

Shi-shi-etko

Nicola Campbell/Illustrated by Kim LaFave

SUGGESTED AUDIENCE: Grades K-7 – this book study uses Grade 6 PLOs

Warning: This book is set on the last four days before a young girl is sent to residential school – background knowledge of residential schools would be necessary for students to appreciate the text.

SUMMARY

Nicola Campbell's *Shi-shi-etko* offers a welcome addition to First Nations literature by delicately conveying, through a child's eyes, the resilience of First Nations' culture and physical survival amidst the tragedy of residential schools and their impact upon the entire First Nations community. Instead of focusing on the actual residential school experience, Campbell depicts Shi-shi-etko at a pivotal moment in her life. The story begins during the four days prior to Shi-shi-etko's departure for residential school and develops Shi-shi-etko's close relationship with her family as well as with the natural surroundings that constitute her home. Through this, Campbell is less interested in making Shi-shi-etko experience changes to her character than with emphasizing her steadfastness and resilience. This is consistent with the ways in which memory -Shi-shi-etko's memories of her current life as well as the First Nations' shared memories of their cultural heritage - inform the whole story.

From: <http://umanitoba.ca/cm/vol12/no9/shishietko.html>

SHI-SHI-ETKO BOOK STUDY

Aboriginal outcome: read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques, including:

- stories from Aboriginal and other cultures
- literature from Canada and other countries
- short stories and novels exposing students to unfamiliar contexts

Language Arts 6		Fine Arts 6		
Oral Language	Reading and Viewing	Writing and Representing	Drama	Visual Arts
use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences	select and use strategies before reading and viewing to develop understanding of text	write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions	apply constructive feedback to refine their dramatic work	create images that: -express beliefs and values -reflect art styles from a variety of social, historical, and cultural contexts
select and use strategies when listening to make and clarify meaning, use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts	select and use strategies after reading and viewing to confirm and extend meaning	write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modeled from literature	demonstrate social and group skills in dramatic work	express ideas and emotions using verbal and non-verbal communication
reflect on and assess their speaking and listening		create meaningful visual representations for a variety of purposes and audiences that communicate personal	demonstrate commitment to roles	using the elements and principles to produce a variety of effects and to convey mood

SHI-SHI-ETKO BOOK STUDY

		<p>response, information, and ideas relevant to the topic</p> <p>select and use strategies before writing and representing</p> <p>select and use strategies during writing and representing to express and refine thoughts</p> <p>select and use strategies after writing and representing to improve their work</p> <p>use writing and representing to express personal responses and relevant opinions about experiences and texts</p> <p>reflect on and assess their writing and representing use the features and conventions of language to</p>	<p>identify attitudes and beliefs of characters for application in dramatic work</p> <p>select design elements to create environments to enhance dramatic work</p>	
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SHI-SHI-ETKO BOOK STUDY

		express meaning in their writing and representing		
		use the features and conventions of language to express meaning in their writing and representing		
Oral Language	<ul style="list-style-type: none"> • Perform play • Oral statement on residential schools • Quick write 		Drama	<ul style="list-style-type: none"> • Write and revise play • Perform play
Reading and Viewing	<ul style="list-style-type: none"> • Pre-reading activities • One pager • Residential school lesson 		Fine Arts	<ul style="list-style-type: none"> • Discussion of illustrations • Painting in style of Kim LaFave
Writing and Representing	<ul style="list-style-type: none"> • Write and revise play • Journal entries • One pager • Residential school lesson • Journal self-assessment • Quick write 		Demonstrate comprehension of stories from Aboriginal cultures	<ul style="list-style-type: none"> • Entire book study • One pager • Residential school lesson

