Inquiry Roundtable: Sharing findings, listening and comparing perspectives

NBE3U, Unit 1: Where We Stand, Lesson 12. 75 minutes. Teacher lesson plan.

Lesson at a glance

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.

What students do: Students prepare and deliver a two-minute share of their findings and course question in roundtables of five, follow speaking and listening roles, build on and compare classmates' findings, take listening notes, and reflect on their oral communication.

Curriculum expectations

Code	Students will…
B3.1	orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives for a range of purposes, using language and following social codes appropriate for the intended purpose and audience
B3.2	demonstrate an understanding of a variety of interpersonal speaking strategies, and adapt them effectively to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences
B2.2	select and use the most appropriate active listening strategies when interacting in a range of oral communication contexts related to First Nations, Métis, and Inuit cultures
A1.6	compare multiple perspectives on themes, ideas, and issues related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in various texts from both Indigenous and non-Indigenous sources

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 share findings clearly and respectfully in a group discussion. • We are learning to compare perspectives by listening and building on others' ideas.	• 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.

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Materials and preparation

- **Slides:** Inquiry Roundtable deck.
- **Handouts:** Roundtable Notes (page 1), Reflection (page 2).
- **Students:** Planners, sources and course questions.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–8	**Set up**	Roles and norms.	Review.	
8–15	**Prepare**	Two-minute share.	Rehearse.	
15–55	**Roundtables**	Share and respond.	Speak and listen.	Summative.
55–65	**Compare**	Perspectives.	Discuss.	
65–75	**Reflect**	Oral skills.	Write.	

Differentiation

- **Accommodations:** Speaking notes allowed; a smaller group or a recorded share with teacher approval.
- **ELL:** Sentence starters for building on others.
- **Challenge:** Act as the group's summarizer.

Assessment

Type	Tool	Purpose
Assessment of learning	Inquiry roundtable (with the rubric in the Summative Tasks)	Speaking for a purpose (B3.1), interpersonal strategies (B3.2), active listening (B2.2) and comparing perspectives (A1.6)
Assessment as learning	Reflection	Oral communication strengths and next steps

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.

Teacher notes

- Roundtables of five work well; the teacher rotates and assesses with the rubric. In large classes, run over two days or assess half the class each day.

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- This is a discussion format, not a ceremony. Avoid calling it a sharing circle or talking circle, which are practices with their own protocols in many communities.
- Do not ask Indigenous students to speak for their communities, to share personal or family histories, or to act as experts. Every student's participation in sharing is optional.
- 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

Unit 2, Behind the Image.

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