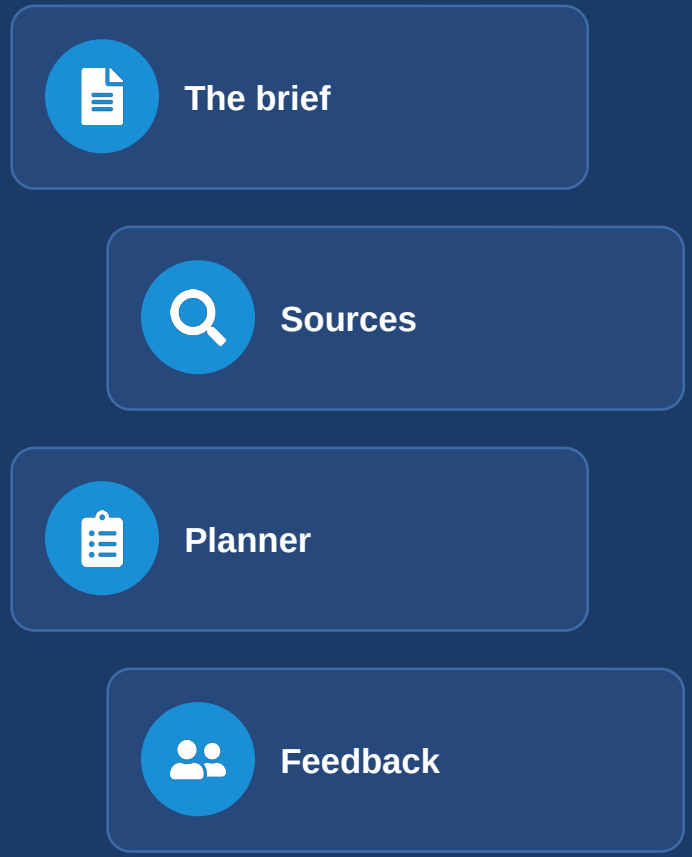
NBE3U Where We Stand, Lesson 11

Building the Brief

Research workshop for the summative



Today's goals

We are learning…

- To plan a research brief for a specific purpose and audience.
- To choose and use reliable sources.

I can…

- Explain the purpose, audience and structure of a research brief.
- Judge a source's reliability and point of view.
- Gather and focus information in a planner.
- Refine my course question from my research.

Today's plan

Time	What we're doing	You will…
0–10 min	**The task**	Read
10–20 min	**Structure**	Annotate
20–30 min	**Sources**	Check
30–65 min	**Research**	Research
65–75 min	**Peer check**	Give feedback

Big idea

A research brief tells a reader what they need to know, quickly and accurately. Yours will explain where we stand: the land, its Nations and treaties, one Indigenous-led organization near us, and the question you'll carry all semester.

Your summative

Research brief

600 to 900 words, five sections, at least two Indigenous-led sources.

Inquiry roundtable

Share your findings and question; listen and respond to others.

Five sections

Section	What it does
The land and its Nations	Names the Nations, accurately, as they name themselves
Treaty or agreement	Names it, dates it, and explains it as a relationship
An Indigenous-led organization	Describes its work in its own words, with citation
Words we use	Explains the terms you chose
My course question	A strong question with three sub-questions

Model: section 3, skeleton

Task: Describe an Indigenous-led organization near us in its own words.

[Organization] is [what it is] based in [place]. On its website, it describes its purpose as [short quotation or close paraphrase, cited]. Its work includes [two specific programs or projects]. I chose it because [connection to our land or my question]. (Source: [MLA citation].)

Why it works

Uses the organization's own words.

Specific programs, not generalities.

Cited.

Is it reliable?

Ask	Why
Who made it?	Indigenous-led sources speak for themselves
Whose point of view?	Government and media sources have their own
Is it current?	Names, leaders and agreements change
Can I confirm it?	Check facts in a second source

Source check

On page 2:

1. List each source in MLA.
2. Indigenous-led? Whose point of view?
3. Current? What will you use it for?
4. At least two Indigenous-led sources.

Research and plan

On page 1:

1. Fill each section with notes.
2. Attach a source to every fact.
3. Name your audience and what they need.
4. Refine your course question.

Check your plan

- Are the Nations named as they name themselves?
- Is the treaty dated and explained as a relationship?
- Is the organization described in its own words?
- Is every fact attached to a source?
- Is your question specific, open and researchable?

Peer check



Swap planners. What's strong? What's missing? What should your partner check?

Sentence starters

“Your plan is strong because…”

“I'd add…”

“Check whether…”

How it works

- Pairs: 8 minutes.
- Feedback on page 2.

Before next class

To bring to the roundtable:

1. Your planner and sources.
2. Two findings you want to share.
3. Your course question.
4. One question for your classmates.

Exit ticket

1. Your audience and what they need.
2. Your two best sources.
3. Your refined course question.

Next class: Inquiry Roundtable.

Teacher reveal

A strong brief…

Purpose: Informs a reader about where our school stands: the land, Nations, treaties and relationships.

Accuracy: Every name, date and fact checked; Nations named as they name themselves.

Sources: At least two Indigenous-led sources; every source cited (MLA).

Organization: Short sections with headings; one idea per paragraph.

Question: Ends with a course question that is specific, open and researchable, with sub-questions.