

LESSON PLAN ORANGE SHIRT DAY

1 of 5

GRADE LEVEL

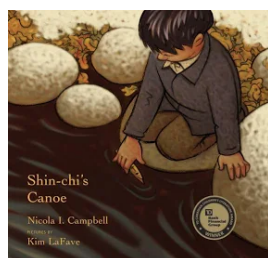
Elementary/ Junior High
4 - 7

TEXT

Shin Chi's Canoe

Written by

Nicola Campbell



BOOK SUMMARY

When Shin-chi and his sister go off to his first year of Residential School in a cattle truck, she warns him of all the things he must not do. The days are long, he is very lonely and always hungry, but he finds solace down at the river with a gift from his father, a tiny cedar canoe. It seems like a very long time until the salmon swim upriver again and he can finally go home.

READ ALONG

A read along video of this story is available in classroom settings, and has been distributed to schools.

KEY CONCEPTS/OUTCOMES

Grade 4 - Language Arts:

- communicate with respect and sensitivity
- create a question for an inquiry
- respond to texts by making connections
- share new learning from inquiry
- express feelings and imaginative ideas through writing and representing

Grade 4 - Social Studies

- explore the processes by which people make moral and ethical decisions
- identify and compare events of the past to the present in order to make informed, creative decisions about issues
- examine and explain the causes and consequences of interaction among individuals, groups, and societies

Grade 5 - Language Arts

- use active listening strategies for a variety of purposes
- use inclusive oral language to communicate to the intended audience
- create an inquiry question to gather information for various purposes
- create texts in various genres and forms
- describe the ways people express their culture

Grade 5 - Social Studies

- describe the ways people express their culture
- demonstrate an understanding how we learn about the past
- analyze interactions between British and French settlers and First Nation and Inuit societies in the Atlantic region
- compare past societies and present-day societies

Grade 6 Language Arts

- examine how sharing experiences, explanations or reasoning with others clarifies and extends thinking
- express ideas in a range of discussions
- explain thinking using support from texts
- integrate effective reading and viewing strategies
- examine how responses to texts can affect social change
- create a range of texts

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2 of 5

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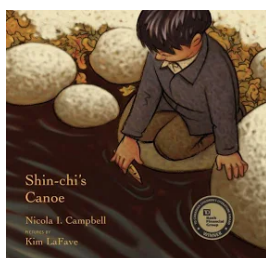
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KEY CONCEPTS/OUTCOMES

Grade 7 - Social Studies:

- explore the general concept of empowerment
- analyze how commodities that lead to economic empowerment have changed
- identify major economic commodities that have been valued over time
- examine the importance of land and natural resources as economic commodities in Canada's history
- examine various economic commodities in contemporary society

OPENING LESSON

Begin by discussing the Indigenous groups in Newfoundland and Labrador. Begin the conversation about residential schools. Once discussed, talk about Orange Shirt Day and the reason why we wear our orange shirts. It is suggested that teachers should show the video "Phyllis' Orange Shirt Day Story" <https://www.youtube.com/watch?v=E3vUqrO1kAk>

Before Reading

- Check in and pre-evaluate where students are before reading.
- Teachers may ask them how they are feeling and why.
- Social Emotional check in with students and discuss how they feel now and then another check in after.
- Teachers may want to create a KWL chart or a jamboard to gauge what students know, want to know and then after, what they have learned through the activity.
- What do you think this book will be about? Why do you think that?
- What characters do you think might be in this story?
- What do you know about the topic of this book?
- Does the topic of this book remind you of anything you know or have done?
- What questions would you like to ask the author before you read this book?
- What are you wondering about as you look at the cover and back of your book?

