Circle Meeting 1: Evidence, connections and testing predictions

NBE3U, Unit 5: Stories Now, Lesson 6. 75 minutes. Teacher lesson plan.

Lesson at a glance

A good circle meeting is not a quiz. Readers bring evidence, test their predictions from Lesson 3, and build connections from the novel to other texts, the world and themselves, with each role adding something the others missed.

What students do: Circles hold their first full meeting with roles, test their earlier predictions, build a connections web, record evidence for later essays, and reflect on which skills (listening, speaking, writing) helped them read better.

Curriculum expectations

Code	Students will…
C1.5	extend their understanding of texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, including increasingly complex or difficult texts, by making rich connections between the ideas in them and in other texts and to their own knowledge, experience, and insights
C1.8	identify and analyse the perspectives and/or biases evident in texts dealing with themes, ideas, and issues related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power
C4.2	identify a variety of skills they have in listening, speaking, writing, viewing, and representing, and explain, with increasing insight, how these skills help them read texts from and/or related to First Nations, Métis, and Inuit cultures more effectively

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 discuss a novel using evidence and roles. • We are learning to make rich connections.	• I can complete my role and bring evidence. • I can test a prediction against the text. • I can make a connection to another text, the world or myself. • I can explain how talking helps me read.

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Materials and preparation

- **Slides:** Circle Meeting 1 deck.
- **Handouts:** Meeting Record (page 1), Connections Web (page 2).
- **Books:** Circle novels; completed role sheets.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–8	**Prepare**	Roles ready?	Check.	
8–45	**Meeting**	Circles.	Discuss.	Evidence; turn-taking.
45–60	**Connections**	Web.	Build.	Specific links.
60–75	**Reflect**	Skills.	Write.	

Differentiation

- **Support:** Role sheets with sentence frames.
- **ELL:** Prepare one question in writing beforehand.
- **Challenge:** Act as a listener-recorder for another circle.

Assessment

Type	Tool	Purpose
Assessment for learning	Meeting Record	Connections (C1.5), perspectives (C1.8)
Assessment as learning	Skills reflection	Cross-skills reflection (C4.2)

Look-fors

Task	Strong response	Next step if not yet
Role work	Brings two specific passages with page numbers and a reason	Ask for the page and one sentence on why it matters
Connection	Links to a named text or event and explains the link	Ask: How exactly are they alike, and how are they different?

A strong meeting…

- **Prepared:** Every role done; pages read.
- **Evidence:** Page numbers and short quotations, not plot retelling.
- **Predictions:** Tested honestly: confirmed, changed or abandoned, with evidence.

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- **Connections:** To course texts (Johnson, Zitkála-Šá, Eastman, Unit 2's images), to the world, and to self, explained.
- **Perspectives:** Notices whose view the book shows, and what it asks about beliefs, values, identity and power.

Teacher notes

- Sit outside each circle for a few minutes; record evidence of strong roles. Don't lead the talk.
- These are literature circles: small reading groups with rotating roles. They are a classroom structure, not a cultural or ceremonial circle, and we don't call them sharing circles or talking circles.
- 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.
- This course discusses colonization, residential schools and their effects. Some students and families carry this history personally. Support: Hope for Wellness Help Line (for Indigenous people across Canada, 24/7, by phone or online chat at hopeforwellness.ca; English and French, with Cree, Ojibway and Inuktut on request at certain times), 1-855-242-3310; Kids Help Phone, 1-800-668-6868 or text 686868; 9-8-8 Suicide Crisis Helpline (call or text 988); National Indian Residential School Crisis Line, 1-866-925-4419.

Coming up

Lesson 7, On Stage.

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