

GRAPHIC NOVEL STUDY



The Country of Wolves

The Country of Wolves

Graphic Novel Study

Table of Contents

General Accommodations and Modifications	1
About This Graphic Novel Study	2
Icon Descriptions	3
Lesson 1: Reading for Meaning	4
In this lesson, students will work to achieve the following objectives:	
• Explore prior knowledge of the following topics of study: Inuit Traditional Beliefs, Shamanism, and the Inuit Traditional Relationship to the Environment.	
• Participate in a series of predictive reading activities to familiarize themselves with the story of <i>The Country of Wolves</i> .	
• Read <i>The Country of Wolves</i> in designated reading groups.	
• Practise using new vocabulary from the graphic novel.	
• Write an independent journal response reflecting on the previous activities.	
Lesson 2: Character, Setting, and Plot	20
In this lesson, students will work to achieve the following objectives:	
• Begin a series of comprehension activities, starting with inference and character development.	
• Continue with their comprehension activities, focusing on setting and plot.	
• Participate in a readers' theatre activity.	
• Participate in a panel storytelling activity to visually demonstrate the major events of the story.	
Lesson 3: Inuit Traditional Beliefs, Shamanism, and the Environment	50
In this lesson, students will work to achieve the following objectives:	
• Complete an activity exploring Inuit traditional beliefs, focusing specifically on shamanism and the soul.	
• Explore the environment by participating in an activity on the history of <i>nuna</i> (land) and <i>sila</i> (sky) and how they affect the students' daily activities.	
• Participate in an interview activity to learn more about the three topics of study from elders in the community.	
• Reflect on their learning through independent journal writing.	
Answer Key	80
Mark Breakdown	81
Readers' Theatre Rubric	82

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 the 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 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 students 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 students 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 Graphic Novel Study

This graphic novel 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. It consists of a series of three lessons focused on the graphic novel *The Country of Wolves*, retold by Neil Christopher. This graphic novel study seeks to examine the history of Inuit traditional beliefs through the images and text presented in the graphic novel.

As they participate in reading, writing, oral communication, visual depiction, and community inclusion activities, students will become more knowledgeable on the topics of study explored in this graphic novel study: Inuit Traditional Beliefs, Shamanism, and the Inuit Traditional Relationship to the Environment. At the end of this graphic novel study, students will have a deeper knowledge of Inuit traditional beliefs and the ability to share what they have learned with the next generation.

Please note that *The Country of Wolves* contains graphic content with descriptions of violence. Please consider whether it is appropriate for your students.

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: Reading for Meaning

OBJECTIVES

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

- Explore prior knowledge of the following topics of study: Inuit Traditional Beliefs, Shamanism, and the Inuit Traditional Relationship to the Environment.
- Make predictions to familiarize themselves with the story of *The Country of Wolves*.
- Read *The Country of Wolves* in designated reading groups.
- Practise using new vocabulary from the graphic novel.
- Write an independent journal response reflecting on the previous activities.

READING

The Country of Wolves, retold by Neil Christopher

HANDOUTS

- Handout 1: Topics of Study
- Handout 2: Predicting
- Handout 3: Comprehension Check
- Handout 4: New Words
- Handout 5: Journal Response

MATERIALS

- Board or chart paper
- Dictionaries

LEARNING ACTIVITIES

Activity 1.1: Before Reading: Topics of Study



- Explain to students that they are going to read an adaptation of an Inuit folk tale, *The Country of Wolves*, retold by Neil Christopher. Throughout the graphic novel study, they will explore three topics of study. As they participate in class activities, they will learn these topics, eventually becoming more knowledgeable in these areas. The topics of study are:
 - Inuit Traditional Beliefs
 - Shamanism
 - The Inuit Traditional Relationship to the Environment
- Write the names of the three topics above on three separate pieces of chart paper and hang them around the room.
- Divide the students into three groups and assign each group to one of the topics. Provide each group with a different-coloured marker.
- Give the groups 10 minutes to discuss the topic on the piece of chart paper with their group members, and then write down everything they know about the topic on the piece of chart paper (using their assigned coloured marker).
- When the time is up, each group should move to the next station, where they will read the new topic and what others have written about it, discuss it with their group, and add new information. Students can also write questions about what other groups have written.
- Continue the process until each group is back to their original station.
- Hold a discussion about the topics on each piece of chart paper, reading and discussing what each group wrote and answering questions as you go.

- Tell the students that they are going to organize the information gathered during the activity using the first handout.
- Distribute **Handout 1: Topics of Study**.
- On the handout, students will fill in each column with point-form notes about what they know and what they want to know about each topic. Encourage students to use the notes on the chart paper as a guide.
- Discuss the completed handouts as a class.
- Before ending the discussion, answer any outstanding questions.

Extension Activity



Have the students work individually to write a short paragraph about one of the topics of study and how it relates to their personal experience. You may want to use one of the following prompts:

- Does your family practise any Inuit traditional beliefs, or have you learned anything about traditional beliefs from your elders or other family members? Share.
- Have you heard about shamans in any of the stories you have read or heard? Share what you have learned.
- How does the Arctic climate affect your daily life and the activities you do? Give at least three examples.

Activity 1.2: Before Reading: Predictions



- Introduce *The Country of Wolves*, retold by Neil Christopher, to the students.
- Tell the students that in the graphic novel *The Country of Wolves*, storyteller Neil Christopher retells a folk tale about two brothers' unexpected

adventure into a hidden place, alive with magic, spirits, and wolves.

- Tell the students that good readers make predictions about what they think will happen in the story. Every text has clues, and good readers combine these clues with what they already know to make predictions. Explain to students that before reading the text, they will predict what is going to happen in the story based on the text features.
- Distribute **Handout 2: Predicting**.
- Before the students complete the handout in pairs, go through the handout as a class and discuss each text feature. You may want to use the following prompts:
 - Look at the title of the book. What clues does the title give you about what the book will be about?
 - Find the names of the storyteller and illustrator of the book. Have you heard of this storyteller or illustrator before? If so, what do you know about them?
 - Look at the illustration on the front cover. What do you see in the illustration? What clues does the illustration give you about what the book will be about?
 - Flip through the pages of the book. Pay close attention to the illustrations. Ask questions about the illustrations. Just from looking at the illustrations, what do you think the book will be about? What do you think of the illustrations in this book? How would you describe them? Which illustrations do you find the most interesting?
- Have students complete **Handout 2: Predicting** in pairs. Students will write predictions based on the text features and then write one main prediction.
- Encourage students to share their predictions with the class.

Activity 1.3: Reading *The Country of Wolves*



Reading

- Divide the class into groups of about six students. Each group will assign:
 - At least two people to be the narrators. Narrators can take turns reading the text boxes.
 - One person to read the part of the older brother.
 - One person to read the parts of the younger brother and the older brother’s wife.
 - One person to read the part of the old woman.
 - One person to read the part of the wolves.
- After making sure that everyone understands their role in the reading process, allow the students to begin reading.
- When each group is finished reading the entire graphic novel, distribute **Handout 3: Comprehension Check** to each group. Tell the students to reread the graphic novel in their groups. Together, they will answer the questions on the handout as they read.

