



### Inquire to Learn!

There are many ways in which *A Visit with Moon and Sun/Inuit Life* can be used as a base for Inquiry Learning. This is just one suggestion.

### Session 1

Using the Big Book, share-read *A Visit with Moon and Sun*, stopping at natural points for discussion. Draw on the students' prior knowledge of the moon and the sun, wind and snow, magical places/fantasy, and responsibilities.

#### Possible Starter Questions for Discussion

**The Moon and the Sun:** *Why would the moon be important to people who work outside at night and/or people who don't have electricity?* Discuss that the moon is a source of light at nighttime. Talk about the importance of the moonlight to people in the past and rural people who may not have electricity. Ask, *Is the sun a cold place or a hot place?* Ensure that the children understand that the sun is very hot.

**Wind and Snow:** *What would it be like to be outside at night in the wind and snow?* Explain that the Inuit live in very harsh physical conditions.

**Magical Places/Fantasy:** As a class, brainstorm magical places from stories/books and folk tales that the children may be familiar with e.g., Narnia, the Faraway Tree, Hogwarts, Wonderland, Neverland, The Emerald City, Willy Wonka's Chocolate Factory. Discuss the importance of magical places to stories and folk tales.

**Responsibilities:** *What does it mean to be responsible?* Discuss that responsibility is having a duty to deal with something. Ask the children

to share responsibilities they may have at home e.g., feeding a pet, making their bed, doing dishes.

#### Text and Illustration Based Inquiry Questions

Cover: Look at the cover and read the title *A Visit with Moon and Sun*. Ask the children to identify Moon and Sun on the cover. Discuss that this is a folk tale from the Inuit, who live in a very cold, harsh environment and note the warm clothing worn by the man.

P. 2: Revisit the opening sentence "*Shaman stood beside the breathing hole.*" Explain to the children that breathing holes are small holes made in the ice by seals so that they can come up to the surface to breathe air. Discuss that Inuit traditionally survived by hunting animals such as seals. Reinforce to the children that seals in New Zealand are protected animals and must not be harmed, but that the Inuit depended on hunting and eating seals for their survival, and they are still allowed to do so in their home territories today.

P. 3: Revisit the sentences "*I am glad you are with me*" and "*Thank you for your light.*" Look again at the illustration on P. 3 and note that it shows a crescent moon. Ensure that the children understand that the moon changes over the course of a month, and that on cloudy nights the moon can be completely hidden. Discuss the importance of the light from the moon to the hunter at night.

# A Visit with Moon and Sun/Inuit Life

## Teacher's Notes continued

P. 5: Discuss the personification of Moon and note how the illustrator has chosen to represent Moon with a crescent moon on the man's head. Explore the concept that in folk tales and fantasy anything can happen. Note, too, that Shaman is in difficult physical circumstances when he sees Moon: it is dark and very cold, he is hungry and tired, he is in a snowstorm. *Could these circumstances be affecting what Shaman thinks he is seeing?*

P.P. 6–7: Revisit the word *igloo* on p. 6 and the illustration of the igloo on p. 7 and make sure that the children know that an igloo is an Inuit house made from blocks of snow. Revisit the text “*Watch me dance,*” she said. “*But do not laugh. Or I will not let you in.*” Discuss that in stories a character is often faced with a test before being allowed into a special place or before being given special knowledge.

P. 9: Explore the concept of magical places. Ensure that the children understand that both deer and seals were critical to the survival of Inuit in the past, so Moon's magical place is a “land of plenty” to Shaman.

PP. 10–11: Discuss the personification of Sun and revisit the text “*She was bright and hot. It hurt to look at her.*” Ensure that the children understand that the sun is very bright and hot and they must never look directly at it as it can hurt their eyes. *How would it feel to be close to something so bright*

*and hot if you lived in a cold, snowy environment?*

PP. 12–13, 14–15: *Do you think Shaman was tempted to stay with Sun and Moon so he would never be hungry again? How do we know that Shaman took his family responsibilities seriously?*

P. 16: *How was Shaman rewarded for taking care of his responsibilities?*

## Further Discussion and Inquiry Extension

Share-read an abridged version of *Alice in Wonderland* and note how Alice enters Wonderland through a rabbit hole. Compare the rabbit hole to the hole between worlds that Shaman travels through. Challenge the children to write their own stories about a magical place that they can travel to through a hole.

