehension Check (continued)

7. Why can Kaugjagjuk show no kindness to others?

8. Did the ending surprise you? Explain your answer.



Name: _____

HANDOUT 3

Character Map

The Character Map consists of five rounded rectangular boxes arranged in two rows. The top row contains three boxes: 'How He Acts' on the left, 'How He Feels' in the center, and 'What He Says' on the right. Below the 'How He Feels' box is a smaller, horizontally-oriented box labeled 'Kaugjagjuk'. The bottom row contains two boxes: 'How He Looks' on the left and 'How Others Treat Him' on the right.

Lesson 4: Nanurluk

OBJECTIVES

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

- Make predictions about the story of the nanurluk.
- Read “Nanurluk” from *Stories of Survival and Revenge from Inuit Folklore*.
- Discuss the story as a class and complete comprehension questions about the story.
- Read and respond to a paragraph analyzing the story of the nanurluk.

READINGS

- “Nanurluk” from *Stories of Survival and Revenge from Inuit Folklore* (pages 46–65)
- Excerpt from “Understanding Inuit Legends and Lore” from *Stories of Survival and Revenge from Inuit Folklore* (pages 72–75)

HANDOUTS

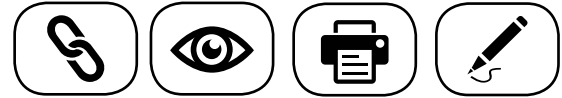
- Handout 1: Predictions
- Handout 2: Comprehension Check

MATERIALS

- Board or chart paper
- Student journals (optional)

LEARNING ACTIVITIES

Activity 4.1: Before Reading



- Tell the students that the next traditional story they are going to read is a story about a giant bear that is known as the nanurluk. Ask the students if any of them have heard any stories of the nanurluk and if anyone would like to share these stories.
- Tell students that before reading the story, they are going to predict what it will be about. Explain that they can use clues from the illustrations and their prior knowledge to make predictions.
- Divide students into pairs and distribute copies of **Handout 1: Predictions** to each student.
- Ask students to examine the illustrations on pages 46–48 of *Stories of Survival and Revenge from Inuit Folklore*.
- In their pairs, students will make predictions about the text and record them on the handouts.
- Once each pair has had time to discuss and record their predictions, ask volunteers to share their predictions with the class.
- Record the predictions on the board or chart paper to be revisited after reading the story.

Activity 4.2: Reading “Nanurluk”

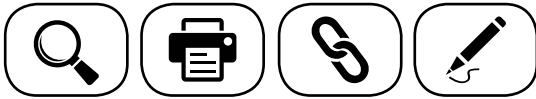


- Tell the students that they will be reading a version of the story of the nanurluk.
- Ask the students to turn to page 49 in *Stories of Survival and Revenge from Inuit Folklore*.
- For this reading, divide the students into pairs. Each partner will take a turn reading one paragraph or page until the story is finished.

Teaching Tip: If there are students who find it difficult to read out loud, pair them with a partner who will be able to assist when needed.

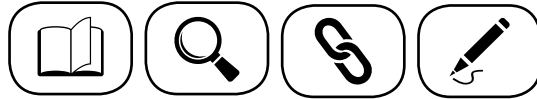


Activity 4.3: After Reading



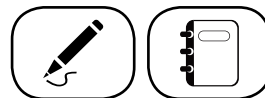
- After each group has finished the reading, discuss the story as a class. Ask:
 - Is this version of the story different from other versions you have heard? Explain.
 - Why might this story be considered a story of survival and revenge?
- After the discussion, divide students into pairs or small groups and distribute **Handout 2: Comprehension Check** to each student.
- When students are finished the handout, ask volunteers to share their answers with the class.
- Make sure students understand that although they will discuss the handout in pairs or groups, each student should fill out his or her handout.
- Record students’ answers on the board or chart paper.