SHI-SHI-ETKO BOOK STUDY

Organizer	Outcome
English Language Arts 6	<ul style="list-style-type: none"> • read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques, including <ul style="list-style-type: none"> – stories from Aboriginal and other cultures – literature from Canada and other countries – short stories and novels exposing students to unfamiliar contexts – short plays that are straightforward in form and content
Fine Arts 6 (Drama)	<ul style="list-style-type: none"> • apply constructive feedback to refine their dramatic work • demonstrate the ability to collaborate when combining ideas in dramatic work • demonstrate social and group skills in dramatic work • express ideas and emotions using verbal and non-verbal communication • demonstrate commitment to roles • identify attitudes and beliefs of characters for application in dramatic work • select design elements to create environments to enhance dramatic work • compare themes and traditions from a range of cultural and historical contexts through drama
Fine Arts 6 (Visual Arts)	<ul style="list-style-type: none"> • create images that: <ul style="list-style-type: none"> - express beliefs and values - reflect art styles from a variety of social, historical, and cultural contexts • create images: • using particular elements and principles to solve specific design problems • using the elements and principles to produce a variety of effects and to convey mood
LA 6 (Oral Language)	<ul style="list-style-type: none"> • use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by <ul style="list-style-type: none"> – using prior knowledge and/or other sources of evidence – staying on topic in focused discussions – presenting in a clear, focused, organized, and effective manner – explaining and effectively supporting a viewpoint <ul style="list-style-type: none"> • select and use strategies when listening to make and clarify meaning, including <ul style="list-style-type: none"> – accessing prior knowledge – making predictions about content before listening – focusing on the speaker – listening for specifics – generating questions

	<ul style="list-style-type: none"> - recalling, summarizing, and synthesizing - drawing inferences and conclusions - distinguishing between fact and opinion - visualizing - monitoring comprehension <ul style="list-style-type: none"> • use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts • reflect on and assess their speaking and listening, by - referring to class-generated criteria - considering and incorporating peer and adult feedback - setting goals and creating a plan for improvement - taking steps toward achieving goals
LA 6 (Reading and Viewing)	<ul style="list-style-type: none"> • select and use strategies before reading and viewing to develop understanding of text, including <ul style="list-style-type: none"> - setting a purpose and considering personal reading goals - accessing prior knowledge to make connections - making predictions - asking questions - previewing texts <ul style="list-style-type: none"> • select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> - predicting - making connections - visualizing - asking and answering questions - making inferences and drawing conclusions - using 'text features' - self-monitoring and self-correcting - figuring out unknown words - reading selectively - determining the importance of ideas/events - summarizing and synthesizing <ul style="list-style-type: none"> • select and use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> - self-monitoring and self-correcting - generating and responding to questions - making inferences and drawing conclusions - reflecting and responding - visualizing - using 'text features' to locate information - using graphic organizers to record information <ul style="list-style-type: none"> • - summarizing and synthesizing

LA 6 (Writing and Representing)

- write a variety of clear, focused **personal writing** for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
 - clearly developed **ideas** by using effective supporting details, explanations, comparisons, and insights
 - **sentence fluency** through sentence variety and lengths with increasing rhythm and flow
 - effective **word choice** through the use of an increasing number of new, varied, and powerful words
 - an **honest voice**
 - an **organization** that is meaningful, logical, and effective, and showcases a central idea or **theme**
- create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring
 - development of **ideas** using clear, focused, and useful details, and by making connections to personal feelings, experiences, opinions, and information
 - an expressive **voice**
 - an **organization** in which key ideas are evident
- select and use **strategies** before writing and representing, including
 - setting a purpose
 - identifying an audience, **genre**, and **form**
 - analyzing examples of successful writing and representing in different **forms** and **genres** to identify key criteria
 - developing class-generated criteria
 - generating, selecting, developing, and organizing ideas from personal interest, prompts, **texts**, and/or research
- select and use **strategies** during writing and representing to express and refine thoughts, including
 - referring to class-generated criteria
 - analyzing models of literature
 - accessing multiple sources of information
 - consulting reference materials
 - considering and applying feedback from conferences to **revise ideas, organization, voice, word choice, and sentence fluency**
- ongoing **revising** and **editing**
 - select and use **strategies** after writing and representing to improve their work, including
 - checking their work against established criteria
 - reading aloud and listening for **fluency**
 - **revising** to enhance writing traits (e.g., **ideas, sentence fluency, word choice, voice, organization**)
 - **editing** for **conventions** (e.g., grammar and usage, capitalization,

punctuation, spelling)

