

THE GIFT OF INUKSUK

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To develop respect and admiration for the Inuit people, and their unique way of life
- To value the Creator and the wonders of nature
- To observe how tiny deeds can help someone
- To infer that gratitude plays a large part in the happiness of a person



Pre-reading

This section focuses on *assessment for learning* as it informs about Inuksuk and prepares the reader what is to follow.

A. Tell students to look at the pictures in the warm up section of the Reader. Ask them to point out what they see in the picture. Read the information in the Reader about the Inuit people.

Point out that the text they will be reading is about the Inuit people and their life of gratitude.

B. Let them read the information given in the Pre-reading section of the Reader.

Note: You may choose to talk with students about the *Inuksuk*.

Inuksuk is a type of manmade stone landmark built for use by the Inuit and other peoples of the Arctic region.

The inuksuk may historically have been used for navigation, as a point of reference, a marker for travel routes, fishing places, camps, hunting grounds, places of veneration, drift fences used in hunting, or to mark a food outlet. In northern Alaska it has been used to assist in the herding of caribou. Varying in shape and size, the inuksuk have ancient roots in Inuit culture.

Historically, the most common types of inuksuk are built with stone placed upon stone.

READING

Students read to comprehend, infer and evaluate

Create the right atmosphere in the classroom. Tell students to recollect the information given in the warm up section about the place where the Inuit people live. Now ask them to: "Imagine that you are in a place covered with snow and ice."

Note: Use appropriate voice modulation and read the following excerpt slowly, to create the desired natural setting in the classroom. Pause occasionally to share what the student sees in her/his mind and the emotions she/he is feeling.

Tell students that the story has a *beginning, middle and end*.

Take a print out of the questions or write it on the board and ask students to write their views.

Note: The answers in the brackets are for the teacher's guidance. Encourage students to come up with their own answers.

Beginning

- *Many lives ago, an Inuit girl dashed ...She called them her friends.*

Do you agree or disagree with the sentences below? Give reasons for your answers.

1. *Ukaliq was compared to the caribou which ran very fast. (No, Ukaliq was compared to the Artic hare because she ran very fast. In fact she got her name because her running and her small size reminded her father of the Artic hare.)*
2. *Ukaliq loved to play in her house because it was warm. (No, she loved to be outside where she juggled and wrestled with her brothers and sisters.)*
3. *Quote a line to show that Ukaliq ran fast both in summer and winter. (Her feet would barely touch the thin grass that cloaked the earth in summer or winter's blanket of snow, so quickly did she run.)*
4. *The Inuit people loved their homeland and were grateful to their Creator. (Yes, they loved their homeland and were grateful for all they had. Though there were no crops, fruits or vegetables to harvest, they were grateful for water which provided fish, snow from which they built their homes, bears, seals and caribou that provided for all their needs.)*

Select the words that best describe the Inuit people.

This question focuses on *assessment for learning* as it talks about the Inuit people and indicates that the story is all about them.

(Ans: tough, content, hard-working)

5. *'Everywhere Ukaliq looked, she saw gifts.' Her parents left gifts all around the house for her. Is this a fact? (No, these were gifts from the Creator who provided the whale and seal to give blubber for food and oil, the caribou and the bear who provided meat and clothing, cotton grass for wicks of lamps, bird bones for needles, caribou teeth for ornaments, and stones to play with.)*

Find the line that tells us that Ukaliq and her people were nomads. Why did they live like this?

This question focuses on *assessment for learning*. It helps students to reason out things, given clues in the text.

(Ans: ...and wherever Ukaliq's family lived, the little girl would stack stones into life-like figures.

They lived like this because they couldn't grow food or build homes in one place because of the climate.)

Middle

- *Some of Ukaliq's stone friends looked ... ultimately showing the way to the village.*

Was Ukaliq an expert in making her stone friends? (No, she was not. Each stone friend looked different. Some looked joyous, while others looked very sad. Some of them pointed past the horizon and others towards a lake. None of them really showed any



direction.) Which sentence indicates/shows that this story is about her stone friends? ('Through the long nights of winter or endless days of summer, Ukaliq's stone people remained like sentinels on the ground.')

