Building the Brief: Research workshop for the summative

NBE3U, Unit 1: Where We Stand, Lesson 11. 75 minutes. Teacher lesson plan.

Lesson at a glance

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.

What students do: Students review the summative task and rubric, learn the structure of a research brief, evaluate sources (Indigenous-led first, then government and others), gather and focus information with a planner, study an annotated model skeleton, and get peer feedback on their plan.

Curriculum expectations

Code	Students will…
D1.1	identify the topic, purpose, and audience for a variety of writing tasks on subject matter related to First Nations, Métis, and Inuit cultures
D1.2	generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate and with increasing effectiveness
C1.1	read a variety of student- and teacher-selected contemporary texts from diverse First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources and historical texts, identifying specific purposes for reading
A1.2	formulate increasingly effective questions to guide their explorations of themes, ideas, and issues related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts

From The Ontario Curriculum, Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019), English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation (NBE3U). A = First Nations, Métis, and Inuit Perspectives and Text Forms in Canada, B = Oral Communication, C = Reading and Literature Studies, D = Writing, E = Media Studies.

Learning goals and success criteria

Learning goals	Success criteria
• We are learning to plan a research brief for a specific purpose and audience. • We are learning to choose and use reliable sources.	• I can explain the purpose, audience and structure of a research brief. • I can judge a source's reliability and point of view. • I can gather and focus information in a planner. • I can refine my course question from my research.

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Materials and preparation

- **Slides:** Building the Brief deck.
- **Handouts:** Brief Planner (page 1), Source Check (page 2).
- **Devices:** For research.
- **Summative:** The Unit 1 Summative Tasks handout.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–10	**The task**	Brief and rubric.	Read.	
10–20	**Structure**	Model skeleton.	Annotate.	
20–30	**Sources**	Reliability.	Check.	Sources judged.
30–65	**Research**	Planner.	Research.	Focused notes.
65–75	**Peer check**	Feedback.	Give feedback.	

Differentiation

- **Support:** A partially completed planner and three suggested sources.
- **ELL:** Paragraph frames for each section.
- **Challenge:** Add a short comparison of two sources that disagree.

Assessment

Type	Tool	Purpose
Assessment for learning	Brief Planner and Source Check	Purpose and audience (D1.1), gathering information (D1.2), reading for a purpose (C1.1) and refining questions (A1.2)

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.

Teacher notes

- Original model texts in this course were written for the lessons by K9solutions. They are written from a student's or a teacher's point of view and never imitate an Indigenous person's voice, story or teachings.

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- Contacting an Indigenous organization is not required. If students wish to, they should go through the teacher, who can follow board protocol.
- Remind students to describe organizations in the organizations' own words, with citations.
- We strongly recommend reviewing this unit with your board's Indigenous education lead and, where possible, inviting a First Nations, Métis or Inuit Elder, Knowledge Keeper or guest speaker following your board's protocols (including offerings and honoraria). Local Nations' own sources come first.

Coming up

Lesson 12, Inquiry Roundtable.

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