Independent Study (classroom work)

NBE3U culminating task. NBE3U, Independent Study and Final, Culminating Task

Your task

Read a teacher-approved book by a First Nations, Métis or Inuit author during the semester, keeping a reading journal and completing three check-ins. Find at least one interview, talk or statement in which the author discusses the book. Then:

1. Write a comparative literary essay (1,200 to 1,500 words) connecting your book to one course text, with an integrated structure, evidence from both texts, the author's own words where useful, and MLA citations. Name authors and Nations or communities as the authors describe themselves.

2. Lead a 10-minute small-group seminar on your book, its author and its connection to the course text.

Expectations: C1.1, C1.5, C5.1, C5.2, D1.4, D2.7, D3.5, D3.7, B3.2, B3.3.

Essay rubric

Criteria	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
Knowledge and Understanding Understanding of both texts and the author's context	Demonstrates limited understanding of the book, the course text and the author's context	Demonstrates some understanding of the book, the course text and the author's context	Demonstrates considerable understanding of the book, the course text and the author's context	Demonstrates thorough understanding of the book, the course text and the author's context
Thinking Comparative thesis and analysis (C1.5, D1.4)	Develops a comparative argument with limited insight	Develops a comparative argument with some insight	Develops a comparative argument with considerable insight	Develops a comparative argument with a high degree of insight
Communication Organization, style and respectful naming and citation (D2.7, D3.7)	Communicates the argument with limited clarity and respect for authors and communities	Communicates the argument with some clarity and respect for authors and communities	Communicates the argument with considerable clarity and respect for authors and communities	Communicates the argument with a high degree of clarity and respect for authors and communities
Application Evidence from both texts; the author's own words; conventions (D3.5)	Integrates evidence and applies conventions with limited effectiveness	Integrates evidence and applies conventions with some effectiveness	Integrates evidence and applies conventions with considerable effectiveness	Integrates evidence and applies conventions with a high degree of effectiveness

Suggested timeline: choose by week 2 or 3; check-ins at about weeks 6, 10 and 14; essay workshop, essay and seminar at the end of the semester.

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Seminar rubric

Criteria	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
Knowledge and Understanding Understanding of the book and its author	Demonstrates limited understanding of the book and what the author has said about it	Demonstrates some understanding of the book and what the author has said about it	Demonstrates considerable understanding of the book and what the author has said about it	Demonstrates thorough understanding of the book and what the author has said about it
Thinking Questions and connections; the book's influence (C5.2)	Leads discussion with questions and connections of limited insight	Leads discussion with questions and connections of some insight	Leads discussion with questions and connections of considerable insight	Leads discussion with questions and connections of a high degree of insight
Communication Clarity and coherence (B3.3)	Speaks with limited clarity and coherence	Speaks with some clarity and coherence	Speaks with considerable clarity and coherence	Speaks with a high degree of clarity and coherence
Application Facilitation and care (B3.2)	Invites, builds and summarizes discussion, with sensitivity to the group, with limited effectiveness	Invites, builds and summarizes discussion, with sensitivity to the group, with some effectiveness	Invites, builds and summarizes discussion, with sensitivity to the group, with considerable effectiveness	Invites, builds and summarizes discussion, with sensitivity to the group, with a high degree of effectiveness

Suggested books (teacher approval required)

Book	Author	Content to know
Indian Horse (novel, 2012)	Richard Wagamese (Ojibwe, Wabaseemoong Independent Nations)	Residential school abuse; addiction
Moon of the Crusted Snow (novel, 2018)	Waubgeshig Rice (Anishinaabe, Wasauksing First Nation)	Violence and death in a community after collapse
Five Little Indians (novel, 2020)	Michelle Good (Cree, Red Pheasant Cree Nation)	Residential school abuse, including sexual abuse; addiction
Seven Fallen Feathers (nonfiction, 2017)	Tanya Talaga (Anishinaabe, Fort William First Nation)	Deaths of seven Indigenous students in Thunder Bay
Burning in This Midnight Dream (poetry, 2016)	Louise Bernice Halfe – Sky Dancer (Cree, Saddle Lake)	Residential school memories
The Marrow Thieves (novel, 2017)	Cherie Dimaline (Métis, Georgian Bay)	Violence; loss
From the Ashes (memoir, 2019)	Jesse Thistle (Métis-Cree)	Addiction, homelessness, prison, suicidal thoughts
Indigenous Writes (nonfiction, 2016)	Chelsea Vowel (Métis)	Essays on terms, myths and issues
Annie Muktuk and Other Stories (2017)	Norma Dunning (Padlei Inuk)	Violence, sexual content; mature

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Book	Author	Content to know
Sanaaq (novel; Inuktitut 1984, English 2014)	Mitiarjuk Nappaaluk (Inuk, Nunavik)	Daily life and change; preview

Suggested titles only. These books are under copyright and are not included: students borrow or buy copies. Every book must be approved by the teacher and appropriate under your board's guidelines; preview content before approving (several include residential schools, sexual violence, addiction or suicide), and consider family communication for mature titles. Students may propose another book by a First Nations, Métis or Inuit author; check the author's Nation or community in their own words. Levels follow Growing Success (2010).

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