After Reading

- When each group is finished the second reading and has answered all the comprehension questions, read the paragraphs about the story’s background and contributors on pages 85 and 86 out loud to the class.
- Go through the comprehension questions as a class.
- While you go through the comprehension questions, make sure the students understand the main ideas and allow them to ask any necessary questions.

Accommodation

Read the graphic novel as a class instead of in small groups.

Extension Activity



Have the students compare one of their predictions to what really happened in the text. They may want to use one of the following statements to provide evidence:

My prediction was right or wrong because:

- On page ____ it said...
- The author wrote...
- The illustration showed...
- In the text it said...

Activity 1.4: New Vocabulary



- Divide the class into pairs and distribute **Handout 4: New Words**.
- Each pair will find words from the book that they are not familiar with and guess the meaning of the words. Then they will look up each word in the dictionary and record the definition. Finally, pairs will write a sentence for each new word.
- If pairs do not find any unfamiliar words in the book, ask them to find interesting words and write new sentences with the words on the handout.
- When the handouts are complete, discuss the answers as a class.

Extension Activity

Ask pairs to practise using the new words in conversation. You may want to have the pairs write and create a dialogue using as many of the important words as possible.

Activity 1.5: Journal Response

- Distribute **Handout 5: Journal Response**.
- On the handout, students will respond to the following question:
 - Using evidence from the story, what do we learn from the graphic novel about the relationship between Inuit traditional beliefs and animals?
- Encourage students to share their responses with the class.

Name: _____

HANDOUT 1

Topics of Study

Inuit Traditional Beliefs	Shamanism	Inuit Traditional Relationship to the Environment
What I know...	What I know...	What I know...
What I want to know...	What I want to know...	What I want to know...

Name: _____

Predicting

Make predictions based on the elements below, writing point-form notes in the predictions column. Then use clues from the predictions to write a main prediction about the book.

Elements	Predictions
Title	
Front cover	
Back cover	
Illustrations	

Main Prediction: _____

Name: _____

Comprehension Check

Answer the questions below in complete sentences.

1. During what time of year does the story take place? Describe the weather conditions.

2. Why did the two brothers travel far out on the sea ice to hunt for seal?

3. How would you react if you were one of the brothers? Would you be afraid? Why or why not?

4. Do you think it was smart of the younger brother to go into the iglu, even though it sounded like there was a pack of dogs inside? What would you have done?

5. Why do you think the old woman tried to help the older brother?

Name: _____

Comprehension Check (continued)

6. How did the older brother escape from the wolves?

7. When the hunter's wife found her husband had empty eye sockets and insects living inside his skull, what do you think she thought happened to him?

8. What do you think happened to him?

Name: _____

New Words

Look for new words in *The Country of Wolves*. Below, write the sentence where the new word appears and circle the new word. Follow these instructions to learn the new words:

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

1. Sentence: _____

Guess: _____

Dictionary meaning: _____

New sentence: _____

2. Sentence: _____

Guess: _____

Dictionary meaning: _____

New sentence: _____

3. Sentence: _____

Guess: _____

Dictionary meaning: _____

New sentence: _____

4. Sentence: _____

Guess: _____

Dictionary meaning: _____

New sentence: _____

Lesson 2: Character, Setting, and Plot

OBJECTIVES

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

- Begin a series of comprehension activities, starting with inference and character development.
- Continue with their comprehension activities, focusing on setting and plot.
- Participate in a readers' theatre activity.
- Participate in a panel storytelling activity to visually demonstrate the major events of the story.

READING

The Country of Wolves, retold by Neil Christopher

HANDOUTS

- Handout 1: Inferring
- Handout 2: Character Map
- Handout 3: Setting
- Handout 4: Plot Development
- Handout 5: Readers' Theatre
- Handout 6: Panel Storytelling

MATERIALS

- Board or chart paper
- Props and other necessary materials for the readers' theatre performance
- Art materials for panel storytelling and visual depictions

LEARNING ACTIVITIES

Activity 2.1: Reading Review



- Hold a copy of *The Country of Wolves* in front of the class and ask students to retell what happened in the story. Make point-form notes on the board or chart paper.
- When the retelling is complete, answer any questions the students may have.

Activity 2.2: Inferring: Reading between the Lines



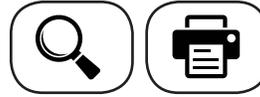
- Ask the class if anyone can explain what "inference" means.
- Tell the students that good readers read between the lines, using clues to figure out other story details. For example, we are not given any background knowledge about the two brothers, but we are able to infer a lot about their personalities from what they say and the way they act.

Teaching Tip

To demonstrate making inferences, show students an image from which an inference could be made (e.g., a mother holding a child, a father beside a son while fishing). Ask the students to make inferences about the people in the picture. Some guiding questions are:

- What do you think their relationship is?
- What do you think they say to each other?
- What do you think their personalities are like (mean, nice, outgoing, quiet)? Why do you think that?

- Distribute **Handout 1: Inferring**.
- Tell the students that they are going to make inferences about the two brothers. These inferences can be about the brothers' characters (e.g., "I infer that this means the older brother is brave" or "I infer that this means the younger brother is scared"), or about their relationship with each other (e.g., "From the way they behave when they are lost, I infer that the older brother is protective of his younger brother, and the younger brother looks to his older brother for guidance").
- Ask the students to complete the handout by:
 - Reading the passages identified on the handout.
 - Recording inferences in point form in the space provided.
- After the students are finished, ask them to share what they have inferred about the two brothers with the class.

Activity 2.3: Character Map

- Tell the class that as readers, we can learn a lot about the brothers from what they say and the way they act.
- Ask the students to work in pairs to look through *The Country of Wolves* to find other clues about the brothers' personalities. Encourage them to record quotes from the reading in their journals.
- Invite students to share their findings. Discuss what each quote reveals about each brother's character.
- Distribute **Handout 2: Character Map**.
- Have students complete the character map about one of the brothers.
- Discuss the completed handouts as a class.

Activity 2.4: Setting

- Remind the students that the setting is where the story takes place, including location (e.g., city, community, house, mountain), time (e.g., morning, afternoon, evening, the future, the present), and environment (e.g., the weather, noise level, temperature).
- Ask the students to briefly describe the setting of the graphic novel using the categories mentioned above.
- Ask the students to describe how the setting affects what happens to the brothers throughout the story.
- Distribute **Handout 3: Setting** and have the students work in pairs to complete it.
- When each pair is finished, discuss their responses as a class.

Activity 2.5: Plot



- Explain to the students that for this activity, they are going to examine the plot. Ask students if they know what “plot” is. If necessary, explain that the plot is the sequence of events or actions in the story.
- Ask the students to brainstorm the important events in the story. Record their suggestions on the board or chart paper.
- Distribute **Handout 4: Plot Development**.
- Go through the handout as a class and explain each part of the plot.
- Using the list on the handout, students will work in pairs to identify the main events that tell the story from beginning to end.
- When pairs are done, discuss the events as a class.

