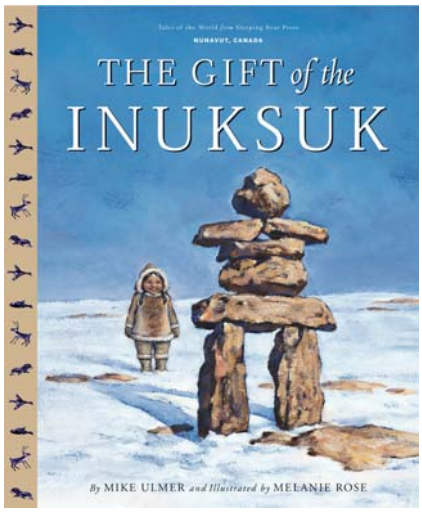
Teacher's Guide



The Gift of the Inuksuk

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Illustrator: Melanie Rose

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The Gift of the Inuksuk

PRE-READING ACTIVITIES

The following pre-reading activities have been created to add to the background knowledge of your students and to build an interest in what they will read about in *The Gift of the Inuksuk* by Mike Ulmer.

1) KWC Chart— Make a chart with the following headings: "What I Know about an Inuksuk," "What I Want to Find Out," and "Confirmed."

Students will brainstorm their ideas and write them on Post-it notes to be placed within the chart. The first two columns of the chart can be completed before reading and the last column will be completed after reading the book.

2) Picture Walk: Without reading any of the text, take your students on a picture walk of the illustrations within the book. Have students make predictions about what they think will happen at the beginning, middle, and end of the story. Once the book has been read, the students can compare their predictions to what actually happened throughout the story.

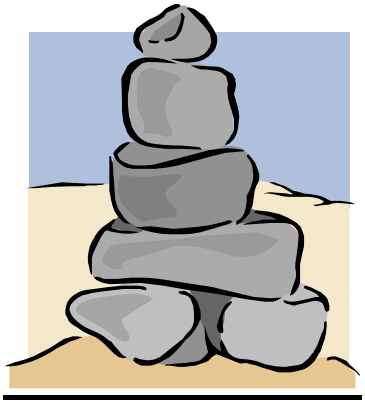
3) Locate Nunavut on a map of Canada. Ask students what they know about Canada's north. How does life in Nunavut compare to where they live? Visit http://www.worldatlas.com/webimage/countrys/namerica/province/nwtz.htm, to find maps and learn more about Canada's territories.

4) <u>Something to think about…</u>

Ask your students the following questions and discuss their thoughts before reading *The Gift of the Inuksuk.*

a) If you lived in northern Canada, how would the land affect your way of life?
b) How could you use the land to help you survive in the North?
c) As a child, what would some of your hobbies be living in northern Canada? Would they be similar or different to those you have now? Explain why.
d) What do you think are the essential things a person needs to live a safe and comfortable life?
e) If you are lost, what are some things you would use to help you find your way back home?

The Gift of the Inuksuk



Glossary of Words

Find the following words in the book *The Gift of the Inuksuk.* Record what you think the words mean using the content of the story to help you. Confirm the meaning of the words using a dictionary. Record the dictionary meaning of each word, where possible.

WORD	MEANING	DICTIONARY MEANING
Inuksuk		
Destination		
Blubber		
Horizon		
Sentinels		
Migration		

The Gift of the Inuksuk: Character Sketch

Describe the main character in the story, Ukaliq. Find out what her name means. Why was she given this name?

_____

_____

_____

Think of Ukaliq's actions and feelings throughout the story. Create a character sketch of Ukaliq using a variety of descriptive words which explain her EMOTIONAL and PHYSICAL characteristics.

EMOTIONAL QUALITIES vs. PHYSICAL QUALITIES

The Gift of the Inuksuk: Story Map

Complete the following Story Map for *The Gift of the Inuksuk.*

Characters

Setting

Problem

Events

Solution

The Gift of the Inuksuk: Sequence of Events

Think about the important events in the story, *The Gift of the Inuksuk.* List the events in the order in which they occurred. Number the events in order.