Why was the caribou hunt important? What did the Inuit people use the caribou for, once they hunted it? Which phrase shows that Ukaliq was just like any other child? ('...Ukaliq missed her father and brothers while they travelled...')

What happened on the day after the hunters left? Why were the villagers worried about the hunters? What made Ukaliq get an idea? (She waited every day for her father and brothers to come home, but all she saw was her piles of stones. This is what made her get an idea.)

What was the idea? What did her younger brother, sisters and children of the village do?

End

- At last, one morning, she heard a voice ... is part of nature, you are not alone.

Who helped to bring the hunters safely back home?

How would the hunters have felt when they saw Ukaliq's stone people in the storm?

This question focuses on *assessment for learning*. Students try to express the emotions faced by the hunters when they safely found their way back home.



(Ans: The hunters would have felt relieved and happy when they saw the stone people in the storm.)

How would the children who built the stone figures have felt when they saw the hunters back home safely? How were their needs met for this winter, though they did not get any caribou? (Just like the hunters followed the stone figures, so too did a herd of caribou.)

As for the hunters, they only hunted as many as they needed and let the other animals go free. What does it tell you about the hunters? (They were not greedy people and took from nature only what was required for their needs. The rest they gave back to nature and set them free.)

In what way are Inuksuits used even today?

Post-reading

Group Discussion

1. What do you think would have happened to the hunters if Ukaliq did not build the stone figures?
2. If you are caught in a storm in the Artic region, do you think the GPS or the Inuksuit would help you? Why?

GRAMMAR

Pronouns–subject and object, number and person

Functions of Pronouns (Object and Subject)

Recap on Personal Pronouns, Possessive Pronouns and Demonstrative Pronouns

Personal Pronouns	<i>I, He, she, it, they, we, you</i>
Possessive Pronouns	<i>Mine, hers, ours, yours, theirs</i>
Demonstrative Pronouns	<i>This, that, these, those</i>

Subject pronouns

Subject pronouns are used as the subject of verbs:

- I like your hand writing. It is raining. They are late. She is my friend.*
- We live in Delhi. He is on holiday They come from Mumbai.*

Object pronouns

Object pronouns are used as the object of verbs

Can you help me please? They can hear you. I saw her at the movies yesterday.

He doesn't like them. We saw them at the movies yesterday, but they didn't see us.

Activity:

Pair Work

Preparation:

Material needed: An article from a newspaper for each pair.

Instructions:

- Give each pair an article from the newspaper and ask them to circle the pronouns in the article.
- Tell them to colour all the pronouns used as subjects in blue and all the pronouns used as objects with red.

Now complete the exercises given in the Coursebook.

VOCABULARY

Time expressions

Tell students to match Column A to the meanings in Column B.

A	B
behind the times	time to do something that should have been done a long time ago
pressed for time	free time
high time	out of date
in time	punctual
spare time	not having much time left to do what one needs to do

LISTENING

Post listening

Tell students that they will be listening to a thanksgiving address by the Haudenosaunee people.

- Permit them to quickly go through the questions.
- Ask them to listen carefully to the speech and note down the main points of the speech.
- Play the audio track once and let students do the given exercise.
- Play it once again so that students do the questions they may have missed / check their work.

Let students do the task and share with the class.

Correct them / guide them if required.

SPEAKING**Speech**

Talk to the class about a few simple rules that one can follow to keep the audience captivated while presenting a speech:

- Maintain good posture
- Articulate your words well. Maintain the right speed and tone.
- Practice your speech beforehand.
- Begin your speech in an interesting way. (This can include an anecdote, a joke or a quote)
- Keep your sentences short and clear.
- Make eye-contact with the audience.

Direct students to work in pairs. Tell them to prepare the speech and to present it in front of the class. Encourage every student to give a speech and let the others assess them.

WRITING**Email**

Note: Help students set their objectives (Why do I want to write this?)

Guide students through every step. Share the sample passage and guidelines with them but encourage them to write their own email.

Email

What are emails?