Activity 2.6: Readers’ Theatre



- Explain readers’ theatre to the class by telling them that it is a lot like storytelling and encourages you to read with expression in your voice. Readers’ theatre often involves no props or costumes; however, you may want to use them if you have the time and resources.
- Divide the class into groups of six and distribute **Handout 5: Readers’ Theatre**. The script is broken up into six characters. Have students assign each member of their group to one of the following characters: Narrator 1, Narrator 2, Older Brother, Younger Brother, Old Woman, and the Hunter’s Wife/the Wolves.

Teaching Tip



Depending on the number of students, you can have more or less than two narrators, or two different students can have the parts of the Hunter’s Wife and the Wolves.

- Narrators 1 and 2 will have the largest roles in the script. Students who choose these roles should be confident in their oral reading skills.
- The script is broken up into nine scenes. Encourage the students to use a variety of props, sound effects, and costumes, if available, to enhance their performance.
- Tell the groups to do several read-throughs to make sure everyone is comfortable with their roles.
- When the groups have practised several times, bring them together as a class and have each group perform their version of the graphic novel.

Teaching Tip



If there are many groups, you may decide to break the graphic novel up into scenes so that the whole story is presented only once by the class.

Activity 2.7: Panel Storytelling



- Tell the students that they are going to apply what they learned in the lesson they did about plot by creating a five-panel summary of the important details from *The Country of Wolves*.
- Distribute **Handout 6: Panel Storytelling**.
- Tell the students that they are going to use the five most important events from the plot activity and create an image showing each event in the

panels provided. Each image should illustrate the progression of the story.

- Give the students the option of including text boxes to accompany their images to help explain what is taking place at that point in the story.
- When the students are finished, bring them together as a class and ask for volunteers to share their panel summary.
- Hold a discussion about the panel summaries. You may want to use the following prompts:
 - Why are the panels different sizes?
 - Would you arrange the panels differently? Why or why not?
 - How does the size and arrangement of the panels affect how the reader understands the images?

Activity 2.8: Visual Depictions



- For this activity, students will choose a window in the classroom or somewhere in the school. From that window they will draw, sketch, or paint the view (setting) of what they see when they look outside.
- Students should also have the option to recall a location that has special meaning to them and sketch it.
- When they are finished, have students write a journal response describing how the setting makes them feel, including the different emotions it brings up and why.
- Ask for volunteers to share their images and responses with the class.

Inferring

The younger brother only appears for the first half of the story, but we are able to infer a lot about him from what he says and the way he acts.

Read each passage below and record your inferences about the younger brother in point form in the space provided. An example has been done for you.

Passage	Inference
<p>While they were hunting, the ice they were on broke free and drifted out to sea. “Brother, what is going to happen to us?” (p. 9–10)</p>	<p><i>The younger brother is less experienced than the older brother. He looks to the older brother for guidance.</i></p>
<p>As the younger brother approached the large communal iglu, the sounds of singing, drumming, and merriment filled the air. But there were other sounds as well... “What is making those strange noises? It sounds like a pack of dogs or...” (p. 20–21)</p>	
<p>Eventually, they found themselves on the beach of an unfamiliar land... (Older Brother) “Where are we? I don’t recognize this place. Even the night sky seems unusual.” (Younger Brother) “...then how will we find our way home?” (p. 14)</p>	

Inferring (continued)

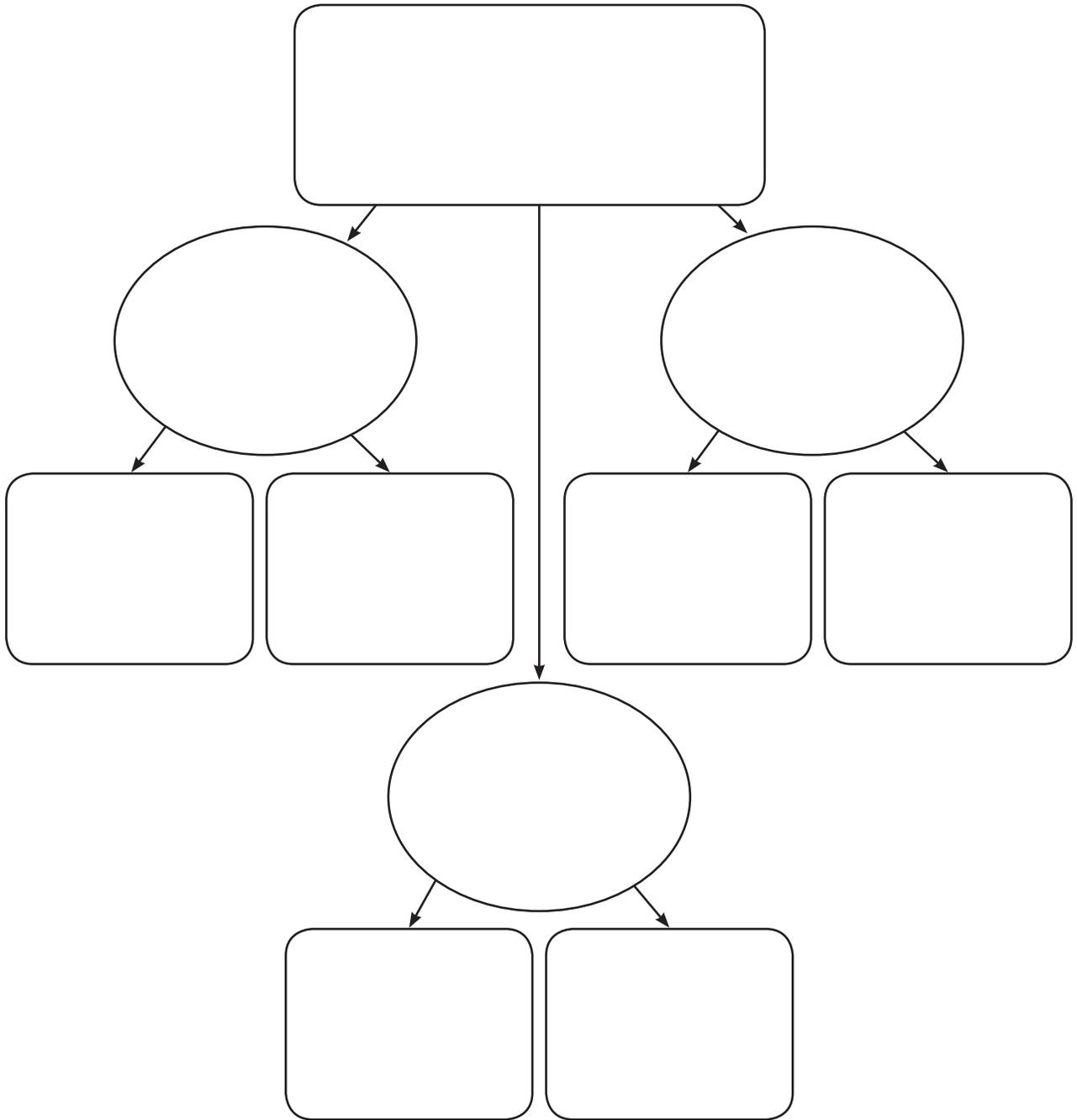
The older brother is the main character, and he appears throughout the story. While we are not given any background information about him, we are able to infer a lot about him from what he says and the way he acts.

Read each passage below and record your inferences about the older brother in point form in the space provided.