Have the children illustrate their magical place or create a map of it, using a key.

Challenge the students to learn all about the moon or the sun and present their findings as a poster.

In groups, have the children take turns at trying to make each other laugh by pulling funny faces and dancing strangely.

Research and share other Inuit folk tales.

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## Session 2

Using the Big Book, share-read *Inuit Life*, stopping at natural points for discussion. Draw on the students' prior knowledge of cold weather and snow, warm clothes, resourcefulness/making use of what we have, igloos, games, and stories.

### Possible Starter Questions for Discussion and Inquiry

**Inuit Greeting:** *Inuit speak Inuktitut. Does anyone know how to greet someone in Inuktitut? People say ullaakuut (oo-laa-koot), which means*

*good morning. Another traditional Inuit greeting, particularly between family members, is a kunik. A kunik involves two people leaning together to touch their noses and upper lips. A kunik is similar to a Māori hongī.*

**Cover and Contents:** Look at the cover and the photo on the contents page of *Inuit Life* and ask, *What do you think the lights in the sky might be?* (northern lights)



# A Visit with Moon and Sun/Inuit Life

## Teacher's Notes continued

### Location of Canada and Greenland/Geography:

Look at the map on P. 1 of *Inuit Life* and note the location of Canada and Greenland in the Northern Hemisphere. Compare this map to a globe or world map and locate the North Pole. Discuss these areas as being part of the Arctic region. If any of the children come from Canada's north or Greenland or have visited there, invite them to share their experiences.

**Climate and Clothing:** Revisit the following text on P. 1 of *Inuit Life* – “*The north is cold. The weather is harsh. But the Inuit have the skills to live there.*” Discuss the skills that might be needed to live in such a harsh environment e.g., survival skills, resourcefulness, patience. Revisit the text on P. 2 “*The Inuit found a way to find food and warm clothes.*” Ensure that the children understand that no crops can be grown in such a harsh environment and that to survive, the Inuit had to hunt Arctic animals. Ask, *Why did the Inuit use animal skin to make clothing?*

**Using Resources Wisely:** Reread P. 3. Discuss that traditional Inuit life was tied to and reliant on the environment and, in turn, Inuit are highly respectful of their environment. Lead a discussion on how Inuit used every part of the animals they hunted. Review the word *blubber* and discuss its meaning. Ask, *How could we learn from the Inuit and use our resources more wisely?* Reread the caption on P. 3 and ask, *How does this relate to A Visit with Moon and Sun?*

**Igloos:** Discuss what it might be like to live in an igloo. Help the children to understand that despite being made of blocks of snow, it is warm inside an igloo because cold air is kept out and warm air is trapped inside. Explain that the snow walls do not melt even when a fire is burning inside the igloo because the temperatures outside are so cold. Look at the clothing worn by the people in the photo on P. 5. Ask, *Why are they wearing this type of clothing inside their house?*

**Games:** Brainstorm games and activities the children may know that are linked to certain cultures e.g. poi and Maori stick games. Encourage the children to share games from their own cultures.

**Stories:** Discuss that Inuit stories were traditionally passed on orally. Compare this oral tradition to that of Māori and Pacific cultures. Revisit the list of different uses stories may have on P. 8 of *Inuit Life* with *A Visit with Moon and Sun* in mind. Discuss what the main purposes of this story are (to entertain and to teach responsibility).

### Further Discussion and Inquiry Extension

Using the photos on the cover and P. 1 of *Inuit Life* as a starting point, research the northern lights and share a YouTube video of them with the class. Have the children create their own northern lights artworks using oil pastels and a scratch art technique.

Take another look at the photos on P. 1 and P. 8 of *Inuit Life* and note the sculptures that look like a person made from stacked rocks. Explain that each sculpture is called an Inukshuk (*In-ook-shook*) and is a form of Inuit art. These sculptures were traditionally used as sign posts in the far north. Challenge the students to make their own Inukshuk from river stones, pumice, or pieces of wood.

Using the model on P. 7 of *Inuit Life*, challenge the students to write a procedural text explaining how to play a game they are familiar with. Swap procedural texts with a partner, or work in groups, and follow the instructions to play the game.

Build a model igloo from blocks of polystyrene.

Challenge the students to learn more about igloos and homes from other cultures e.g., yurts. The students could present their findings as a poster or a photo essay.