Emails are either formal or informal messages / letters sent by electronic means.

How do I write emails?

While writing emails, follow a few simple rules.

Use a short and accurate subject line: Avoid saying too much in this section, but make sure it refers to the content clearly, (*Surprise party for Ms Kaur*) so that it is not mistaken for anything else.

Salutation: Address the recipient by name. If the email is a formal one, use the person's title (*Mr. / Mrs. / Ms. / Dr.*) with their last name, followed by a comma. Using a last name is more formal and should be used unless you are on first-name terms with the recipient. If you do not know the name of the person you are writing to, use '*Dear Sir/Madam*'.

An informal letter can begin with *Dear, Hi, Hello* and so on.

If the mail is a formal one, introduce yourself in the first paragraph (if necessary). Also include why you are writing the mail. Avoid short forms. (*I am (not I'm) the Sports Captain of... I am writing this mail...*)

Next, write the actual message. Be sure to get your message across. Make sure you write in paragraphs. Insert a space-break between each paragraph.

Use the correct form of leave-taking. This will depend on your relationship with the recipient. (*Warmly, With love, Regards, Yours sincerely, Yours cordially, Respectfully, Your student...* and so on)

Sign out with your full name.

Read your mail to check for errors. Make sure that you have not omitted any important details.



PROJECT

This task can be used for *assessment as learning* as students share their opinions in their groups and they communicate using the right words and expressions. The most viable plans are taken into consideration.

Organise students to get into groups of six each. Allow them time to read the question given in the Reader. You can help them by giving each group a natural disaster that they can imagine. Let two groups work on one disaster.

Tell them to make their own action plan to help these people. Tell them to discuss how best they can reach help to the people, and note down points. Tell them to be organised, keeping in mind that the most urgent things need to be addressed first.

Instruct them to give each member a duty to be performed and remind them that team work and team spirit alone will work out the best.

Give them time to plan and demonstrate how they will put their plan into action.

STUDENTS' BOOK ANSWER KEY

The Gift of the Inuksuk

Comprehension

- A.**
1. Ukaliq got her name from the Inuit word for 'rabbit' after her father noticed that she was always active and running and never still.
 2. Ukaliq and her people were grateful to the Creator for all that the earth provided, to the whale and the seal for blubber and oil for food and light, to the caribou and the bear for meat and clothing.
 3. The hunt was important because it would provide the Inuit people with food to last the winter, skins for clothes and shelter, bones for tools and tendons for thread. All of these would help the Inuit people survive the harsh winter.
 4. The caribou followed the stone figures to the village. Seeing them, Ukaliq and the others rounded up the caribou within a certain area, through the gaps in the stone figures. Then the hunters hunted as many animals as they needed and let all the others go free.
 5. Ukaliq's stone people were called 'Inuksuit'. The others understood how they could be useful and started to build them too. Over time, the Inuksuit came to be used to represent different things such as dangerous passages as well as specific destinations. They served as reminders to all those who saw them that they too were part of nature and thus, even in this harsh land, nobody was alone.
- B.**
1. a. These gifts were things such as cotton grass which were made into wicks, bird bones which were used as needles and even the teeth of the caribou which were used as ornaments for clothing. Even blubber, oil, meat and skins provided by the whale, seal, bear and caribou were considered as gifts. Anything that was provided by nature was considered a gift and these gifts were found in the land where Ukaliq lived and the seas around it.

