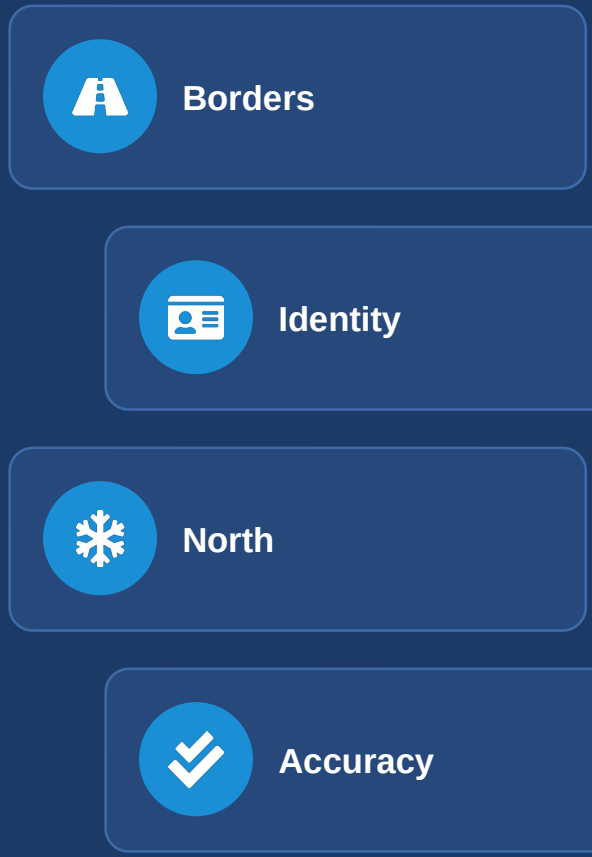
NBE3U Stories Now, Lesson 8

Short Fiction

Identity, borders and the Inuit short story



Today's goals

We are learning…

- To analyse how short stories explore identity.
- To evaluate how accurately texts represent lives.

I can…

- Identify the story's turning point.
- Analyse how the story represents identity.
- Compare the story's characters with Unit 2's stereotypes.
- Evaluate the story's accuracy and complexity with evidence.

Today's plan

Time	What we're doing	You will…
0–8 min	**Hook**	Discuss
8–35 min	**Read**	Read and annotate
35–50 min	**Arc**	Map
50–68 min	**Check**	Evaluate
68–75 min	**Reflect**	Write

Who decides?



Who gets to decide who you are: a government form, your family, your community, or you?

Sentence starters

“A form decides ___ but…”

“My family… (or an imagined character's)”

“I decide when…”

How it works

- Pairs: 3 minutes.
- Speak only for yourself.
- Personal examples are optional; use an imagined character if you prefer.



Big idea

A short story has no room to waste. Contemporary short fiction by First Nations, Métis and Inuit writers often turns on a single moment where identity is tested, at a border crossing, a family table, a northern store, and asks who decides who you are.

Two story options

Thomas King, “Borders” (1993)

A mother and son at the Canada–U.S. border, asked for their citizenship.

Norma Dunning, Annie Muktuk and Other Stories (2017)

Stories by a Padlei Inuk writer: humour, grit and northern life.

Read and annotate

As you read:

1. Mark the moment tension starts.
2. Mark the turning point.
3. Underline lines about identity.
4. Note one surprise.

Map the arc

On page 1:

1. Situation, tension, turning point, aftermath, last image.
2. Quote a key line for each.
3. Who decides identity in this story?

Words to know

turning point	The moment that changes the story. *Often a choice or a refusal.*
status	Legal recognition as a “status Indian” under the Indian Act. *A government definition, not a community one.*
Inuit / Inuk	The people; one person is an Inuk. *Replaces the outside term “Eskimo.”*

Representation check

On page 2:

1. For each Unit 2 stereotype: used, flipped or ignored?
2. Evidence from the story.
3. Add a stereotype of your own.
4. Evaluate accuracy and complexity.

Flat and full

Flat

- One trait.
- Exists for a settler hero.
- Past only.

Full

- Contradictions and humour.
- Their own desires.
- Living now, changing.

Updated representations can change how readers think and act.

Turning-point questions

- What choice or realization changes the story?
- Who has power in that moment?
- What does the character refuse?
- How is the ending different because of it?

Identity and the border



A government form asks for one answer. A story can hold many. What does the story you read say about who decides identity?

Sentence starters

“The form wants… but the character…”

“The story suggests…”

“I'm not sure, because…”

How it works

- Groups: 4 minutes.

Check yourself

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

Success criteria	Not yet	Almost	Got it
I can identify the story's turning point.			
I can analyse how the story represents identity.			
I can compare the story's characters with Unit 2's stereotypes.			
I can evaluate the story's accuracy and complexity with evidence.			

Exit ticket

1. The story's turning point.

2. Who decides identity in it.

3. One way it is fuller than a Unit 2 stereotype.

Next class: Checking the Picture.

Teacher reveal

Short fiction: key points

Turning point: The moment a choice or realization changes everything, often small and quiet.

Identity: Stories test who decides identity: governments (status, citizenship), communities, families or the self.

Complexity: Characters are funny, flawed, proud, stubborn: not noble, savage, vanishing or victims only.

Accuracy: Judge from specifics: places, everyday life, humour, language, change over time; check against creators' own words, not stereotypes.

Influence: Updated representations can change how readers, including policy makers and schools, think about Indigenous lives.