



*Those Who Run
in the Sky*

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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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Ilinniaqtuliqiyikkut
Department of Education
Ministère de l'Éducation

*Those Who Run
in the Sky*

Novel Study

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In this lesson, students will work to achieve the following objectives:	
<ul style="list-style-type: none">• Read Chapters 5–12 of <i>Those Who Run in the Sky</i>.• Practise identifying key textual events and synthesizing these events into point-form notes.• Write descriptive sentences from short statements.• Locate specific information and learn to reference sentences.• Explore ways in which the main character’s journey fits the “hero’s journey” genre.• Compare and contrast character details.	
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General Accommodations and Modifications

Outlined below are some useful teaching strategies that may assist those students who struggle with their learning or demonstrate some difficulty with everyday classroom tasks. There are also suggestions for accommodations to activities provided throughout the resource. Remember that everyone learns in different ways, and we cannot expect that all students will respond in the same way to a specific teaching strategy. Students, teachers, and parents must work together to maximize students' 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 student to complete assignments.
- Provide additional time for reading assignments.
- Provide assistance with note-taking if needed.
- Use peer support and mentoring (select a classroom buddy).
- Provide opportunities for the student to demonstrate understanding of material using a variety of media, including oral presentations, visual arts/illustrations, audio- or videotaped assignments, bulletin board displays, dramatizations, and demonstrations.
- Provide assistance with organization and planning of classwork and/or homework.

About This Novel Study

This novel study is geared toward students in Grades 9 to 12. 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. The novel study consists of four parts focused on the novel *Those Who Run in the Sky* by Aviaq Johnston. Through dynamic activities, students will gain a deeper knowledge of Inuit legends and traditional practices as they follow the adventures of a young shaman in his journey through the spirit world.

Students will participate in reading, writing, oral communication, comprehension, and reflection activities to analyze and respond to the text. They will engage in a series of language activities in which they will study character development, genre, parts of the plot, and writing techniques. Finally, students will have the opportunity to improve their oral communication and reading fluency by putting on a theatrical performance based on scenes from the book.

Throughout the novel study, students will be encouraged to take a closer look at the text and draw on their own experiences through journal reflections. Extension and differentiation opportunities are provided throughout for students who need more or less challenge in the activities.

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

OBJECTIVE

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

- Participate in a predictive reading activity before reading *Those Who Run in the Sky*.
- Read and respond to the “Author’s Note” and “About the Author.”
- Read Chapters 1–4 of *Those Who Run in the Sky*.
- Begin searching for key character information and recording notes in point form.
- Identify three parts of the plot: introduction, inciting incident, and rising action.
- Practise using new vocabulary from the novel.
- Explore ways in which *Those Who Run in the Sky* falls into the Bildungsroman genre.

READINGS

- “Author’s Note” on pages 234–235 (English pages 204–205) of *Those Who Run in the Sky*
- “About the Author” on page 239 (English page 208) of *Those Who Run in the Sky*
- Chapters 1–4 of *Those Who Run in the Sky*

HANDOUTS

- Handout 1: Predicting
- Handout 2: About the Author
- Handout 3: Character Notes
- Handout 4: Parts of the Plot: Introduction and Rising Action
- Handout 5: Comprehension Check
- Handout 6: Vocabulary List
- Handout 7: The Bildungsroman

MATERIALS

- Board or chart paper
- Dictionaries
- Student journals (optional)

LEARNING ACTIVITIES

Activity 1.1: Before Reading: Predictions



- For some students, this novel will be the longest they have ever read. Begin by explaining that this unit is focused on helping students develop skills for understanding and retaining information in the story.
- Find out what students know about making predictions. Write the word *predicting* on the board or chart paper and ask students if they know what it means. Record their responses and ask them to decide which one might be the best response.
- Write a short definition of *predicting* on the board or chart paper. Explain that predicting is when we find clues in a book that can help us make guesses about what will happen next. A good reader can combine these clues with his or her own prior knowledge, life experience, reading experiences, and so on to make educated guesses.
- Distribute **Handout 1: Predicting** to the students. Before they complete the three boxes, guide students in a discussion about each element. You may want to use the following discussion prompts:
 - What does the title tell you about the story?
 - Choose one of the illustrations and describe what you see. What does it tell the reader about the story?
 - Have you heard any stories about people running in the sky? What about bears or giants?
 - Look at the first page. The first part of a story often provides some clues about the characters, mood, action, and even outcome. Read the first few sentences or paragraph of the first chapter. What clues can you find about what will happen in the story?
 - Read the chapter titles. Can you imagine the story progression or key events in the story?

- Have students complete the boxes on the handout individually or in pairs.
- When students have finished, allow volunteers to share their answers from each category.

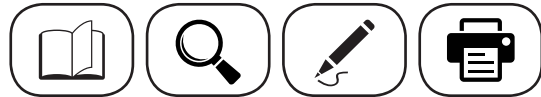
Teaching Tip

As students continue reading the book, encourage them to make and record predictions before reading each chapter, and then revisit those predictions at the end of the chapter. They can use some of the elements on **Handout 1: Predicting** to help them with their predictions, and then they can record their predictions in their journals.

**Activity 1.2: About the Author**

- Tell the class that they will be learning more about Aviaq Johnston, the author of *Those Who Run in the Sky*.
- As a class, read the “Author’s Note” on pages 234–235 (English pages 204–205) and “About the Author” on page 239 (English page 208). Ask for volunteers to take turns reading a paragraph or section of text.
- After reading, discuss what students learned about Aviaq Johnston and this novel. You may want to use the following discussion prompts to review the information students read:
 - Is the story real or imagined?
 - What do we already know about the names we will come across in the book?
 - What is the setting of the novel?
 - What kinds of stories will we come across in the book? Why are they important?
 - How might people interpret stories differently?

- Distribute **Handout 2: About the Author** and have students complete the handout in pairs.

Activity 1.3: Making Character Notes

- Read Chapter 1 together as a class. Begin reading the chapter out loud and then ask volunteers to continue reading.

Teaching Tip

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



- After reading, ask students to describe the characters that were introduced in the chapter.
- Distribute **Handout 3: Character Notes**. Tell students that they will be learning 30 character names in the story, and this handout will serve as an important memory assistant. They can use it to help them remember characters and their relationship to Pitu.
- Read the point-form examples provided for Amarualik and Arnaapik. Point out that most of the notes taken are two to four words in length.
- Have students turn to page 6 (English pages 5–6) in their novels. Read the following sentence about Tagaaq: “Tagaaq, the oldest of the hunters and leader of the camp, spoke with a humorous nature.”
- Demonstrate how to reduce this sentence down to key words. For example, *oldest of hunters, leader of camp, humorous*.
- Have students practise reducing information from other sentences on pages 6 and 7 related to Tagaaq, such as *son of powerful shaman, humble,*

tiny old man. They can work individually or in pairs.

- Read Chapter 2 together as a class, stopping to make brief notes each time a new character or relationship is introduced.

Extension Activity



Have students write a reflection about the first chapter in their journals. You may want to use the following writing prompts:

- What do you have in common with Pitu?
- What do you think will happen in the next chapter?

Activity 1.4: Identifying Parts of the Plot



- Have students read Chapters 3 and 4 as a class, in small groups, or individually. Remind students to stop and make character notes as they read.
- After reading, explain to students that stories have a beginning, a middle, and an end. Most beginnings introduce the reader to the time and place where the story is happening. Beginnings give readers information about the most important character(s). As the book continues, the main character starts to run into problems. These problems make the story more tense and exciting. By the end of the book, the main character has had to confront his or her biggest problem.
- Distribute **Handout 4: Parts of the Plot: Introduction and Rising Action**.
- Go through the handout as a class, asking volunteers to read the definition of each part of the plot.

- Discuss the inciting incident, Pitu’s dream, as a class.

Teaching Tip

If students need further prompting to come up with the inciting incident, have them finish the sentence provided on the handout: “Everything was normal for Pitu until....”



- Have students complete the boxes on page 2 of the handout individually or in pairs. Invite volunteers to share their responses with the group.

Extension Activities



- Have students add problems Pitu experiences to the second box on **Handout 4: Parts of the Plot: Introduction and Rising Action** as they continue reading the novel.
- Have students complete the comprehension questions on **Handout 5: Comprehension Check**.

Activity 1.5: Vocabulary Development



Note: This activity can be used at any point in the novel study. Practice with quoting and page referencing will happen later in the novel study, so have students focus on creating their own definitions and making new sentences.

- Distribute **Handout 6: Vocabulary List**. Discuss the example word provided. Complete the second word as a class.
- Have students continue with the activity individually or in pairs.

Teaching Tip

Provide dictionaries for student use.



- Ask pairs to practise using the new words in conversation.

Accommodations

- Assign different words to individuals or groups of students.
- Select specific words for the class, or allow students to make their own word choices.

Extension Activities

- Have students write paragraphs using the new vocabulary in context.
- Test students on the spelling or meaning of the words.
- Photocopy the second page of the handout as often as necessary for students requiring more work or an additional challenge.

Activity 1.6: Exploring Genre: The Bildungsroman

Note: There are two activities in this novel study about genre: this one on the Bildungsroman, and Activity 2.4 in Lesson 2 on the hero's journey. Consider whether one or both are appropriate for your class.

- Explain to students that the Bildungsroman is a type of coming-of-age novel. This means that the protagonist's, or main character's, journey is one of education. He or she sets out to find answers to life's questions. In the process, the protagonist matures in many ways: morally, spiritually, and psychologically. This educational journey is

very challenging, and the character's growth is achieved only through great difficulty.

- Consider reminding students of Bildungsroman novels they may have read previously or movies they may have seen, such as *The Outsiders*, *To Kill a Mockingbird*, *The Catcher in the Rye*, the Harry Potter series, or *The Absolutely True Diary of a Part-Time Indian*.
- Ask students if they can think of any other examples of novels or movies in the Bildungsroman genre and to explain why each is an appropriate example.
- Distribute **Handout 7: The Bildungsroman** and read through the handout as a class.
- Have students complete the handout individually or in pairs.
- Once students have completed their handouts, ask them to compare notes in pairs or small groups.

Extension Activities

- Have students write a journal reflection about a movie they have seen or a book they have read in the Bildungsroman genre. You may want to use the following writing prompt:
 - Describe a movie you have seen or a book you have read that has elements of the Bildungsroman genre. What parts of the book or movie make you think that it is a Bildungsroman?
- Have students write a short story that follows the conventions of the Bildungsroman genre.



የጋሪጎርጎር ስም

ይህ ሰነድ የጋሪጎርጎር ስም ለማረጋገጥ የሚያገለግል ነው። ለተጨማሪ መረጃ ወይም ለሌሎች ጋሪጎርጎር ስሙን ለማረጋገጥ ይጠቀሙ።

ጋሪጎርጎር			
ጋሪጎርጎር	የጋሪጎርጎር ስም	ጋሪጎርጎር	የጋሪጎርጎር ስም
የጋሪጎርጎር ስም	የጋሪጎርጎር ስም	የጋሪጎርጎር ስም	የጋሪጎርጎር ስም

ጋሪጎርጎር	የጋሪጎርጎር ስም

Name: _____



Predicting

Make predictions based on three of the following elements. Write the elements in the left column of the chart and point-form notes in the right column.

ELEMENTS			
title	front cover	back cover	illustrations
prior knowledge	first sentence or paragraph	chapter titles	

Elements	Predictions



በባህሪ ለማወቅ የሚያስችሉ ጥያቄዎች

ርዕስ ስራው ለሰው ግንዛቤ የሚያስችሉ ጥያቄዎችን ለመለየት ይህ ስራ ይሙሩ። በባህሪ ለማወቅ ይህ ስራ ይሙሩ።

1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____



About the Author

Write down five things that you learned about Aviaq Johnston. Be sure to use full sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

Character Notes

As you come across a new character in the story, write down information about that character. Make note of the character's relationship to Pitu and to other people in the story. Don't forget to include the page number where you first encountered the new character.

Aapak	
Amarualik	(p. 15) - old hunter - large man - full of strength - hurt leg on hunt - father of Saima
Amaruq	
Angugaattiaq	
Apita	
Arnaapik	(p. 20) - Pitu's sister - 12 years old - given to Inuuja for adoption as thanks because Inuuja had no daughters
Arnatsiaq	
Atiq/ Atiqanngituq	
Ijiraq	
Imiqqutailaq	
Inukpak	
Inuuja/Anaana	
Masik	
Miki	
Natsivaq	(p. 3) - Pitu's older brother - Pitu's biological father - mentor

Name: _____



Character Notes (continued)

Panipak	
Paninguuaq	
Puukuluk	
Qajaarjuaq	
Qilaq	
Saimaniq	
Sikuliaq	
Tagaaq	
Taina	
Taktuq	
Tiri	
Tunu	
Ujarasuk	
Viivi	

All about Pitu/Piturniq...



ገቢዎችን ለማስጨመር የሚያገለግሉ ስልጠናዎች ለማድረግ የሚችሉበትን ጥሩ ጊዜ ይጠቀሙ

የሥራ ስልጠናዎች በተደጋጋሚ የሚደረጉ ስልጠናዎች ለማድረግ ጥሩ ጊዜ ይጠቀሙ፡፡

የሥራ ስልጠና
 ለሥራ ስልጠናዎች ጥሩ ጊዜ ይጠቀሙ፡፡
 የሥራ ስልጠናዎች ለሥራ ስልጠናዎች ጥሩ ጊዜ ይጠቀሙ፡፡
 የሥራ ስልጠናዎች ለሥራ ስልጠናዎች ጥሩ ጊዜ ይጠቀሙ፡፡

የሥራ ስልጠናዎች ለሥራ ስልጠናዎች ጥሩ ጊዜ ይጠቀሙ፡፡
 የሥራ ስልጠናዎች ለሥራ ስልጠናዎች ጥሩ ጊዜ ይጠቀሙ፡፡

የሥራ ስልጠናዎች ለሥራ ስልጠናዎች ጥሩ ጊዜ ይጠቀሙ፡፡
 የሥራ ስልጠናዎች ለሥራ ስልጠናዎች ጥሩ ጊዜ ይጠቀሙ፡፡
 የሥራ ስልጠናዎች ለሥራ ስልጠናዎች ጥሩ ጊዜ ይጠቀሙ፡፡

የሥራ ስልጠናዎች ለሥራ ስልጠናዎች ጥሩ ጊዜ ይጠቀሙ፡፡
 የሥራ ስልጠናዎች ለሥራ ስልጠናዎች ጥሩ ጊዜ ይጠቀሙ፡፡

ጋፍት ገጽ 4

ጠቅላይ: _____



ለግለሰብ

ግራም ገንዘብ ለጋፍት ገጽ ጋፍት ገንዘብ ጋፍት ገንዘብ.

ጋፍት ገንዘብ

ጋፍት ገንዘብ ለጋፍት ገጽ ጋፍት ገንዘብ ጋፍት ገንዘብ.



Parts of the Plot: Introduction and Rising Action

What's a plot?

The plot is the chain of events that happen in the story.

INTRODUCTION

The **introduction** gives us our first information about the story. We learn about the setting (where and when the story takes place) and meet the main character(s).

