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The **Blind Boy**
& the **Loon**

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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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Ilinniaqtuliyikkut
Department of Education
Ministère de l'Éducation

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Community Inclusion

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

Notes to Educators

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

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.

In this traditional story study, students will mostly experience the text as a class through teacher-led read-alouds. This ensures that the text can be understood by students with a wide variety of reading-levels and enables students with different reading levels to work together on language arts skills and concepts. This traditional story study is designed to be used as part of a balanced literacy approach to instruction that includes guided reading and independent reading, both of which target students' reading levels directly.

You can complete this traditional story study with one copy of the text. However, if you feel that students would benefit by reading from their own copy, you can use a class set.

Additional Resources

This traditional story study is part of a series. Additional resources have been created to accompany the different traditional story studies in the series. These resources include posters, films, activity/reading/photo card sets, and audiobooks. See the “[ᐃᓄᓄᓄᓄ ᓂᓂᓄᓄᓄᓄᓄᓄ ᐃᓄᓄᓄᓄᓄᓄᓄ ᓄᓄᓄᓄᓄᓄᓄᓄ](#)” / “Inuktitut Titiqqiriniq Resource Checklist” located in the [ᐃᓄᓄᓄᓄ ᓂᓂᓄᓄᓄᓄᓄᓄᓄ](#) / Inuktitut Titiqqiriniq resource binders to learn about what additional resources may be available for this 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. 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, parents and guardians 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 other materials 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.
- Ensure that students can hear instructions by arranging seating appropriately or using an FM system (if available).

Adaptations to Assignments and Projects

- Shorten assignments and/or divide assignments into parts.
- Provide extended time for the student to complete assignments.
- 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.

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Icon Descriptions

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



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



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



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



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



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



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



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



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



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



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



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



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

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Preface

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Pre-reading Activity: This or That?
[15 min]



Overview

Students will move around the classroom to discuss what they know about Inuit traditional stories.

Materials

- None

Preparation

- Review the story and the following activity steps.

Activity

1. Tell students that you are going to be reading and exploring one of the oldest and most widely told Inuit traditional stories, ᑲᓴᓴᓴᓴᓴ ᐅᓂᓃᑲᐱᑦᑲ ᑦᓃᓃᓴᐅᑦᐅ / *The Blind Boy and the Loon* or “Lumaajuuq.” Ask students if they have ever heard or experienced this story. Allow students to share any information or experiences they have.

2. Explain to students that you plan to ask them a series of questions about traditional stories. Tell students that they will be answering each question by walking to one side of the room or the other. Some questions have more than one answer. This is intentional and can be used to encourage discussion. Students will be moving around the room to complete the activity. Remind students to walk, not run, and to be thoughtful of others.

3. Have students form a line in the middle of the classroom. Read each of the questions below to your class. For each word or phrase in **bold**, point to one of the walls of the classroom to indicate to students which wall they should walk to. After students have gone to one wall or the other, have students explain their thinking:
 - Are traditional stories usually about **humans** or **animals**?
 - Do traditional stories usually take place in **the future** or in **the past**?
 - Do traditional stories involve magic? **Yes** or **no**?
 - Are traditional stories told **orally** or **in print**?
 - Do traditional stories **teach lessons** or are they **just for fun**?
 - Do traditional stories have **many different versions** or **just one correct version**?
 - Are traditional stories about **humans** or **supernatural beings**?

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Activity: Characteristics of Inuit Traditional Stories

[20 min]



Overview

Students will work in pairs to look at illustrations from different Inuit traditional stories. Then, students will work together to record ideas about Inuit traditional stories.

Materials

- 8.5" x 11" lined paper
- ᐅᓂᓃᓃᓃᓃᓃᓃᓃ 1: ᐱᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃ ᐃᓂᐃᓃ ᐅᓂᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃ / Handout 1: Illustrations of Inuit Traditional Stories
- Whiteboard or chart paper

Preparation

- Record the following prompts on the whiteboard. These prompts will guide students as they search for information about Inuit traditional stories.
 - *Who are the characters who usually appear in Inuit traditional stories?*
 - *What sorts of things usually happen in Inuit traditional stories?*
 - *What is the setting for most Inuit traditional stories?*
- Collect at least five books containing Inuit traditional stories from your classroom or school library. Place these in different stations around your classroom. If you do not have enough books, you can photocopy ᐅᓂᓃᓃᓃᓃᓃᓃᓃ 1: ᐱᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃ ᐃᓂᐃᓃ ᐅᓂᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃᓃ / Handout 1: Illustrations of Inuit Traditional Stories.

Activity

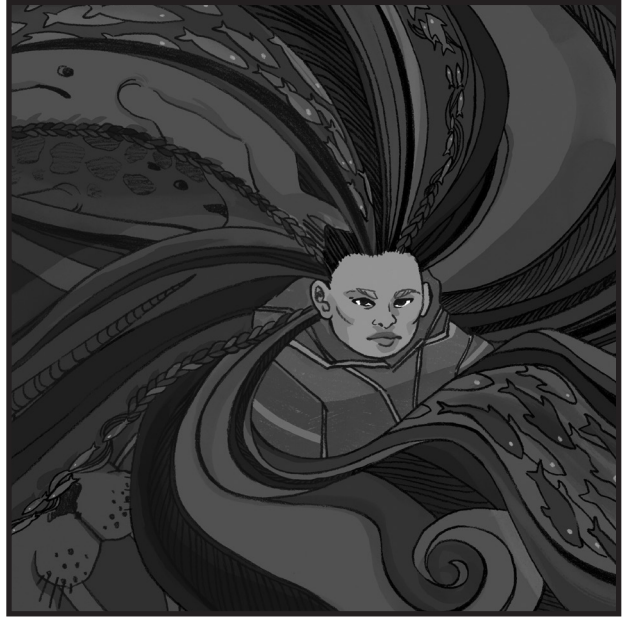
1. Explain to students that there are hundreds of Inuit traditional stories to discover and enjoy. Tell students that these stories have special characteristics that make them unique to Inuit Nunangat. Tell students that they will work to identify some of the common characteristics of Inuit traditional stories.
2. Organize students into pairs. Distribute a piece of 8.5" x 11" lined paper to each pair of students. Tell students that their job will be to walk around the classroom and stop to look at the illustrations in the Inuit traditional stories at each station. Tell students that they should be thinking about what Inuit traditional stories have in common. To guide students in their search, circulate to discuss each of the prompts on the whiteboard as students look at the illustrations.
3. After students have had time to visit each station, gather students in a shared space. Go through each of the questions on the whiteboard and record students' observations. Be sure to discuss each of the following characteristics of Inuit traditional stories:
 - *Animals and humans can speak to each other and can live together.*
 - *Animals can transform into humans and humans can transform into animals.*
 - *Inuit traditional stories have many different characters, including regular people, shamans, land spirits, sea spirits, monsters, giants, and many other beings.*
 - *Inuit traditional stories are set very long ago.*
 - *Inuit traditional stories can have magical elements.*

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Extension Activity: Favourite Type of Stories



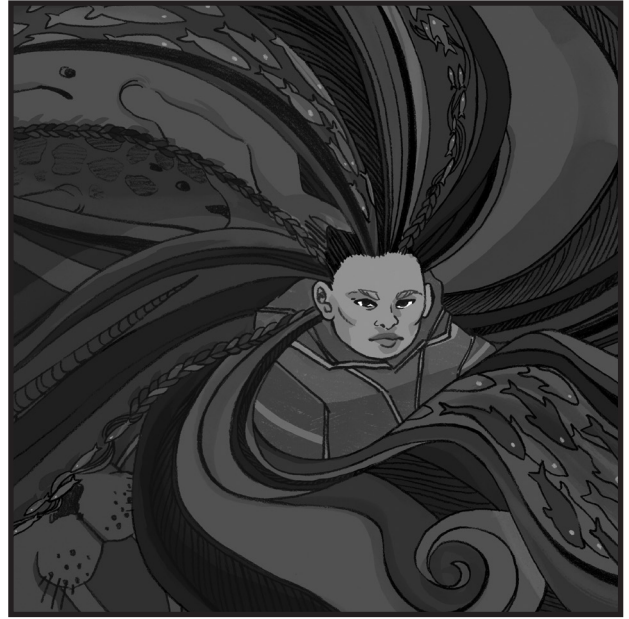
- Encourage students to talk and write about the kinds of stories that they prefer to read. Have students write a journal reflection about their favourite type of stories.