- b. Yes, these things were indeed gifts because they provided all that the Inuit people needed in order to survive on this harsh land.
 - c. If someone considers these things as gifts, it tells us that they appreciate nature and the environment. They understand the value of natural resources and use them with care.
- 2.
- a. Ukaliq's father said these words.
 - b. Ukaliq's father had set out on a hunt with the others. Suddenly, there was a terrible storm because of which they couldn't find their way home for many days.
 - c. Ukaliq and the others had arranged the stone figures in such a way that each one pointed to the next, until they led the way to the village. Ukaliq's father and the others followed the stone figures until they reached the village.
- 3.
- a. The stone figures or Inuksuit are being spoken about here.
 - b. These things came to represent hope to travellers by showing them the way to a place or warning them in case of danger. This reassured travellers that there were others around and that they were not alone. They also served as reminders that it is everyone's duty to help and be of use to each other.
 - c. This comparison is being made to tell us how quickly the idea of building the Inuksuit became popular. As a result, they were built all across the land.
- C.**
- 1.
- a. The Inuksuit were made many thousands of years ago, when the means of transport were animals and primitive vehicles and there was no sophisticated technology to help people navigate. It took far longer for people to travel from one place to another for food and shelter. In this kind of environment, the sight of the Inuksuit gave travellers valuable information about where they were and their destinations. It also gave them hope by reminding them of the presence of other people so that if they were lonely or afraid, they knew that help was available.
Suggested answer. Accept any logical answer.
 - b. *Free response*
- 2.
- a. "Ukaliq and her family were grateful, to the Creator for the bounty of the earth, to the whale and the seal who brought blubber for food and oil for light, to the caribou and the bear who provided meat and clothing so that the Inuit could live." "As for the hunters, they only hunted as many as they needed and let the other animals go free."
In these lines, we get the idea that non-human creatures are spoken of with great respect. The use of the word 'brought' tells us that the Inuit believe that the whale, seal, caribou and bear are not mere animals that are lesser than man. But instead, they too have free will and are making the decision to provide these things to the Inuit people, thus helping them. Similarly, the hunters show kindness and only hunt as many animals as they will need while letting the others go free.
Suggested answer. Accept any logical answer.
 - b. *Free response*

Grammar

- A.**
- 2. We should ask him if he has seen her.
 - 3. We are going to the market.
 - 4. They have not been taught how to do it.
 - 5. You should work harder.
 - 6. She told us to participate in the quiz.
 - 7. They carried it up the stairs.
 - 8. He/She asked them to wait for a while.

- B. 1. I 2. they, us 3. He, it 4. You, it 5. him, I 6. They, us

Vocabulary

1. high time 2. in time 3. spare time 4. pressed for time 5. behind the times

Listening

Listening text

Listen to a part of a thanksgiving address by the Haudenosaunee people, who are a group of Native American people. After you listen, answer these questions.

The People—Today we have gathered and we see that the cycles of life continue. We have been given the duty to live in balance and harmony with each other and all living things. So now, we bring our minds together as one as we give greetings and thanks to each other as people. Now our minds are one.

The Earth Mother—We are all thankful to our Mother, the Earth, for she gives us all that we need for life. She supports our feet as we walk about upon her. It gives us joy that she continues to care for us as she has from the beginning of time. To our mother, we send greetings and thanks. Now our minds are one.

The Waters—We give thanks to all the waters of the world for quenching our thirst and providing us with strength. Water is life. We know its power in many forms—waterfalls and rain, mists and streams, rivers and oceans. With one mind, we send greetings and thanks to the spirit of Water. Now our minds are one.

The Plants—Now we turn toward the vast fields of Plant life. As far as the eye can see, the Plants grow, working many wonders. They sustain many life forms. With our minds gathered together, we give thanks and look forward to seeing Plant life for many generations to come. Now our minds are one.

Answers:

1. a 2. a 3. c 4. b
5. to recognise and be grateful to all that which support us 6. Now our minds are one.

Speaking

Free response

Writing

anumitra1217@abcschool.com

My trip to Canada

Dear Anu,

Thank you for your email! I enjoyed reading about your trip to Kovalam Beach. I'm sorry I didn't respond earlier as I was travelling too.

I visited my uncle who lives in Canada—my family and I had gone there for a month. We went and saw many different places. Canada is indeed a beautiful country. I learnt so much about the culture of the native communities there. One such community is the Inuit community. They have been living in the harsh Arctic landscape for thousands of years and have adapted so well to it. I got the chance to see something very fascinating—figures made of stone that

are called Inuksuk. A group of Inuksuk is called Inuksuit. Inuksuit are piles of stones that are designed to look like human figures. The Inuit people have been making them for thousands of years. We saw them on an island which has one of the largest populations of Inuit people in Canada. The place was very beautiful—even though it was summer, it was quite cold! The large cliffs on the island were capped with snow and ice. I heard that there are polar bears there but I didn't see any. However, I did see some caribou as well as some Arctic hares.