INCITING INCIDENT

The **inciting incident** is the event that starts the action in the story. This moment launches the conflict (problem) for the main character. To help identify this moment in the story, finish the following sentence:
Everything was normal for Pitu until...

RISING ACTION

The **rising action** is a series of problems that the main character tries to overcome. These problems make it harder for the character to solve the main conflict of the story.

Name: _____

Handout 4



INTRODUCTION

What I Learned about Pitu in the First Chapter

RISING ACTION

Problems Pitu Experiences in the Rising Action

Name: _____



Comprehension Check

Answer the questions below in complete sentences.

1. Who is Pitu, and what is he doing at the beginning of the story? (*Chapter 1*)

2. Where do you think this story takes place? Why do you think that? (*Chapter 1*)

3. What are the village children excited about when the hunters return? (*Chapter 2*)

4. Why does Pitu want to take the ribs to Amarualik? (*Chapter 2*)

Name: _____



Comprehension Check (continued)

5. Describe the location where Pitu's dream takes place. (*Chapter 3*)

6. Explain how Arnaapik came to be part of Pitu's family. (*Chapter 3*)

7. What is Pitu feeling after seeing Saima talking with Sikuliaq? (*Chapter 4*)

8. Explain why Pitu only catches two seals after catching seven the day before. (*Chapter 4*)

Vocabulary List

Use this list to write down information about new words you come across as you read. Copy the sentence and page number where you found each new word. Try to guess the meaning of each word, and then look the word up in a dictionary. Write the meaning in your own words and create a new sentence.

sync	Sentence: "...the northern lights swinging and shining in sync with each joyful shout." (p. 7)
	In my own words: "Sync" means happening at the same time as something else.
	New sentence: They were dancing in sync to the beat of the drum.
illuminating	Sentence:
	In my own words:
	New sentence:
	Sentence:
	In my own words:
	New sentence:
	Sentence:
	In my own words:
	New sentence:

Name: _____



Vocabulary List (continued)

	Sentence:
	In my own words:
	New sentence:
	Sentence:
	In my own words:
	New sentence:
	Sentence:
	In my own words:
	New sentence:
	Sentence:
	In my own words:
	New sentence:



The Bildungsroman

The Bildungsroman is also known as a coming-of-age story. At the beginning of the story, the protagonist (main character) is young and uninformed. There is a journey, chosen or forced, that makes the character grow as an individual.

During the journey, the protagonist develops new skills, insights about his or her relationship to others, and awareness of self.

Once the journey is completed, the protagonist has new understandings about the world. He or she begins a new segment in life, taking on adult responsibilities.

PITU'S JOURNEY

Below, write some examples of how Pitu changes from youth to adulthood. The first example has been done for you.

Youth



Adulthood

- Fed by others
-
-
-
-
-
-
-
-
-
-

- Hunts for others
-
-
-
-
-
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-

Lesson 2: Developing Writing Skills

OBJECTIVE

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

- Read Chapters 5–12 of *Those Who Run in the Sky*.
- Practise identifying key textual events and synthesizing these events into point-form notes.
- Write descriptive sentences from short statements.
- Locate specific information and learn to reference sentences.
- Explore ways in which the protagonist’s journey fits the “hero’s journey” genre.
- Compare and contrast character details.

READING

Chapters 5–12 of *Those Who Run in the Sky* by Aviaq Johnston

HANDOUTS

- Handout 1: Chapter Summary Notes
- Handout 2: Showing vs. Telling
- Handout 3: Finding and Quoting
- Handout 4: The Hero’s Journey
- Handout 5: Comprehension Check
- Handout 6: Comparing Heroes

MATERIALS

- Board or chart paper
- Highlighters and one page of additional reading material (optional)
- A film in the hero’s journey genre (optional)
- Student journals (optional)

LEARNING ACTIVITIES

Activity 2.1: Chapter Summaries



- Have students read Chapter 5 of the novel as a class, in small groups, or individually.
- Explain to students that summarizing as they read will help them understand and remember what has happened. It will also be helpful for them to have a record to locate events, characters, and details when they need to do so.

Teaching Tips



If summarizing is a new skill for students, here are two possibilities to help teach the skill:

- Provide students with highlighters and a page of written material, such as a news article. Have them practise identifying the most important words in short paragraphs. Have them read only the important words out loud to see if the overall meaning is maintained.
- Provide students with long sentences. Have students rewrite the sentences in different ways, aiming for shorter sentences each time. Move on to point-form notes.

- Distribute **Handout 1: Chapter Summary Notes** and read the examples provided out loud.
- Have students complete the box for Chapter 5 on the handout as a class or in pairs.

Activity 2.3: Finding and Quoting



- Have students read Chapters 8 and 9 before or after the lesson individually, in pairs, or in small groups.

Note: This lesson is not intended to be a comprehensive introduction to creating citations (quotations from or references to books, articles, or authors). Instead, it is a first step in developing referencing skills for students to carry into future grades and writing assignments.

- Explain the importance of properly quoting and citing an author’s work. Tell students that there are several reasons to make sure they use quotations and page numbers properly. One reason is so that the person reading their work knows the difference between their words and the words of the author they are quoting. Another reason is to show where the words were taken from so that they can be easily found in the original writing.
- Show students the basic guidelines of proper citation:
 - Using quotation marks at the beginning and end of the word or sentence
 - Recording the page number in parentheses
- Distribute **Handout 3: Finding and Quoting**.
- Read the handout as a class.
- Have students complete the questions on the first page of the handout.
- Invite volunteers to share their responses with the class.
- Have students preview the questions on the second page of the handout before reading Chapter 10 so they can locate answers as they read.
- Have students read Chapter 10 individually, in pairs, or in small groups. Remind them to locate the answers to the questions on the second page of **Handout 3: Finding and Quoting** as they read.

Accommodations

- For less challenge, only give students the first page of **Handout 3: Finding and Quoting** to complete.
- For more challenge, have students come up with their own statements to prove using quotes from the text, and then write the statements and proof in their journals.

Activity 2.4: Exploring Genre: The Hero’s Journey



Note: There are two activities in this novel study about genre: the Bildungsroman (Lesson 1), and the hero’s journey in this lesson. Consider whether one or both are appropriate for your class.

- Have students read Chapters 11 and 12 individually, in pairs, or in small groups.
- Explain to students that the hero’s journey is a genre that has a long history in mythology. Tell them that many cultures tell their mythologies in similar ways. In the hero’s journey, there is a quest, and the hero goes on a long journey and encounters many enemies and obstacles. The hero struggles and, after paying a heavy price, ultimately succeeds. This success allows him or her to return to the everyday world.
- Examples in popular contemporary films include the Harry Potter series, *The Lord of the Rings*, *Star Wars*, *Spider-Man*, *The Matrix*, and *The Hunger Games*.
- Distribute **Handout 4: The Hero’s Journey**.
- Read the descriptions of the nine stages of the journey as a class. Encourage students to think of examples of each stage in books or movies they are familiar with.
- On the second page of the handout, complete the first two boxes as a class, and have students complete the next four boxes individually

or in pairs. Remind them to consult their chapter summaries if they are having difficulty remembering key details.

Teaching Tip

If the remaining boxes on **Handout 4: The Hero's Journey** are not completed as a class later in the novel study, give students the opportunity individually or in pairs to complete the remaining information.



- Write the following down on the board or chart paper for student reference: “Focus on similarities and differences in personality traits, challenges, life events, and the nature of the journeys undertaken.”
- Students may wish to refer to their copies of **Handout 3: Character Notes** from Lesson 1 and **Handout 1: Chapter Summary Notes** for assistance.

Extension Activity



Have students complete the comprehension questions on **Handout 5: Comprehension Check**.

Activity 2.5: Comparing Heroes



Note: This lesson is recommended as an optional extension activity. It will require students to watch a film or recall another hero from a recent reading.

- As a class, watch a contemporary film that follows the hero's journey. Possible examples include:
 - *Harry Potter and the Philosopher's Stone*
 - *The Lord of the Rings: The Fellowship of the Ring*
 - *Star Wars: Episode IV – A New Hope* or *Star Wars: Episode VII – The Force Awakens*
 - *Spider-Man*
 - *The Matrix*
 - *The Hunger Games*
- Distribute **Handout 6: Comparing Heroes**.

Chapter Summary Notes

After reading each chapter, record point-form notes about important events and key character details in the boxes below. If something puzzles you, make a question of it. You will likely find your answer in a later chapter!

<p>Chapter 1</p>	<p>“The Breathing Hole”</p> <ul style="list-style-type: none"> - Pitu catches the first seal of the season - We learn that Pitu’s father died two years ago - Other hunters tease Pitu about becoming a man and needing a wife - Tagaaq kills a polar bear
<p>Chapter 2</p>	<p>“Feast”</p> <ul style="list-style-type: none"> - Hunters return to the village - Pitu’s community of family and friends are introduced - Pitu brings meat to Amarualik - People start calling Pitu the “Great Hunter” - We learn about Pitu and Saima’s interest in each other
<p>Chapter 3</p>	<p>“The First Dream”</p> <ul style="list-style-type: none"> - Pitu has his first strange dream - He meets a fox in the dream - Why does Anaana not react well to his dream?
<p>Chapter 4</p>	<p>“Visitors”</p> <ul style="list-style-type: none"> - Pitu reacts poorly to the arrival of visitors - Pitu struggles with jealousy - Pitu learns Anaana and Amarualik are arranging marriage for him - There is talk of Pitu becoming the next leader - Tension increases with Anaana
<p>Chapter 5</p>	

Name: _____



Chapter Summary Notes (continued)

Chapter 6	
Chapter 7	
Chapter 8	
Chapter 9	
Chapter 10	

Name: _____



Chapter Summary Notes (continued)

Chapter 11	
Chapter 12	
Chapter 13	
Chapter 14	
Chapter 15	

Name: _____



Chapter Summary Notes (continued)

Chapter 16	
Chapter 17	
Chapter 18	
Chapter 19	
Chapter 20	

Showing vs. Telling

Writers have different ways of capturing the reader's attention. Good writing "shows" details to the reader, allowing the reader to create a clear mental picture of the people and places in the story. Showing draws the reader into the story and makes it more interesting.

Tell: He was very sad to hear Tagaaq's story.

Show: "There was a lump in his throat as he stayed silent next to the old man." (p. 62)

Below, the sentences on the left tell an idea, and the sentences on the right show an idea. Draw a line to match the telling sentence with the correct showing sentence. An example has been done for you.

It was nighttime.

"His stomach danced and his ears roared with the rush of his blood." (p. 29)

The summer continued.

"The sun had long since set as they gathered their gear and secured their catch. Now, the moon, shining in half-glory, replaced the twilight." (p. 9)

Pitu was embarrassed.

"A yawn came and wracked her body." (p. 23)

He felt surprised and nervous.

"The days grew warm and bright, the ice in the inlet slowly breaking up, melting, moving in and out." (p. 65)

She was tired.

"They all chorused with laughter, and in the bland light, Pitu felt his cheeks heat up as he blushed red." (p. 6)

Name: _____



Showing vs. Telling (continued)

Turn the following telling sentences into showing sentences. The more detail, the better.

1. The seal meat was delicious.

2. He was jealous of the visitor.

3. It was a thrilling day.

Look for examples of showing sentences in *Those Who Run in the Sky* and write them below. (Make sure to include the page number for where you found the sentence.) Then, write telling sentences for each showing sentence.

Show: _____

_____ (p. ____)

Tell: _____

Show: _____

_____ (p. ____)

Tell: _____



Finding and Quoting

Good detectives and good writers have something in common: they both use evidence to prove their point. As your writing skills continue to develop, you will be asked to find examples from your reading to back up your ideas. When you use an author’s words in your work, you must copy those words correctly, add quotation marks, and record the page number where you found them. Recording information in this way makes it easier to return to the exact spot where you found the words.

Find and quote the answers to the following questions. The page number is provided.

1. What advice does Natsivaq give Pitu about marrying Saima? (p. 75)

2. What does Saima ask Pitu to do on page 77?

Find the page numbers for the following quotes in Chapter 9:

1. “‘Qimmiit!’ Pitu shouted into the strange land. ‘Come here! Dogs!’” (p.)
2. “The little girl began to wail like the qallupilluit had before he came along.” (p.)
3. “And he was terrified.” (p.)



Finding and Quoting (continued)

In Chapter 10, quote sentences to prove the following statements. Don't forget to include the page number! An example has been done for you.

Pitu is very hungry on the fourth day.

“By the fourth, Pitu could not ignore the screaming in his stomach.” (p. 93)

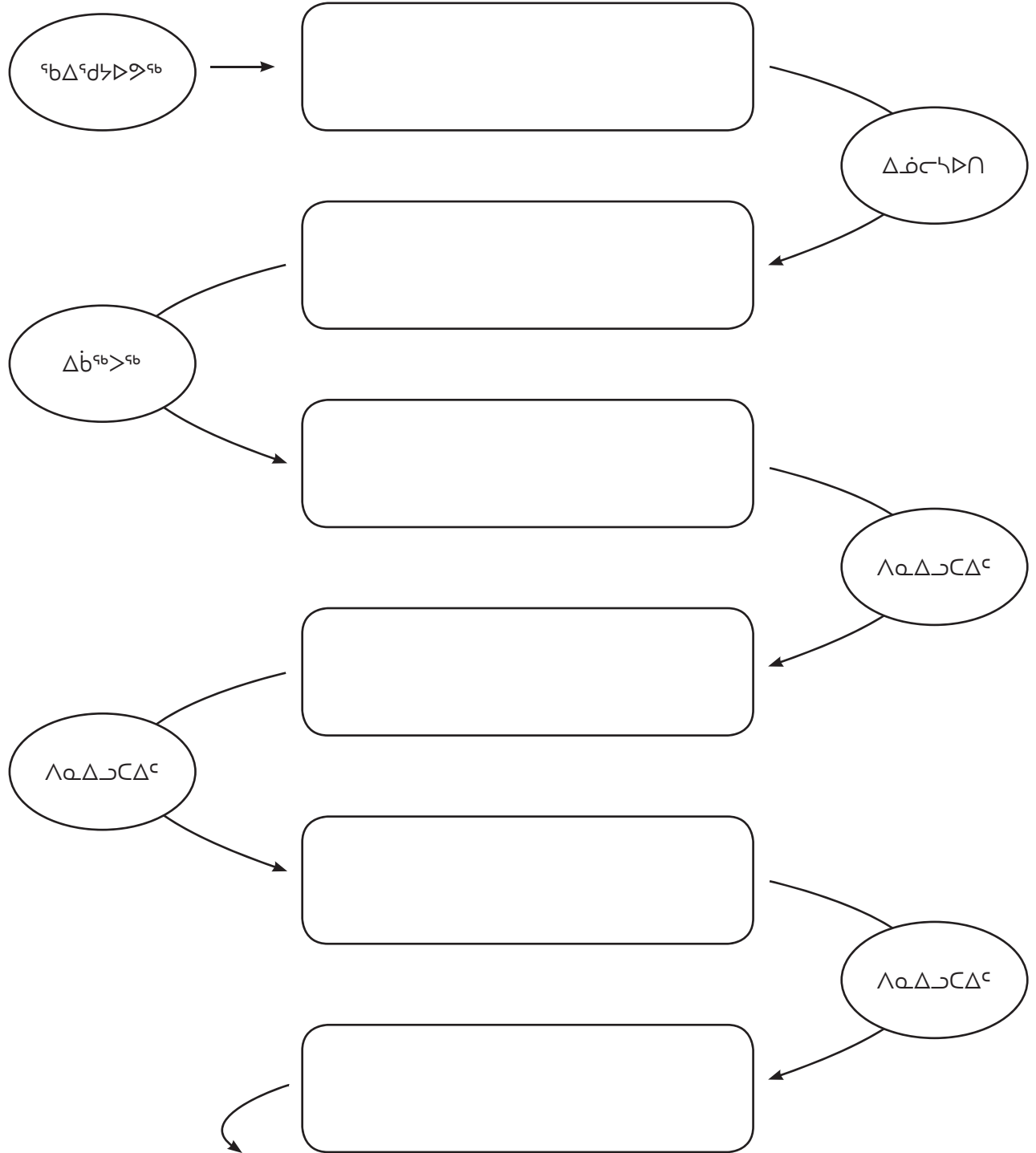
1. After escaping the wolves, Pitu builds a shelter.