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Handout 1

Illustrations of Inuit Traditional Stories



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The Blind Boy and the Loon

▶ ስብሰታዎቻችን የጥናት ስራ
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Pre-reading Activity: Tea Party
 [15 min]



Overview

Students will walk around the classroom with cards showing different sentences from the story. Students will share their sentences with classmates in order to make predictions about the story.

Materials

- ስብሰታዎቻችን የጥናት ስራ / Handout 2: Tea Party
- Music

Preparation

- Photocopy ስብሰታዎቻችን የጥናት ስራ / Handout 2: Tea Party (one for every six students).
- Cut out the individual clues from the handouts.

Activity

1. Tell students that before they read a story, they need to make predictions about what they might find in the story. Explain to students that they will be working together to make predictions about ሥራ ስብሰታዎቻችን የጥናት ስራ / *The Blind Boy and the Loon* using clues from the story. Each clue features a sentence from the story and the cover illustration. Distribute the individual clues from ስብሰታዎቻችን የጥናት ስራ 2: ስብሰታዎቻችን የጥናት ስራ / **Handout 2: Tea Party**. As you distribute the clues, read the sentences out loud to give students a chance to become familiar with their sentence.
2. Explain to students that in this activity, they will walk around the room with their sentence from the story as the music plays. When the music stops, they will have a conversation with the person nearest to them. First, each student will share the sentence with his or her partner. Then, in pairs, students will think about their clues and work together to make predictions about the story. Tell students that they can make predictions for the story using either the cover illustration or the sentence. Explain to students that as the activity goes on, they will gather more and more clues and information about the story to make predictions with.
3. Gather students as a class and have a discussion about students' predictions for the story and their experience with the activity. Use the following discussion prompts:
 - *What are your predictions for the story?*
 - *What was it like to make predictions at the beginning of the activity versus the end?*
 - *Did it help to discuss predictions with classmates? Why or why not?*

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Handout 2

Tea Party

The loon told the boy that it could help him see again.



Before he lost his sight, he had been a great hunter.



The curse had been broken.



Handout 2

Tea Party

She fed her son dog meat
and forced him to live out on
the cold porch.



He crawled to the water and
drank deeply.



The sea ice opened up and the
boy went hunting for whale.



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 Read-Aloud: *The Blind Boy and the Loon*
 [20 min]



Overview

Students will listen to a read-aloud of ሥነ-ልቦናዊ ምርምር ስራዎች / *The Blind Boy and the Loon* and discuss the story with a focus on the lessons it shares.

Materials

- A copy of ሥነ-ልቦናዊ ምርምር ስራዎች / *The Blind Boy and the Loon*

Preparation

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

Teaching Tip

To encourage more open discussion with students about reading, you can ask questions that are less focused on the specific content of the text and more focused on how students are reacting to the reading. Ask students about their thoughts, feelings, and opinions about the text before, during, and after reading.



Activity

Before Reading

1. Gather students in a shared space. Tell students that they will be reading the story ሥነ-ልቦናዊ ምርምር ስራዎች / *The Blind Boy and the Loon*. Remind students that the author, Alethea Arnaquq-Baril, writes in the preface that the story has taught her “many lessons over the years.” Tell students that you want them to think about the lessons of the story. Tell students to think about the following question: *What lesson is this story trying to teach me?*

During Reading

2. Read the book out loud to the class. You can do more than one read-aloud of the story if your students enjoy it or can learn more from it.
3. **Suggested discussion prompts:** Here are some examples of questions you can pause and ask while reading the story. If you are doing more than one read-aloud, you can choose different questions for each read-aloud.
 - Pages 6–7: *Why does the mother give her son dog meat?* (There was no husband to provide for the family. The son was a burden that she hated.)
 - Pages 10–11: *Why do you think the boy wants to see red-throated loons?*
 - Pages 12–13: *What magical abilities does the loon have?* (The loon can speak. The loon knows what happened to the boy.)
 - Pages 20–21: *How can you tell from the illustration that the boy can see as well as the loon?* (The boy has red eyes, just like the loon.)
 - Pages 24–25: *Why is the mother treating the boy differently?* (The mother realized that the curse had been broken and the boy could see again.)
 - Pages 32–33: *What does it mean when the author says the boy “had been blinded by revenge”?* (The boy wanted revenge and could not see or think about anything else.)

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Activity: Forgiveness and Revenge
 [30 min]



Overview

Students will discuss the themes of forgiveness and revenge in relation to the story. Then, students will collaborate with the teacher to generate possible alternate endings for ᐱᑭᐱᑦ ᑕᑭᑦᑎᑦᑎᑦ ᑦᑎᑦᑎᑦᑎᑦ / *The Blind Boy and the Loon*, before independently writing an alternate ending to the story.

Materials

- A copy of ᐱᑭᐱᑦ ᑕᑭᑦᑎᑦᑎᑦ ᑦᑎᑦᑎᑦᑎᑦ / *The Blind Boy and the Loon*
- ᑕᑭᑦᑎᑦᑎᑦ 3: ᐱᑭᐱᑦ ᑕᑭᑦᑎᑦᑎᑦ ᑦᑎᑦᑎᑦᑎᑦ / **Handout 3: Revenge**
- ᑕᑭᑦᑎᑦᑎᑦ 4: ᐱᑭᐱᑦ ᑕᑭᑦᑎᑦᑎᑦ ᑦᑎᑦᑎᑦᑎᑦ / **Handout 4: Alternate Ending**
- Whiteboard or chart paper

Preparation

- Create the following chart on the whiteboard:

forgiveness	revenge

- Photocopy ᑕᑭᑦᑎᑦᑎᑦ 4: ᐱᑭᐱᑦ ᑕᑭᑦᑎᑦᑎᑦ ᑦᑎᑦᑎᑦᑎᑦ / **Handout 4: Alternate Ending** (one for each student).
- Think of some alternate endings for the story to serve as examples for students, such as the following:
 - *The boy rescues his mother at the last minute before she is pulled into the water by the narwhal.*
 - *The sister stops the boy's plan for revenge.*
 - *The boy returns to his camp with a fresh catch of caribou.*