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3 of 5

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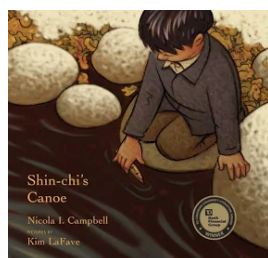
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OPENING LESSON

During Reading

- Use the key questions to guide the discussions during reading.
- Teachers may want to pause during the reading to allow students the time to ask questions, reflect or engage in the information.
- Encourage students to make connections during the reading.
- What do you think will happen next? Why?
- How do you think the character will handle this situation?
- Why do you think the character did _____? How do you know?
- What must have happened here that the author didn't tell us?
- What emotions is the character feeling? How do you know?
- What would you have done if you were the character?
- Has anything like this ever happened to you? Does it remind you of something?
- How would you have felt if that happened to you?
- Do you know someone like this character?
- How are you like/different than this character?
- As you've been reading, what pictures have been in your mind?
- If you were in the story, what would you hear, taste, smell or feel?
- What does the character/setting look like in your mind?
- Tell me what you were imagining in your mind as you read that page/paragraph. Is there anything you're wondering about right now?
- Can you put what you've just read in your own words?
- What's happened to this character so far?
- Tell me the most important things you read today in order of how they happened

After Reading

- Ask students if their moods have changed? Why?
- Have a discussion with students about what impacts mood
- What made them happy? Sad? Why?
- Approaching emotions/social emotional learning and responsive learning
- Allowing connections to the text
- If this story had a sequel, what do you think it would be about?
- What is the main message of this book? What does the author want you to think about? What was the big idea?
- What questions would you like to ask the author right now?
- Tell me the story in your own words.
- Retell the most important events in the story from beginning, middle and end.
- What were the most important events in this story?

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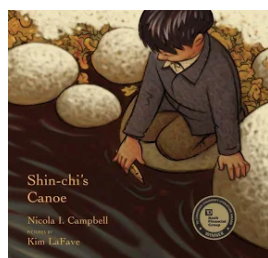
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SUGGESTED ACTIVITIES

- Use venn diagram to have students explore what life was like in the residential school compared to what it would have been like with their families
- Group work: Use jamboard (could create 3-4 jamboards) to have students express how they felt about the following: (these are just examples)
 - How would you feel if you didn't get to see your caregivers for a long period of time?
 - How would you feel if you were not able/allowed to speak your own language?
 - How would you feel to be separated from your siblings?
- Express how you feel using emojis, pictures or words. This can be done individually or as a group.
- Have students summarize or retell the story using art, drama, speech song etc.
- Make a brochure about orange shirt day
- Share with one word how the story made you feel.
- Use a hashtag activity
- Have students connect virtually with Elders in the community.
- Talking circle as a way to share feelings and discussions (See talking circle protocol)
- Create a poster retelling the story
- Have students create questions together about the story and what they feel is still unanswered in the text.
- Write a journal entry about how the text made them feel.
- Write a letter, draw a poster etc. as to why it is important to participate in Orange Shirt day.
- People express their culture sometimes through symbolism. In this case, the canoe symbolizes Hope, Home, Family and a way of life (making it an appropriate title). How else do Shin Chi express his culture? How do we express our culture?

EXTENDED LEARNING

- Ask students in groups to research and report on brief case study of disempowerment.
- Research Indigenous disempowerment within Canada.
- Create a poster, collage, written report or slideshow to show/express the research of disempowerment or alternatively, Indigenous empowerment. (How Indigenous people have overcome the barriers)
- Connect/Build empathy by taking Shin Chi's perspective. Pretend you are Shin Chi.
 - Open expression: Write a postcard, letter, poem, song, etc. to his sister, family, or friend

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5 of 5

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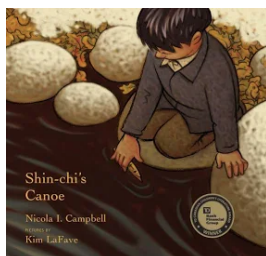
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ADDITIONAL RESOURCES

- Orange Shirt Day Teacher Resources
 - <https://www.orangeshirtday.org/teacher-resources.html>
- Phyllis Webstad's Story
 - <https://www.youtube.com/watch?v=E3vUqrO1kAk>
- The Orange Shirt Story
 - <https://www.youtube.com/watch?v=CBrt1Vsam8Q>
- Namwayut: we are all one. Truth and Reconciliation in Canada
 - <https://www.youtube.com/watch?v=2zuRQmwaREY>
- The word Indigenous - explained
 - <https://www.youtube.com/watch?v=CISeEFTsgDA>
- First Nations Education Steering Committee
 - <http://www.fnesc.ca/learningfirstpeoples/video-resources-indian-residential-schools-and-reconciliation/>