2. Pitu is convinced that these are not ordinary wolves.



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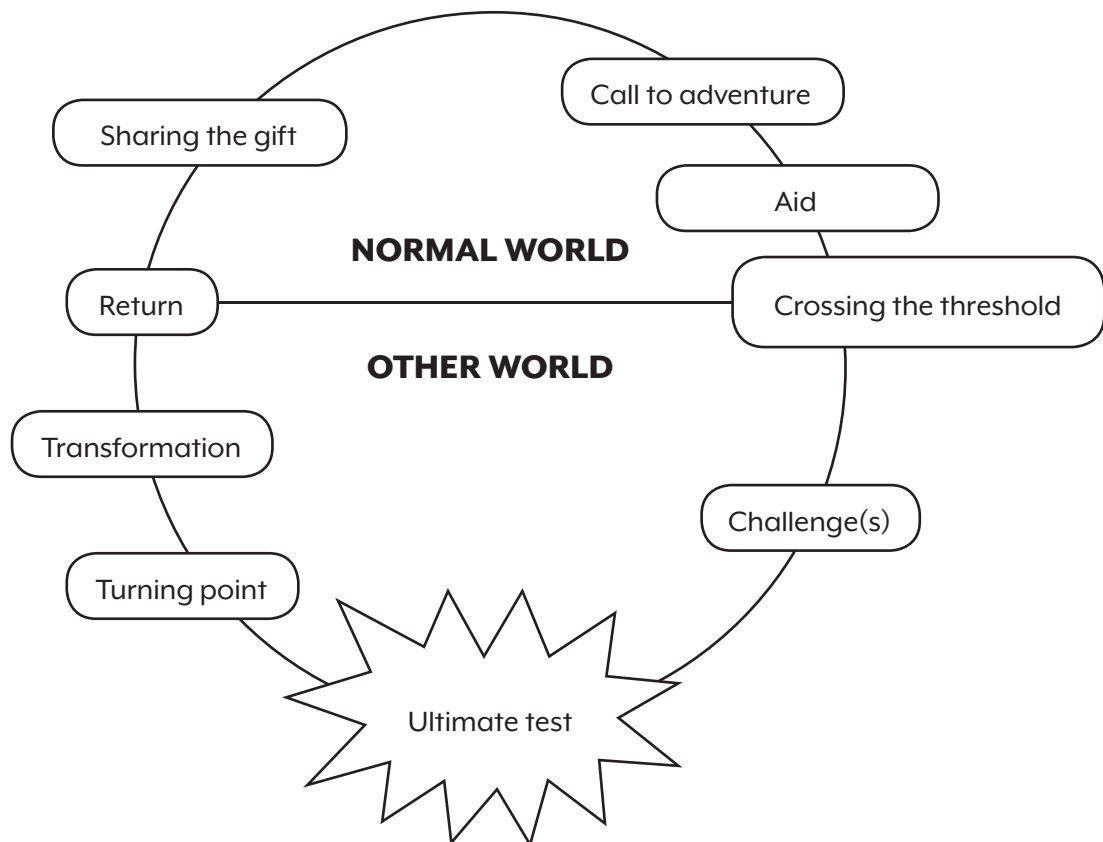


The Hero's Journey

The hero's journey has a set pattern of events. The hero moves from the world he or she is familiar with into another world. There, the hero encounters increasingly difficult challenges. Once he or she faces the ultimate challenge, the hero returns home as a changed and stronger person.

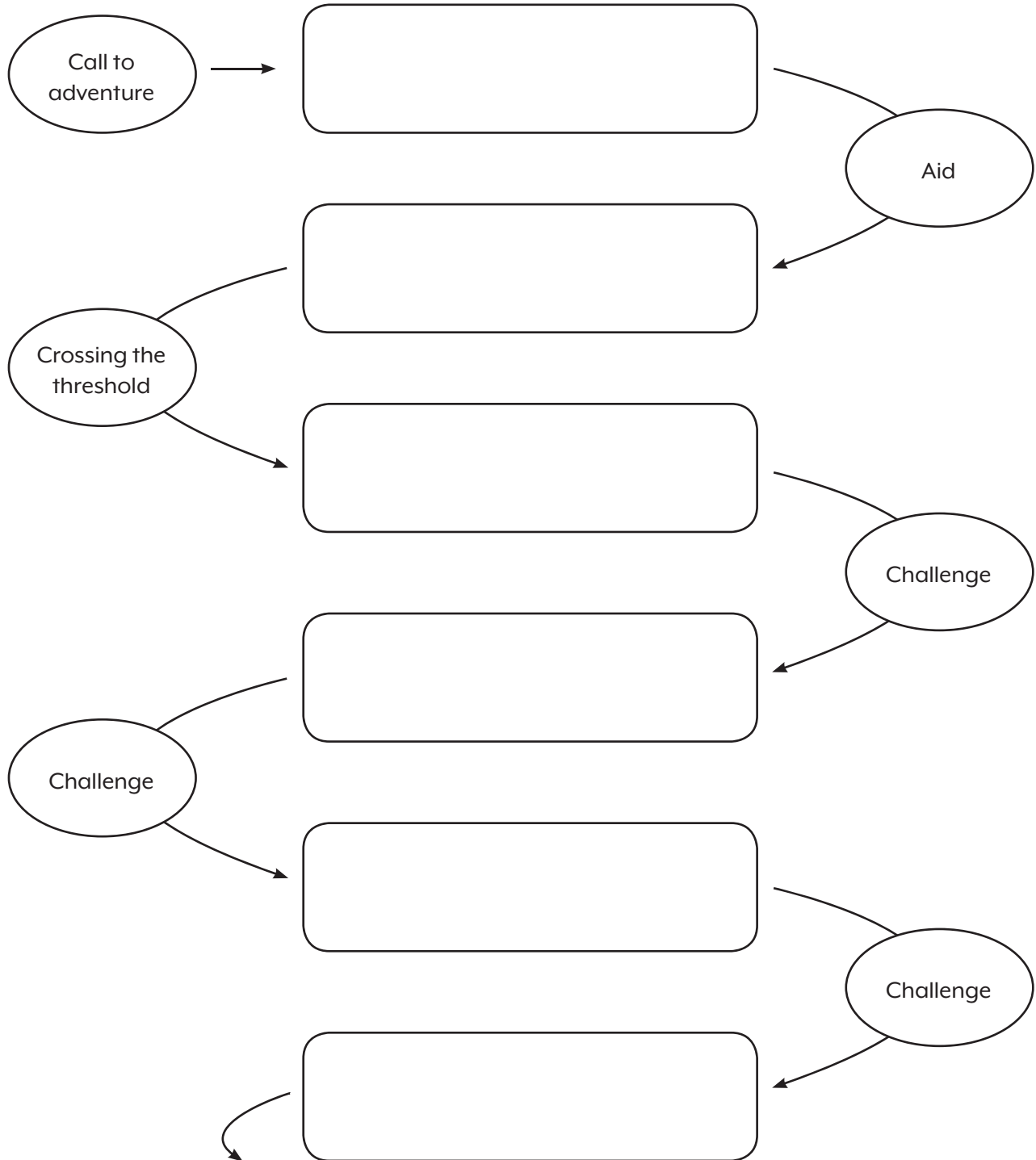
Below are some common elements of the hero's journey genre:

- **Call to adventure:** The hero receives a summons or challenge to go on a journey.
- **Aid:** An assistant helps guide the hero in the other world.
- **Crossing the threshold:** The moment the hero moves from this world to the other world.
- **Challenge(s):** A series of battles with supernatural creatures or forces.
- **Ultimate test:** The worst point for the hero, where it appears he or she may fail, die, or remain in the other world.
- **Turning point:** The moment when the hero receives the ultimate gift that saves him or her.
- **Transformation:** The hero now has new understandings, having changed physically, mentally, emotionally, or spiritually.
- **Return:** The hero crosses back to the normal world and sees it in a new light.
- **Sharing the gift:** The hero now has experience, knowledge, and wisdom to share with others.



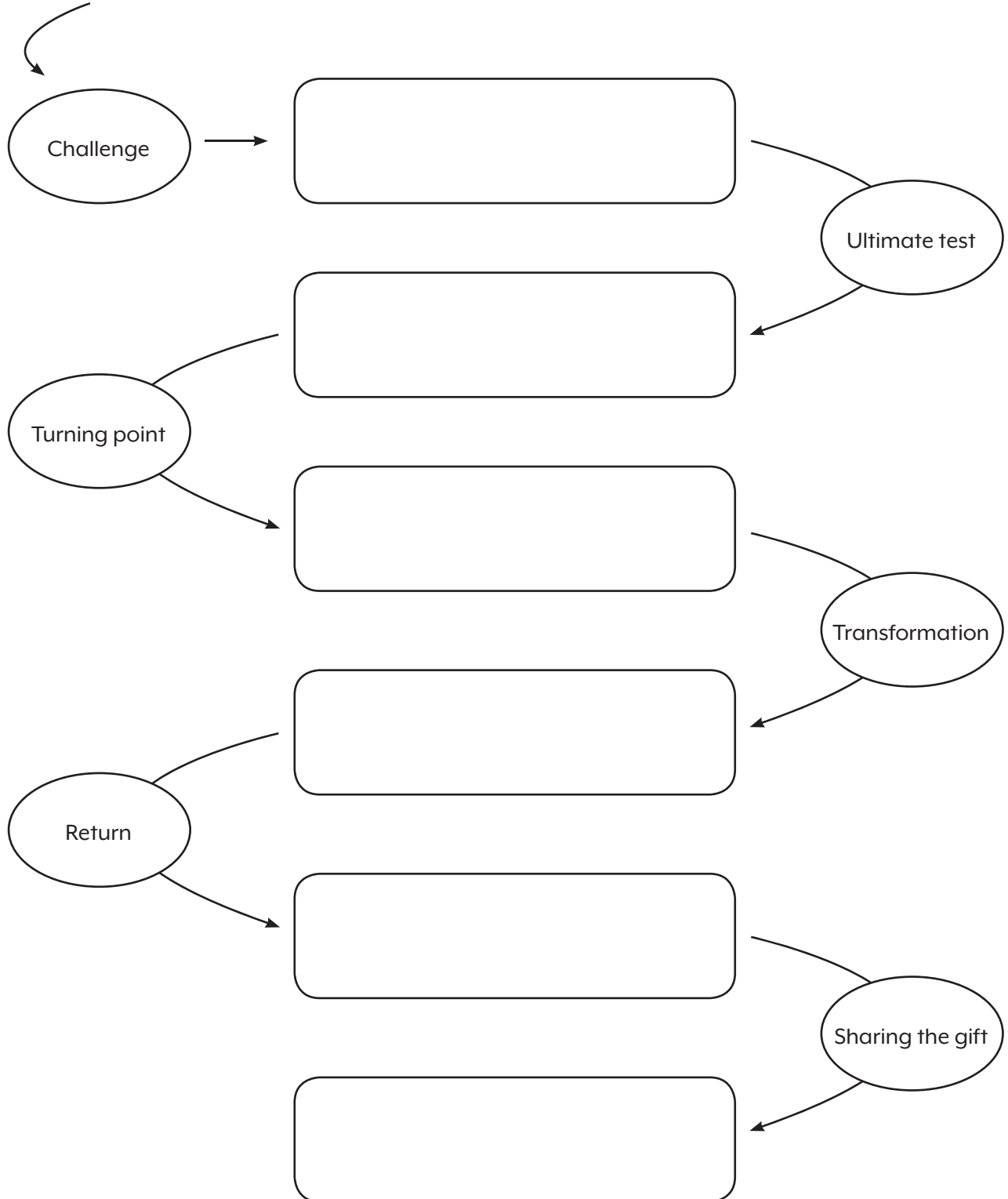
The Hero's Journey (continued)

At this point in the novel, you have seen examples of many of the elements below. Fill in the blanks with a single sentence about each stage of Pitu's journey.





The Hero's Journey (continued)





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2. ᐱᕈᑦᐱᕈᑦ ᐱᕈᑦᐱᕈᑦ ᐱᕈᑦᐱᕈᑦᐱᕈᑦᐱᕈᑦᐱᕈᑦᐱᕈᑦᐱᕈᑦ? (ᐱᕈᑦᐱᕈᑦ 6)

3. ᑲᑲᑲᑲᑲᑲᑲ ᐱᕈᑦᐱᕈᑦ ᐱᕈᑦᐱᕈᑦ ᐱᕈᑦᐱᕈᑦᐱᕈᑦᐱᕈᑦᐱᕈᑦᐱᕈᑦ? (ᐱᕈᑦᐱᕈᑦ 7)

4. ᑲᑲᑲᑲᑲᑲᑲ ᐱᕈᑦᐱᕈᑦ ᐱᕈᑦᐱᕈᑦᐱᕈᑦᐱᕈᑦᐱᕈᑦᐱᕈᑦᐱᕈᑦᐱᕈᑦ? (ᐱᕈᑦᐱᕈᑦ 8)

Name: _____



Comprehension Check

Answer the questions below about Chapters 5–12 of *Those Who Run in the Sky*. Write your answers in complete sentences.