Activity

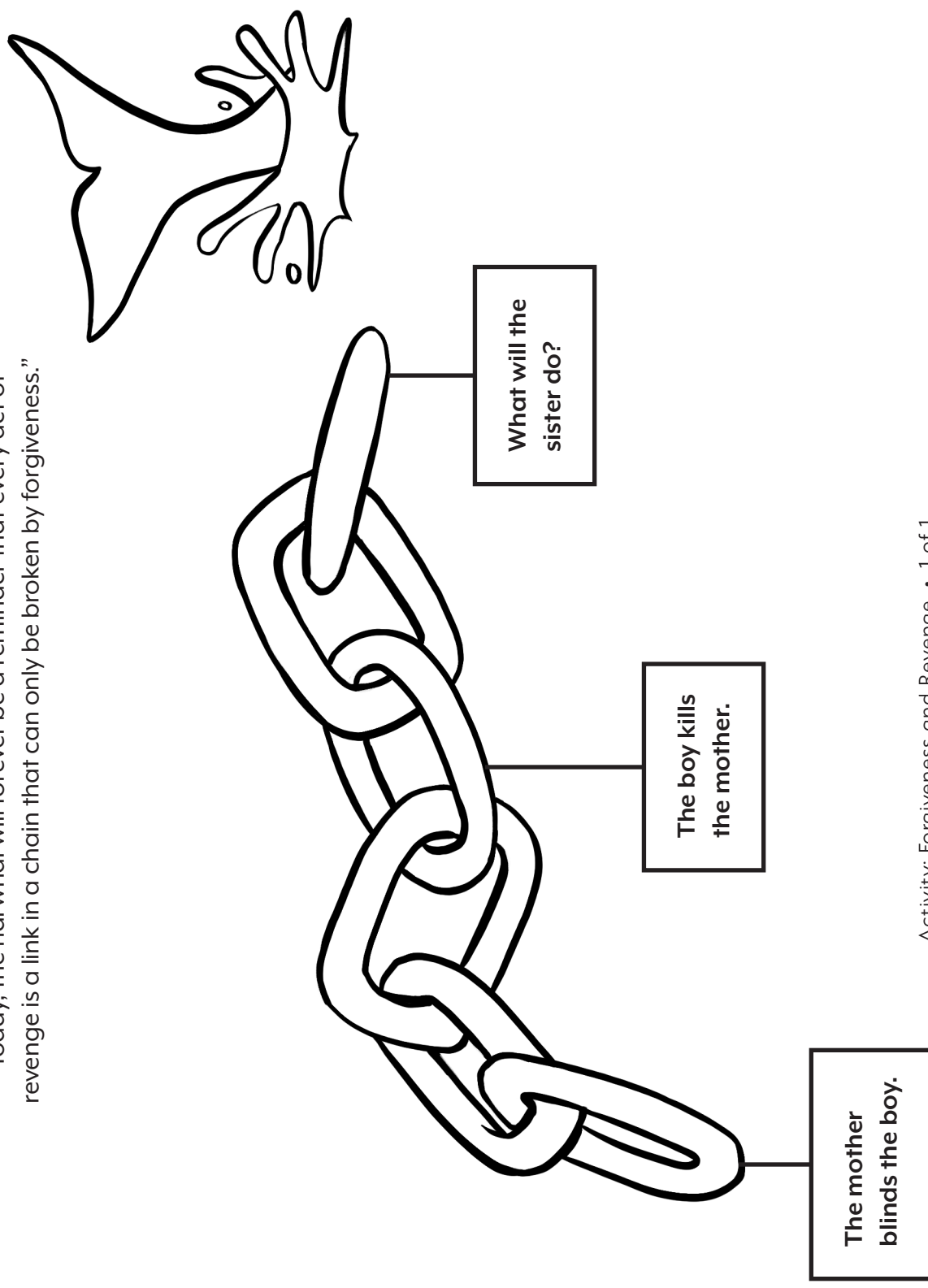
1. Tell students that Inuit traditional stories are an important way that generations of Inuit have passed on important lessons. Explain to students that the story ᐱᑭᐱᑦ ᑕᑭᑦᑎᑦᑎᑦ ᑦᑎᑦᑎᑦᑎᑦ / *The Blind Boy and the Loon* teaches an important lesson about forgiveness and revenge. Have students look at these terms on the whiteboard. Ask students if they know what either term means. Allow students to share any information or experiences they may have.
2. Reread page 40 of the text. Have a whole-class discussion about the concepts of forgiveness and revenge as they are explored in the story. Use ᑕᑭᑦᑎᑦᑎᑦ 3: ᐱᑭᐱᑦ ᑕᑭᑦᑎᑦᑎᑦ ᑦᑎᑦᑎᑦᑎᑦ / **Handout 3: Revenge** to support the discussion of the following prompts:
 - *Reread the last line of the story: "...every act of revenge is a link in a chain that can only be broken by forgiveness." What does the author mean by this?*
 - *How are the blind boy's actions an example of revenge?*
 - *How was the mother's choice to blind her own son an example of revenge?*
3. After you have discussed the prompts, tell students that they are going to imagine how the story could have ended differently. Ask: *How could the story of ᐱᑭᐱᑦ ᑕᑭᑦᑎᑦᑎᑦ ᑦᑎᑦᑎᑦᑎᑦ / The Blind Boy and the Loon end differently?* Record students' suggestions on the whiteboard. You might want to record one of your ideas to model thinking for students.
4. Distribute ᑕᑭᑦᑎᑦᑎᑦ 4: ᐱᑭᐱᑦ ᑕᑭᑦᑎᑦᑎᑦ ᑦᑎᑦᑎᑦᑎᑦ / **Handout 4: Alternate Ending**. Tell students that they are going to write an alternate ending for the story. Explain to students that they can choose one of the ideas recorded on the whiteboard or write the story completely on their own.
5. Give students the opportunity to share their alternate endings for the story.

Name: _____

Handout 3

Revenge

“Today, the narwhal will forever be a reminder that every act of revenge is a link in a chain that can only be broken by forgiveness.”



Name: _____

Alternate Ending

_____ **The End**

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Activity: Animals in Inuit Traditional Stories
[40 min]



Overview

Students will participate in a whole-class discussion about the characteristics of animals in Inuit traditional stories. Then, students will create a character that is an example of an animal turning into a human or human turning into an animal.

Materials

- Chart paper
- ᐅᓄᓐᓴᓐᓴᓐᓴᓐ 5: ᐱᓄᓐᓴᓐᓴᓐᓴᓐᓴᓐ / Handout 5: Transformations
- Blank 8.5" x 11" pieces of paper (one for each student)
- Colouring utensils

Preparation

- Photocopy ᐅᓄᓐᓴᓐᓴᓐᓴᓐ 5: ᐱᓄᓐᓴᓐᓴᓐᓴᓐᓴᓐ / Handout 5: Transformations (at least one for every six students). Read the following activity steps and decide whether you will distribute the animal halves randomly or allow students to choose their own animal half. If you decide to allow students to choose their own half, you will need to photocopy enough copies for students to be able to choose. Cut out each of the boxes.

Activity

1. Tell students that they are going to listen to a short story, adapted from Unikkaaqtuat: An Introduction to Inuit Myths and Legends. Read the following story out loud to students:

- "The Woman Who Heard Bears Speak" [from the Netsilik region]

A very long time ago, humans and animals were the same. They could talk to each other and live together. The only difference was that animals had different dialects, although these could be understood by Inuit.

One day a woman was travelling during a storm and found shelter in the home of a bear. The bear thought it was lucky that a woman came to its home, because the bear had waited a long time to teach people what to do when they killed a bear. The bear taught the woman that Inuit needed to respect the soul of the bear so that the bear could be born again and become another bear.

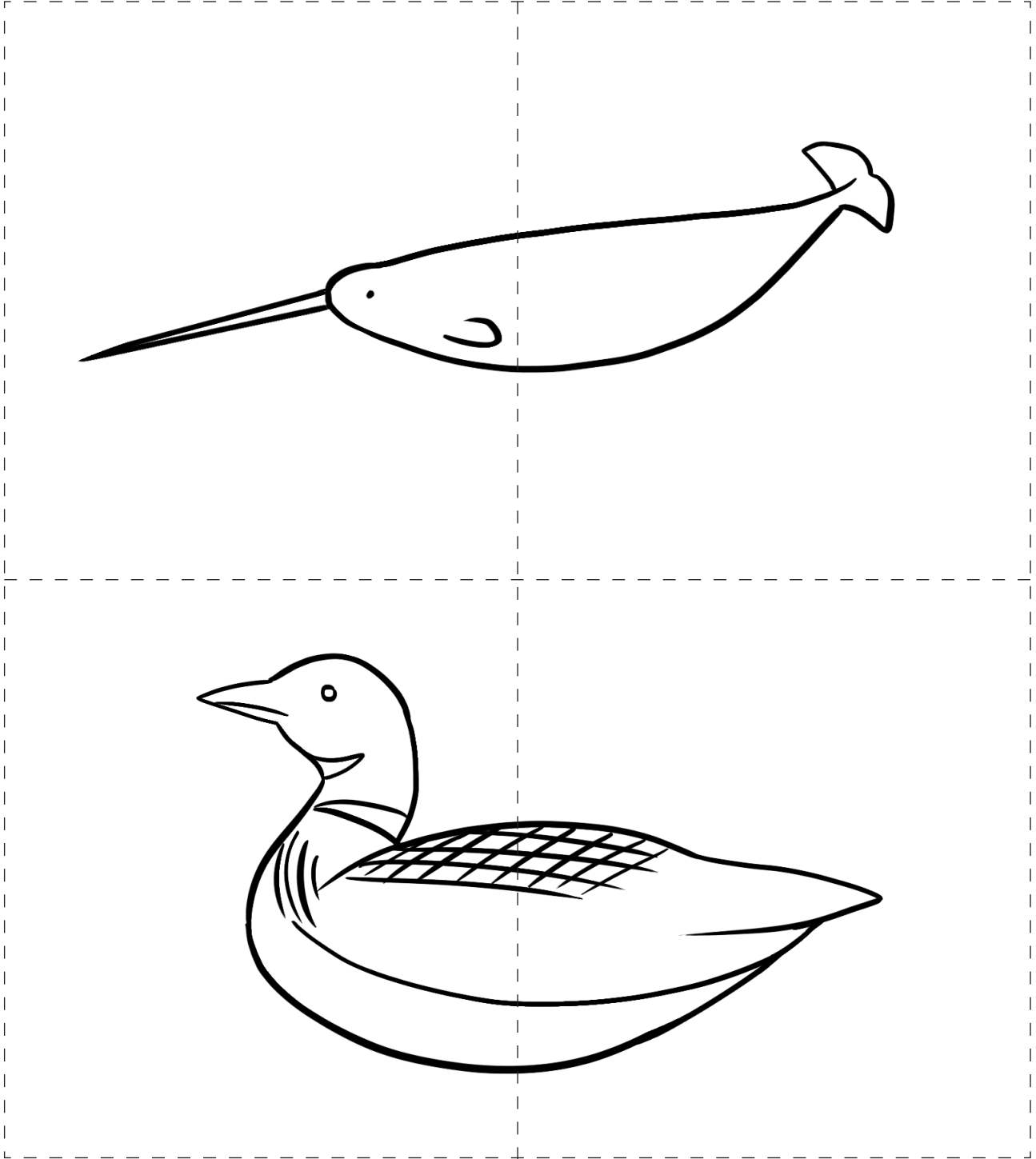
2. Have a whole-class discussion with students about the characteristics of animals in Inuit traditional stories. Use the following discussion prompts:

- What are some common characteristics of the animals in the stories ᐱᓄᓐᓴᓐᓴᓐᓴᓐ ᓂᓴᓴᓐᓴᓐᓴᓐ / The Blind Boy and the Loon and "The Woman Who Heard Bears Speak"?

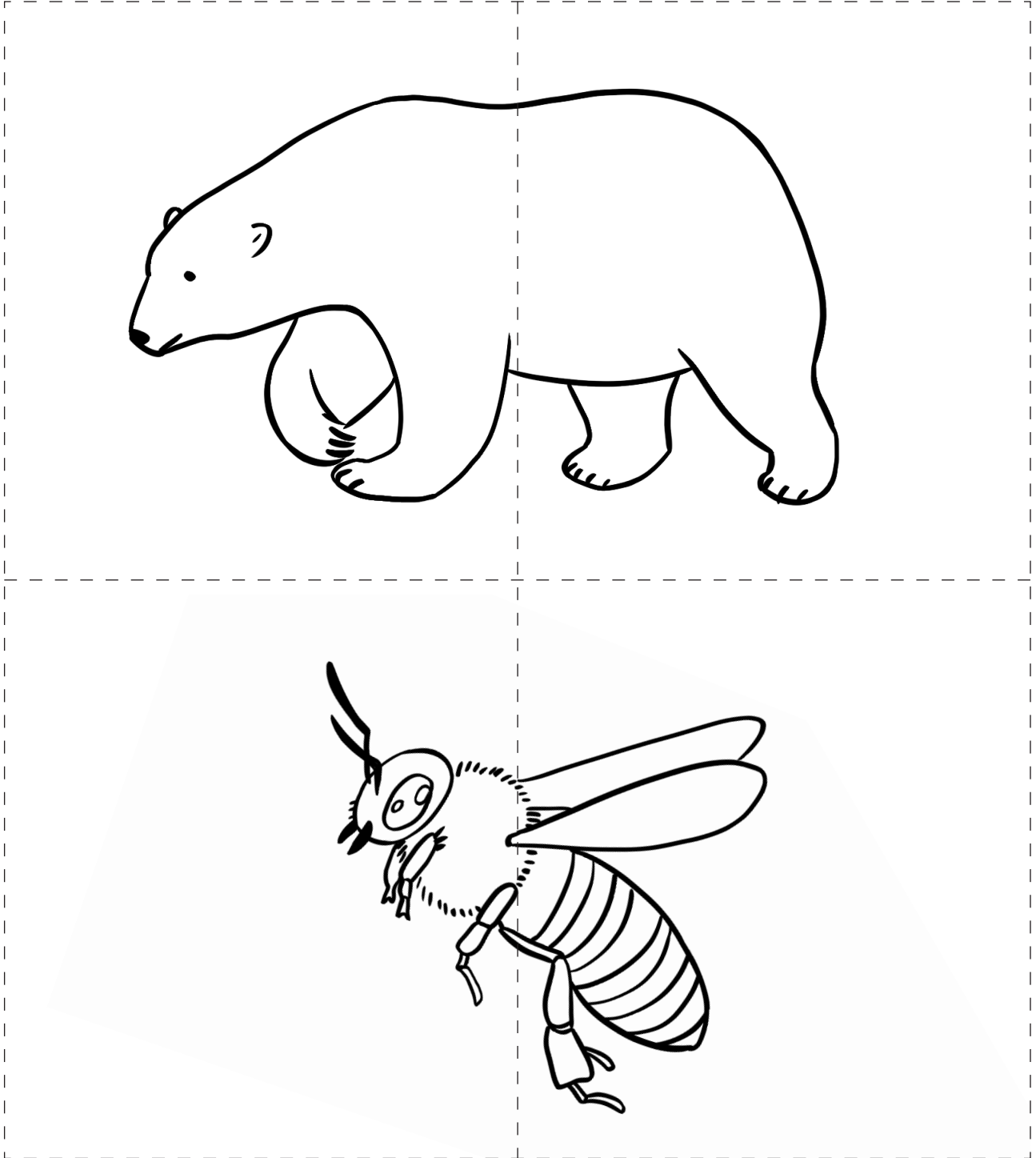
Have a whole-class discussion with students about the characteristics of animals in Inuit traditional stories. Be sure to discuss the following characteristics:

- A long time ago, humans and animals were the same.
- Animals and humans could speak to each other, although animals had their own dialects.
- Animals and humans could live together.
- Aside from talking to humans, animals acted the same way they do now.
- Animals could transform into humans and humans could transform into animals.