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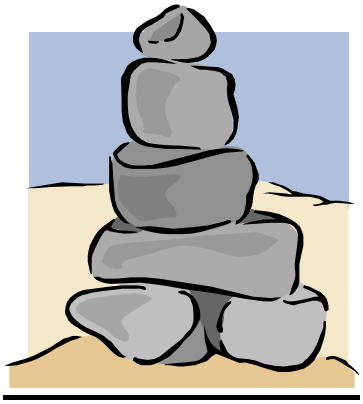
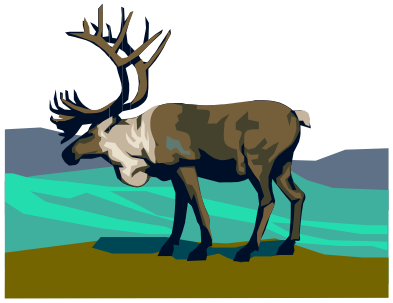
The Gift of the Inuksuk: Exploring Caribou



To learn more about caribou, visit the Web site,
http://library.thinkquest.org/3500/caribou.html

Record your findings in jot notes.

Why are caribou so important to Inuit people? Refer to your jot notes and to the story, *The Gift of the Inuksuk,* to complete your response.



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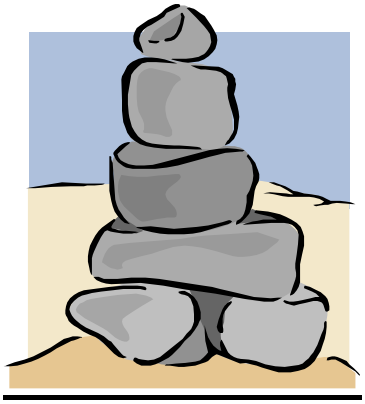
Make Your Own Inuksuk



To learn how to make your own Inuksuk, visit
http://ca.geocities.com/nunavut_guide?inukshuk.htm

Compare your Inuksuk to those made by Ukaliq in *The Gift of the Inuksuk.* How are they the same and different? Record your findings in a Venn diagram.

Referring back to the story and to the above Web site, find out the purpose of an Inuksuk and record your findings below.

_____

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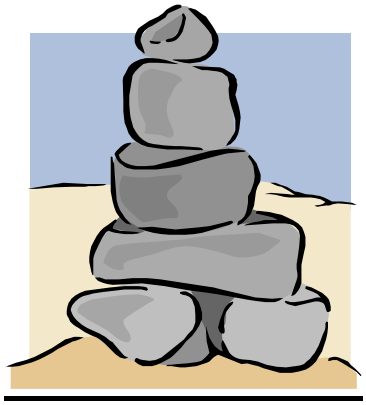
Uses of an Inuksuk



List the uses of an Inuksuk below:

-
-
-

What is used in your hometown in place of an Inuksuk?

_____

_____

_____

_____

Referring back to the book *The Gift of the Inuksuk,* find the plural form of the word "Inuksuk."

Singular form: Inuksuk Plural form: _____

The Gift of the Inuksuk: Character Attributes

Character attributes such as *respect, responsibility, honesty, perseverance, and caring* are displayed by many of the characters in *The Gift of the Inuksuk.* Refer back to the story and find FIVE examples of character attributes displayed by a variety of characters in the book. List the character, attribute, and proof from the story which shows this character was acting in the way identified.

CHARACTER	ATTRIBUTE	PROOF

The Gift of the Inuksuk: Letter to the Main Character

Write a letter to the main character, Ukaliq. Think about her actions in the story. What would you like to ask her? What would you like to tell her about what she did in the story?

Remember to include all of the necessary elements of a friendly letter when creating your letter to Ukaliq (e.g., date, greeting, body, closing, signature).

_____

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The Gift of the Inuksuk: Interview Ukaliq

Imagine you have traveled to Nunavut to meet and interview Ukaliq. Think of FIVE questions you would ask the main character of *The Gift of the Inuksuk.*

Record your questions below. Use the "5 W's and HOW" to help you create your questions.

Be sure each of your questions uses a different W word (who, what, when, where, why). Link your questions to the content of the story.

1) _____

_____

2) _____

_____

3) _____

_____

4) _____

_____

5)_____

_____

The Gift of the Inuksuk: Making Connections

After reading *The Gift of the Inuksuk*, make the following connections to the story. Remember to refer back to the story to support your connection each time. Be clear in your response.