1. Why does Tagaaq tell Pitu the story about his mother? (*Chapter 5*)

2. What happened to the shaman Tagaaq met when he was young? (*Chapter 6*)

3. Why does Aapak's behaviour make Pitu uncomfortable? (*Chapter 7*)

4. Why does Pitu need to wait to marry Saimaniq? (*Chapter 8*)

Name: _____



Comprehension Check (continued)

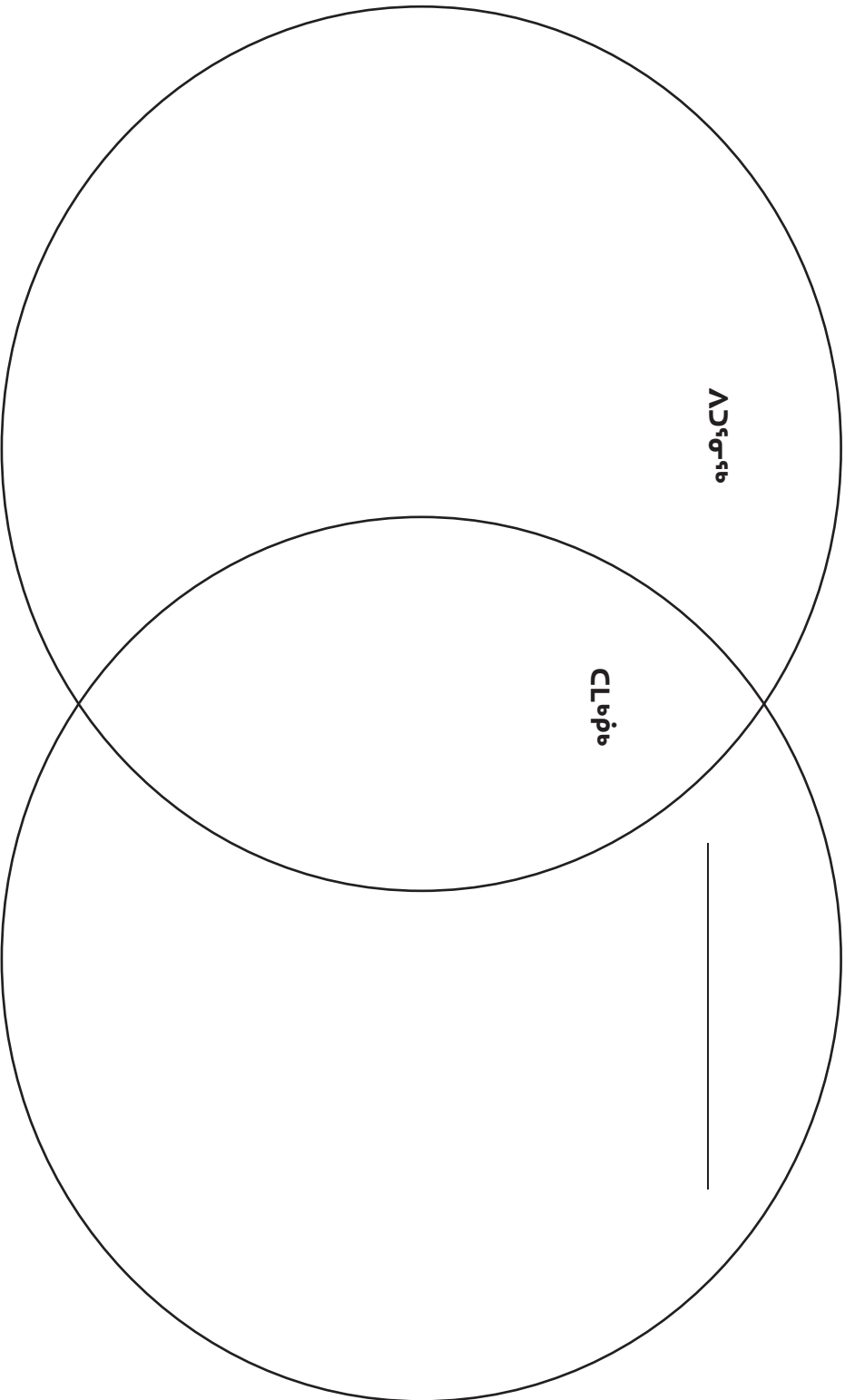
5. Who does Pitu meet among the boulders of ice? (*Chapter 9*)

6. Describe the lead wolf that attacks Pitu. (*Chapter 10*)

7. Describe Inukpak. (*Chapter 11*)

8. How does Pitu feel when he is at Inukpak's camp? (*Chapter 12*)

1. **ግንዛቤ** ለማግኘት ለሌሎች ጥያቄዎች ላይ ግንዛቤ ማግኘት ይቻላል።



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ግንዛቤ ለማግኘት ለሌሎች ጥያቄዎች ላይ ግንዛቤ ማግኘት ይቻላል።



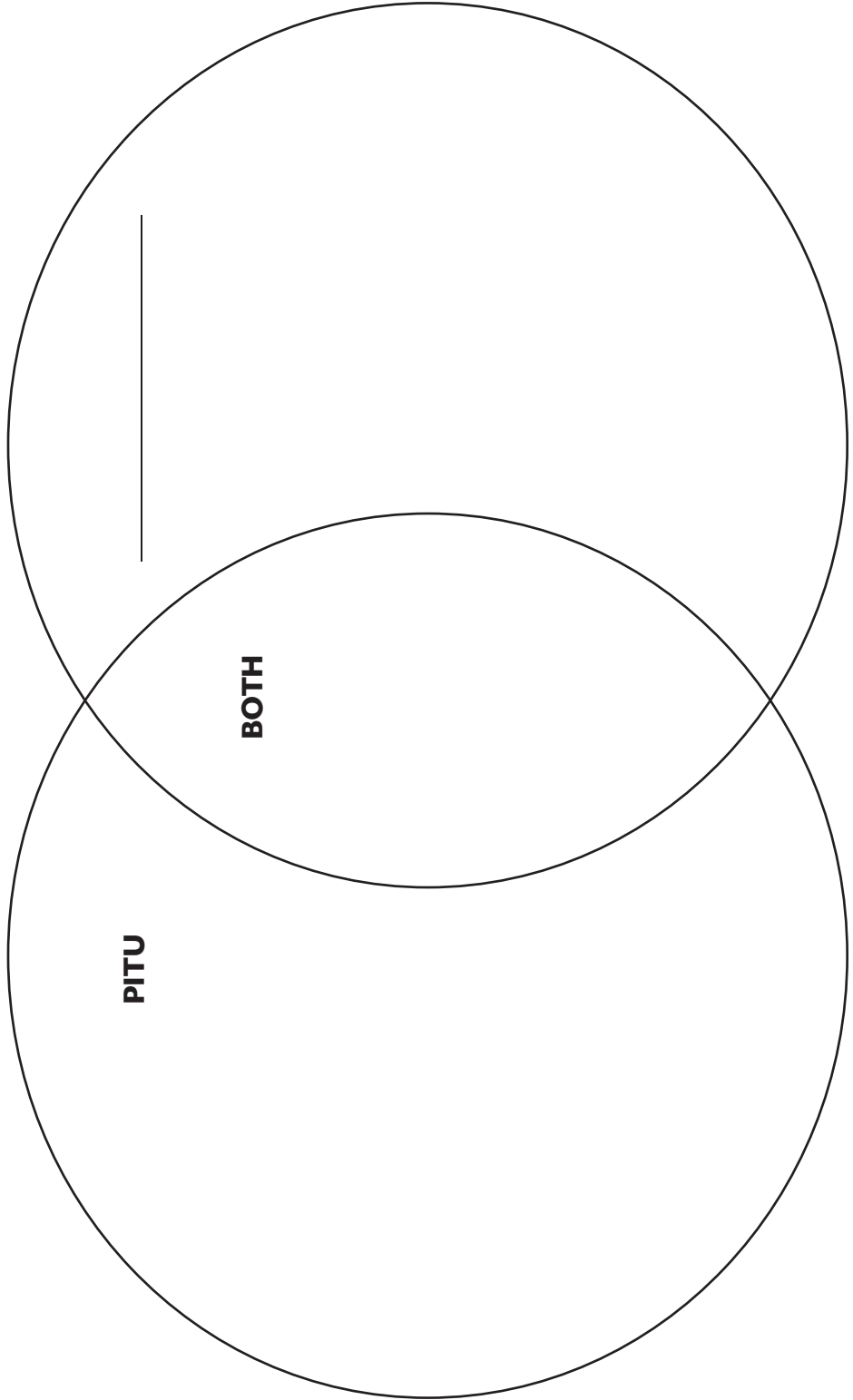
ግንዛቤ _____

Name: _____



Comparing Heroes

What does Pitu have in common with another hero? Write the name of the hero you are comparing Pitu to on the line in the circle on the right. Write details about Pitu in the circle on the left. Write details about the other hero in the circle on the right. Write details they have in common in the middle.



Lesson 3: Exploring Content

OBJECTIVE

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

- Read Chapters 13–20 individually, in pairs, or in small groups.
- Examine five types of literary conflict.
- Explore a range of topics presented in the novel.
- Learn about significant aspects of naming.
- Identify three additional parts of the plot: climax, falling action, and resolution.
- Read and respond to an interview with Aviaq Johnston.

READING

Chapters 13–20 of *Those Who Run in the Sky* by Aviaq Johnston

HANDOUTS

- Handout 1: Types of Conflict
- Handout 2: Exploring Topics: Part 1
- Handout 3: Exploring Topics: Part 2
- Handout 4: Parts of the Plot: Climax, Falling Action, and Resolution
- Handout 5: Comprehension Check
- Handout 6: Interview with Aviaq Johnston

OPTIONAL ADDITIONAL RESOURCES

- *Inuit Kinship and Naming Customs* by Pelagie Owljoot. Inhabit Media, 2013.
- *Inuit Kinship and Naming Customs in the Baffin Region* by Leah Otak and Peesee Pitsiulak-Stevens. Inhabit Media, 2014.

MATERIALS

- Blank paper
- Student journals (optional)

LEARNING ACTIVITIES

Activity 3.1: Types of Conflict



- Have students read Chapters 13 and 14 individually, in pairs, or in small groups.
- Distribute **Handout 1: Types of Conflict**. Read the first sentence on the handout out loud to students. Explain that without conflict, there would be no story. Conflict drives the story and makes it interesting. We read on, wanting to find out how the character faces his or her problems. Conflict keeps the reader asking, “What will happen next?”
- Ask for volunteers to read the descriptions of the different types of conflict out loud.
- Have students complete the second page of the handout individually or in pairs.

Extension Activities



- Have students turn their “resolution” sentence into a full paragraph.
- Have students write sentences or paragraphs that describe the conflicts from their drawings.

Activity 3.2: Introduction to Topics



- Have students read Chapters 15 and 16 individually, in pairs, or in small groups.
- Distribute **Handout 2: Exploring Topics: Part 1**.

- Read the first paragraph on the handout to students. Tell students that an author writes about topics that bring meaning to the story. Some of the topics in a book will have more meaning for the reader than others.
- Read the handout as a class and then have students complete the activity individually or in pairs.

Accommodations



- Depending on students' abilities, you could assign more or fewer than the six examples on the handout.
- If students need support finding or writing sentences that show the topic, complete the activity as a class or in small groups.
- For more challenge, students could write the example sentence and find a quote from the novel, give multiple examples of the same topic appearing in the novel, or write a full paragraph about a given topic in the story.

Activity 3.3: Topics Continued: Naming



- Have students read Chapters 17 and 18 individually, in pairs, or in small groups.
- Distribute **Handout 3: Exploring Topics: Part 2**.
- Read the first paragraph on the handout to students. Invite students to share what they know about traditional naming customs. Ask for volunteers to share the significance of their own names.
- Have students complete the handout individually or in pairs.
- When students have finished, invite volunteers to share their answers with the class.

Teaching Tip



One or both of the *Inuit Kinship* and *Naming Customs* books listed under Additional Resources can act as a valuable teaching resource for this lesson and may also be useful in Lesson 4.

Extension Activity



If possible, invite an elder to visit the class to talk about naming. Here are three possible topics for discussion during the elder's visit:

- Traditional naming practices
- E-tags and last names
- The significance or stories behind other names in the novel or traditional names within the community

Activity 3.4: Parts of the Plot: Climax, Falling Action, and Resolution



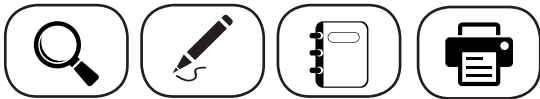
- Have students finish reading the novel individually, in pairs, or in small groups.
- Review the parts of the plot students learned about earlier in the novel study (introduction and rising action). Tell students that in this activity, they will finish the rising action and learn about the climax, falling action, and resolution.
- Review **Handout 4: Parts of the Plot: Introduction and Rising Action** from Lesson 1 as a class. Read the events recorded for the rising action.
- Together, brainstorm the other events that fall in the category of rising action. This should be a brief review as these have been examined in

other activities (e.g., “Hero’s Journey” in Lesson 2, Activity 2.4).

- Distribute **Handout 4: Parts of the Plot: Climax, Falling Action, and Resolution**.
- Have students record the answers for the rising action in the appropriate box.
- Ask students if they know what the climax of a story is. If necessary, tell them that the climax is the moment when we learn whether the character will be successful in his or her journey. In a movie, it is the part near the end when you find yourself on the edge of the seat.
- Have students identify the climax of *Those Who Run in the Sky* and record it on the handout.
- Read the final two boxes as a class. Decide whether to complete the page as a class, in small groups, or individually.
- Have students use a blank page to draw a full plot diagram line with all six labels (introduction, inciting incident, rising action, climax, falling action, resolution).

- What do you already know about the author of *Those Who Run in the Sky*?
- Is there anything you still want to learn about the author?
- Distribute **Handout 6: Interview with Aviaq Johnston**. Have students read the interview in pairs or individually.
- After reading, discuss the interview as a class. Ask:
 - Did anything in the interview surprise you?
 - How did Aviaq use her own experiences when writing the novel?
 - Does learning more about the author and her writing process change your understanding of the novel? If so, in what way?
 - Is there anything you still want to know about the author?
- Ask students to write a journal response about the interview. In their responses, students may want to write about how they feel about the novel now that they know more about the author and her inspiration, or what they would ask Aviaq Johnston if they had the opportunity to meet her.

Extension Activities



- Have students complete the comprehension questions on **Handout 5: Comprehension Check**.
- Have students write a journal entry to reflect on the novel as a whole. In their reflection, they can write about what they liked about the novel, any parts they found challenging, or what they think will happen next for Pitu.

Extension Activity



Tell students that many authors, including Aviaq Johnston, draw from their own experiences in their writing. Have students think of something that happened to them or an important person in their life that they would like to write about and write a short story based on this experience or person. Invite students to share their stories with a partner or small group.

Activity 3.5: Author Spotlight



- Review what students learned about the author, Aviaq Johnston, at the beginning of the novel study. Ask:



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- የግብር ግብይት ለማሰብ የሚያገለግል ነው።
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Types of Conflict

In books, as in life, people have problems of all different types. In stories, we refer to these problems as *conflicts*, and the types of conflict fall under many categories. Here are a few of the common types of conflict:

Person vs. Person
Another person (the antagonist) tries to keep the main character from reaching his or her goal.

Person vs. Self
The main character struggles with his or her mind, doubts, and flaws to overcome his or her nature.

Person vs. Nature
The main character is up against an animal or a force of nature (for example, a fierce storm).

Person vs. Society
The main character has a unique way of seeing the world and struggles against others' rules or traditions.

Person vs. Supernatural
The main character fights with forces that are not of this world (for example, ghosts).

Name: _____



Types of Conflict (continued)

Use the definitions on the first page to help you fill out the following chart.