Passage	Inference
<p>While they were hunting, the ice they were on broke free and drifted out to sea. (Younger Brother) "Brother, what is going to happen to us?" (Older Brother) "I will get us home! I will see my wife again!" (p. 9-11)</p>	
<p>"Little brother, stay close. There is a strange fog rolling in." (p. 12)</p>	
<p>"Here is my snow knife. Take it as a gift for your kindness." (p. 40)</p>	

Character Map

Develop a character map for the older brother using the map below. Write “Older Brother” in the top rectangle. In each of the ovals, write one character trait. Write supporting details for each character trait in the connecting rectangles.



Name: _____

Setting

Record point-form notes about the setting of the story.

Place (city, country, town, house, community, on the land)	Time (morning, afternoon, evening; in the future, present, or past)	Environment (weather, noise level, temperature)

Name: _____

Plot Development

List examples of the parts of the plot below from *The Country of Wolves*.

Introduction: Text that establishes character, mood, and setting.

Inciting event: Event that starts the action in the story.

Rising action: Problems that arise.

Climax: The most exciting point in the story.

Falling action: When the remaining problems in the story are resolved.

Resolution: The wrap-up; the story's conclusion.

Name: _____

Readers' Theatre

THE COUNTRY OF WOLVES: READERS' THEATRE SCRIPT

Assign each group member to a character from the book. Get to know your character and determine the staging of your skit. Decide if your group will use props or sound effects throughout the presentation. When each group is ready, you will be asked to perform your piece of readers' theatre for the class.

Characters

Narrator 1: _____ **Younger Brother:** _____

Narrator 2: _____ **Old Woman:** _____

Older Brother: _____ **Wolves/Wife:** _____

Scene 1

Narrator 1: This book shares a story that has been passed on from storyteller to storyteller for countless generations across the Arctic. To some this is a sacred story, as are all traditional stories to those who know their value. Remember that stories link people to their ancestors and to the land. The ancient tales tell of magical events that happened before the modern world invaded the hidden places.

Narrator 2: To many visitors, the Arctic seems like an empty and desolate place. However, to the Inuit whose talents and knowledge allowed them to survive in the North, the landscape was alive, filled with spirits, history, and stories.

Narrator 1: In the winter, our land is a place of ice, snow, wind, and darkness. Eventually the spring arrives with its warm wind and longer days.

Narrator 2: It is in the spring that the wind and tides pull the sea ice apart and free the ocean of its bindings. It is at this time of the year that our story takes place.

Scene 2

Narrator 1: Once, long ago, two brothers travelled far out onto the sea ice to hunt for seal. It was early spring and the days were dominated by darkness and privation, as food supplies had run low. Desperate to feed their families, the two brothers had travelled for many days on the frozen landscape through the dark and cold.

Narrator 2: While they were hunting, the ice they were on broke free and drifted out to sea. Helpless, these two brothers floated out to sea on the broken ice.

Younger Brother: Brother, what is going to happen to us?

Older Brother: I will find a way home. Little brother, stay close. There is a strange fog rolling in.

Readers' Theatre (continued)

Younger Brother: It seems like we have been drifting forever.

Narrator 1: And there in the darkness they huddled together...adrift and at the mercy of forces far greater than them.

Scene 3

Narrator 2: Eventually they found themselves on the beach of an unfamiliar land...

Older Brother: I don't recognize this place. Even the night sky seems unusual.

Younger Brother: How are we going to find our way home?

Older Brother: I don't know.

Narrator 1: They walked in this strange land for what seemed like days, and yet the morning sun never appeared on the horizon.

Narrator 2: Finally, as they crested a large hill, they saw a faint glow in the distance. They had found a village.

Younger Brother: A village! There must be someone here that can help us.

Older Brother: Maybe.

Narrator 1: They decided to split up and look for someone to help them.

Younger Brother: There's singing and drumming coming from the large iglu. Maybe someone there can help us!

Narrator 2: The younger brother went to seek help at the communal iglu while the older brother walked toward a small dwelling at the edge of the village that looked strangely inviting.

Narrator 1: As the younger brother approached the large communal iglu, the sounds of singing, drumming, and merriment filled the air.

Narrator 2: But there were also other sounds...

Wolves: GRRRRRRRRRRRRRRRRRRRRRRRRRRRRRRRRRRRR!

Younger Brother: What is making those strange noises? It sounds like a pack of dogs or...

Readers' Theatre (continued)

Scene 4

Narrator 2: Meanwhile, at the edge of the village...

Older Brother: I can see the glow of a qulliq coming from the little iglu. This is unusually small. Who would live in such a dwelling?

Narrator 1: As he entered the dwelling, the older brother noticed the musky smell of wet fur. As he crawled further he saw a wolverine pelt hanging from the ceiling on a hook, as if it were a jacket or an item of clothing.

Older Brother: What is that smell? Wet fur?

Narrator 2: Inside, a little woman was sitting by a qulliq, tending the flame. She sniffed the air and looked directly at the brother. She seemed confused.

Narrator 1: The low ceiling prevented him from standing upright, so he crawled over to his hostess. As he neared the woman, he noticed her strange appearance. She was squat and short, with a mouth full of pointed teeth.

Old Woman: What's this? A man? A HU-MAN? How did you come to this place? Come in quickly and speak quietly... This is not a safe place. HU-MAN, how did you get here? Do you know where you are? This is the Country of Wolves; this land has never been safe for your kind. What path brought you here?

Narrator 2: The brother quickly explained what had happened and told the old woman that his brother had gone to the communal iglu to ask for help.

Narrator 1: The strange woman became silent. The flames of the qulliq flickered shadows across her ancient face. In this light she appeared savage, lupine, inhuman. Finally she spoke.

Old Woman: It is too late for your brother. He cannot be saved. Now you must try to save yourself...if there is enough time.

Scene 5

Narrator 2: Back at the communal iglu...

Narrator 1: As the younger brother crawled through the entrance tunnel, he could see the shadows of the people dancing and singing in celebration.

Younger Brother: Hello? I'm lost and... UMMMM... Hello?

Narrator 2: The singing died out and the drumming stopped. All attention turned to the young stranger.

Readers' Theatre (continued)

Scene 7

Narrator 2: The surviving brother left the strange woman's iglu. The night was dark and he could hear the frenzied howls and savage barks from the communal iglu.

Narrator 1: He rushed from the village, taking care not to make a sound. When he was some distance from the village, the surviving brother placed the saggut into the snow.

Narrator 2: Just as the old woman had promised, the saggut leaned noticeably in one direction.

Older Brother: The saggut works. Thank you, Old Woman!

Narrator 1: Back at the village, the camp leader noticed a smell in the camp.

Wolves: What is this? What is that smell? HU-MAN! Another has strayed into our territory!

Narrator 2: The leader howled to alert the pack. Then he began to track the man's scent, not waiting for the others. He knew they would follow.

Narrator 1: As he travelled, he shape-shifted into a huge, dark wolf.

Narrator 2: Upon hearing their leader's call, the others climbed out of their dwellings.

Narrator 1: As they rushed over the snow, these beings released their human shapes, as one might shake off a jacket. Without missing a single step, their bodies quickly re-formed into their true shapes—those of wolves!

Wolves: HUU-MAN!

