

# The Little Eskimo

Author: Davide Cali

Illustrator: Maurizio Quarello

## Synopsis

*The Little Eskimo* is a classic tale of human desire to seek out that which we cannot know, what does the future hold. It is the story of one little Eskimo boy search for his own identity, his future, his place in the grand scheme of things and where he belongs in the world.

Oftentimes it can be tempting as adults to give our children and students simplistic answers to the big questions they ask. Sometimes it can be a case of not feeling that there is time for a lengthy discussion, feeling uncomfortable with questions about death or simply being unsure of how to approach these subjects with our young people.

Davide Cali has provided a vehicle not only for questioning and discussion, but a gorgeous story that can be enjoyed by young and old. Maurizio A.C Quarello has further supported this beautiful story with rich and lavish illustration that encourages exploration of each and every page.

Perfect for use in early years as a resource in discussions about life cycles, *The Little Eskimo* is also a lovely resource to use with older students who are contemplating the 'big questions'. *The Little Eskimo* would also be a wonderful choice for literature circle use.

## Year Level Description

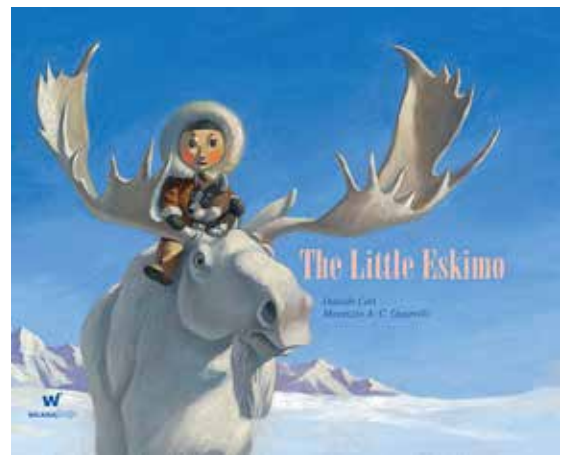
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

### Year 3 Level Description

In Years 3 and 4, students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.



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Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

### *Year 5 Level Description*

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Source for curriculum <http://www.australiancurriculum.edu.au/English/Curriculum/F-10>



## Teaching Notes for The Little Eskimo

The discussion points and suggested activities are aimed primarily at younger students. We trust that you will adjust these questions and activities to be more sophisticated and complex for older students.

### *Comprehension and Questioning*

- Looking at the cover illustration, make predictions on what you think this story may be about.
- Do you think our Eskimo is a boy or a girl? Why?
- How old do we think the Little Eskimo might be?
- Why do you think it is forbidden to travel to the other side of the Great Ice Lake?
- Ask your students to keep track of the animals that feature in the story. Research as a class the habitats and life cycles of these animals.

- Why do we think the Little Eskimo is wondering if he will become a great hunter? Why might this be important to the Little Eskimo?
- Each animal sends the Little Eskimo to another animal to see if they can assist him in answering his question. Do you remember which animal was valued for which ability? E.g. the Owl can see everything from up high. Make a list of each animal and their individual abilities.
- Whale tells the little Eskimo that she can tell he is courageous. Do you agree? What has the little Eskimo done that is courageous?
- Who or what do you think 'the one who knows all of us' is? Make predictions as a class.
- "So the Little Eskimo, even though he knew it was forbidden to go to other side of the Great Lake..." pg. 17. What do you think might happen to Little Eskimo if he gets caught? What might his punishment be? Who might punish him? Is his behaviour safe?
- Death Island is the name of the place Little Eskimo has travelled to. Make predictions about what you think might happen in a place called Death Island.
- Did you predict that Death would be in the form of a great white Moose?
- Where do you think Death might take Little Eskimo?
- What do you think the moving shadows are?
- How would you be feeling if you were Little Eskimo?
- What do you think the gift is that Little Eskimo went home with?



### *Delving deeper*

- Can we know our own future or the future of other people?
- How do you think it might affect your choices if you knew what your future was going to be?
- Why do you think Walrus might know about the past? How can whale see into our hearts? Do some research into how Eskimo's feel about animals spiritually and discuss.
- Page 13 Walrus says "Ask the whale, she knows how to look into our hearts, where everything is written." What do you think this means?
- Little Eskimo travels to the other side of the Great Lake, despite it being forbidden. Why do you think this is? Is it ever okay to do something forbidden, even if it means learning the answer to a life question?
- Why is the island called Death Island. What is the Kingdom of the Dead?
- If you had to visualise Death as an animal, which animal would you choose? Why?
- Why do you think the author has chosen a great white Moose to be Death?
- What do you think Death means when he tells Little Eskimo he is ready for the future? How have Little Eskimo's travels to the other side of the Great Lake shown Death he is ready for the future?
- "You are the one who will leave footprints. You may go where you like and become what you want." p.2. What does this mean?