Activity 4.4: Understanding “Nanurluk”



- Ask students to turn to page 72 in *Stories of Survival and Revenge from Inuit Folklore*. Ask for a volunteer to read the third paragraph, which continues on page 75.
- After reading, ask students to work in pairs and discuss the following:
 - What is the message of the story of the nanurluk? Why was this story told?
- Ask them to write down their answers in their journals.
- When they have finished, bring them together as a class and ask for volunteers to share their answers.

Extension Activity



- Have students write a journal response to “Nanurluk.” They can use the following questions to guide their response:
 - What did you think of the ending of this story? How is it different from the endings of “Nuliajuk” and “Kaugjagjuk”?

Name: _____

Predictions

Make predictions about the story based on the elements below, writing point-form notes in the Predictions column.

Nanurluk	
Elements	Predictions
Prior Knowledge	
Illustrations	

Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. Why are the hunter and his wife desperate?

2. What does the hunter find in the sea ice that puzzles him?

3. What does the hunter see when he looks into the hole?

4. What did the hunter learn from his elders about these bears?

5. Why is the hunter excited about his discovery?

6. After stabbing the bear, why does the hunter's relief turn to fear?

Comprehension Check (continued)

7. Did the ending surprise you? If so, what did you think was going to happen?

8. This story has a happy ending, but the hunter puts himself and his wife in great danger. What would you have done if you found a nanurluk under the sea ice? Explain your answer.



Lesson 5: Wrap-Up and Storytelling Session

OBJECTIVES

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

- In groups, discuss the importance of cautionary tales, fill out a handout about cautionary tales, and present their thoughts to the class.
- Invite local community members into the classroom for a storytelling session.

READING

None

HANDOUT

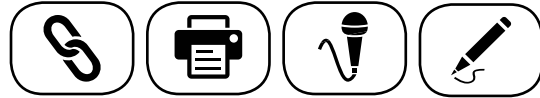
Handout 1: Cautionary Tales

MATERIALS

- Board or chart paper
- Student journals (optional)

LEARNING ACTIVITIES

Activity 5.1: Cautionary Tales



- Remind the students that over the course of the traditional story study, they have read three cautionary tales.
- Ask for volunteers to explain what a cautionary tale is to the class. Record their answers on the board or chart paper.
- Reinforce to the students that in traditional Inuit culture, stories were used to pass on values, beliefs, and knowledge.
- Distribute **Handout 1: Cautionary Tales** to each of the students.
- Ask the students to work in pairs and choose one of the stories they have studied. Ask them to use what they learned from the story to complete the handout.
- When they have completed the handout, have each pair present their thoughts to the class.
- Hold a class discussion about the traditional story study as a whole. Encourage students to share what they have learned about cautionary tales, which story was their favourite, any questions they still have, or anything else they would like to discuss.

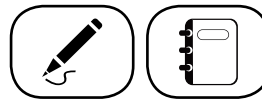
Activity 5.2: Storytelling Session



- Arrange for a group of community members to come into the classroom for a storytelling session. You may want to invite two or three elders to tell stories, as well as family or community members to participate as audience members. If possible, ask the storytellers to share versions of the stories that were told during the traditional story study. If that's not possible, other traditional stories are also great options, especially if they are cautionary tales.
- Explain to the students that for this activity, they will connect what they are learning to their community by hosting a storytelling session for family, friends, and the local community. The objective of the session is to bring the community together and share traditional stories that have been passed down through generations.
- Ask the students why hosting this type of event is important for the community, and discuss answers as a class.
- Tell the students that there will be an opportunity to ask the storytellers questions, and they should prepare their questions in advance.
- When guests arrive, have the students welcome them and guide them to their seats.
- Have the storytellers sit at the front and invite them to share their stories.
- At the end of the storytelling session, assign one of the students to thank everyone for coming and to thank all the storytellers for sharing their stories.
- Host a question-and-answer period with the storytellers.
- Encourage the students to ask questions about the importance of traditional stories, and cautionary tales specifically.

- After the guests have left, hold a class discussion for students to reflect on the storytelling session. Ask:
 - What did you learn from the storytelling session?
 - How was the experience of hearing the stories told out loud by elders different from reading them in class?

