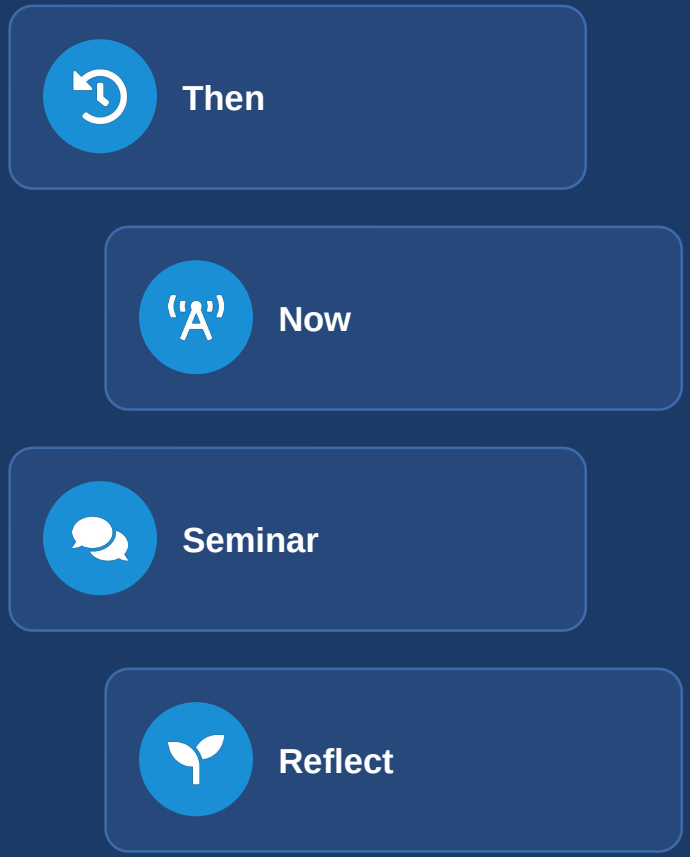
NBE3U Writing Back, Lesson 14

Then and Now

Seminar: historical and contemporary voices



Today's goals

We are learning…

- To connect historical and contemporary Indigenous texts.
- To communicate ideas clearly in a seminar.

I can…

- Connect a historical writer with a contemporary text using evidence.
- Explain what has changed in who controls the story.
- Speak clearly and build on others' ideas.
- Reflect on my learning in this unit.

Today's plan

Time	What we're doing	You will…
0–8 min	**Set up**	Review
8–20 min	**Prepare**	Plan
20–60 min	**Seminar**	Discuss
60–75 min	**Reflect**	Write

Big idea

A century ago, Johnson, Zitkála-Šá and Eastman wrote back to readers who held power over their nations. Today, First Nations, Métis and Inuit writers publish, perform and broadcast for many audiences, including their own. Setting then beside now shows what has changed, what has not, and how much the fight to control one's own story has achieved.

Seminar protocols

Listen first

Build on what was just said.

Speak from the texts

Not for a Nation, a community or a classmate.

Invite others

Ask a quiet voice what they noticed.

Disagree with care

Challenge ideas, never people.

Then and now: possible pairings

Then	Now (teacher-chosen)
Zitkála-Šá, school essays (1900)	Louise Bernice Halfe, poems; Michelle Good, Five Little Indians
Eastman, Indian Boyhood (1902)	Richard Wagamese, Indian Horse
Johnson, “A Strong Race Opinion” (1892)	Drew Hayden Taylor, essays
Johnson, stories (1893, 1899)	Katherena Vermette, A Girl Called Echo (Métis)
Any writer in this unit	Norma Dunning, Annie Muktuk and Other Stories (Inuit)

Titles only: chosen from board-approved resources.

Final preparation

On page 1:

1. Complete your planner.
2. Mark two pieces of evidence.
3. Write one opening statement (30 seconds).
4. Write one question for the circle.

Seminar moves

Move	Sounds like
Connect	“That links to what ___ said about…”
Extend	“And in the contemporary text, this goes further…”
Question	“What makes you read it that way?”
Challenge	“I see it differently because…”
Summarize	“So far we seem to agree that…”

Opening question

A hundred years ago, these writers had to write for the people in power. Who do First Nations, Métis and Inuit writers write for today, and what difference does that make?

Sentence starters

“Then, writers had to… Now…”

“In my contemporary text…”

“What hasn't changed is…”

How it works

- Inner circle: 18 minutes.
- Outer circle: track moves, then switch.

Fishbowl

Two circles:

1. Inner circle discusses for 18 minutes.
2. Outer circle tracks one speaker's moves.
3. Switch.
4. Outer circle gives one piece of feedback each.

Questions to keep it going

- What did these writers have to hide, soften or perform?
- What can contemporary creators say directly that they couldn't?
- What still hasn't changed?
- Whose stories are still missing?

Unit reflection

On page 2, 150 to 250 words:

1. The writer you will remember, and why.
2. How your idea of “writing back” changed.
3. What you learned by listening today.
4. One text you want to read next.

Carrying it forward



These writers wrote back when few would listen. Keep reading First Nations, Métis and Inuit writers today, and listen to how they tell their own stories.

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Exit ticket

1. One connection between then and now.

2. One thing that has changed in who tells the story.

3. One text you want to read next.

Next unit: Living Words.

Teacher reveal

A strong seminar contribution…

Connection: Names a historical text and a contemporary text and the specific idea they share.

Evidence: Quotes or points to a moment in each.

Change: Explains what has changed in who tells the story, for whom and through which media.

Continuity: Notes what has not changed: land, language, family, justice.

Listening: Builds on, questions or respectfully challenges another speaker.