

Book Title: *Shin-chi's Canoe*

Author: Nicola Campbell

Artwork: Kim LaFave

Annotation: This poignant sequel to award winning Shi-shi-etko tells the story of two young siblings in residential school. In telling this story, Nicole Campbell draws on interviews with her family and Elders who survived residential school. In spite of the devastation of a long separation, collection in a cattle truck, daily hard work and meager meals, strong family ties prevail. Beautiful illustrations help make this a story of hope and resilience.

Concepts at a Glance:

- ✚ Resilience, identity, family ties
- ✚ Canadian history, public policy, governance

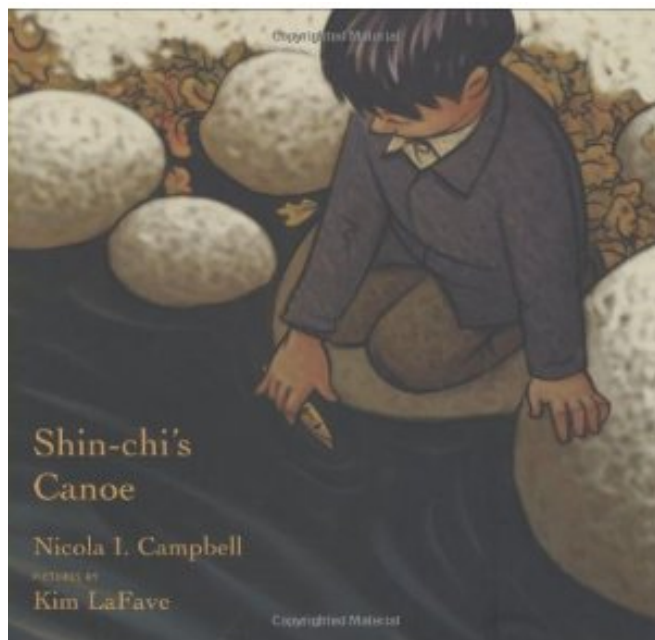
Text Set on Residential School: As long as the Rivers Flow, Shi-Shi-Etko, Fatty Legs, A Stranger at Home, Home to Medicine Mountain (Santiago).

Links to explore:

- Excellent interactive and primary source resources <http://www.wherethechildren.ca/en/>
- Comments from the author http://www.lookingforwardlookingback.com/index.php?option=com_content&view=article&id=101&Itemid=107

Projects, Ideas and Activities:

1. Read *Shi-Shi-Etko* 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.
4. Make a bulletin board together that celebrate the ways in which families 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. Shin-Chi's canoe was a symbol of hope. Make symbols of hope.
7. 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.



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.