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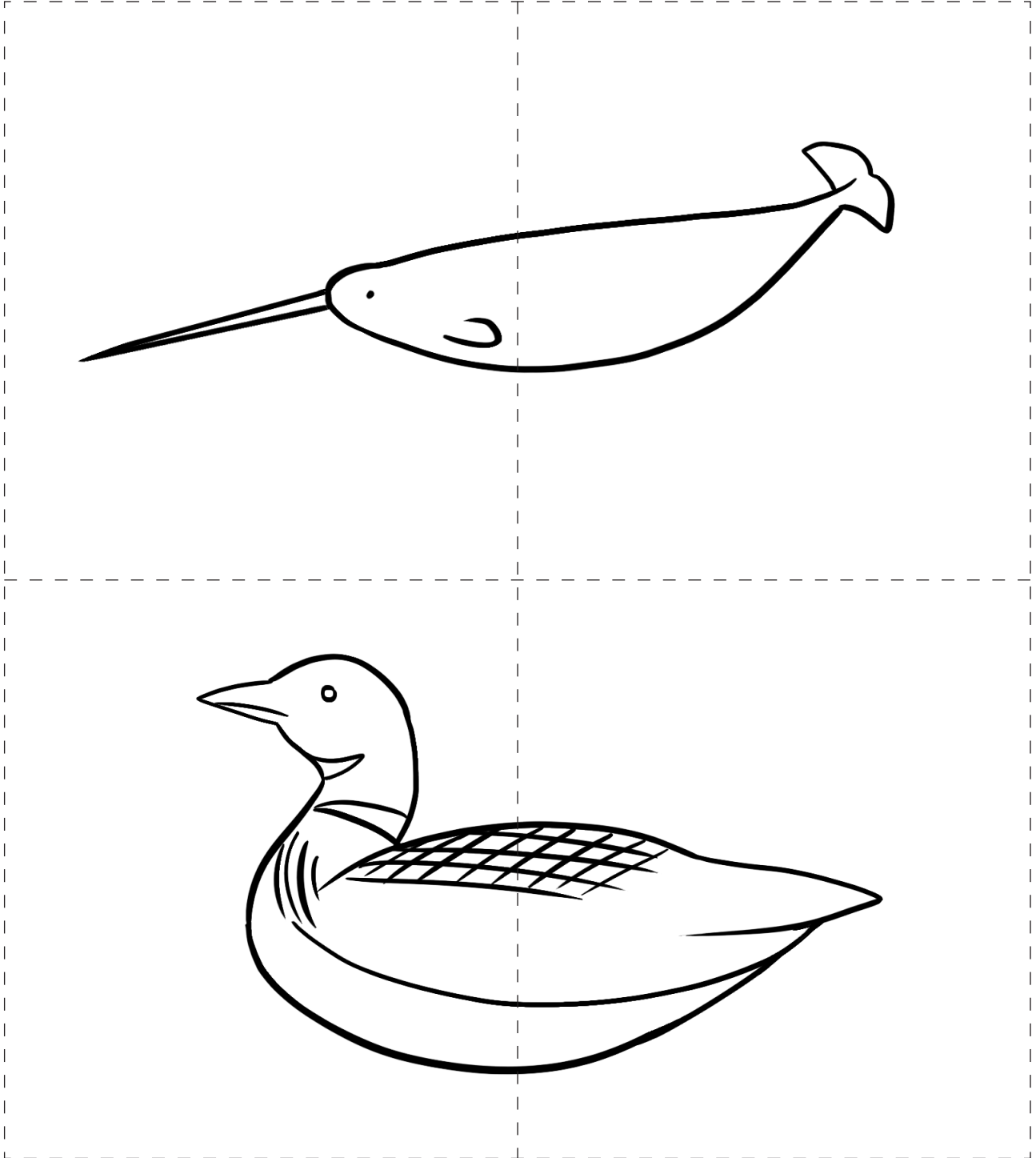


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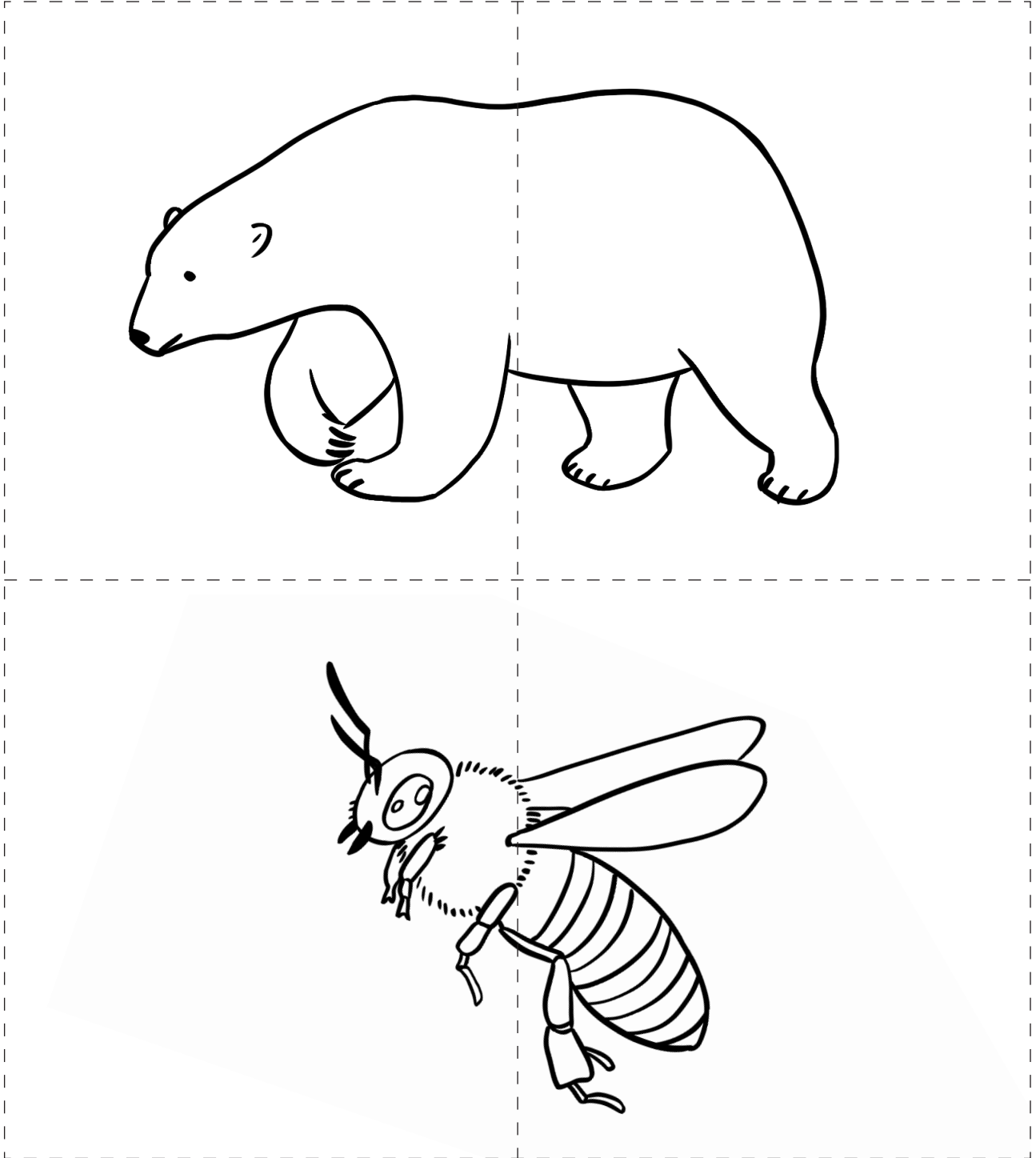
Handout 5

Transformations



Handout 5

Transformations



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Lumaajuuq

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Pre-viewing Activity: Film Production
[40 min]



Overview

Students will work in groups to create a plan for the production of a film version of ᐸᐸᐸᑦᐸᑦ ᐸᐅᐅᑦᐸᑦᐸᑦᐸᑦ ᑦᐸᑦᐸᑦᐸᑦᐸᑦ / *The Blind Boy and the Loon*.

Materials

- ᐅᓂᐅᑦᐸᑦᐸᑦᐸᑦ 6: ᐸᑦᐸᐸᑦᐸᑦᐸᑦᐸᑦᐸᑦ / Handout 6: Film Production

Preparation

- Photocopy ᐅᓂᐅᑦᐸᑦᐸᑦᐸᑦ 6: ᐸᑦᐸᐸᑦᐸᑦᐸᑦᐸᑦᐸᑦᐸᑦ / **Handout 6: Film Production** (one per group of four students).

Activity

- Tell students that they will be watching a film version of the book ᐸᐸᐸᑦᐸᑦ ᐸᐅᐅᑦᐸᑦᐸᑦᐸᑦ ᑦᐸᑦᐸᑦᐸᑦᐸᑦ / *The Blind Boy and the Loon*. Explain to students that before they watch the film, they will pretend to be a movie production team getting ready to make a film based on the book. Tell students that they work in groups to plan their film version of ᐸᐸᐸᑦᐸᑦ ᐸᐅᐅᑦᐸᑦᐸᑦᐸᑦ ᑦᐸᑦᐸᑦᐸᑦᐸᑦ / *The Blind Boy and the Loon*.
- Organize students into groups of four. Distribute ᐅᓂᐅᑦᐸᑦᐸᑦᐸᑦ 6: ᐸᑦᐸᐸᑦᐸᑦᐸᑦᐸᑦᐸᑦᐸᑦ / **Handout 6: Film Production** to each group. Tell students that their first job is to discuss each of the pages of the handout and decide what to do for each. Then, the group needs to decide who will work on each page.
- Summarize the story for students. Revisit each of the illustrations as you remind students of the plot events below:
 - The blind boy is mistreated by his mother, who hates him. She feeds him dog meat and forces him to sleep on the cold porch.
 - In the spring, the blind boy asks his sister to take him to the red-throated loons.
 - The blind boy talks with a red-throated loon, who tells him the truth, that his mother blinded him on purpose.
 - The red-throated loon tells the boy to get on its back and dives deep underwater with the boy. This cures the boy’s blindness.
 - The boy hunts for whale with his mother and sister at the floe edge. The boy ties the harpoon’s rope around the mother’s waist and tells her to aim for a large whale as it swims by.
 - The mother harpoons the whale, and the boy allows his mother to be dragged underwater and drowned.
 - On the bottom of the sea, the mother transforms into a narwhal.
- Model the activity for students. Select the “Blind Boy” page and discuss what the blind boy will look like with the class. Using students’ suggestions, draw the blind boy on the whiteboard. Do not allow students to look at the book during this activity, to keep students from copying the existing designs.
- When students have completed the activity, have each group share their ideas for the film.

