

NAME: _____ DATE: _____

Title: Shi-shi-etko

Author: Nicola I. Campbell

STUDENT FORM

Task: To identify with the characters in a story about Residential Schools, to determine the impact of Residential Schools on Aboriginal children and families.

BEFORE READING

Goal:

To understand the impact of Residential Schools on Aboriginal families. To connect to each characters feelings and perspectives to look deeper into Aboriginal culture.

Prediction: (Read author's introduction page 3)

(given the clues how do you think Shi-shi-etko is feeling, and why?)

Questions: (what are you wondering?)

Write at least 3 questions you are wondering about and that you think may be answered in the story.

1. _____

2. _____

3. _____

DURING READING

CHUNK 1 (Day 1 –with Mother, to “there are only one, two, three more sleeps until I go to school.”)

Listen for descriptive words/phrases about the creek and how Shi-shi-etko feels about the land and being with her mother and family. Write at least **8** descriptive words and phrases about their time together.

CHUNK 2 (Day 2 – with Father, to “then fell into a water-exhausted sleep”)

Imagine canoeing out on the lake with Shi-shi-etko and her father. Sketch one image from this section of the story.

CHUNK 3 (Day 3 –with YaYah to end of book)

Listen for Aboriginal teachings evident in this section of the story. Describe at least 2 teachings Shi-shi-etko has learned from her Elders.

AFTER READING

If you had to leave home to go to Residential School, what memory would you “keep” in your bag of memories?

Sketch Your Memory

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

REFLECTING ON LEARNING

New ideas, connections, questions

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