TEXT to SELF— Does the book remind you of something in your own life or a way that you have felt?

_____

_____

_____

_____

TEXT to TEXT— Does the story remind you of other books you have read with a similar message?

_____

_____

_____

TEXT to WORLD— Does your background knowledge of northern Canada help you understand this story better? Explain.

_____

_____

_____

The Gift of the Inuksuk: Inuit Food

Traditionally, Inuit people ate the animals which were available to them in the North. Seal, whale, caribou, walrus, polar bear, arctic hare, fish, and birds made up a large part of their diet. Very little plant life can grow in the North, so much of the nutrition the Inuit people received came from raw food.

Today the Inuit people have been introduced to westernized foods which we eat as well. Their diet has changed in many ways over the last few decades.

A Traditional Recipe: Bannock

As a class, try making this traditional Inuit bread called Bannock.

What is needed:

- 4 cups of flour
- $\frac{1}{2}$ teaspoon of salt
- 5 teaspoons of baking powder
- 1 $\frac{1}{2}$ cups of water

Procedure:

1. Mix the ingredients together to form a stiff dough.
2. Cover a clean working surface with a sprinkle of flour. Using clean hands, knead the dough. Be sure to coat your hands with a light dusting of flour before kneading to prevent dough from sticking to your hands.
3. Form the dough into a round loaf, about 5 cm. high.
4. Bake the loaf on a greased baking sheet at 350 degrees F. for 30 minutes.
5. Let your loaf cool before serving.
6. Enjoy with butter and jam or honey.

The Gift of the Inuksuk: Visualize and Describe the Setting

The author of the story, Mike Ulmer, used many descriptive words throughout the story of *The Gift of the Inuksuk.* Using his descriptive words and the drawings created by the illustrator of the book, create a mind picture of the story's setting. Draw a representation of the setting in the space below and record the author's descriptive words. Finally, use your drawing and the descriptive words to describe the setting in a paragraph.

Descriptive Words	Mind Picture

Description

_____

_____

_____

The Gift of the Inuksuk: Mood Collage

As a class, think about the mood created in the story, *The Gift of the Inuksuk*. How does the story make you feel? Refer to the text and illustrations in the book to help you decide upon the mood of the story.

Use the following questions to help you decide upon the feel of the book:

- Is the story…. * colourful?... * calm or tense?... * boring or exciting?

Divide the class into three groups. Assign each group a part of the story:

BEGINNING……. MIDDLE……. END

Each group will be responsible for creating a collage which represents the mood of the story during the part they have been assigned.

Using magazines and newspapers, each group will search for pictures which match the mood of the story during one part of the book: the beginning, middle, or end. Once the pictures have been selected, the students will cut them out and create a collage representing the mood of the story on the large piece of paper provided (** mural paper, chart paper, or construction paper will work well).

Students are to include words which describe the mood of the story with their group's collage.

Display the collages in the classroom.

The Gift of the Inuksuk: A New Ending

Reread the story, *The Gift of the Inuksuk,* by Mike Ulmer. How did the author choose to end the story?

Imagine that you have been assigned a job to write a new ending to *The Gift of the Inuksuk.* How would you change the ending?

Create a new ending for the story.

The Gift of the Inuksuk: Author's Message

Reread the story, *The Gift of the Inuksuk,* written by Mike Ulmer. What do you think the author was trying to teach you throughout the story? Record your thoughts below. Be sure to refer to the text to support your answer.

The Gift of the Inuksuk: Character Comparison

Select one of the characters from the story, *The Gift of the Inuksuk.* Compare this character to you. How are the two of you the same and different?

Using a Venn diagram or t-chart, record your similarities and differences.

The Gift of the Inuksuk: Solving Problems

Identify the major conflict in the story, *The Gift of the Inuksuk.* How does this conflict make you want to keep reading the book? Use the guiding questions below to help you record your thoughts.

Major Conflict: What was it? _____

_____

_____

Tension: What kept me turning the pages? _____

_____

_____

Resolution: How was the conflict resolved? _____

_____

_____

Alternate solution: If you were the main character, what would you do to solve the conflict? Think of another solution.