Narrator 2: The older brother had reached the top of a large hill when he first heard the wolves howling.

Older Brother: Almost at the top. Just a little farther... They are coming! I need more time to think. I cannot outrun them...

Narrator 1: From this high vantage point, he looked across the land to the horizon. There he saw them. The wolves appeared as shadows, shifting and sliding across the distant hills.

Narrator 2: He knew that he would have to face his pursuers. He could not outpace these wolves, nor could he hide from them in their own territory.

Narrator 1: They were approaching quickly... The brother knew the wolves would be upon him soon...

Older Brother: These rocks give me an idea... This could be my only chance.

Readers' Theatre (continued)

Narrator 2: The hunter cut a piece of his jacket and laid it on an outcropping a short distance from some boulders. Then he chose a hiding place behind the largest rock. Once hidden, he readied his bow and tried to slow his breathing.

Scene 8

Narrator 1: After a while, he saw the pack crest the nearest hill. They were coming for him. Their pace slowed, sensing the human's presence.

Narrator 2: The leader noticed the piece of fur placed on the rock and stopped to investigate.

Narrator 1: With the lead wolf distracted, the eldest brother seized his chance. Silently, he stood up and drew his bow.

Older Brother: Yes, wolf, you have found me, but let my arrow find you.

Narrator 2: The human scent was strong. The lead wolf knew the hunter was close. Anticipating the kill, the leader howled. The sound cut through the dark, letting all know that the hunt would soon be over.

Narrator 1: The wolf's howl echoed across the tundra...as the hunter's arrow found its mark.

Narrator 2: With the pack focused on their wounded leader, the hunter slid back behind the boulder. The dead wolf slid off the rock outcropping onto the ground. And there it lay, still and lifeless.

Narrator 1: The old woman's words proved true. The wolves abandoned any thought of the hunt and pounced on their fallen leader, each wrestling for the choicest piece of meat.

Narrator 2: And soon the fighting was no longer about the food. Each wolf believed himself capable and deserving of leadership, and tried to claim the position. Taking advantage of the pack's confusion, the brother quickly headed off toward his home.

Scene 9

Narrator 1: As the hunter travelled, the cold winds became stronger, and snow began to fall. The surviving brother could barely see his way through the blizzard, but on he pushed.

Narrator 2: The wind and driving snow burned as they blew across his exposed skin. But still, he pushed on.

Older Brother: Where am I? It feels like I've been travelling for days, but this cannot be. I've had no food or rest since we left home, and yet I am not tired. Without this saggaut I would be lost... Thank you, Old Woman!

Narrator 1: After travelling through darkness and winter storms, the eldest brother finally recognized the landscape, and eventually found his camp.

Readers' Theatre (continued)

Older Brother: Home.

Narrator 2: His relieved wife ran out to meet him. The hunter shared his story of hardship and loss.

Narrator 1: Although grateful for his return, his wife was concerned. Strangely, her husband refused to remove his clothing or his snow goggles.

Wife: Husband...take off your snow goggles! Surely you don't want to sleep with them on.

Older Brother: Wife, my trip has been long and I need to sleep. Don't trouble yourself with my goggles. I wish to leave them on.

Wife: Why is he acting so strangely? And his story is hard to believe. When he falls asleep, I will remove the goggles myself.

Narrator 2: When she was sure that he was asleep, she crept over to her husband and gently slid the goggles off his face.

Narrator 1: To her horror, she saw that where his eyes should have been, there were only empty sockets. As she looked closer, she could see insects living inside his skull. They were feeding on her husband.

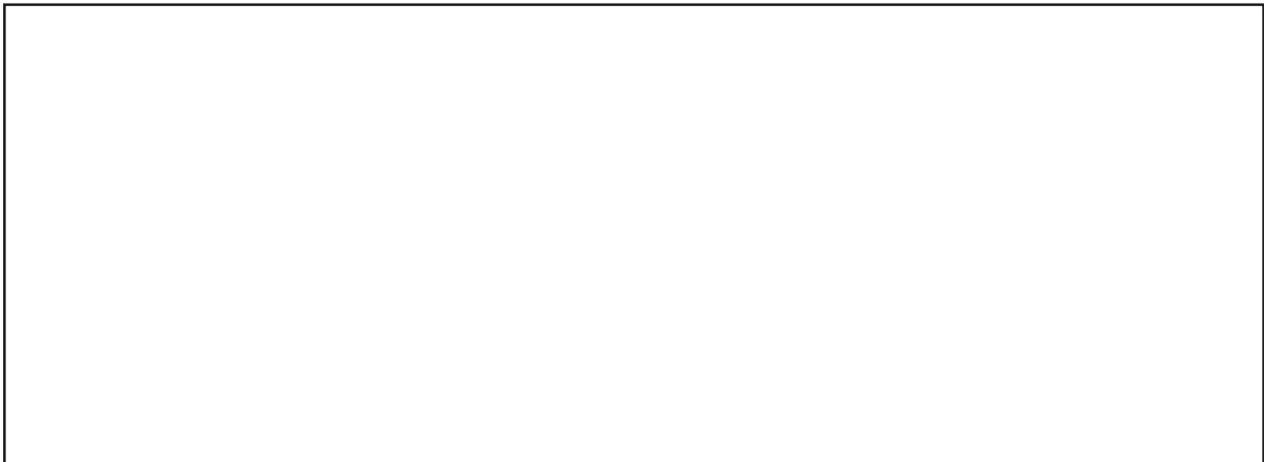
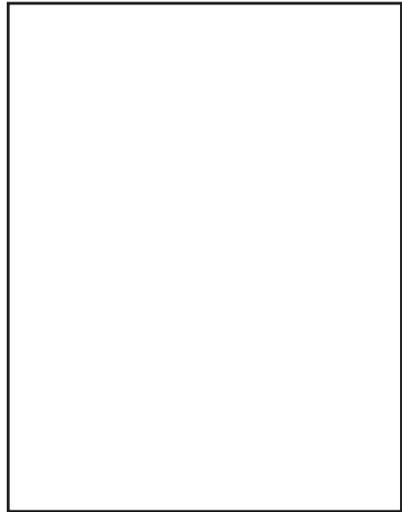
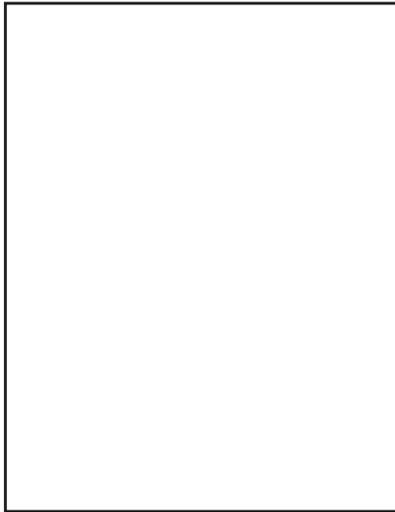
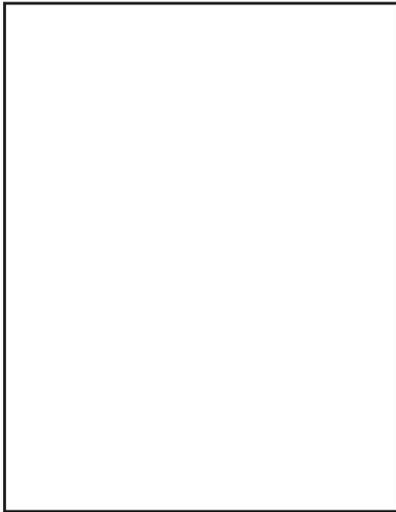
Wife: NOOOOOOOOO!!!!