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Names: _____

Film Production

Blind Boy

What will the blind boy look like?

Names: _____

Film Production

The Loon

What will the loon look like?

Names: _____

Film Production

Mother

What will the mother look like?

Names: _____

Film Production

Sound Effects

What kind of sound effects will we use?

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 Viewing: *Lumaajuuq*
 [40 min]



Overview

Students will watch the National Film Board of Canada animated short film ᐱᓄᐱᓄᓄ / *Lumaajuuq*, the source material for the book ᐱᓄᐱᓄᓄ ᐱᓄᐱᓄᓄᓄᓄᓄᓄᓄᓄ / *The Blind Boy and the Loon*. Students will then discuss the experience of watching the story as a film with a focus on the elements of media text.

Materials

- ᐱᓄᐱᓄᓄ / *Lumaajuuq*

Preparation

- Prepare to show ᐱᓄᐱᓄᓄ / *Lumaajuuq* to your class. The film can be streamed for free from the NFB website (NFB.ca), or purchased for download. Consider purchasing the film for download, as you will need a reliable internet connection to support streaming.
- Watch the film and review the **suggested discussion prompts** for after viewing.

Activity

Before Viewing

1. Tell students that they will be watching the short film that serves as the source material for the book ᐱᓄᐱᓄᓄ ᐱᓄᐱᓄᓄᓄᓄᓄᓄᓄᓄᓄᓄᓄ / *The Blind Boy and the Loon*. Have a discussion with students about the differences between watching a story as a film versus reading a story in a book. Ask: *How is a film different from a book?* Discuss all of the different elements of media text with students:

- Music
- Sounds
- Voices
- Length
- Movement
- Titles

During Viewing

2. Watch ᐱᓄᐱᓄᓄ / *Lumaajuuq*.

After Viewing

3. Have a discussion with students about the differences between experiencing a story as a film versus a book. As you discuss the film with students, relate their experiences of watching the film to the different elements of media text. Ask:

- *What did you feel when you watched the film?*
- *What part of the film, for example the music or the character’s expression, made you feel that way?*
- *How was your experience of watching the film different from reading the book?*

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Activity: Storytelling
[60 min]



Overview

Students will participate in a discussion about the different ways that stories are told, including oral storytelling, chapter books, movies, and songs. Then, students will tell a short traditional story in one of three ways.

Materials

- ጥናት ለጥናት ለጥናት / Handout 7: The Foxes
- Whiteboard or chart paper
- Colouring utensils

Preparation

- Photocopy ጥናት ለጥናት ለጥናት / Handout 7: The Foxes (one for each group of four students).

Activity

1. Ask students what their favourite way to hear a story is. Encourage students to think about the many different ways that stories are told: oral storytelling, chapter books, movies, songs, and so on. Allow students to share any ideas and experiences they may have. Tell students that they will be exploring different ways of telling stories. Record different methods of storytelling on the whiteboard as students give their responses. Be sure to include the following:

- Movies
- Music
- Chapter books
- Oral storytelling
- Drama
- Picture books

2. Tell students that they are going to listen to a traditional story, and then they will work in groups to tell that story in one of three ways. Organize students into groups of four. Tell students that they will have to decide in their group which type of storytelling they will use. They have a choice of oral storytelling, drama, or picture books. Record these options on the whiteboard and explain to students what is involved in working with each type of storytelling. Use the guide below:

- **Oral storytelling:** Students must tell their story using their voices, facial expressions, and gestures. Storytellers must remain seated throughout the story.
- **Drama:** Students must act out the story. Students can use props, create a background, and adjust classroom lighting to suit their performance.
- **Picture book:** Students must use illustrations and simple sentences to tell the story.

The Foxes

In the middle of winter, an old fox went searching for food to feed his hungry family, who had been without food for weeks. The fox was searching for seals at their breathing holes when his nose caught the strong scent of meat, but he couldn't tell which direction it was coming from. The fox searched for the source of the scent but could not find the meat, and so returned home.

When the old fox returned home, he told his family that they needed to go out searching with him the next day to find the source of the strong meat smell. That evening, his wife made foot protectors for the young foxes.

The next day, the family searched around the seal holes together. They followed the smell all the way back to its source – a huge dead whale lying on the ground ice. The foxes were grateful to find such a large supply of food and decided to move their home into the body of the whale so that they could build up their strength on the whale meat.

One day, the foxes looked out of the top of their new home and saw a pack of wolves coming toward the dead whale. The foxes were worried that the wolves might push them out of their home and take the meat for themselves. The old fox came up with a plan.

The old fox jumped on top of the whale and shouted to the wolves, "I smell a whale but cannot see it. There are only rocks here." Because this was a magical time when spoken words could make things happen, the whale carcass appeared to turn into rocks. The wolves found only rocks, and not meat, so they turned and ran away.

Adapted from Unikkaaqtuat: An Introduction to Inuit Myths and Legends

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Additional Activities

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Activity: Colours

[30 min]



Overview

Students will draw and colour a scene from an Inuit traditional story using one of two contrasting colour schemes. Then, students will share ideas about their scene before writing about their picture.

Materials

- A copy of ᐱᓕᓂᓐᓂᓐᓂᓐᓂᓐ ᐅᓂᓐᓂᓐᓂᓐᓂᓐ / *The Blind Boy and the Loon*
- ᐅᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ 8: ᐱᓕᓂᓐᓂᓐᓂᓐᓂᓐ ᐅᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ / Handout 8: Scene from a Story
- Colouring utensils

Preparation

- Photocopy ᐅᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ 8: ᐱᓕᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ ᐅᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ / Handout 8: Scene from a Story (one for each student).
- Create two different sets of colours, or colour schemes: a bright colour scheme (blue, yellow, green, and orange) and a dark colour scheme (black, grey, red, and brown).
- Set up multiple colouring stations in your room for each colour scheme. Place colouring utensils for one colour scheme at each table.

