



**Book Title:** *Shi-shi-Etko*

**Author:** Nicola Campbell

**Artwork/Illustrations:** Kim LaFave

**Annotation:** This beautifully illustrated story is a moving account of how a young girl spends her last day with family before leaving for residential school. Just before she leaves, mother, father and grandmother share valuable teachings.

**Concepts at a Glance:**

-  Resilience, Identity
-  Canadian History, Public Policy, Governance

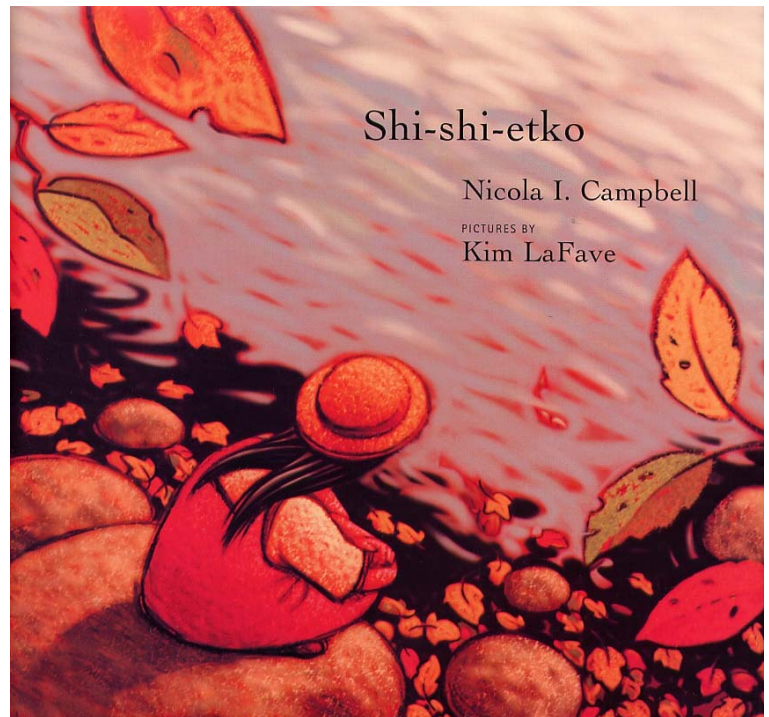
**Text Set on Residential School:** As long as the Rivers Flow, Shin-chi's Canoe, Fatty Legs, A Stranger at Home, Home to Medicine Mountain (Santiago), Kookum's Red Shoes

**Links to Explore:**

- Excellent interactive and primary source resources <http://www.wherethechildren.ca/en/>
- Wordle site- <http://www.wordle.net/>

**Projects, Ideas and Activities:**

1. Read Shin-Chi's Canoe and discuss what it means to be a sequel.
2. Explore how the art in the book helps convey emotions, and information not told by the print (size of people, shadows, no faces, colour emphasis or lack of colour).
3. Discuss how family members support one another. Tell stories about how family members have helped you. Write these stories and share at a family night.
4. Make a bulletin board celebrating the ways family members support each other.
5. Use common shapes of people, make one side colourful and bright to convey hope, make the other side in dull shades to convey sadness and discouragement.
6. Talk about how school is different today and how everyone in the class contributes to make school like home rather than a place no one wants to go.
7. Who is your favorite character? In pairs, find words to describe them. Do a Wordle project.



## Shin-Chi's Canoe-Curricular links

Social Studies 1.2: Moving Forward with the Past: My Family, My History and My community

- ✚ 1.2.2 Analyze how families and communities in the present are influenced by events or people of the past.

Social Studies 2.2: A community in the past

- ✚ 2.2.7 Examine how a community being studied has changed.

Social Studies 4.2: Moving Forward with the Past: My Family, My History and My community

- ✚ 4.2.2 Assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time.

Social Studies 5.2: Histories and Stories of ways of life in Canada

- ✚ 5.2.2 Examine, critically, the ways of life of Aboriginal peoples in Canada.

Social Studies Skills and processes

- ✚ Develop skills of critical thinking and creative thinking.
- ✚ Develop skills of historical thinking.

Program Foundations: Core concepts of Citizenship and identity, Aboriginal perspectives and Experiences, Pluralism: Diversity and Cohesion, Issues-Focused Approach to teaching.

Art Level One: Expression

Component 10-Purpose 1

- ✚ (C) Family groups and people relationships can be recorded visually.
- ✚ (D) Knowledge gained from study or experimentation can be recorded visually.

Component 10-Purpose 4

- ✚ (A) Feelings and moods can be interpreted visually.
- ✚ (B) Specific messages, beliefs and interests can be interpreted visually or symbolized.

Art Level Two: Depiction

Component 6-Qualities and Details

- ✚ (B) Colour can be made to appear dull or bright.
- ✚ (C) Graduations of tone are useful to show depth or the effect of light on objects.

English Language Arts

1.1 Discover and Explore

- ✚ (1) Share personal experiences that are clearly related to oral, print and other media texts
- ✚ (2) Contribute relevant ideas and information from personal experiences to group language activities.

2.4 Create Original Text

- ✚ (1) Generate and contribute ideas for individual or group, oral, print and other media texts.
- ✚ (2) Use own and respond to others' ideas to create oral, print and other media texts.