Narrator 2: The oldest brother had been wise and cunning. His desire to see his home had given him strength to find his way back. However, somewhere on the ice, as these brothers were ravaged by cold and hunger, they crossed over into the land of the spirits... And neither brother had truly escaped.

Name: _____

Panel Storytelling

Choose the five most important events in the plot. Draw a picture of each event in the panels below. The images should show the progression of the story.



Lesson 3: Inuit Traditional Beliefs, Shamanism, and the Environment

OBJECTIVES

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

- Complete an activity exploring Inuit traditional beliefs, focusing specifically on shamanism and the soul.
- Explore the environment by participating in an activity on the history of *nuna* (land) and *sila* (sky) and how they affect the students' daily activities.
- Participate in an interview activity to learn more about the three topics of study from elders in the community.
- Reflect on their learning through independent journal writing.

READING

- *The Country of Wolves*, retold by Neil Christopher
- Handout 3: The Migration of the Soul
- Handout 5: Learning to Observe

HANDOUTS

- Handout 1: Review Questions
- Handout 2: What Is a Soul?
- Handout 3: The Migration of the Soul
- Handout 4: Reflective Response
- Handout 5: Learning to Observe
- Handout 6: Sila and Nuna
- Handout 7: Interview
- Handout 8: Journal Response

MATERIALS

Board or chart paper

LEARNING ACTIVITIES

Activity 3.1: Review Questions



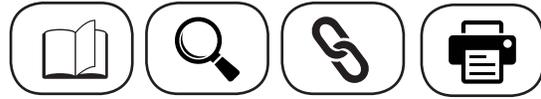
- Review what has been learned so far in the graphic novel study through an active class discussion.
- Distribute **Handout 1: Review Questions** to the students. This handout has the review questions listed below to guide the discussion. Ask volunteers to read each question and discuss the answers as a class.
 - What have you learned about Inuit traditional beliefs so far in the graphic novel study?
 - How does the story of *The Country of Wolves* reflect Inuit traditional beliefs?
 - What have you learned about shamanism so far in the graphic novel study? What would you like to learn about shamanism?
 - What have you learned about the Arctic environment so far in the graphic novel study?
 - How did the weather result in the two brothers getting lost?
 - Describe the setting of the story.
 - Describe the older brother in three words.
 - Describe the younger brother in three words.
 - What are the main events of the story?
 - Have any of the topics in this graphic novel study interested you and inspired you to find out more about them?
- Before ending the discussion, allow the students to ask any outstanding questions.

Activity 3.2: Inuit Traditional Beliefs: The Soul



- Ask the students if they know of any Inuit traditional beliefs, such as beliefs concerning shamanism and the soul.
- Ask the students to give examples of Inuit traditional beliefs and record them on the board or chart paper. Go through each example and discuss whether these beliefs are still followed in their community.
- Distribute **Handout 2: What Is a Soul?** to each of the students. Ask the students to fill in the first row of the chart, recording their beliefs about the soul of a human being.
- Ask the students to share their answers and record them on the board or chart paper.
- Tell the students to fill in the second row of the chart, recording their classmates' beliefs.
- Ask the students if they know of any beliefs traditional Inuit had about the soul of a human being. Record their answers on the board or chart paper.
- Distribute **Handout 3: The Migration of the Soul** and tell the students they are going to read an Inuit traditional story about the migration of the soul.
- Begin reading and ask for volunteers to take turns reading.
- When the reading is complete, ask the students to complete the handout. When they are finished, ask them to comment on the story and how it compares to their personal beliefs about the soul.

Activity 3.3: Introduction to Shamanism



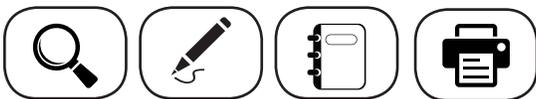
- As a class, brainstorm religions that are practised throughout the world today. List them on the board or chart paper.
- Tell the students that currently about 80 percent of Inuit living in Nunavut are Christians. Before the early 1900s, most Inuit had never been exposed to Christianity.
- Ask the students what they know about Inuit traditional beliefs and record their answers on the board or chart paper.
- Tell the students that according to Knud Rasmussen (a Danish Arctic explorer and the first European to cross the Northwest Passage by dogsled), the traditional Inuit belief system was based on the power and abilities of the shaman, or *angakut*. Shamans could cure the sick, prevent storms and bad weather, attack and kill evil spirits, and acquire animals for hunting. People depended greatly on animals for food, shelter, and clothing, so keeping good relations with the world of the animal spirits was very important.
- Remind the students about the woman from the previous reading, “The Migration of the Soul.” Ask the students:
 - Do you think the woman was a shaman? Explain.
 - How does that story incorporate Inuit traditional beliefs?
- Distribute **Handout 4: Reflective Response** and explain to the students that they are going to answer the question on the handout in full sentences.
- When they are finished, bring them together and discuss their responses as a class.

Activity 3.4: The Environment: Nuna (land) and Sila (sky)



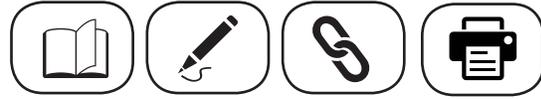
- Distribute **Handout 5: Learning to Observe**. Divide the class into groups of three or four and ask them to read the article together, with each group member taking turns reading a section of text.
- When the students are finished, bring them together and hold a class discussion about the reading. Ask the students why the sky was so important to Inuit, and for the meaning of the word “sila.”
- Ask the class to discuss the role of the sky and land in their daily lives.
- Distribute **Handout 6: Sila and Nuna** and tell the students that for the next week they are going to pay particular attention to the sky and land and how the sky and land affect their lives. Each day during class, students will use the handout to record their observations about the features of the sky—its colour, composition, and so on—and the land, and discuss whether those features affect their daily lives, and if so, in what ways.

Extension Activity



Ask the students to find out if anyone in the community keeps a weather journal. If they find someone, maybe that person can bring it in to share with the class.

Activity 3.5: Interview



- Tell the students that for this activity they will connect what they are learning to their community by interviewing an elder.
- Distribute **Handout 7: Interview**.
- Students will interview an elder in their community. Using the questions on the handout, students will interview the elder on the three topics of study: Inuit Traditional Beliefs, Shamanism, and the Inuit Traditional Relationship to the Environment.
- As a class, discuss possible interview candidates and ask students to choose who they would like to interview.

Note: If some students are unable to interview an elder in the community, consider inviting an elder to speak to the class.