Activity

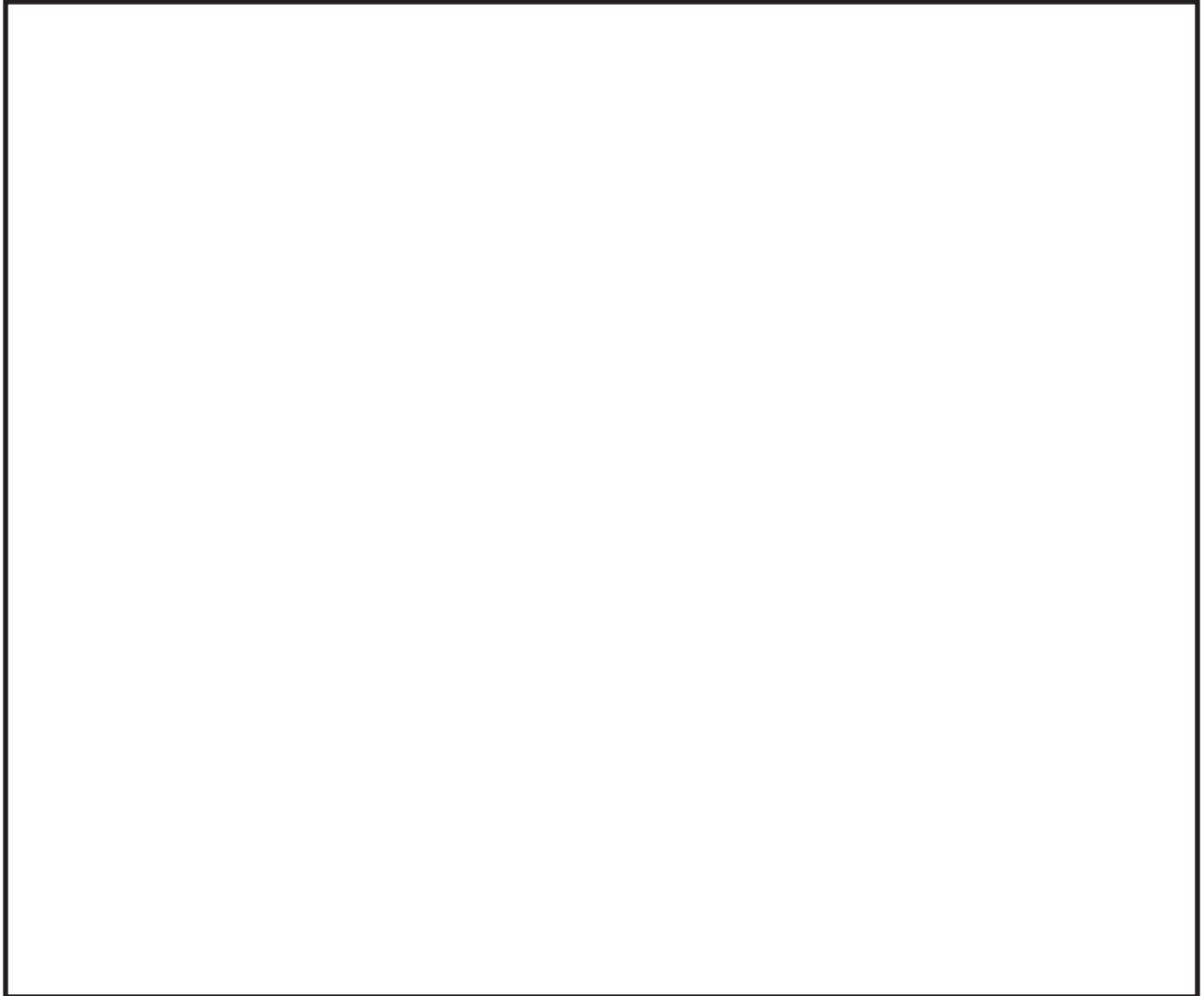
1. Have students sit together in a shared space. Hold up your copy of ᐱᓕᓂᓐᓂᓐᓂᓐᓂᓐ ᐅᓂᓐᓂᓐᓂᓐᓂᓐ / *The Blind Boy and the Loon* and tell students to look at the cover. Ask students to name the colours they see. Ask students how the colours used on the cover make them feel. Explain that the colours chosen for the book might make them feel scared, worried, or nervous. Ask students why the illustrator chose dark colours for the story. Explain that the dark colours match the feelings created by what happens in the story. Ask students what it would be like if the illustrator had chosen bright and happy colours. Explain that these colours would not look right, and that they might make the book confusing.
2. Explain to students that the colours that illustrators choose can create different feelings for the reader. Tell students that they will be completing an activity to help them think about the importance of different colours. Explain that they will be drawing a scene for a story in one of two sets of colours, or colour schemes.
3. Assign students to one of the two colour schemes. You can do this randomly by giving students a number and then assigning odd and even numbers to either colour scheme.
4. Tell students to go to the appropriate colouring station. Distribute ᐅᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ 8: ᐱᓕᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ ᐅᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ / Handout 8: Scene from a Story. Tell students to begin drawing their scenes using the colours available at the station.

5. Once students have completed their illustrations, have them talk to a partner at their table about what is happening in their picture. After students have shared ideas about the picture, have them write sentences to describe what is happening in their picture.
6. Once students have completed their writing, organize them into pairs, ensuring that each partner used a different colour scheme when completing the illustration. Have students discuss their illustrations and stories. Each partner will take a turn responding to the following questions:
 - *What is happening in your picture?*
 - *Why did you choose to share this story?*
7. Have a whole-class discussion about how each colour scheme may have influenced the stories that students wrote. Ask: *Did the colours you used for the illustration influence what you wrote about?*

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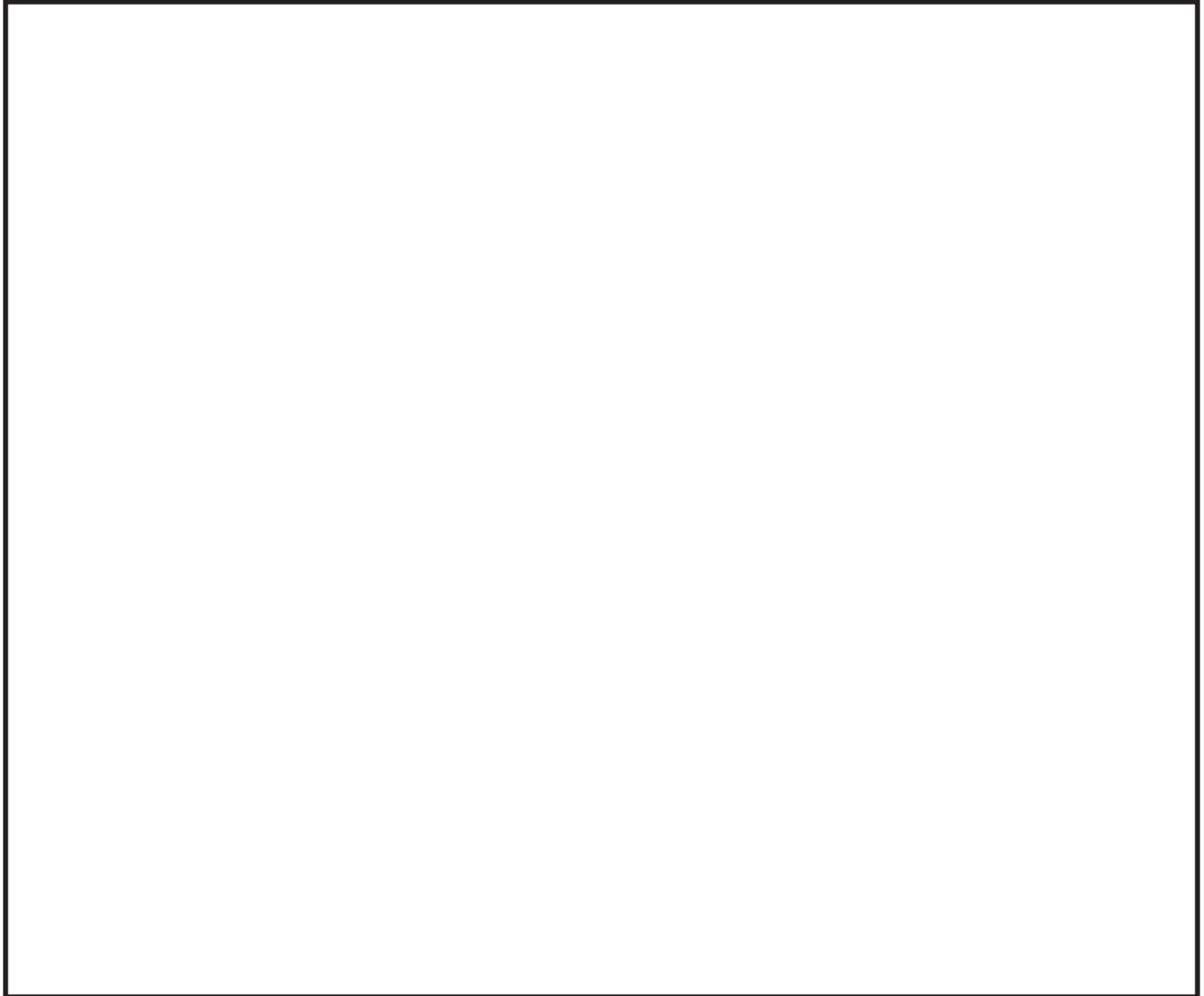
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Name: _____

Scene from a Story



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 “ᐃᓂᓐᓂᓐᓂᓐᓂᓐ ᓄᓱᓴᓱᓂᓐ”

Readers’ Theatre: “The Helpful Loon”

[50 min]



Overview

Students will work in groups to perform the script “The Helpful Loon,” based on the book ᓴᓱᓴᓱᓂᓐ ᑕᐅᓂᓐᓂᓐᓂᓐᓂᓐ ᓄᓱᓴᓱᓂᓐ / *The Blind Boy and the Loon*. After each group has had a chance to perform, students will participate in a whole-class discussion about how each group performed the script differently.