At first, I thought I would be very bored by the visit but I enjoyed it very much! I was amazed by the willpower of the Inuit people to survive for so long in such a cold place with such harsh weather! As for the Inuksuk, I was completely amazed to see something made by another human being like me, so many thousands of years ago! Of course, people still keep the tradition alive and continue to build Inuksuk to mark important occasions.

I brought you a memento—it is a keychain in the shape of a polar bear. I will give it to you when we meet. Hope to see you soon!

Your loving friend,

Alia

Suggested answer. Accept any logical answer.

Punctuation

1. Jessica bought a shirt for her father, a sari for her mother, a pair of shoes for her sister and a sweater for herself.
2. One morning, Yash could not find his spectacles.
3. Simran said, "I will go to watch a film with my parents."
4. Once it stops raining, we can play outside.
5. "I have to go to the market," said Father.
6. When I was five years old, my family moved to Pune.

ANSWER KEY TO WORKSHEET 1

- A.**
- | | | | |
|-----------------|------------|-------------|------------|
| 1. us | 2. she | 3. I | 4. her, he |
| 5. They, us, We | 6. She, he | 7. we, them | 8. you, me |
- B.**
- | | | |
|-----------------------|---------------|--------------------|
| 1. of all time | 2. in no time | 3. at the time |
| 4. time to time | 5. on time | 6. time after time |
| 7. for the time being | | |
- C.**
1. a. a chance
b. doing things in ways that have been followed by a group of people for a long time
c. a brief look or idea
 2. The Hornbill Festival is held in the first ten days of December in Nagaland.
 3. The Great Indian Hornbill which lives in forests, is related to the culture of Nagaland. This is why the festival is named after it.
 4. The morung is the traditional learning centre where the children learn customs and practices. It is also the common area from where announcements are made and informal gatherings are organised on special occasions. At the Hornbill festival, each

tribe erects a morung of its own which in turn serves as an emblem of their unique history and culture.

5. The Hornbill National Rock Festival is the longest rock festival in the country and goes on for a week. Bands from all over the country participate in the festival.
 6. The Hornbill Festival, is held in the first ten days of December annually at Kisama in Nagaland. Each tribe erects a morung to showcase their customs and history. They also perform folk songs and stories. Competitions on traditional sports are organised. Rock bands from all parts of India participate in the rock festival, which lasts a week.
- Suggested answer. Accept any logical answer.*

QUESTION BANK

The Gift of the Inuksuk

A. Answer in brief.

1. What animal was Ukaliq compared to? What was the result of this comparison?
Ans: Ukaliq was compared to the Artic hare because she ran very fast. In fact she got her name because her running and her small size reminded her father of the Artic hare.

B. Answer in detail.

1. What were the Inuit people grateful to their Creator for?
Ans: They loved their homeland and were grateful for all they had. Though there were no crops, fruits or vegetables to harvest, they were grateful for water which provided fish, snow from which they built their homes, bears, seals and caribou that provided for all their needs.

C. Choose the correct answer.

Who helped to bring the lost hunters back home?

- a. All the village people
- b. Ukaliq and the children of the village
- c. The herd of caribou

Ans: b

D. Read the lines and answer the questions.

But the hunters were only gone a day when a great storm occurred.

- a. Where did the hunters go?
- b. Why were the village people worried about the hunters?
- c. What would their reaction have been when they saw the stone figures?

Ans: a. The hunters went to search for caribou which would provide for them during the long harsh winter days.

- b. The people in the village were worried because snow would have covered the pathway and they would most certainly have got lost.
- c. They must have been joyous and full of hope when they saw the stone figures.

E. Answer in brief. (Think and answer)

1. *'Everywhere Ukaliq looked, she saw gifts.'* Why do you think she saw gifts everywhere?
Ans: Ukaliq was a very grateful child and was satisfied with the simple things life had to offer her. She felt that all she had was given by the Creator.