- use writing and representing to express personal responses and relevant opinions about experiences and **texts**
- reflect on and assess their writing and representing, by
 - referring to class-generated criteria
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goal
- use the **features** and **conventions** of language to express meaning in their writing and representing, including
 - complete **simple, compound, and complex sentences**
 - subordinate (i.e., dependent) clauses
 - comparative and superlative forms of adjectives
 - past, present, and future tenses
 - effective paragraphing
 - effective use of punctuation and quotation marks
 - conventional Canadian spelling for familiar and frequently used words
 - spelling unfamiliar words by applying **strategies** (e.g., **phonic knowledge**, use of common spelling patterns, dictionaries, thesaurus)
 - legible writing appropriate to context and purpose
 - write a variety of **imaginative writing** for a range of purposes and audiences, including short stories, passages, and poems modeled from literature, featuring
 - well-developed **ideas** through the use of interesting **sensory detail**
 - **sentence fluency** through a variety of sentence lengths and patterns, with increasing fluidity
 - effective **word choice** by using engaging figurative and sensory language
 - an authentic **voice**
 - an **organization** that includes an enticing opening, followed by a sequence of effective detail which elaborates events, ideas, and images, that lead to an imaginative or interesting conclusion

SHI-SHI-ETKO BOOK STUDY

Prior to reading	Throughout the book study	After reading	Wrap up activities
<p>1) Prediction show students cover, ask for predictions of what the story is about – could be written on board</p> <p>2) Residential School Knowledge After predictions: Read blurb on inside front jacket sleeve telling what the story is about. Check background knowledge of residential schools KWL chart</p> <p>3) Purpose of Reading Discussion to identify purpose of reading Shi-shi-etko: -To make personal connections and get students thinking about their memories and what they cherish -to inform them of the residential school issue</p>	<p>Memory Pouch – introduce idea at beginning of book study – remind students throughout study to collect items for their memory bag – make the memory pouch at the end</p> <p>Memory Journal -at beginning to study, students will begin a journal -emphasis on memory</p>	<p>One Pager A One-Pager is a way of responding to a piece of writing on a single sheet of paper.</p> <p>Writing a Play based on book Introduced after the book has been read.</p> <p>Art: 1) Four corners activity 2) creating a painting of your special place in the style of Kim LaFave</p> <p>Quick Write - student lists 3 things they cherish - go around the room and have each student share 1 thing they cherish</p>	<p>Perform play</p> <p>Display art</p>

Rationale/goals of the book study:

- 1) To ensure students have knowledge of the existence of residential schools
- 2) To help develop a sense of empathy in the students
- 3) To make students aware of what they appreciate, cherish, remember and would miss if they were sent away from home
- 4) To cover learning outcomes from several organizers

Pre-reading Activities

Rationale: Pre-reading activities help prepare the students to make personal connections to the text and ensure they have the background knowledge necessary to comprehend and connect to the text.

Pre-reading Activity – Prediction

- Without giving any prior knowledge, ask students to make predictions on what Shi-shi-etko is about
- Ask them what they think Shi-shi-etko might mean
- You could record the answers to refer to later

Pre-reading Activity – Checking residential school knowledge

Rationale: Knowledge of the history of residential schools in Canada is necessary both for understanding and emotionally connecting to the text

Steps:

1. Read the blurb on the jacket sleeve to class
2. Check prior knowledge of residential schools.
3. Do a KWL chart
4. Fill in missing knowledge if necessary with the following lesson



Lesson Plan for Exploring the Residential School Issue (Computer activity)
(from: http://archives.cbc.ca/for_teachers/521/)

Warning: the CBC website contains clips that mention allegations of sexual and physical abuse at residential schools.

Before Exploring

As a class, create a word web on the board or chart paper for the term “residential schools.” Invite students to describe, identify, and provide examples of residential or boarding schools. Brainstorm and identify the possible positive and negative aspects of going to any residential school. If any students have ever attended a residential school, invite them to discuss their experience.

Tell students that residential schools were a central part of the experience of thousands of aboriginal Canadians and that they have had a dramatic impact on the history, culture, and personal experience of many people.

Outline the Opportunity

Direct students to the topic A Lost Heritage: Canada’s Residential Schools on the CBC Radio and Television Archives Web site. Allow students time to browse the topic in any order they wish. Alert students that some information may be unsettling. Students should take notes of characteristics and features related to residential schools.

Students should prepare a brief oral or written statement about their findings.

Revisit and Reflect

Have students share their statements. On the board or chart paper, create a large format word web about residential schools, based on students’ findings and comments. Invite students to identify any questions they have based on this initial review of the file. Ask: What word do you think best describes the residential school experience? Why? What impact might a difficult experience at a residential school have on a person in later years?