Extension Activity



Have students write a journal reflection on the storytelling session. Students should use the following questions to guide their response:

- What was your favourite story told in the storytelling session? Why?
- Why is it important to continue to pass down traditional stories to future generations?

Answer Key

The following pages provide sample answers for selected student handouts.

LESSON 2: NULIAJUK

Handout 2: Comprehension Check

1. How does Nuliajuk treat the men her father brings for her to marry?

Nuliajuk is rude to the men her father brings for her to marry.

2. Where does her new husband take her?

Her husband takes her to a bird-covered island that turns her stomach.

3. Why does her father come looking for her?

Her father comes looking for her because the helper-spirit he sends to find her tells him that she is miserable.

4. Why does her father push her out of the boat?

He pushes her out of the boat to save himself from the petrel-spirit's attack.

5. What powers does she come to have?

She can control the animals that were created from her hands.

6. Why does she hate all humankind?

She hates all humankind because she sees people as fearful and selfish, like her father.

7. How do you feel about the ending of the story? Explain your answer.

Answers will vary.

8. Do you think Nuliajuk is treated unfairly? Explain your answer.

Answers will vary.

LESSON 3: KAUGJAGJUK

Handout 2: Comprehension Check

1. How do the brother and sister become orphans?

They drift away from their family when the sea ice breaks up.

2. How are the orphans treated?

The orphans are treated poorly and kept as slaves.

3. How does Kaugjagjuk become strong?

The Moon Man teaches him strength by training him to lift boulders.

4. What does Kaugjagjuk do when the bears come to the village?

He throws the people from the camp to the bears.

5. Who does Kaugjagjuk save from the bears?

He saves four women from the bears.

6. Why do you think Kaugjagjuk doesn't want the bears to eat everybody?

Answers will vary.

7. Why can Kaugjagjuk show no kindness to others?

He can show no kindness to others because no kindness has been shown to him.

8. Did the ending surprise you? Explain your answer.

Answers will vary.

LESSON 4: NANURLUK

Handout 2: Comprehension Check

1. Why are the hunter and his wife desperate?

Their luck has turned and there is no food to catch.

2. What does the hunter find in the sea ice that puzzles him?

He finds a huge hole in the ice.

3. What does the hunter see when he looks into the hole?

He sees a giant polar bear.

4. What did the hunter learn from his elders about these bears?

He learned that these bears could not live for long on land.

5. Why is the hunter excited about his discovery?

He is excited because if he catches the polar bear, he will get a lot of meat and fur from it.

6. After stabbing the bear, why does the hunter's relief turn to fear?

His relief turns to fear because the bear walks in the direction of his house, where his wife is.

7. Did the ending surprise you? If so, what did you think was going to happen?

Answers will vary.

8. This story has a happy ending, but the hunter puts himself and his wife in great danger. What would you have done if you found a nanurluk under the sea ice? Explain your answer.

Answers will vary.

Mark Breakdown

	Mark Breakdown	Final Mark
Lesson 2: Nuliajuk		
Predictions	3 marks/section	/6
Comprehension Check	2 marks/question	/16
Lesson 3: Kaugjagjuk		
Predictions	3 marks/section	/6
Comprehension Check	2 marks/question	/16
Character Map	2 marks/box	/10
Lesson 4: Nanurluk		
Predictions	3 marks/section	/6
Comprehension Check	2 marks/question	/16
Lesson 5: Wrap-Up and Storytelling Session		
Cautionary Tales	5 marks/section	/10
Storytelling Session	Participation	/5
Final Mark		/91

STORIES OF
SURVIVAL & REVENGE
FROM INUIT FOLKLORE

TRADITIONAL STORY STUDY



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

This traditional story study provides lessons and activities focused on the book *Stories of Survival and Revenge from Inuit Folklore* by Rachel and Sean Qitsualik-Tinsley. The traditional story study explores three cautionary tales from Inuit folklore: the stories of Nuliajuk, Kaugjagjuk, and the Nanurluk. As students participate in reading, writing, oral communication, and visual depiction activities, they will become more knowledgeable about Inuit traditional stories and their importance in Inuit culture.