Materials

- ᑕᓄᐅᓐᓂᓐᓂᓐ 9: ᐃᓂᓐᓂᓐᓂᓐᓂᓐ ᓄᓱᓴᓱᓂᓐ / Handout 9: The Helpful Loon

Preparation

- Photocopy ᑕᓄᐅᓐᓂᓐᓂᓐ 9: ᐃᓂᓐᓂᓐᓂᓐᓂᓐ ᓄᓱᓴᓱᓂᓐ / Handout 9: The Helpful Loon (one for each student).

Activity

1. Explain to students that they will be performing a play version of ᓴᓱᓴᓱᓂᓐ ᑕᐅᓂᓐᓂᓐᓂᓐᓂᓐ ᓄᓱᓴᓱᓂᓐ / *The Blind Boy and the Loon*. Tell students that the play has to share the same feelings as the book and film.
2. Review these feelings with students. Ask: *What feelings were created by the book and film?* Explain to students that the book and film are designed to create the feeling of being scared, worried, and nervous. Ask: *How can we create these feelings while performing a play?* Explain that students can use their voices to create the feelings of being scared, worried, and nervous. Explain to students that they can use a dark and serious voice for the play. Model this voice for students by reading the first few lines.
3. Explain to students that they will also need to use actions in their play. Model this for students by discussing possible actions for the first line in the play.
4. Organize students into groups of four. Distribute ᑕᓄᐅᓐᓂᓐᓂᓐ 9: ᐃᓂᓐᓂᓐᓂᓐᓂᓐ ᓄᓱᓴᓱᓂᓐ / **Handout 9: The Helpful Loon**. Give students time to practise the play in groups. Walk around the room and coach students as they prepare for a performance in front of the class.
5. Have each group perform the play in front of the class.
6. After all the performances, have a whole-class discussion about how each of the groups performed the play differently. Speak positively about the unique aspects of each group’s performance.

The Helpful Loon

Characters:

Narrator	Sister	Boy	Loon
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All: Lumaajuuq.

Narrator: The boy was tired of being blind. He could remember the feeling of aiming his bow at a caribou and watching the arrow hit exactly where he wanted it to. He needed to do something.

Boy: I remember Grandmother telling me that the loon has keen eyesight and can see things that are very far away. Sister, will you take me to the lake where I can find a loon?

Sister: Yes, brother, I will help you. Take my hand and walk with me. We will go slow, so we do not trip.

All: Lumaajuuq.

Narrator: After walking for a long time, the boy and his sister came to the lake where the loons lived.

Sister: We are here, brother. If you take one more step forward you will get your *kamik* wet.

Boy: I am going to take a long drink. I remember Grandmother telling me that drinking from the lake will make the loon come.

All: Lumaajuuq.

Narrator: The loon had a spirit inside of him, just like the boy, so the loon and boy could talk with each other.

Boy: Loon will you help me to see again? I want to be a great hunter like I was before.

Loon: Yes, I will help you. But you must climb onto my back so we can dive deep underwater. That is the way to bring your eyesight back.

Sister: Be careful, brother!

All: Lumaajuuq.

Name: _____

The Helpful Loon

Narrator: The boy climbed onto the loon's back and the loon dove deep underwater. The loon and the boy returned to the surface a few moments later.

Sister: Are you all right? You were under the water for too long!

Boy: I am all right, sister.

Loon: Can you see anything?

Boy: I can see some light.

Loon: Then we must dive again.

Sister: Take a deep breath!

All: Lumaajuuq.

Narrator: The boy and the loon dove deep underwater again. When the loon surfaced, it asked the boy again if he could see anything. The boy could see some shapes. The loon dove with the boy one more time deep into the lake. Eventually, they surfaced.

Sister: Are you all right? You were gone for so long.

Loon: Can you see those grasses along the shore?

Boy: I can see every blade of grass. I can see as well as you, loon.

Loon: Very good.

Sister: Let's go home to Mother.

All: Lumaajuuq.

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Community Inclusion Event: Storytelling
[60 min]



Overview

Students will observe a storytelling session to hear more Inuit traditional stories and expand their knowledge of the Inuit oral tradition. Teachers have the option of having students perform the readers’ theatre script “The Helpful Loon” for guests.

Materials

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

Preparation

- Reach out to one or two people in your community who are keepers of traditional stories. Explain that your class has been exploring the story of “Lumaajuuq” and ask if they know any stories that may be related (stories about revenge, stories about animals). Discuss a time for them to come and visit your classroom.
- Decide on a venue or space for the guests. Have students write invitations, or coach them to reach out to prospective guests by phone or by visiting. If the event is to be public, have students create and distribute posters in the community. Have students provide guests with a friendly reminder in the days leading up to the event.

- Prepare snacks and drinks to create a festive, welcoming environment.
- Prepare comfortable seating for guests.
- Ensure that students know how to conduct themselves according to *Innuqatigiitsiarniq* and *Tunnganarniq*.
- Consider having students perform their readers’ theatre script “The Helpful Loon” for guests.

Activity

1. The guests will share their knowledge and stories.
2. At the end of the session, provide students an opportunity to ask questions.
3. Have students perform their readers’ theatre script “The Helpful Loon” for guests if this was part of your plan.

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Extension Activity: Think-Pair-Share



- Have students do a Think-Pair-Share in order to reflect and communicate about their learning during the storytelling event. Students think about what they learned, talk in pairs about what they thought about, and then share what they talked about with the class.

ግንባታ Math

- Have students calculate the distance travelled by the red-throated loon over the span of one year, two years, three years, and so on.

ግንባታ Music

- Have students use simple instruments or a digital audio workstation like GarageBand to create a soundtrack for ግንባታና ግንባታ ግንባታ / *The Blind Boy and the Loon*.

ግንባታ Science

- Have students compare the red-throated loon to other similar loon species (Arctic loon, yellow-billed loon, common loon).

ግንባታ Social Studies

- Have students think about the different legends that are told in different regions of the Arctic.

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The Blind Boy & the Loon



ᐃᑦᑎᑦᑎᑦᑕᑦᑎᑦ ᑦᑎᑦᑎᑦᑕᑦᑎᑦ | Traditional Story Study

ᐱᑭᑦ ᑕᐃᑦᑎᑦᑕᑦᑎᑦ ᑦᑎᑦᑎᑦᑕᑦᑎᑦ / *The Blind Boy and the Loon* traditional story study is part of Inuktut Titiqqiriniq, a comprehensive literacy program that was developed by Nunavut educators, linguists, and language consultants, with constant testing and input by Nunavut classroom teachers. Inuktut Titiqqiriniq provides instructional tools and resources to help students develop strong Inuktut language skills.

This resource provides activities based on ᐱᑭᑦ ᑕᐃᑦᑎᑦᑕᑦᑎᑦ ᑦᑎᑦᑎᑦᑕᑦᑎᑦ / *The Blind Boy and the Loon* by Alethea Arnaquq-Baril. Based on the award-winning National Film Board animation, this book retells the impactful story of “Lumaqjuuq,” an ancient tale told throughout the Arctic. Loathed and neglected by his mother, a blind boy turns to a powerful loon for help. Students will participate in a variety of listening, speaking, reading, writing, viewing, and representing activities as they explore one of the most widely-known and powerful stories from the Inuit oral tradition.