- What are the shadows of the living? Explain.
- Thinking about your future, you can be anything you wish to be. What are your dreams for your future? What things do you need to do to accomplish them?
- You might like to use a Venn Diagram or mind mapping tools to share your thoughts. <http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>
- How is it a gift to know you can walk toward whichever future you choose?
- Ask some adults in your life what their dreams were when they were younger and how they are different now. Did their lives turn out the way they thought they might when they were younger? You might like to interview them and write a newspaper article, or interview them by podcast or on video.

## Visual Literacy

- What do you notice about the shape in the snow in the illustration on page 6?
- Look carefully at the facial expressions of the three characters featured on page 8. What emotions do you recognise? How are these characters feeling and why might they be feeling this way?
- In the illustration on page 12, a tree has been cut down. Who do you think cut down the tree and why?
- Little Eskimo's dog looks afraid on page 13. Why do we think he is afraid? Of whom is he afraid? Does Little Eskimo look afraid?
- Look at the picture of Whale on page 16. What kind of whale is this?
- Pause on page 20. What emotion do you think is being conveyed with this illustration? How might Little Eskimo be feeling?
- Look carefully at the illustration on page 23. How is Little Eskimo feeling? What do you think of Death as a Great White Moose? Does he look scary or friendly?
- What do you think Little Eskimo can see?
- Look carefully at the illustration on page 26/27. The Little Eskimo looks happy to get back to his village. How do you think he might be feeling? What might he do now?

## Activities

- Ask some adults in your life what their dreams were when they were younger and how they are different now. Did their lives turn out the way they thought they might when they were younger? You might like to interview them and write a newspaper article, or interview them by podcast or on video
- Choose your favourite illustration from The Little Eskimo. Can you recreate the illustration yourself? Support this activity with a written explanation of why this is your favourite picture.



## Reflections on The Little Eskimo

Now you have completed reading *The Little Eskimo*, it is time to reflect on the story. Revisit the thoughts and reactions you had while reading. You might like to complete the following activities.

### Interview:

Choose a character from *The Little Eskimo* to interview. Write 6 questions you would ask this character and then write the answers you think the character would give you.

### 6 Word Story:

Using only six words, summarise *The Little Eskimo* and its story line. You may choose to do this from the point of view of one of the characters.

### Thinking about The Little Eskimo

- Go to <http://oneword.com/>
- After reading the instructions, click 'go'
- You will have ONE minute. With the word that appears at the top of the screen choose to do one of the following-
- Write a piece of dialogue between two characters using the word provided OR
- Write as much as you can about a character using the word provided.

Do NOT submit your writing, instead, highlight what you have written, copy and paste OR take a screenshot of the page. Paste this into a page in your Digital Scrapbook. Don't forget to copy in the URL of the site and date your work.

### Character Voki

1. After reading *The Little Eskimo*, think about the 'voices' of the characters
2. You will be creating a talking avatar using Voki.com.
3. Go to Voki.com and log-in or create a Voki account. (Note: If you are not logged in, you will not be able to embed your Voki in your blog/keynote.)
4. Choose two characters from *The Little Eskimo*. Create a Voki for those characters. Due to the word count limitations in each Voki, you may need to do a few Vokis for your character to complete the speech requirements. You're writing the speech in first person as if the character is talking about himself/herself. Include the following details in your speech:

Three text details that describe their behaviours, how they feel, what they might be thinking about one another/their situation, their appearance, etc.

### Book Trailer – The Little Eskimo

Make a book trailer for *The Little Eskimo* using the following instructions. Consider carefully your choices of images, music and the 'mood' you wish to convey in your book trailer.

Using iMovie/Windows Movie Maker, you will be creating a Book Trailer for *The Little Eskimo*. This will form part of your assessment for this Unit of work.

Create a folder on your desktop titled Book Trailer- The Little Eskimo

Source images from the following websites (remember to save the URL's of the images chosen and paste them into a Word doc for later).

<http://www.morguefile.com/>

<http://www.wylio.com/>

<http://imagebase.davidniblack.com/main.php>

<http://www.photos8.com/>

Once you have chosen and saved your images to the folder, begin your storyboard

Go to Pages/Word Processing/Miscellaneous

Select Storyboard

Begin planning your trailer using the storyboard template

Remember to consider the following-

1. Are your chosen images relevant?
2. Will you include text?
3. Is the text relevant?
4. Where will choose to place text?
5. Are you complying with copyright rules?
6. Is your music choice relevant?
7. Does it suit the 'mood' you are trying to convey?



Once satisfied with your storyboard, consider music choice.

Use the following site to source creative commons licensed music (remember to save the URL's of the music chosen and paste them into a Word doc for later)

<https://creativecommons.org/legalmusicforvideos>

Open iMovie and begin creating your Book Trailer

Don't forget to paste all URL's for sites used into a Bibliography Slide at the end of your book trailer.

Use the following checklist to determine if your Trailer is ready to submit for assessment.