1. Beside each type of conflict listed, think of an example from Pitu's journey. Draw a picture that shows Pitu facing that problem.
2. Next, turn to the chapter where the conflict takes place. Skim through the chapter until you find one sentence that acts as evidence of the conflict. Write the sentence under "Proof," and include the page number where the sentence can be found.
3. In your own words, write a one-sentence description of how Pitu resolves that conflict under "Resolution."

Type of Conflict	Example Drawing	Proof	Resolution
Person vs. person			
Person vs. self			

Name: _____



Types of Conflict (continued)

Type of Conflict	Example Drawing	Proof	Resolution
Person vs. nature			
Person vs. society			
Person vs. supernatural			



Exploring Topics: Part 1

A topic is an idea that is explored in the story. Stories deal with many topics at the same time. The list below has many common topics found in stories. Most of these topics are found in the novel.

Here is an alphabetized list of some common topics:

anger	identity	Oppositions:
cooperation	jealousy	gender role/identity
destiny	justice	good/evil
determination	loneliness	life/death
education	overcoming adversity	light/dark
equality	prejudice	love/hate
family	self-control	nature/supernatural
freedom	survival	poverty/wealth
friendship	traditions	war/peace

Choose at least three topics that you have observed in *Those Who Run in the Sky*. Record the topics in the first column, and then write sentences showing how each topic appears in the story. The sentences can be in your own words, or you can use quotes from the novel as proof.

Topic:	Sentence:
Jealousy	"Though he was smaller than Pitu, the boy made Pitu feel inferior." (p. 27)

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Exploring Topics: Part 2

Naming is a topic that comes up again and again in the novel. In the “Author’s Note,” Aviaq Johnston explains that she chose “the names of real people from my hometown of Igloodik... to represent the strength of Inuit naming customs” (p. 204). An author chooses character names very carefully. The following questions will help you explore the significance of many of those choices.

Turn to the glossary on page 198 to help you answer the following:

1. Find three characters that are given literal names. As an example, naming a raven “Raven” or “Bird” is giving that character a literal name.

o _____

o _____

o _____

2. What does the name “Miki” suggest about the dog?



Exploring Topics: Part 2 (continued)

3. How does Pitu's name relate to his character? What about Saimaniq and Taktuq? Fill in the boxes.

<p>“Piturniq” means: “a time when the tides are strong usually during the new moon”</p> <p>Relation to character:</p>
<p>“Saimaniq” means:</p> <p>Relation to character:</p>
<p>“Taktuq” means:</p> <p>Relation to character:</p>



Exploring Topics: Part 2 (continued)

4. What do you know about your name? Answer the questions below.

What is the meaning?

Were you named after someone?

My full name is:

Do you feel your name suits you?

Is there a name in Inuktitut or English that you really like? What makes that name so appealing?



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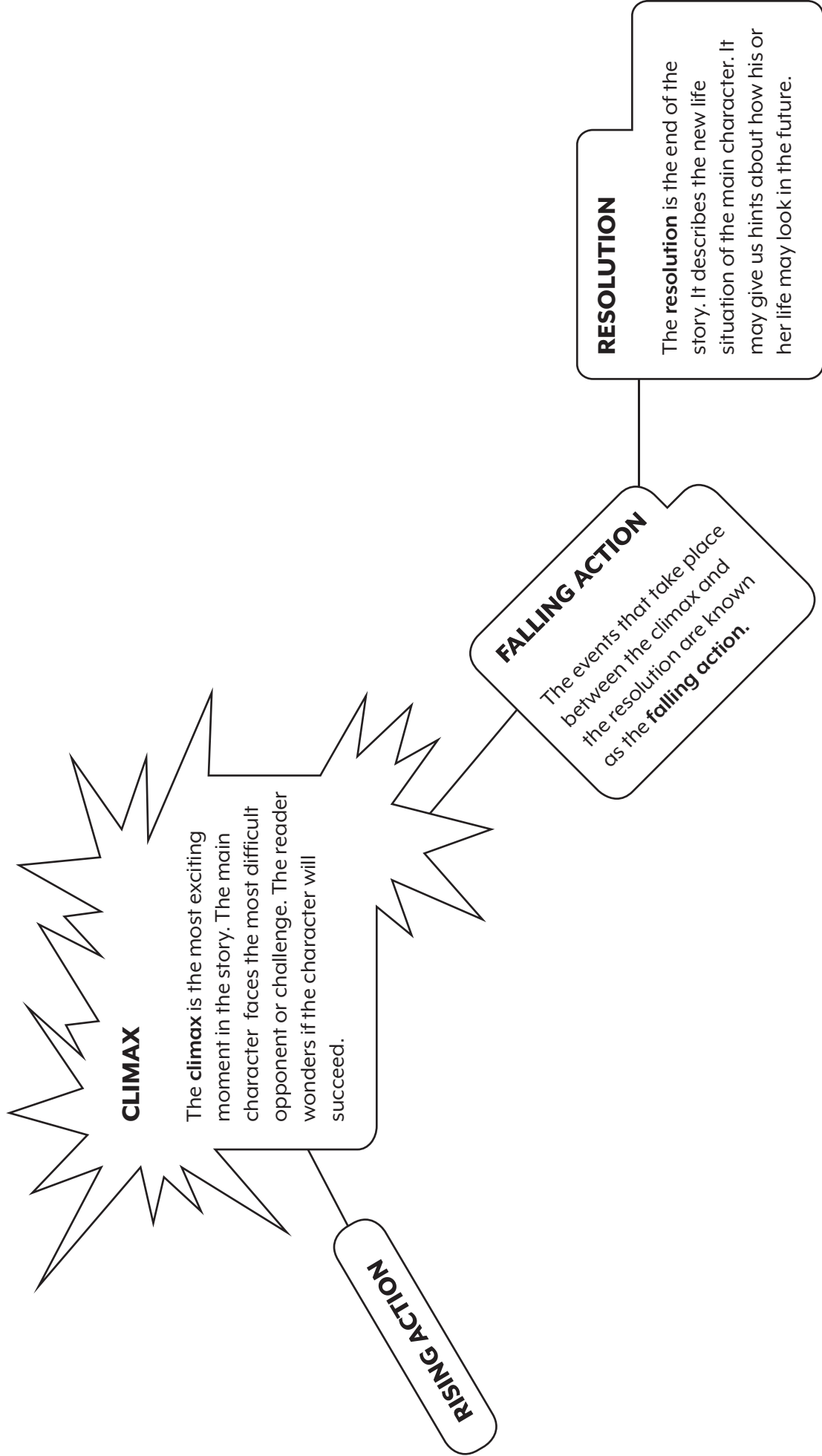
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Parts of the Plot: Climax, Falling Action, and Resolution



Name: _____



Parts of the Plot: Climax and Resolution (continued)

Complete the boxes below with details and events from each part of the novel.

Turn back to **Handout 5: Parts of the Plot: Introduction and Rising Action**. What event(s) did you last record under “Problems Pitu Experiences in the Rising Action”? In point form, add more significant events from the story’s **rising action**.

What is the **climax** of the story?

What are some events in the **falling action** of the story?

What is Pitu like at the end of the novel?



Comprehension Check

Answer the questions below about Chapters 13–20 of *Those Who Run in the Sky*. Write your answers in complete sentences.

1. What finally gives Pitu the strength to stand up to the wolves and refuse to die like a coward? (Chapter 13)

2. How does Taktuq behave toward Pitu? (Chapter 14)

3. What did Taktuq do to anger the spirits? (Chapter 15)

4. Why does Taktuq decide to allow Pitu to help him return home? (Chapter 16)

Name: _____



Comprehension Check (continued)

5. What are the spirits doing as they run in the sky? (*Chapter 17*)

6. Why does it take less time for Pitu and Taktuq to travel the same distance Pitu travelled alone at the beginning of his journey? (*Chapter 18*)

7. What does Pitu find out about the giant wolf that has been following him? (*Chapter 19*)

8. What does Pitu find out about Saima after he returns home? (*Chapter 20*)

Interview with Aviaq Johnston

Interviewer: Where did you get your inspiration for this story?

Aviaq Johnston: There were many things that inspired me to write this story. I had already been thinking of a story of Inuit surviving an ice age in the future, but found I couldn't execute that idea very well. I decided that I don't have to go into the dystopian future or even into modern society to write a story that young people could relate to, and I thought of a young boy learning to become a shaman hundreds of years ago. As I was beginning to write *Those Who Run in the Sky*, I was also reading *The Hobbit* and found inspiration from that story. Inuit legends are so interesting, and Inuit culture and livelihood in general is innovative and remarkable and should be represented. I wanted to write about Inuit in a way that was approachable for youth.

Interviewer: Where did you get your inspiration for the character of Pitu?

Aviaq Johnston: In the old days, Inuit were incredibly strong individuals not only physically, but mentally and emotionally as well. They had to be in order to thrive in the Arctic, where people depended so heavily on each other. I wanted to show Pitu's thought processes because I wanted him to be a strong role model for Inuit and for boys. He is young, but he is wise. He still struggles and still has some personal flaws, but overall he learns to be more understanding. In our communities in the North, our young boys and men are struggling with extreme social issues in terms of violence, addictions, and mental health. I wanted Pitu to be representative of a healthy person who still struggles but learns from everything.

Interviewer: The novel takes place long ago, before the arrival of whalers and traders, and includes many wonderfully detailed descriptions of traditional life and hunting practices. How did you learn about what life was like back then?

Aviaq Johnston: Growing up in Igloolik plays a big part in this. Igloolik is a very traditional community, but it is also strong in media entertainment with Isuma Productions. Isuma has produced a lot of films about traditional Inuit life. I also learned a lot of the aspects of Inuit life from attending Nunavut Sivuniksavut (a college program for Inuit in Ottawa), or just from interacting with elders and other older Inuit. Asking family and other important people in my life helped me, but for some parts I just thought it out based on what I knew of Inuit life back then. What resources did Inuit have to build the things they had? What kind of tools did they use every day? What part of the animal or environment did they use for this? For example, when Pitu is injured and trying to clean one of his wounds, he took his slippers off and used those as a bandage. While writing this, I thought, "How would an Inuk deal with an injury in the old days without any resources? Well, he is covered from head to toe in layers of clothing. He could spare some. Which piece of clothing would be the least impactful to lose?" From there, I worked with my parents and others to tweak the scenes to make sure they were as accurate as possible.

Interview with Aviaq Johnston (continued)

Interviewer: A big part of the story takes place in the world of the spirits and includes many supernatural elements and creatures. Why did you want to include magic and the supernatural in the novel?

Aviaq Johnston: I absolutely love fantasy, and I always have. My favourite books take place in worlds with magic or supernatural places: the Harry Potter series, the His Dark Materials series, and the Chaos Walking trilogy. Maybe it's because my own culture has this in our history. A part of growing up in the Arctic is hearing the stories of the many creatures—real or myth—that live in the Arctic. The issues that face Inuit today have nothing to do with magic, but I think it is an important tool to use to show the strength of our people. As long as an individual has a strong sense of mind and self, they can overcome a great amount of challenges, whether they are real or made up.

Interviewer: Why do you feel it is important to share legends with Inuit youth today?

Aviaq Johnston: Legends are really interesting stories with origins from thousands of years ago. I think that is super cool. They also link us to each other and to our past. Across the North, we have these legends; they vary slightly, but they are still alive and powerful. They can still be applied to our society today and remain relevant. Inuit legends are very open and have many concepts that are not common among modern society and are very complex. A lot of them deal with painful topics and teach us that adverse coping skills are more harmful for us than forgiveness or kindness is.

Interviewer: What was the biggest challenge you faced while writing this novel?

Aviaq Johnston: It's hard to establish a schedule for writing. I wrote some parts in big chunks and wouldn't write for weeks at a time. Sometimes I felt that affected the flow of the story. I had about six months to write the first draft of this novel, but I wrote a large part of it in the last month and a half of that timeframe. *Never do that again, Aviaq.* Now I try to write a little bit at least once a day, even if it is not something I want to share with others. My email is full of story drafts. Many of them aren't that good, but they help me to practise writing every day and stay in the habit.

Interviewer: What advice would you give to aspiring writers?

Aviaq Johnston: Try to find a routine and time in the week to at least write a page. Just write, write, write. Don't take time to edit until a few days later. The first draft doesn't have to be perfect. Editors are your friends. Learn to overcome the criticism and use it to make your stories and characters better.

Interviewer: Do you have any upcoming projects that you are looking forward to?

Aviaq Johnston: I am having a lot of fun writing the sequel to *Those Who Run in the Sky*, and I'm really excited for Pitu's story to continue. I'm also excited to start developing creative ideas for more stories in the future. I've been working on a ghost story in my own personal time and may develop it into a story to share with everyone someday.

Lesson 4: Inuit Culture

OBJECTIVE

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

- Compare their own feelings and life experiences with those of the protagonist.
- Reflect on continuing and changing cultural practices within their family and community.
- Seek out expertise within the community (or in published works) to expand upon understandings of traditional stories.
- Work cooperatively to put on a readers' theatre production.

HANDOUTS

- Handout 1: Relating to Pitu
- Handout 2: Relating to Pitu (Journalling)
- Handout 3: Traditional and Continuing Practices
- Handout 4: Comparing Legends
- Handout 5: Script 1: Qallupilluit
- Handout 6: Script 2: The Giant

OPTIONAL ADDITIONAL RESOURCES

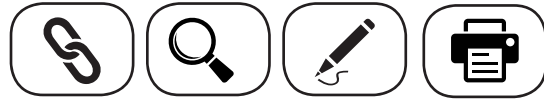
- *Traditional Stories from the Qikiqtani Region: Unikkaaqtuat Qikiqtaniinngaaqtut* by Leo Tulugarjuk and Arnakak Jaypeetee. Niutaq Cultural Institute, 2007.
- *Unikkaaqtuat: An Introduction to Traditional Inuit Myths and Legends* by Neil Christopher, Noel McDermott, and Louise Flaherty (eds). Inhabit Media, 2011.
- *Kappianaqtut* by Neil Christopher. Inhabit Media, 2011.
- *On the Shoulder of a Giant* by Neil Christopher. Inhabit Media, 2015.
- *The Qalupalik* by Elisha Kilabuk. Inhabit Media, 2011.
- *Unikat Inukpasugjuut Miksanut: Stories of Giants* by Neil Christopher. Inhabit Media, 2010.

MATERIALS

- Board or chart paper
- Journals (optional)
- Props and costumes for readers' theatre (optional)

LEARNING ACTIVITIES

Activity 4.1: Relating to Pitu



- Tell students that this activity is about identifying the things they have in common with Pitu. They will make point-form notes about the similarities they share with Pitu and then turn them into a journal entry.
- Distribute **Handout 1: Relating to Pitu**.
- Have students work individually or in pairs to come up with examples about Pitu and themselves for each category.
- Invite students to share their responses with the class if they feel comfortable doing so.

Teaching Tip



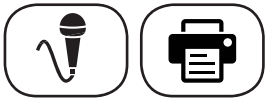
Some students may need examples to help them understand a particular category or the activity as a whole. It would be a worthwhile exercise to complete the column about Pitu together as a class and display Pitu's examples on the board or chart paper; this way, students can refer to the example if they are struggling.