Post-reading Activities

Activity – One Pager

(from: http://www.sd70.bc.ca/_Programs/Ab_Ed/NovelStudies/My%20Name%20is%20Sepeetza.pdf)

Rationale: One-pagers are helpful for students because they are encouraged to graphically represent an element of the plot. They are also encouraged to choose important quotes and to form a personal response to the personal quotes.

Steps:

1. Explain the rationale for one-pagers.
2. Explain the requirements and give students the handout below.

Activity – Making a Memory Pouch (Introduce at beginning of the study)

Rationale: The overarching goal of this book study is to have students understand on an emotional level the experience of being sent away from home, and to feel empathy for the Shi-shi-etko, and to experience appreciation for things that they have in their own lives. Collecting items for a “memory pouch”, similar to the one given to Shi-shi-etko by her grandmother, should help with these goals by getting the student thinking about what they cherish and what they would like to remember, as well as putting them in the main character’s shoes.

Steps:

1. Have students draw or collect items that they might put into a memory bag. Remind them throughout the book study that they should be doing this.
2. *Have an elder worker share a medicine pouch.
3. Gather supplies to have the children make their own pouches.

Activity – Memory Journal (Introduce at beginning of the study)

- Students will keep a journal throughout the study – some time should be given each LA block for writing – 10 mins
- Emphasize memories, what the student values or treasures

Some writing prompts to use:

- If I had to leave home, what I would miss the most is...
- One of my favorite memories is...
- One thing I value is...
- I find _____ beautiful because...
- My favorite place outdoors is...
- My favorite activity is...
- I love to hang out with _____ and _____...

Activity – Writing a Play (Introduce after book has been read)

Rationale: One of the goals of this book study is the development of empathy and the expression of emotions invoked by the text. Creating and acting out a play is an excellent way to have students think about and express emotions and empathy

- There are limited numbers of characters in the book, so some possible ways of introducing more characters to involve more students could include: creating the roles of the people who come to tell Shi-shi-etko’s parents they must send her away and those that come to pick her up – students would have opportunity to decide how these characters should be played and the emotions they would express.
- Write a play based on the four days of the book
- Each day could be one act

- Emphasis on character- what are they feeling, how do you portray emotions?

Activity – Creating a painting in the style of Kim LaFave

Rationale:

Before beginning art project do the Four Corners activity: (from:
http://www.sd70.bc.ca/_Programs/Ab_Ed/NovelStudies/My%20Name%20is%20Sepeetza.pdf)

1) **Four Corners** – Hang chart paper in the four corners of the classroom, with the following headings:

Near Water

Near Trees or Mountains

In a Busy Place

In a Building

2) Ask the students to choose the corner that best suits their choice of a favourite place, and go to that corner.

3) In their corners, ask students to list on the chart, the reasons why the people in their groups like about places such as this and specifically, what each person's place is like. Ask them to think about their senses, and talk about the kind of place they visualize. Ask each group to choose 1 or 2 people to share what they have written on the chart paper with the class.

4) Ask students to write individually about their favourite place in their journals.

5) Now move on to art project:

- Ask students to think of the places the Shi-shi-etko visited with her family members
- Class discussion - Discuss the mood of the illustrations in the novel – how do the colours/shapes/lines/images contribute to the mood. Is it an appropriate mood for the content of the book? Why or why not.
- Draw and then paint a picture of the students favorite place in nature from the four corners activity

Shi-shi-etko Journal Self Assessment

Name _____ Date _____

My journal included lots of my thoughts and feelings.

Not quite Almost there Way to go!

I wrote about my personal experiences and memories.

Not quite Almost there Way to go!

I connected my own thoughts and feelings to Shi-shi-etko in my journal.

Not quite Almost there Way to go!

I wrote proper sentences in my journal.

Not quite Almost there Way to go!

I wrote in my journal in every Language Arts class.

Not quite Almost there Way to go!

My paragraphs had good sentence structure.

Not quite Almost there Way to go!

I used correct principles of grammar.

Not quite Almost there Way to go!

I wrote about my personal experiences and memories.

Not quite Almost there Way to go!

I connected my own thoughts and feelings to Shi-shi-etko in my journal.

Not quite Almost there Way to go!

Teacher comments:

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