_____

_____

_____

The Gift of the Inuksuk: Media Literacy

Imagine that you have been hired to sell the book *The Gift of the Inuksuk* to other students at your school. How will you convince others to read the book?

Create a poster which will persuade others to read the story.

Use the following "think" questions to help you create your poster:

a) What do you admire about the author of the story?
b) What exciting event occurred in the book?
c) What makes this book different or special from others you have read?
d) What are some important facts or lessons you learned from reading the story?

When designing your poster, remember to use the following in order to attract others to your poster:

- BIG, BOLD words
- Colourful symbols or illustrations
- Catchy phrases
- Neat organization of words and pictures

The Gift of the Inuksuk: Author's Purpose

Mike Ulmer is the author of *The Gift of the Inuksuk.* What do you think his purpose was for writing the book?

Use the features of the book such as: THE TITLE, INTRODUCTION TO THE BOOK, MAIN IDEA OF THE STORY, THE CONFLICT, RESOLUTION, and the ILLUSTRATIONS, to help you determine the purpose of this piece of writing.

Was the author trying to entertain, inform, or persuade the reader? Use evidence from the story to support your thinking.

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The Gift of the Inuksuk: Symbolism

Authors often use symbolism in their writing to create meaning within the story. Symbolism is when an object or action is used to convey meaning to the reader, both literally and in an abstract form.

Find an example of symbolism in *The Gift of the Inuksuk.* Draw the symbol below and write the meaning of the symbol in the space provided.

Drawing of Symbol from the Book

Meaning of the Symbol

_____

_____

_____

_____

_____

_____

Create a new symbol with the same meaning as the original symbol from the book. Draw your new symbol below and explain how it has a similar meaning as the symbol from *The Gift of the Inuksuk.*

My New Symbol

Similar Meaning

_____

_____

_____

The Gift of the Inuksuk: Setting Jigsaw

You will need:

- Bristol board, white or light coloured
- Markers and pencil crayons
- Scissors

On a scrap piece of paper, create a picture which reflects the setting of *The Gift of the Inuksuk.* Transfer your drawing onto a piece of light coloured Bristol board. Colour the setting, outlining with markers and colouring with pencil crayons.

On the back of the Bristol board, draw 24 puzzle pieces. Cut out the jigsaw pieces very carefully. Place the pieces in a Ziplock bag.

Once everyone in the class has completed a puzzle, trade your jigsaw puzzle with someone else in the class. Put together your partner's puzzle. Once the puzzles are put together, compare the puzzles.

The Gift of the Inuksuk: New Book Jacket

You will need:

- Light coloured construction paper
- Pencil crayons

Examine the cover of the book *The Gift of the Inuksuk.* Read the story. Design a new book jacket for the book using construction paper.

Include the following information on the book jacket:

Front Cover: title, author's name, eye-catching illustration related to main event in story.
Colour front cover with colours that reflect the mood of the story.

Front cover flap: Include a summary of the story which will make others want to read the story. Be sure not to tell how the story ends!

Book Spine: Include the title, author, and publisher of the book.

Back cover: Include two reviews of the book— tell what others who have read the story thought about it.

Back cover flap: Draw a picture of the author (imagine what he looks like).
Include some important facts about Mike Ulmer here (e.g., place of birth, other books written, awards, job, interesting facts).

The Gift of the Inuksuk: Drama Activity

Silent Action!

Divide the class into groups of 4-5 students. Assign each group a specific part of the story to act out for the class. The specific part is to be known only by each group and the teacher. In other words, the other groups will not know which part of the story others have been assigned.

Each group is to act out the part of the story assigned, using only GESTURES and ACTIONS. No words are to be used.

Groups will be given time to practice their parts. Instruct students to be specific and clear in the way they present their part of the story.

The groups will present their "Silent Actions" to the class. At the end of each performance, the audience will have the opportunity to guess which part of the story was presented by each group.

Remember: Facial features, gestures, and body language must be very clear and precise in order to express the emotion and actions of the characters from the story in each part. No words allowed!

