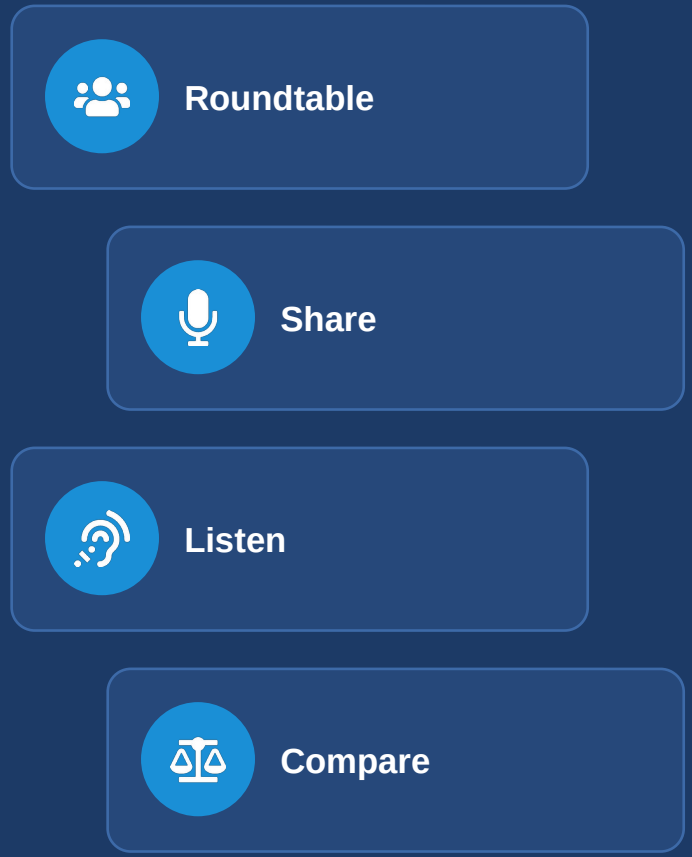
NBE3U Where We Stand, Lesson 12

Inquiry Roundtable

Sharing findings, listening and comparing perspectives



Today's goals

We are learning…

- To share findings clearly and respectfully in a group discussion.
- To compare perspectives by listening and building on others' ideas.

I can…

- Share my findings and question clearly in two minutes.
- Use interpersonal strategies: invite, build on, and summarize.
- Listen actively and take useful notes.
- Compare perspectives I heard.

Today's plan

Time	What we're doing	You will…
0–8 min	**Set up**	Review
8–15 min	**Prepare**	Rehearse
15–55 min	**Roundtables**	Speak and listen
55–65 min	**Compare**	Discuss
65–75 min	**Reflect**	Write



Big idea

A roundtable is a conversation among equals. Each speaker shares what they found and the question they will carry; each listener builds on it. Together, we see how many perspectives one place can hold.

Roles

Speaker

Two minutes: land, finding, organization, question.

Listeners

Notes on page 1; one response each.

Inviter

Makes sure everyone speaks.

Summarizer

Ends each round with one sentence.

Building on

To…	Say…
Connect	“That links to what I found about…”
Contrast	“My source said something different…”
Invite	“What did you find about…?”
Summarize	“So far we've heard…”

Rehearse your share

Two minutes, from your planner:

1. The land and its Nations.
2. One finding that surprised you.
3. One Indigenous-led organization.
4. Your course question.

Running order

In groups of five:

1. Speaker shares (2 minutes).
2. Each listener responds once (building on).
3. Summarizer: one sentence.
4. Next speaker.

Remember

Speak for yourself

And for your sources, by name.

Accuracy

Nations named as they name themselves.

Invite, don't pressure

Passing is allowed.

Listen to understand

Not to win.

Compare perspectives

Where did sources disagree, or describe the same land or treaty differently? Why might that be?

Sentence starters

“The Nation's site said…, but the map said…”

“Government sources tend to…”

“We need to know who wrote it because…”

How it works

- Groups, then whole class: 8 minutes.

Reflection

On page 2:

1. What went well when you spoke.
2. What you'll improve.
3. The strategy that helped most.
4. How you'd revise your course question.

Where we stand



You now know whose land this is, how to name its peoples, what texts can be, and what question you will carry.

Next unit: Behind the Image. Who has been doing the looking, and what did they get wrong?

Check yourself

Be honest. This helps you choose what to work on next.

Success criteria	Not yet	Almost	Got it
I can share my findings and question clearly in two minutes.			
I can use interpersonal strategies: invite, build on, and summarize.			
I can listen actively and take useful notes.			
I can compare perspectives I heard.			

Exit ticket

1. One finding from a classmate you'll remember.

2. One perspective that differed from yours.

3. Your course question, revised.

Next unit: Behind the Image.

Teacher reveal

A strong roundtable…

Sharing: Two clear minutes: the land, one finding, one organization, and the course question.

Building on: Speakers connect to what others said: “That links to…”, “I found something different…”

Inviting: Quiet voices are invited, never pressured.

Comparing: The group notices different perspectives in sources (Nation, government, map, media).

Respect: No one speaks for a Nation; people speak for themselves and their sources.