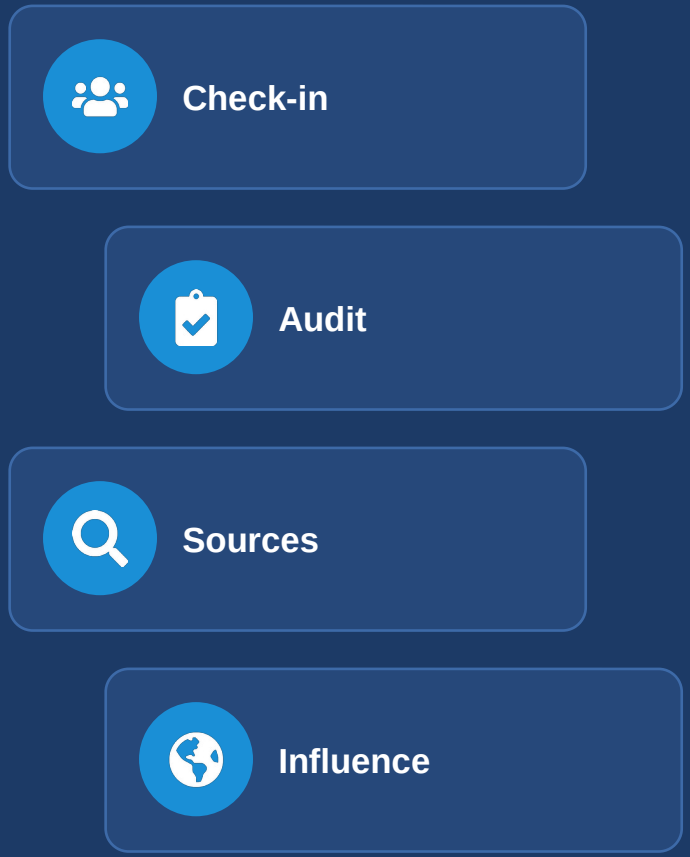
NBE3U Stories Now, Lesson 9

Checking the Picture

Is our novel accurate, and how would we know?



Today's goals

We are learning…

- To evaluate how accurately a novel represents real lives.
- To identify perspectives and the questions they raise.

I can…

- Gather evidence of how my novel represents its community.
- Use the author's own words and Indigenous-led sources to check it.
- Evaluate accuracy and complexity with evidence.
- Explain how updated representations can influence society.

Today's plan

Time	What we're doing	You will…
0–15 min	**Check-in**	Discuss
15–25 min	**Criteria**	Note
25–55 min	**Audit**	Evaluate
55–70 min	**Influence**	Write
70–75 min	**Exit**	Write

Mid-novel check-in

Circles, 12 minutes:

1. Where is everyone in the calendar?
2. One moment that changed your view of a character.
3. One question for the second half.
4. Catch-up plan if needed.



Big idea

Fiction invents, but it can still represent real lives accurately or inaccurately. To evaluate a novel's picture of a community, we check it against the author's own words, Indigenous-led sources and our knowledge from the course, and we ask what updated representations might change.

How to judge accuracy

Specific

Real places, practices, daily life.

Complex

Characters disagree, laugh, change.

Grounded

The author's own account of their community and sources.

Honest limits

One novel is one view, not the view.

Where to check

Source	Why
The author's interviews and notes	Their own words about their community and choices
Indigenous-led media (for example, APTN News)	Coverage from inside
Nations' and organizations' own websites	Self-description
Course learning (Units 1–4)	Terms, history, oral traditions

Name every source. If you can't confirm something, say so.

Run the audit

On page 1, in circles:

1. Representation Tracker shares notes.
2. Find novel evidence for each criterion.
3. Check one or two with the author's words or a source.
4. Write your evaluation.

Fiction and accuracy

It's fiction, so…

- “Anything goes.”
- “It's all made up.”

It's fiction, and…

- Invented events can be true to people.
- Details still matter.
- Readers learn from it, so accuracy counts.

Influence

On page 2:

1. Choose an audience.
2. How might the novel change their thinking?
3. What might they misread?
4. Why does context matter?

Checking a source

- Who made it, and what is their relationship to the community?
- Is it the author's own words?
- Is it current?
- Does another source agree?

Model evaluation

Task: A one-sentence evaluation of accuracy, with its evidence and limit.

The novel's daily details, such as [two specific details with page numbers], are specific and match what the author says in [an interview or statement you found, cited], so its picture feels grounded, though it shows one community and one family rather than all [the people or Nation it depicts].

Why it works

- Specific details.
- Checked against the author.
- Names a limit.

Who is this book for?



Does an accurate novel have a responsibility to its community, to outside readers, or to the story itself?

Sentence starters

“To the community, because…”

“To the story, because…”

“It can be both if…”

How it works

- Circles: 3 minutes.

Check yourself

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

Success criteria	Not yet	Almost	Got it
I can gather evidence of how my novel represents its community.			
I can use the author's own words and Indigenous-led sources to check it.			
I can evaluate accuracy and complexity with evidence.			
I can explain how updated representations can influence society.			

Exit ticket

1. One specific, accurate detail in your novel.

2. The source you used to check something.

3. One way the novel might change a reader.

Next class: Who Makes Literature Happen?

Teacher reveal

Checking the picture: key points

Specific: Named places, real practices, everyday detail, not generic “Native” imagery.

Complex: Characters disagree, joke, change; communities include many views.

Grounded: The author explains their relationship to the community and their sources.

Limits: A novel is one view, not the view; speculative novels invent futures but can be true to people and values.

Influence: Updated representations can change readers' assumptions, school curricula and public debate; they can also be misread, so context matters.