- Once **Handout 1: Relating to Pitu** is complete, distribute **Handout 2: Relating to Pitu (Journalling)**.
- Have students complete the handout individually and invite volunteers to share their responses with the class.

Accommodation

For more challenge, do not use **Handout 2: Relating to Pitu (Journalling)** and have students write a longer response on a lined page or in their journals.

Activity 4.2: Traditional and Continuing Practices



- Remind students that in her Author's Note, Aviaq Johnston writes that the story is set in the old days, before Inuit traditions began to change and adapt to include the things that whalers, traders, and missionaries shared with Inuit.
- Ask students if, as they read the book, they identified any traditions that remain strong within their family or community. Discuss how these traditions are practised in their community today.
- Distribute **Handout 3: Traditional and Continuing Practices**. Tell students that this activity is designed to examine the Inuit cultural practices found in *Those Who Run in the Sky* and to compare them with the cultural practices continuing in their community today.
- Have students complete the handout in groups. Together, they will brainstorm traditional practices found in the novel and discuss how these practices are continued in their community, if at all.

Teaching Tip



If students need assistance coming up with cultural practices, brainstorm ideas as a class and record them on the board or chart paper. Some possible ideas include:

- Aijajjaa songs and throat singing
- Facial tattoos
- Marriage arrangements
- Naming
- Seasonal movement/camping
- Storytelling
- Adoption
- Speaking Inuktitut
- Shamanism

- Have students complete the handout in groups. Together, they will brainstorm traditional practices found in the novel and discuss how these practices are continued in their community, if at all.

Teaching Tip



This activity allows for rich follow-up discussions. Encourage students to talk about the similarities and differences between their responses. Possible discussion prompts include:

- What differences do you see between the groups' responses?
- Why do you think this is important?
- How could you revive or strengthen traditions in your school or community?

Extension Activities

- Have students write a journal entry about the cultural practices that are strong in their community, or practices they would like to learn in the future.
- Students could complete the same activity about traditional tools, equipment, and food in the novel, comparing them to what is used and eaten today.

Activity 4.3: Legends

- Hold a class discussion about the legends that are included in *Those Who Run in the Sky*. Ask students if they can name any of the legends in the novel, and write them on the board or chart paper. The legends that feature most prominently in the novel are about qallupilluit, Inukpak/giants, northern lights, and wolves.
- Consider rereading the third paragraph of the “Author’s Note” on pages 234–235 (English pages 204–205) with the class, in which Aviaq Johnston writes about how there are different versions of stories told throughout Inuit Nunangat and that parts of the novel are based on her own interpretation of the legends she grew up hearing.
- Distribute **Handout 4: Comparing Legends**.
- Have students complete the handout individually or in pairs.
- Once students have completed the handout, have them present their comparison to the class.

Teaching Tip

Depending on resources, you may wish to be more specific in directing the class to a particular resource (i.e., you may only be able to order one additional book from the list of suggested materials). Or, you may invite a storyteller into the class and have all students use the same oral story for their comparison.

Extension Activities

- Have students compare three versions of the same legend.
- Have students write a journal entry about which version they liked better and why.

Activity 4.4: Readers’ Theatre**Teaching Tip**

Depending on time and resources, the plays can be performed either as readers’ theatre or as more elaborate productions.

- Tell students that they are going to act out a couple of scenes from the novel. Each person in the class will have an important role in the production.

- Explain readers' theatre to the students by telling them that readers' theatre is a lot like storytelling and encourages participants to read with expression in their voices. Readers' theatre can include props and costumes or can be done without them. The actors read from their scripts instead of memorizing lines.

Note: These plays are designed with flexible numbers of participants in mind. You can split up the parts of the narrator based on the number of students. The second play has room for a large number of students participating as various animals.

- Divide the class into two groups. Distribute **Handout 5: Script 1: Qallupilluit** to one group and **Handout 6: Script 2: The Giant** to the other. Each student should be assigned a part.
- Tell the groups to do a number of read-throughs to make sure everyone is comfortable with their roles. Encourage students to use props and costumes if they are available.

Teaching Tip



If groups decide to use costumes, use the descriptions of the qallupilluit on page 98 (English pages 85–87) of *Those Who Run in the Sky* for costume ideas. Descriptions of Inukpak the giant are found on pages 123–124 (English pages 107–108). Creating the giant will depend on class time, resources, and ambition. The giant could be a tall member of the class, or it could be a large papier-mâché mask of the giant's face, designed like a piece of the set.

Note: Optional stage directions are provided in bold for sound effects and actions. If sound effects will not be used and students will be standing still while reading their lines, the stage directions can be read as additional narrator parts.

Teaching Tip

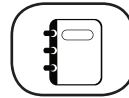


As students rehearse, encourage them to do the following:

- Speak slowly and say each word clearly.
- Speak loudly so people can hear them at the back of the room.
- Speak with feeling and get into character.

- When the groups are ready, have them perform in front of their classmates, other classes in their school, or members of their community.

Extension Activities



- After the performance, have students write a journal response about how they feel it went and what they learned from the experience of performing in front of a live audience.
- Have students write their own play based on a scene from the novel.

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Name: _____



Relating to Pitu

This handout is designed to help you brainstorm the similarities you share with Pitu. For each category, write point-form examples about Pitu and yourself in the spaces provided.

Category	Pitu	Me
Personality (strengths)		
Personality (weaknesses)		
Challenges		
Family structure		
Romantic interest		
Adult roles/ responsibilities		
Gender role expectations		
Friendship		
Hopes		
Fears		
Feelings		
Journey		

Name: _____



Relating to Pitu (Journalling)

This is your chance to expand on a few of your ideas. Look over the boxes you filled out on **Handout 1: Relating to Pitu**. Pick two of the categories that you have the most to say about. Try to write four or more sentences about each idea.

Example: I had a journey once like Pitu's. My dad and I were travelling to our cabin when the skidoo broke down. A couple of hours later, the wind and snow picked up. We were lost in the blizzard. We used the gamutiik and snow to make a shelter. My uncle came and found us the next morning.

Name: _____



Traditional and Continuing Practices

In groups, brainstorm some cultural practices that were mentioned in the novel and write them in the left column. Then, discuss whether these cultural practices are still followed in your community today, and by approximately how many people. Place a check (✓) in the box that goes with the number of people who continue the cultural practice. For example, most people in the town of Igloolik speak some Inuktitut, so in that case there would be a check in the “Most” box.

Cultural Practice	Most	Some	Few	Don't Know



Comparing Legends

1. For this activity, your first task is to choose a legend from *Those Who Run in the Sky*. The four with the most detail are listed here. Circle your choice:

qallupilluit

Inukpak/giants

northern lights

wolves

2. Next, you will need to consult an elder or storyteller in your community, the oral history project (<http://oralhistory.tunngavik.com>), or another book for a different version of the same legend. If you need help finding a resource, ask your teacher for a recommendation.

The person or resource I will be referencing is _____

3. Once you have heard or read the other telling of the legend, complete the diagram on the next page.

Stuck on ideas? Use the following list as “thinking points” to compare and contrast the two versions of the story:

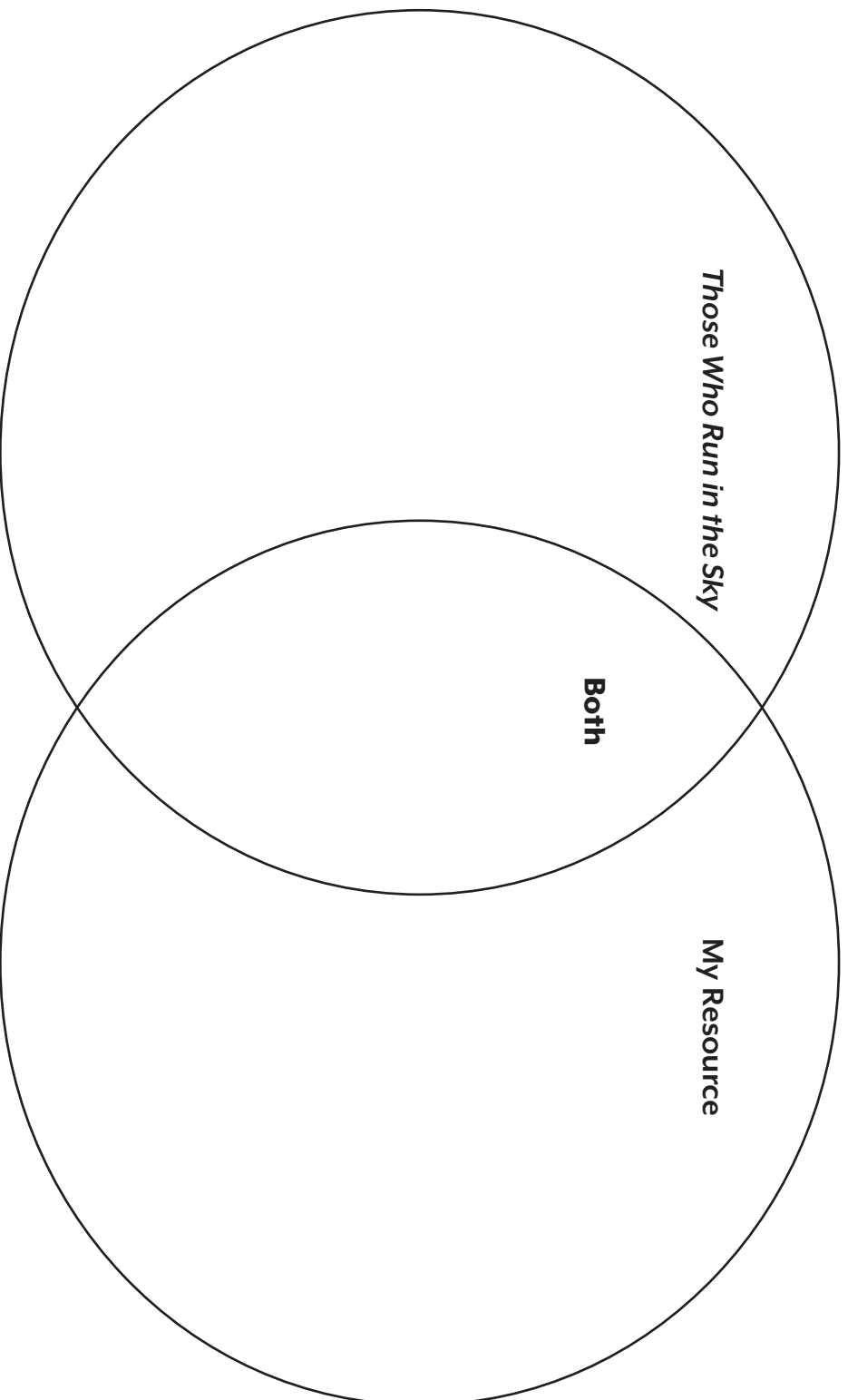
- List of characters in each story
- Characters’ appearance
- Characters’ actions
- Characters’ personalities
- Setting
- Mood
- Plot (events)

Name: _____



Comparing Legends (continued)

Use the Venn diagram below to compare the legend in the novel with a different version of the legend. Write details that are unique to the novel's version in the left circle and details that are unique to the other version in the right circle. Write details that both versions have in common in the centre.



Script 1: Qallupilluit

Characters:

MC (master of ceremonies)
Narrators (1–9)
Pitu
Qallupilluq 1
Qallupilluq 2
Qallupilluq 3
Girl

MC: On behalf of our class, I would like to thank you for coming to watch our performance. These legends are adapted from the novel *Those Who Run in the Sky*. Author Aviaq Johnston reminds us that there are many versions of stories throughout Inuit Nunangat. We hope you enjoy these ones, as we have.

Narrator: The story you are about to hear tells part of the story of *Those Who Run in the Sky*. It is neither the beginning nor the end of our hero's journey. The larger story is one of love, family, struggle, and identity. But in this story, our hero, Piturniq, has an encounter that turns his blood cold.

Narrator: Pitu has been out hunting. A blizzard comes with almost no warning. The wind bites at his skin as he struggles to make blocks for an iglu. The snow comes between Pitu and his dog team. His dogs vanish, along with his qamutiik and supplies. The wind drags him across the ice. This is where we find him now.

[Sound of wind howling. Lights gradually come on. Wind is swirling around the lone, huddled figure of Pitu, clutching his harpoon.]

[The wind stops. Pitu slowly raises his head and opens his eyes. He takes his time looking all around him. He raises his hand over his eyes and continues looking. He is frowning.]

[Pitu groans as he unwraps his arms from his body and stretches his legs. He inhales sharply when he moves his shoulder. He moves other parts of his body as if to test them. He stands slowly and looks around again.]

Pitu: Qimmiit! Come here! Dogs! [A pause as he watches and listens.] Qimmiit!

Narrator: Pitu continues shouting for what feels like hours. He knows the dogs must be long gone. He begins walking up a hill, hoping to get a better sense of where he is. Nothing about this place is familiar. He tries to calm the uneasy feeling he has in his stomach.

Qallupilluq 1: [faint wailing]

[Pitu stops and turns toward the sound. He listens. He starts walking faster.]

Pitu: [shouts] I hear you! I'm coming!

Narrator: Pitu reaches an ice field with many towering, jagged pieces of ice standing between him and three huddled figures. He must figure out a way around or between them.

[Pitu stands on his toes, looking for a way through the ice.]

Qallupilluit: [louder wailing]

Pitu: I see you! I'm almost there! [pause] Can you hear me?

Qallupilluit: [wailing in different pitches...eerie and ongoing as Pitu comes through the ice]

[Pitu gasps and grunts as he scrambles through the ice. He slips twice. On the other side, he looks back at the ice, frowning and shivering. He turns toward the three figures.]

Pitu: I'm here.

Qallupilluit: [wailing stops all at once]

[The three figures are completely still. Pitu takes very small steps toward them.]

Pitu: Ai. [pause] Ai! [louder]

[Qallupilluq 1 turns toward him. Pitu steps back and drops his harpoon. Pitu gasps. The other qallupilluit turn.]

Pitu: No!

Qallupilluit: [piercing shrieks]

[Qallupilluq 1 tries to grab him with her claws. Pitu falls backward. He covers his ears as the shrieking continues. Qallupilluq 2 jumps on top of him and drags a claw across his cheek. She studies his face, grunts, and then jumps off him. Pitu starts crawling away, then vomits. The qallupilluit are silent, crouching and watching him.]

Qallupilluq 3: Did you come to steal our babies?

Qallupilluit: [instantly] Ah!

[Everything starts moving in slow motion. The qallupilluit leap to attack. Pitu lunges for his harpoon. He throws it at Qallupilluq 3. The other qallupilluit land on their feet, but Qallupilluq 3 is clutching the harpoon that has gone through her neck. All watch as she falls to her knees and then crumples to the floor.]

Qallupilluq 1: [pointing her claw at Pitu's face] Nanijauniaraviat. You'll be found.

[The two qallupilluit turn and flee. Pitu stands shivering, staring at the body in horror. He takes in a sudden sharp breath. He walks over and lifts the hood of the amauti. The audience cannot see what is inside.]

Pitu: No!

Narrator: Pitu stands paralyzed. His mind wills him to turn away, but his eyes will not stop looking. There are two small children in the pouch. The first is blue and frozen, still dressed in the caribou clothes he was wearing when he drowned.