- Discuss the best way to contact the elder and brainstorm how to conduct the interview.
- Students should record their interview by:
 - Making a video recording of the interview with a smartphone, tablet, or camera.
 - Making an audio recording of the interview with a voice recorder.
 - Video chatting and writing point-form notes of the interviewee’s responses on the handout.
 - Talking on the phone and recording point-form notes of the interviewee’s responses on the handout.
 - Talking in person and recording point-form notes of the interviewee’s responses on the handout.
- Tell the students to come prepared to discuss their interviews in small groups and reflect on the interview experience and what they learned about the three topics of study

Activity 3.6: Journal Response

- Distribute **Handout 8: Journal Response** to the students.
- On the handout, students will write a journal entry on the following reflection topic:
 - *The Country of Wolves* describes a landscape made up of spirits and history. Describe this world using evidence from the story. In your response, use examples of the three topics of study: Inuit Traditional Beliefs, Shamanism, and the Inuit Traditional Relationship to the Environment.
- Tell the students that they will be writing their reflections in stages. Ask them to begin by writing point-form notes on their thoughts and ideas about the topic. Allow them to think freely at this time and avoid self-editing.
- When they have completed their point-form notes, discuss the main ideas as a class. Ask the students to identify and circle some of the main ideas from their point-form notes.
- Tell the students to write a one-page reflection using their main ideas.
- When the reflections are finished, encourage the students to share their thoughts with the class.

Name: _____

HANDOUT 1

Review Questions

1. What have you learned about Inuit traditional beliefs so far in the graphic novel study?
2. How does the story of *The Country of Wolves* reflect Inuit traditional beliefs?
3. What have you learned about shamanism so far in the graphic novel study? What would you like to learn about shamanism?
4. What have you learned about the Arctic environment so far in the graphic novel study?
5. How did the weather result in the two brothers getting lost?
6. Describe the setting of the story.
7. Describe the older brother in three words.
8. Describe the younger brother in three words.
9. What are the main events of the story?
10. Have any of the topics in this graphic novel study interested you and inspired you to find out more about them?

Name: _____

What Is a Soul?

My thoughts

Thoughts of others in the class

Traditional Inuit understanding

The Migration of the Soul

The Soul

This version comes from the Kivalliq region.

Once in times long past an old woman who had died was buried, and then a raven came and began to eat her. Her soul entered the body of the raven, and she became a raven. The raven laid its eggs, but a man came and shot the bird, took it into his house, and gave it to a dog to eat.

Then the woman's soul entered the dog. When the dog was struck by people, it pretended to be sick, and cried, "Ma, ma, ma!"

The dog had pups. After some time a wolf came and killed the dog and ate it. Then the woman's soul was in the wolf, and the wolf had pups. The wolf was very hungry, but could not run fast. When it followed the pack and came to the place where they had killed a caribou, it found that the other wolves had eaten all the meat and left nothing but the bones.

The wolf asked, "Why can't I keep up with you?"

And an old wolf told it, "You ought to spread your claws when you run, and not keep them closed." The wolf did so, and when they ran again, it ran so fast that the others were left behind. It killed a caribou and ate all it wanted, while the other wolves came up later on.

The wolf was eventually caught in a trap set by hunters, and was killed.

Then the woman's soul became a caribou, and the caribou had young ones. Soon winter set in, and the ground was frozen and covered with snow.

The caribou said to the others, "Why can I not find anything to eat?" And the others told it to scratch away the snow with its fore-feet, and it would find moss underneath. The caribou did not like its companions and went off in the direction of a village, where it was seen and killed by a man.

Now the soul went into a walrus, and the walrus had young ones. This walrus became hungry and went down to the bottom of the sea to dig clams, but the clams would not open their shells, and it came up still hungry.

It said to the other walruses, "I cannot get anything to eat. The clams refuse to open their shells for me."

Then the other walruses said, "When you go to the bottom of the sea, say, 'Eok, eok, eok!'"

It did so, and as soon as it said, "Eok!" the clams opened their shells, and it had all it wanted to eat.

The Migration of the Soul (continued)

Soon after this the walrus was caught by a man, and the soul of the woman went into a ground-seal, which had young ones. This also was taken by a hunter. Then the soul went into a seal, which had young ones.

This seal met another one, and the other seal said, "There are two men waiting for seals at holes in the ice. You go to that hole, I will go to this one."

But the seal in which the woman's soul was embodied said, "No, when that hunter was a boy, he was lazy. He would not put snow into his mother's kettle. He does not deserve to have good luck." The other seal went to his hole, and the hunter threw it with his harpoon, but only wounded it.

The wounded seal cried out, "You have hurt me, and your harpoon is cold." The two seals went together, and the one in which the woman's soul was embodied told its companion to go to the other hole, but the seal refused because the hunter had been lazy as a boy. Then the seal in which the soul was embodied went to the good hunter, who killed it and took it home.

When they arrived at the house, the seal stayed close to the harpoon, and said, "Why does not the woman come and take the harpoon into the house?"

Soon the woman came and took the harpoon, and then the soul went into her.

After some time she had a child, who was no other than the old woman. When she came to be about eight or ten years of age, she would go out to see what game the hunters brought in, and she recognized her old companions, and told them by what name each was known among his own kind. When she grew older, she told the other people in what animals her soul had been, and what the animals liked and disliked. She told them that while she was a walrus, other walruses used to come up and kiss her until her nose became sore. She also told them that the ground-seals were very good, but that they always looked very angry. She said that when she was a seal, she used to play all the time, but that as a wolf she was hungry.

On account of this tale it is customary to bring in the harpoon line at once after the seal has been taken into the house.

Name: _____

Reflective Response

Reflect on the story "The Migration of the Soul." List three interesting points that you learned and why you think they are interesting or important.

1.

2.

3.

Learning to Observe

“Learning to Observe, Read Sila, All-Important to Inuit”

by Rachel Qitsualik-Tinsley

How was the weather behaving? That was always our primary concern upon rising from sleep.

“Go out and see the sila,” my father would instruct. We were to scan the horizon, practising our powers of observation.

Was there anything unusual, out of place, not in keeping with the sila? What was the aspect of sila? Calm? Thunderous? Threatening?

What was the colour of sila, grey, red, or blue? The edge of sila, the horizon, what did it tell you? Was it dark? If so, a storm was on its way. Were the clouds white on grey, or grey on white—a critical difference. It was all-important to be able to read sila.

Sila and nuna (earth) determined your existence. It was no wonder the word “sila” also meant “wisdom.” A person with a “large sila” was wise.

You didn’t mess around with sila; she might determine your fate. While you stood at the floe edge, waiting in vain for the seal that never came, sila could cause the ice-pan upon which you stood to drift out to sea.

When sila was good, she was a real treat. There was plenty to eat, travel was a pleasure, and the very sun seemed to smile down like a blessing from above. At such times, it seemed as though the nuna and sila were in harmony. And, witnessing them, you felt as though you were in harmony within your own soul.

At other times, the sila was treacherous. It played tricks on an unsuspecting mankind. The sila might start out calm and well, then, like an injured friend, suddenly turn upon you. It could make you distrust your own senses by throwing mirages and all manner of wretched weather at you.

When sila was angry, there was no appeasing her. You had to make a personal decision. You could wait out her temper, miserable in your tent. You could don your waterproof boots and boldly challenge the storm. It was always a gamble, a game whose odds only the oldest hunters had learned to play well.