Answer Key

Glossary of Words 1. Inuksuk: an Inuit sculpture made from stones with many purposes; e.g., can be used as a greeting, guidepost, warning, mark a tragedy or great event. 2. Destination: the spot which one wishes to travel to. 3. Blubber: the fat of a whale. 4. Horizon: where the sky seems to meet the land or water. 5. Sentinels: a guard— someone who is protecting the land. Migration: movement from one place to another as a large group.

Character Sketch

1. Meaning of Ukaliq— arctic hare; Ukaliq was named by her father since she reminded him of an Arctic hare who is small, always running, and very inquisitive.
2. Emotional qualities of Ukaliq: (answers may vary): inquisitive, helpful, grateful, respectful, responsible, intelligent, creative, determined, wishful, happy, wise.
3. Physical qualities of Ukaliq: (answers may vary): small, young, female, Inuit, active, strong, fit.

Story Map

Characters: Ukaliq, Ukaliq's father, brothers, and sisters.

Setting: rugged land covered with snow and stones; during winter in northern Canada; during the hunt of the caribou.

Problem: As Ukaliq's father and older brothers set out on the hunt of the caribou, a severe snowstorm strikes. Ukaliq worries that her father and brothers will not be able to find their way home safely.

Events: Ukaliq missed her father and brothers; woke up daily hoping to see her family return; Ukaliq planned to use stones to help her father and brothers return safely; her younger siblings helped to build stone people; positioned stone people to point toward home; stone people guided family and the caribou to Ukaliq's home; caribou gave themselves to the Inuit; celebrated the hunt; named the stone people Inuksuk; as Ukaliq grew older, she and others continued to build Inuksuk for different purposes.

Solution: The stone people, or Inuksuk, guide the father and brothers home safely and lead the caribou to the people of Ukaliq's home.

Sequence of Events

1) Ukaliq played with her siblings, learned to help with chores, and respected the Creator for the land which provided her and others with what they needed to live.

2) Ukaliq played with stones and created them into friends wherever her family lived.
3) Ukaliq's father and brothers set out on the hunt of the caribou. A snowstorm struck as the hunt was on; Ukaliq worried about her father and brothers.
4) Ukaliq taught her younger siblings how to build her stone people. They had the stone people point toward home.
5) The stone people led Uklaiq's family to safety and also led the caribou to Ukaliq's home. Everyone celebrated.
6) Ukaliq's stone people were called Inuksuit (or Inuksuk) — as she grew older, Ukaliq continued to build Inuksuit across the North, helping others to find their way home.

Exploring Caribou They provided food, skins for clothing and shelter (tents), tools (e.g., bones made into scoops to shovel snow), thread (from tendons).

Make Your Own Inuksuk: purpose of the Inuksuk— to help find your way to your destination, indication of danger, to mark a great hunt, to greet people.

Uses of an Inuksuk

- used as a greeting, guidepost, or warning
- instead of Inuksuk, may have: road signs, maps, monuments
- plural form of Inuksuk: Inuksuit

Character Attributes (answers may vary)
Ukaliq— respectful toward her mother— gathers cotton, sews onto clothing to help her mom with chores

- respects nature— grateful for the food given to her from the animals who roam the land
- determined— plans a way to help father and brothers reach home

Father and brothers— preserve— trek across the North in a snowstorm to hunt caribou

Visualize and Describe the Setting: Descriptive words: blanket of snow, thin grass, hard ground, long nights, endless days. Illustrations look: snowy, rugged, icy, bare, cold, hilly, frozen.

Mood of Story: (answers may vary) Beginning: happy, carefree; Middle: fearful, worrisome, unpredictable; End: joyful, festive, grateful.

Author's Message: Use only what is needed and use all the gifts provided to you by the environment wisely, just as the traditional Inuit have done.

Solving Problems: Major Conflict: father and brothers head out on the hunt and a terrible snowstorm arises while they are gone.
Tension: Ukaliq worries that her father and brothers will not find their way home due to the severe snowstorm.
Resolution: Ukaliq and her younger siblings build Inuksuit to help guide their father and older brothers home safely.

Author's Purpose: - to inform the reader of the traditional life of the Inuit and to teach the uses of Inuksuit.

Symbolism: Symbol from book— Inuksuk; Meaning of Symbol— "In the image of man"— to let travelers know that they are never alone, to help guide travelers to their destination, or to mark a place of danger or importance.