Narrator: The second child is moving, trying to avoid the light. Her eyes are almost normal, but her skin is scaly, like that of the monsters. She is not quite qallupilluq, but no longer fully human. Something in between. He can hear her whispering softly.

Pitu: Hai?

Girl: [medium volume] Avani. Go away.

Pitu: I can help you. You can come with me. I'm a shaman.

Girl: [loudly] Avani! Go away! [She starts to wail and gets louder and louder.]

Narrator: Pitu backs away. He grabs his harpoon and starts walking toward the jagged ice. He covers his ears as best he can as he goes back the way he came. The wailing continues.

Narrator: Pitu's mind is gripped with the sights and sounds of the qallupilluit. He pictures children like his brother and sister, peering down cracks in the ice and being dragged into the dark depths. He imagines them slowly losing their humanity. He is haunted by what he has seen and what he has done.

Narrator: And this is where we leave our hero: weak, alone, and shaken. Lost in the frightening depths of the spirit world. Unbeknownst to him, this is only his first taste of horror—his first of many struggles as he desperately wanders in search of a way back home.

Script 2: The Giant

Characters:

Narrators (1-9)

Inukpak

Pitu

Lead wolf

Other wolves

Bear

Other animals (lemmings, hares, foxes, seals)

MC (same person as MC in **Script 1: Qallupilluit**)

Scene I

Narrator: Time is difficult to measure in the spirit world. Has Pitu been lost a few days? Weeks? Months? It feels like he has been running forever, barely escaping the demonic wolves that continue to hunt him. His exhaustion is deep.

Narrator: And so we find Pitu, curled up in a shallow hole in the snow, too tired to build a proper shelter. He has fallen into a deep sleep and dreams of his fox helper and the mysterious shaman. There is a trembling in his dream, the earth shaking with louder and louder thumps.

[Sounds of thumping get closer and louder. Pitu opens his eyes. A giant's face is near his. Pitu takes in a sharp breath and then remains motionless.]

Narrator: Pitu stays frozen like a cornered lemming, considering his escape plan. He is overwhelmed by the giant's size, its enormous face, and its smell! He cannot gather his thoughts with the foul wafts of air hitting his nostrils. Pitu's eyes water, and his stomach turns.

Inukpak: Kinakulugavi? Who are you?

[Pitu shrieks. He is still on his back, and he tries to wiggle backward away from the giant. The giant puts a finger on Pitu's middle to pin him down.]

Inukpak: You are so TINY! **[laughing]** Who are you, TINY ONE?

Pitu: **[panicked]** Who are you?

Inukpak: **[laughing]** Aaah! Ah! You are so cute! Even your voice squeaks like a little lemming.

Pitu: **[loudly]** I am a great hunter! I do NOT sound like a lemming!

Inukpak: Oh, little lemming, I will keep you!

[Pitu struggles under the giant's finger but can't move. He goes still. The giant moves each of his arms and legs, bending them like a child playing with a doll. Pitu watches the giant.]

Pitu: Who are you?

Inukpak: **[laughing]** Ah! When you speak it makes me so happy! I am Inukpak.

Pitu: **[speaking to himself]** A giant named Giant.

Inukpak: It is time to go, tiny hunter. I will keep you to hunt for little things!

[Inukpak picks Pitu up.]

Pitu: Inukpak, my tools! I cannot be a little hunter without my tools!

Inukpak: **[laughs]** Silly little hunter! I will make you new tools. Ones that are not so sharp. I don't want you to hurt yourself.

Pitu: How can I hunt without a harpoon sharp enough to pierce a seal? Or a polar bear?

Inukpak: It's okay! You're just going to be playing!

Narrator: Secretly, Pitu wants his tools to help defend himself against the giant, and perhaps to help him escape. If only he could dash back to his shelter and grab them. But he is tired, and with every step, the giant moves farther from Pitu's knife and harpoon. Against his wishes, Pitu's eyes grow heavy until he is asleep in the giant's hand.

[Lights fade to black.]

Scene II

[Lights come on to reveal a scene with many animals.]

Narrator: When Pitu wakes up, the landscape has changed. Inukpak has brought them to the mountains. In the valley, Pitu sees a herd of caribou and many other animals that rush happily to the giant as they arrive. Inukpak pulls more animals from her pocket, feeding her larger pets with lemmings, hares, foxes, and seals.

[Pitu watches the animals eating. He looks hungry.]

Inukpak: Oh, little hunter. Are you hungry, too?

Pitu: Yes, yes, and yes!

Inukpak: You can have a caribou! What do you want, the ribs? The leg? The head?

[Pitu perks up when Inukpak says “the head.”]

Inukpak: [laughing] The head it is, little hunter!

[Pitu grabs his food and eats quickly.]

Narrator: Pitu spends many days in Inukpak’s camp. He eats the giant’s food and sleeps in the giant’s sleeve, since he has no tools to make his own shelter. He is regaining some strength from food and rest, but he is restless and sees no means of escape. He spends his days watching the strange behaviour of Inukpak’s pets.

[Pitu walks among the caribou, petting their hides and necks. He watches Inukpak playing with the wolves and caribou.]

Inukpak: Here, dogs, here. [Wolves surround the giant, yipping and wagging their tails. He tickles their heads with a finger.] Nanuq! [The bear rolls on its back to have a belly rub. It shakes a paw and is rewarded with a fish.] Little hunter! Little hunter!

Pitu: What?

Inukpak: Oh, there you are! [laughing] I lost you! I have to go and get food for my pets. Make sure the animals do not run away!

Narrator: With that, the giant leaves. Just as quickly, Pitu considers his options. The valley is far too long for him to cross on his own. Can he jump on the back of a caribou? Is it even possible to ride a caribou? What about using the wolves as a dog team? No; they are not trained, he has no harnesses, and they are loyal to their master.

Narrator: That leaves the bear. Unfortunately, Pitu is too afraid of the bear to consider using it as part of his escape plan. He is so lost in thought that he is not paying attention to the stirring of the animals. Dark shapes are descending into the valley, and in a flash, a battle breaks out between Inukpak’s pets and the horrific wolf-like creatures that Pitu had encountered before.



[Epic battle scene. Black wolves surround Pitu and the bear. The biggest wolf and bear swipe at each other, biting and clawing. The other wolves leap at the bear, attacking its front and hind legs. The lead wolf ducks out of the fight and grabs Pitu's leg, dragging him off the stage.]

Pitu: Nooooo! [fading]

[Lights fade to black.]

Narrator: This is where we leave our hero, once again being dragged into the unknown. This is not the end of his journey. Unfortunately, he must continue his struggle. Will he succeed? Will he ever make it out of the spirit world and return to his loved ones? Only time will tell. We hope that strength, luck, and destiny are on our hero's side.

[Lights come on.]

MC: Thank you for taking this brief journey with us into a magical realm. Our class appreciates your presence and support for this project. We hope these stories have inspired you to seek out more traditional stories from elders and others in the community.

Answer Key

The following pages provide sample answers for selected student handouts.

LESSON 1: READING FOR MEANING

Handout 4: Parts of the Plot: Introduction and Rising Action

What I Learned about Pitu in the First Chapter

- He is a young hunter
- His brother's name is Natsivaq
- His father died two years ago
- He is not married

Problems Pitu Experiences in the Rising Action

- There is tension between him and his anaana
- He is jealous of Sikuliaq for talking to Saima
- He begins to have strange dreams
- Tagaaq tells him that there is a darkness inside him

Handout 5: Comprehension Check

1. Who is Pitu, and what is he doing at the beginning of the story? (Chapter 1)

Pitu is a young hunter. At the beginning of the story, he is seal hunting.

2. Where do you think this story takes place? Why do you think that? (Chapter 1)

I think this story takes place in the Arctic. I think that because they are hunting on the sea ice.

3. What are the village children excited about when the hunters return? (Chapter 2)

The children are excited that the hunters caught a polar bear.

4. Why does Pitu want to take the ribs to Amarualik? (Chapter 2)

Pitu takes the ribs to Amarualik because he likes Amarualik's daughter, Saima, and he knows that she enjoys ribs.

5. Describe the location where Pitu's dream takes place. (Chapter 3)

Pitu's dream takes place on the edge of a cliff with waves crashing below. There is nothing in the distance except for a small island with beams of light shining on it.

6. Explain how Arnaapik came to be part of Pitu's family. (Chapter 3)

Arnaapik was adopted from a family that was passing through the village to thank Anaana for her generosity.

7. What is Pitu feeling after seeing Saima talking with Sikuliaq? (Chapter 4)

Pitu feels irrationally angry after seeing Saima talking with Sikuliaq.

8. Explain why Pitu only catches two seals after catching seven the day before. (Chapter 4)

Pitu only catches two seals because he doesn't want to harvest too many at once and wants to save some for future use.

LESSON 2: DEVELOPING WRITING SKILLS

Handout 1: Chapter Summary Notes

Chapter 1	<p><i>“The Breathing Hole”</i></p> <ul style="list-style-type: none"> - Pitu catches the first seal of the season - We learn that Pitu’s father died two years ago - Other hunters tease Pitu about becoming a man and needing a wife - Tagaaq kills a polar bear
Chapter 2	<p><i>“Feast”</i></p> <ul style="list-style-type: none"> - Hunters return to the village - Pitu’s community of family and friends are introduced - Pitu brings meat to Amarualik - People start calling Pitu the “Great Hunter” - We learn about Pitu and Saima’s interest in each other
Chapter 3	<p><i>“The First Dream”</i></p> <ul style="list-style-type: none"> - Pitu has his first strange dream - He meets a fox in the dream - Why does Anaana not react well to his dream?
Chapter 4	<p><i>“Visitors”</i></p> <ul style="list-style-type: none"> - Pitu reacts poorly to the arrival of visitors - Pitu struggles with jealousy - Pitu learns Anaana and Amarualik are arranging marriage for him - There is talk of Pitu becoming the next leader - Tension increases with Anaana
Chapter 5	<p><i>“The Elder”</i></p> <ul style="list-style-type: none"> - Pitu apologizes to Sikuliaq for behaving rudely - Sikuliaq says that he and his father will return with men looking for wives - Pitu apologizes to Saima and tells her he was jealous - Pitu remembers visiting a shaman when he was a young boy - Tagaaq tells Pitu that he will become a shaman and that there is darkness in his future

Chapter 6	<p><i>“Summer”</i></p> <ul style="list-style-type: none"> - They arrive at the summer camp - Saima looks after Pitu like she would as his wife
Chapter 7	<p><i>“Powers”</i></p> <ul style="list-style-type: none"> - Pitu’s relationship with his mother improves - Arnatsiaq arrives with people from Iglulik, including some of Pitu’s family members - Pitu continues to prove that he is a great hunter and capable of becoming the next leader
Chapter 8	<p><i>“Winter”</i></p> <ul style="list-style-type: none"> - The village moves camp for the winter - Pitu continues to dream about the fox - Saima asks Pitu why he hasn’t married her, and Pitu promises to marry her after he returns from his hunting trip
Chapter 9	<p><i>“Whiteout”</i></p> <ul style="list-style-type: none"> - Pitu gets caught in a blizzard and his dogs run away - He meets some qallupilluit and kills one of them - He realizes he is in the spirit world
Chapter 10	<p><i>“Demons”</i></p> <ul style="list-style-type: none"> - Pitu’s hunger becomes unbearable - A pack of wolves led by a large demonic wolf chases Pitu - He fights off the wolves and runs toward the mountains
Chapter 11	<p><i>“Giant”</i></p> <ul style="list-style-type: none"> - Pitu dreams about meeting the lost shaman, who is irritable and argues with Pitu - The shaman tells Pitu that he will send someone to help him - Pitu meets a giant named Inukpak who takes him back to her camp and feeds him
Chapter 12	<p><i>“Stolen”</i></p> <ul style="list-style-type: none"> - Pitu lives at Inukpak’s camp for days - Inukpak’s animals are not afraid of Pitu - Inukpak leaves to find food, and the wolves attack the camp and drag Pitu away
Chapter 13	<p><i>“Rescue”</i></p> <ul style="list-style-type: none"> - The lead wolf drags Pitu by the leg - Pitu feels like he is going to die and cries out that he will not die a coward - He wakes up to find the wolves are gone, and he sees a fox

Chapter 14	<p><i>“The Shaman”</i></p> <ul style="list-style-type: none"> - Pitu wakes up on the island with the shaman and the fox - The shaman feeds him but is rude - Pitu asks Taktuq to teach him how to be a shaman, and Taktuq says no - Pitu communicates with his tuurngaq and tells him stories of home
Chapter 15	<p><i>“Shame”</i></p> <ul style="list-style-type: none"> - Pitu and Taktuq continue to argue - Taktuq tells Pitu the story of what happened to his family, and how he did bad things and angered the spirits - Pitu calls Taktuq a coward for not making amends for his bad behaviour
Chapter 16	<p><i>“Teach”</i></p> <ul style="list-style-type: none"> - Taktuq agrees to teach Pitu how to be shaman - Taktuq wants Pitu to help him return home - They begin training - Taktuq sees a black wolf on the horizon
Chapter 17	<p><i>“Hardship”</i></p> <ul style="list-style-type: none"> - Pitu and Taktuq begin their journey back home and run with the spirits in the sky - Pitu reunites with his father and runs with him in the sky - The black wolves show up and attack them - Inukpak comes to their rescue and fights off the wolves
Chapter 18	<p><i>“Light”</i></p> <ul style="list-style-type: none"> - The spirits can’t go any farther, and they leave Pitu and Taktuq - Pitu begins to recognize his surroundings and knows they are close to home - They stop to rest
Chapter 19	<p><i>“Sacrifice”</i></p> <ul style="list-style-type: none"> - Pitu and Taktuq meet up with the wolves and qallupilluit - Pitu learns that the lead wolf is Taktuq’s tuurngaq - The wolf tells Taktuq to kill Pitu as a sacrifice to the spirits, but instead Taktuq kills himself - As Taktuq dies, the wolves and qallupilluit disappear
Chapter 20	<p><i>“Alive”</i></p> <ul style="list-style-type: none"> - Pitu returns home and reunites with his family - Tagaaq, Tagaaq’s mother, and Taktuq visit Pitu in a dream and tell him that he has great powers - Saima tells Pitu that she married another man because she thought he was dead - Pitu reunites with his dogs and watches the northern lights, thinking of the spirits who run in the sky

Handout 2: Showing vs. Telling

It was nighttime.

“His stomach danced and his ears roared with the rush of his blood.” (p. 29)

The summer continued.

“The sun had long since set as they gathered their gear and secured their catch. Now, the moon, shining in half-glory, replaced the twilight.” (p. 9)

Pitu was embarrassed.

“A yawn came and wracked her body.” (p. 23)

He felt surprised and nervous.

“The days grew warm and bright, the ice in the inlet slowly breaking up, melting, moving in and out.” (p. 65)

She was tired.

“They all chorused with laughter, and in the bland light, Pitu felt his cheeks heat up as he blushed red.” (p. 6)

Handout 3: Finding and Quoting

Find and quote the answers to the following questions. The page number is provided.