#### Book Trailer Checklist

- You are NOT finished until you complete all of these steps!
- Verify that every single image link works. If one doesn't work, you have 2 choices:
  - replace the picture and cite the new one
  - find the image and cite it properly
- Put your citations in the order the pictures appear in the video. Make your citation slide pretty:
- Line up all the entries
- Make the fonts all the same
- Double check your spelling and capitalisation

Do this: file – save as pictures

Insert your citation picture into iMovie

Double-check all of your spelling and grammar on your trailer text frames.

Make sure your music matches the mood of the book.

Make sure you have included the title, author, and book cover picture in the very beginning of your trailer.

Once you have done all of this, finalize the trailer, fill out the bottom part, and give this sheet to your teacher.

Name:

Book Trailer name:

Saved to ..... folder/ server.....:

Book Trailer Rubric

Daily grade:

\_\_\_\_\_/25: All images (except the book cover) found on sites listed

\_\_\_\_\_/25: citation slide present at end of trailer

\_\_\_\_\_/50: All links on citation slide work (-10 for each problem)

Test grade:

\_\_\_\_\_/50: Grammar (-5 points for each major error)

Elements:

\_\_\_\_\_/10: Mood was obvious and consistent

\_\_\_\_\_/5: Setting was represented and matched mood and pictures

\_\_\_\_\_/20: Plot was introduced, but not completely revealed; it made sense

\_\_\_\_\_/10: Pictures were interesting and made sense

\_\_\_\_\_/5: Title of the book was included

### *Links to Geography*

What do we know about where Eskimo live? You might like to do some research as a class before or after the reading of this book.

There are many different tribes of Eskimo and they live in different locations. The Little Eskimo could be a starting point for rich class discussion and exploration of Eskimo tribes and cultures. Some great resources can be found on the following sites

<http://icor.ottawainuitchildrens.com/>

<http://www.isuma.tv/hi/en/inuit-culture-education/teacher-resources>

<http://blog.historians.org/education/919/inuit-contact-an-arctic-culture-teaching-resource>

[http://atlas.nrcan.gc.ca/site/english/learningresources/lesson\\_plans/elementary\\_school/nb\\_es.html](http://atlas.nrcan.gc.ca/site/english/learningresources/lesson_plans/elementary_school/nb_es.html)

<http://www.pocketwatchgames.com/d/Lesson%20%20-%20Inuit.pdf>

<http://talibi.de/fileadmin/inhalte/eskimos-and-igloos>

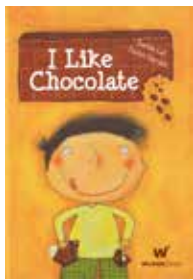
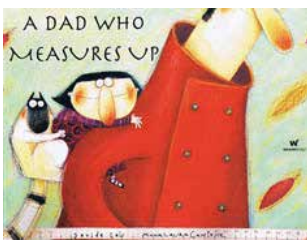
## About the Author

Author of *Piano Piano*, *The Enemy*, *I Love Kissing You*, *A Dad Who Measures Up*, *I Like Chocolate*, *Santa's Suit*, *The bear with the Sword*, *What is This Thing Called Love?* and *10 Little Insects*, Davide Cali is one of Europe's most innovative and acclaimed writers of illustrated books for both children and adults.

He is the author of over 40 illustrated books, including *I Can't Wait* (illustrated by Serge Bloch), which won France's prestigious Baobab Prize for the most innovative book of 2005 and was Honour Book in the American Library Association's Batchelder Award.

His books have now been translated and published in 15 countries. Swiss-born Davide lives in Genoa, Italy, but writes in French.

### Some other titles by Davide Cali



## About the Illustrator

Illustrator Maurizio Quarello was born in Turin, Italy and has studied graphic design at the Albe Steiner Professional Institute in Turin. As well as teaching illustration, Maurizio has illustrated over 15 books.

To read an interview with Maurizio visit our website.





## About the Publisher

When we published our first foreign kids book in English in 2005, we had no business plan to speak of and no publishing policy. We just loved the book.

Fortunately, kids did too: we sold enough copies to publish a second book, then another, and another ... Seven years on, we can look back on some marvellous, awardwinning books from countries as diverse as Brazil, Canada, France, Germany, Italy, Korea, Malaysia, Slovenia, New Zealand ... and Australia.

In retrospect, a close look at our books does reveal a policy at work.

- We like stories that engage a child's head and heart, that stimulate enquiry and enable them to safely explore their fledgling emotions
- We like strong, distinctive illustrations—artwork which not only complements the text, but adds extra dimensions, as you might expect from some of the world's top illustrators
- We enjoy encouraging children to witness new cultures, new ways of seeing the world and new ways of expression
- We value books produced to the highest design and production standards; that ensure the creators' work is shown to its best advantage
- We also like to aid those who enjoy using of our books in classrooms, libraries and the home by providing helpful support materials, such as teachers' notes, videos, downloads, a popular blog and an interactive wikisapce for kids.

As publishers, we believe that children (and those who care for them) deserve our respect. That means publishing the best books we can find for them from around the world.

We still love every book we publish. We hope you do too.

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[twitter.com/wilkinsfarago](https://twitter.com/wilkinsfarago)