As suddenly as it had started, the fury of sila could abate, leaving behind flowers glistening with fresh drops of dew, shining like diamonds in clear light. The nuna felt refreshed. The wind was once again your friend.

When tales were told in the dark of winter, the teller would begin with the state of sila that day. “The day was windy...” So much of what humanity did was dependent upon sila. Sila was with or against us that day.

Inuit looked to the heavens constantly, and to other cultures it might have seemed like Inuit were a tribe bent upon worshipping sila. But while in ways sila was akin to a sky-mother, nuna to an earth-father, Inuit thinking was not as concrete as that.

Learning to Observe (continued)

Sila and nuna did not possess exact genders or familial associations; they simply were what they were. And while nuna was typically friend, sila was both friend and foe. Earth was always stable and reliable.

One could tame earth to a degree, forcing one's will where needed. Sila was always chaotic. And thus did order and chaos continually revolve around one another, ever exchanging roles and levels of influence. And all be damned who stood in sila's way.

Even today, traditional Inuit wisdom maintains that the body has its own sila. Sila is the air, and we who have our own air also have a part of sila—a part of its life force.

Such wisdom also maintains that people who have undergone surgery or severe injury have a “disturbed sila.”

This seems reminiscent of modern medicine's knowledge of electrolyte depletion, which hinders nervous functions. Or perhaps of trauma care's “golden hour,” the precious hour within which the effects of shock must be reversed or nothing can save the patient.

In homeopathic medicine, increasingly acceptable in recent years, many healing arts are based upon the principle of aiding a patient through the manipulation of magnetic fields.

It would be interesting to find out what traditional references to an individual's “sila” were meant to encompass. Perhaps science still has a lot to learn from ancient wisdom, which at times only lacks the vocabulary possessed by science. One who is *silatujuq*, “endowed with a large sky,” has wisdom. And one can never have too much of that.

Name: _____

HANDOUT 6

Sila and Nuna

In the space below, describe the conditions of sila (sky) and nuna (land) for each of the five days. Record if the weather conditions did or did not affect your daily routine or the activities in which you took part.

Day	Sila	Nuna	Routines/Activities

Name: _____

Interview

Interviewer: _____

Interviewee: _____

Inuit Traditional Beliefs

Possible Questions	Answers
<p>Do you remember what traditional Inuit believed before Christianity came to the North? Can you share this with me?</p>	
<p>We are told there are many taboos that help direct behaviour. Do you remember the old taboos?</p>	
<p>Do you think people should still live by Inuit traditional beliefs? Why or why not?</p>	

Name: _____

Interview (continued)

Shamans

Possible Questions	Answers
What is shamanism, or what is a shaman or angatkuq?	
What role did shamans play in traditional Inuit culture?	
Have you heard any stories about or had any personal encounters with a shaman?	

Name: _____

Interview (continued)

Inuit Traditional Relationship to the Environment

Possible Questions	Answers
Why is the environment important?	
What role did nuna and sila play in the lives of traditional Inuit communities?	
Was there a link between Inuit traditional beliefs and the environment?	

Name: _____

Journal Response

Write a journal reflection on the following topic:

- o This story describes a landscape made up of spirits and history. Describe this world using evidence from the story. In your response, use examples of the three topics of study: Inuit Traditional Beliefs, Shamanism, and the Inuit Traditional Relationship to the Environment.

Before you begin writing the reflection, write point-form notes below about your thoughts and ideas on the topic. Don't worry about making them perfect. Write any ideas you can think of. Then, write the main ideas from your notes.

Point-Form Notes

Main Ideas

Answer Key

LESSON 1: READING FOR MEANING

Handout 3: Comprehension Check

1. During what time of year does the story take place? Describe the weather conditions.

It takes place in the spring. It is dark and the sea ice is breaking up.

2. Why did the two brothers travel far out on the sea ice to hunt for seal?

They had to travel far because food supplies had run low.

3. How would you react if you were one of the brothers? Would you be afraid? Why or why not?

Answers will vary.

4. Do you think it was smart of the younger brother to go into the iglu, even though it sounded like there was a pack of dogs inside? What would you have done?

Answers will vary.

5. Why do you think the old woman tried to help the older brother?

Answers will vary.

6. How did the older brother escape from the wolves?

He killed the leader and the other wolves fought with each other.

7. When the hunter's wife found her husband had empty eye sockets and insects living inside his skull, what do you think she thought happened to him?

Answers will vary.

8. What do you think happened to him?

Answers will vary.

Mark Breakdown

	Mark Breakdown	Final Mark
Lesson 1: Reading for Meaning		
Topics of Study	1 mark / section	/6
Predicting	2 marks / prediction	/10
Comprehension Check	2 marks / question	/16
New Words	3 marks / question	/24
Journal Response	Completion	/5
Lesson 2: Character, Setting, and Plot		
Inferring	2 marks / row	/10
Character Map	1 mark / box or oval	/10
Setting	2 marks / section	/6
Plot	2 marks / section	/12
Readers' Theatre	See rubric	/24
Lesson 3: Inuit Traditional Beliefs, Shamanism, and the Environment		
Review Questions	Participation	/5
What Is a Soul?	2 marks / section	/6
Reflective Response	2 marks / section	/6
Sila and Nuna	2 marks / day	/10
Interview	Completion	/10
Journal Response	Completion	/10
Final Mark		/170

Readers' Theatre Rubric

Category 1 Name: _____

Individual Marks	2 - Needs Improvement (25%)	4 - Fair (50%)	6 - Good (75%)	8 - Excellent (100%)	Score	Comments
Delivery	Student had a lot of difficulty reading the script and did not use eye contact or props appropriately.	Student read the script, but had little expression, gestures, or eye contact, or did not use props appropriately.	Student read the script with good expression, gestures, eye contact, and use of props.	Student read the script with confidence and expression, and made gestures and good eye contact with the audience. Student used props to add to the overall performance.	/8	
Cooperation with Group	Student did not work cooperatively with the group and could not agree on what to do. Student did not share ideas or responsibilities and wasted time.	Student worked cooperatively with the group in some aspects of the project but sometimes could not agree on what to do and wasted time.	Student worked cooperatively with the group in most aspects of the project and shared most responsibilities and ideas. Student was a good group member overall.	Student worked cooperatively with the group in all aspects of the project and shared all responsibilities and ideas well. Student was an integral member of the group.	/8	

Category 2 Group Members: _____

Group Marks	2 - Needs Improvement (25%)	4 - Fair (50%)	6 - Good (75%)	8 - Excellent (100%)	Score	Comments
Delivery	Low level of active participation from majority of group members.	Moderate level of on-task work or few of the group members actively participating.	Majority of group members on task and actively participating.	High level of active, on-task participation from all group members.	/8	

Total: /24

The Country of Wolves

GRAPHIC NOVEL STUDY



The Country of Wolves graphic 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 graphic novel study provides lessons and activities focused on the graphic novel *The Country of Wolves*, retold by Neil Christopher. As students participate in reading, writing, oral communication, visual depiction, and community inclusion activities, they will become more knowledgeable on the main topics of study explored in the graphic novel study: Inuit Traditional Beliefs, Shamanism, and the Inuit Traditional Relationship to the Environment.