1. What advice does Natsivaq give Pitu about marrying Saima? (p. 75)

“Natsivaq said to wait.” (p. 75)

2. What does Saima ask Pitu to do on page 77?

“Please catch a seal and return as soon as you can.” (p. 77)

Find the page numbers for the following quotes in Chapter 9:

1. “‘Qimmiit!’ Pitu shouted into the strange land. ‘Come here! Dogs!’”

Page 82.

2. “The little girl began to wail like the qallupilluit had before he came along.”

Page 89.

3. “And he was terrified.”

Page 90.

Handout 3: Finding and Quoting (continued)

In Chapter 10, quote sentences to prove the following statements. Don’t forget to include the page number!

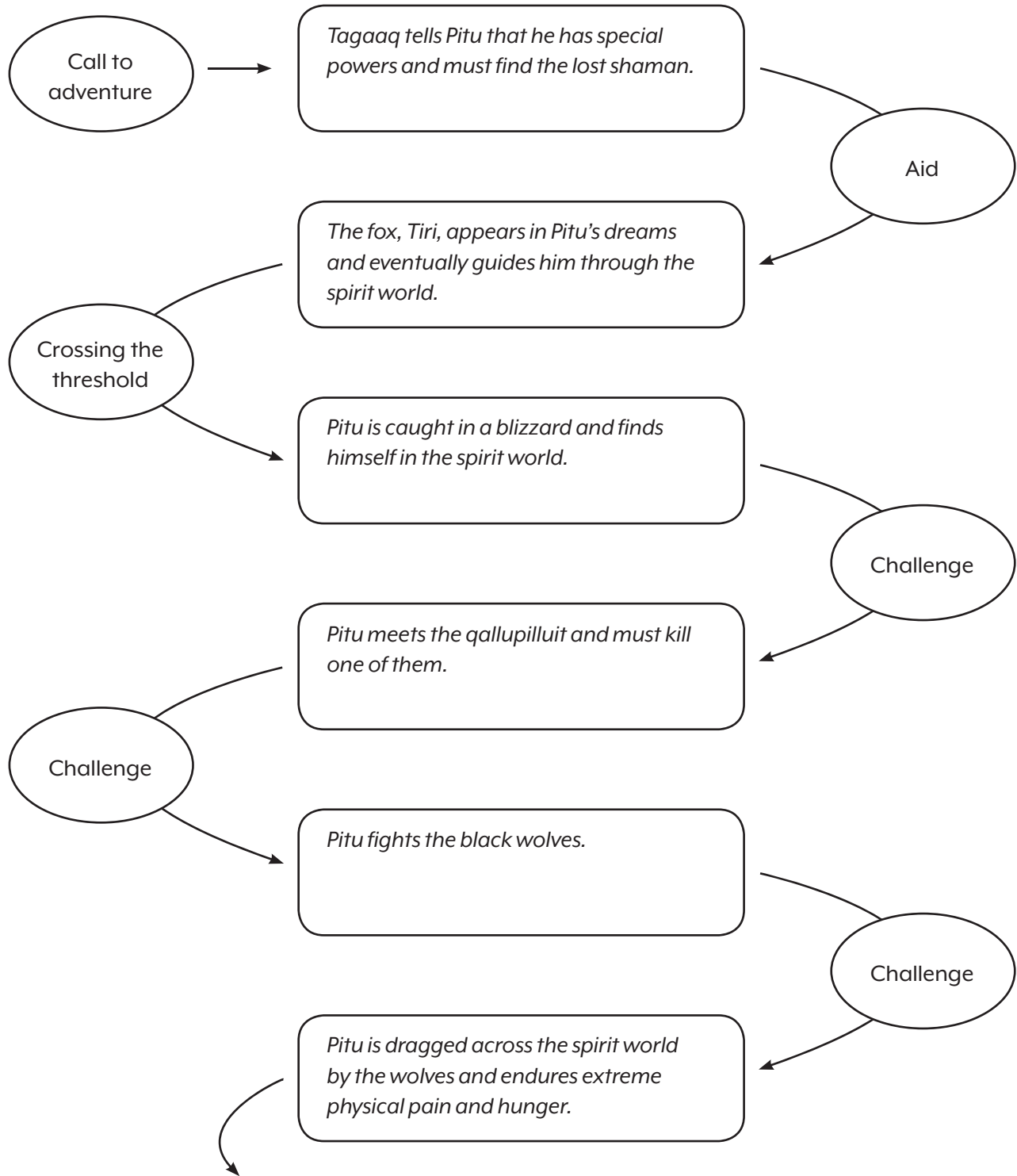
1. After escaping the wolves, Pitu builds a shelter.

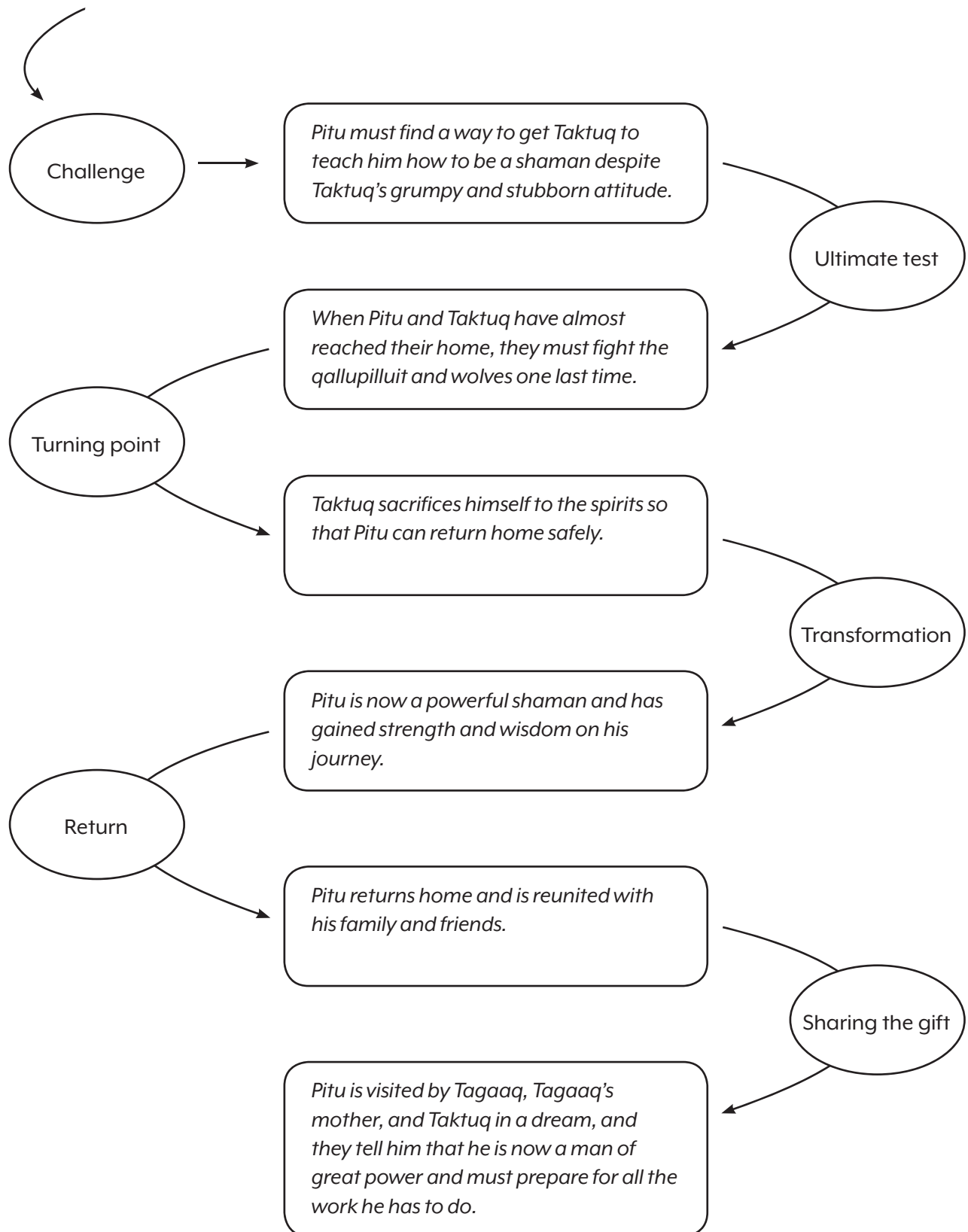
“With his few options, Pitu built a feeble iglu and hoped it would be shelter enough for the next attack.” (p. 96)

2. Pitu is convinced that these are not ordinary wolves.

“These were not wolves at all, Pitu realized.” (p. 98)

Handout 4: The Hero's Journey





Handout 5: Comprehension Check

1. Why does Tagaaq tell Pitu the story about his mother? (Chapter 5)

Tagaaq tells Pitu about his mother because he believes Pitu has the same gifts his mother had.

2. What happened to the shaman Tagaaq met when he was young? (Chapter 6)

His family died and he disappeared.

3. Why does Aapak's behaviour make Pitu uncomfortable? (Chapter 7)

Pitu is uncomfortable because Aapak behaves as if she wants to marry him.

4. Why does Pitu need to wait to marry Saimaniq? (Chapter 8)

He has to wait until his training is complete.

5. Who does Pitu meet among the boulders of ice? (Chapter 9)

Pitu meets the qallupilluit.

6. Describe the lead wolf that attacks Pitu. (Chapter 10)

The wolf is black and the size of a bear. It has red eyes and is growling.

7. Describe Inukpak. (Chapter 11)

Inukpak is a giant and has dark eyes, greasy hair, and brown teeth. Inukpak has bad breath and speaks in a high-pitched voice. Inukpak laughs at Pitu and thinks he's cute.

8. How does Pitu feel when he is at Inukpak's camp? (Chapter 12)

Pitu feels restless and misses home.

LESSON 3: EXPLORING CONTENT

Handout 3: Exploring Topics: Part 2

1. Find three characters that are given literal names. As an example, naming a raven “Raven” or “Bird” is giving that character a literal name.

Amaruq, Inukpak, Tiri

2. What does the name “Miki” suggest about the dog?

It suggests that it is a small dog.

3. How does Pitu’s name relate to his character? What about Saimaniq and Taktuq? Fill in the boxes.

“Piturniq” means: “a time when the tides are strong usually during the new moon”

Relation to character: *Strong tides can be violent and unpredictable, just like Pitu’s experiences in the spirit world. Strong tides and crashing waves are often featured in Pitu’s dreams.*

“Saimaniq” means: “calm or happy”

Relation to character: *Saima is a calm and happy person. She often makes Pitu laugh.*

“Taktuq” means: “fog”

Relation to character: *Taktuq is lost and trapped on the island, just like how fog can trap you and make you lose your way.*

Handout 4: Parts of the Plot: Climax and Resolution

<p>Turn back to Handout 5: Parts of the Plot: Introduction and Rising Action. What event(s) did you last record under “Problems Pitu Experiences in the Rising Action”? In point form, add more significant events of the story’s rising action.</p> <ul style="list-style-type: none"> - <i>Pitu gets caught in a blizzard and becomes stuck in the spirit world</i> - <i>Pitu meets the qallupilluit</i> - <i>Pitu gets attacked and chased by wolves</i> - <i>Taktuq refuses to teach Pitu</i> - <i>Pitu and Taktuq travel home and are attacked by wolves again</i> 	<p>What is the climax of the story?</p> <ul style="list-style-type: none"> - <i>Pitu and Taktuq are attacked by the wolves and qallupilluit just before they reach home, and Taktuq sacrifices himself to the spirits</i>
<p>What are the events in the falling action of the story?</p> <ul style="list-style-type: none"> - <i>Pitu is found by the hunters and returns home</i> - <i>Pitu has a dream about Tagaaq, Angugaattiaq, and Taktuq</i> - <i>Saima tells Pitu she is married</i> 	<p>What is Pitu like at the end of the novel?</p> <ul style="list-style-type: none"> - <i>He is wise and powerful</i> - <i>He is able to accept the things he doesn’t like instead of getting angry and jealous</i>

Handout 5: Comprehension Check

1. What finally gives Pitu the strength to stand up to the wolves and refuse to die like a coward? (Chapter 13)

He thinks of his father, and that gives him strength.

2. How does Taktuq behave toward Pitu? (Chapter 14)

He is rude and grumpy.

3. What did Taktuq do to anger the spirits? (Chapter 15)

He stole from great men, slept with women who were not his wife, and killed those who did not deserve it.

4. Why does Taktuq decide to allow Pitu to help him return home? (Chapter 16)

He is tired of living alone and being hunted by the creatures in the spirit world.

5. What are the spirits doing as they run in the sky? (Chapter 17)

They are playing a game that is like soccer, kicking the head of a walrus across the sky.

6. Why does it take less time for Pitu and Taktuq to travel the same distance Pitu travelled alone at the beginning of his journey? (Chapter 18)

Pitu was not trained as a shaman then, and he did not have his supplies or his tuurngaq to alert him to danger.

7. What does Pitu find out about the giant wolf that has been following him? (Chapter 19)

He is Taktuq's tuurngaq.

8. What does Pitu find out about Saima after he returns home? (Chapter 20)

She is married to another man.

Mark Breakdown

	Mark Breakdown	Final Mark
Lesson 1: Reading for Meaning		
Predicting	1 mark / prediction	/3
About the Author	1 mark / sentence	/5
Character Notes	Completion	/10
Parts of the Plot: Introduction and Rising Action	2 marks / box	/4
Comprehension Check	2 marks / question	/16
Vocabulary List	Completion	/10
The Bildungsroman	2 marks / box	/4
Lesson 2: Developing Writing Skills		
Chapter Summary Notes	Completion	/10
Showing vs. Telling	Page 1: 1 mark / correct match	/4
	Page 2: 1 mark / page reference	/3
	1 mark / telling sentence	/2
Finding and Quoting	1 mark / quote	/2
	1 mark / page reference	/3
	2 marks / quote and page reference	/4
The Hero's Journey	1 mark / box	/12
Comprehension Check	2 marks / question	/16
Comparing Heroes	Completion	/5
Lesson 3: Exploring Content		
Types of Conflict	1 mark / section	/15
Exploring Topics: Part 1	1 mark / sentence	/3
Exploring Topics: Part 2	Page 1: 1 mark / response	/2
	Page 2: 1 mark / section	/3
	Page 3: 1 mark / box	/4
Parts of the Plot: Climax and Resolution	1 mark / box	/4
Comprehension Check	2 marks / question	/16
Lesson 4: Inuit Culture		
Relating to Pitu	Completion	/5
Relating to Pitu (Journalling)	3 marks / box	/6
Traditional and Continuing Practices	Completion	/5
Comparing Legends	Completion	/10
Readers' Theatre	See rubric	/24
Final Mark		/210

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.		
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

Those Who Run in the Sky

NOVEL STUDY

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

This novel study provides lessons and activities focused on the novel *Those Who Run in the Sky* by Aviaq Johnston. By participating in reading, writing, oral communication, comprehension, and reflection activities, students will gain a deeper knowledge of Inuit legends and traditional practices as they follow the adventures of a young shaman in his journey through the spirit world.

