Stories and Screens: Technology and contemporary Indigenous writing

NBE3U, Unit 5: Stories Now, Lesson 11. 75 minutes. Teacher lesson plan.

Lesson at a glance

Technology has changed how First Nations, Métis and Inuit writers reach readers: crowdfunding built a national prize, broadcast debates sent novels to the top of bestseller lists, and digital archives and audiobooks carry stories and languages to new audiences. But access is uneven.

What students do: Students analyse evidence from several technological initiatives (crowdfunding for the Indigenous Voices Awards, CBC's Canada Reads, the Gabriel Dumont Institute's Virtual Museum of Métis History and Culture, audiobooks and author videos) to draw conclusions about technology's role in promoting contemporary Indigenous writers and publishers, including barriers such as northern internet access.

Curriculum expectations

Code	Students will…
C5.3	analyse the role of technology in helping promote the work of contemporary First Nations, Métis, and Inuit writers and publishers, drawing on evidence from a variety of initiatives to support their conclusions
C5.1	describe the contributions of a variety of individuals, organizations, and initiatives to the development of contemporary First Nations, Métis, and Inuit literature
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 how technology helps promote contemporary Indigenous writers. • We are learning to draw conclusions from evidence.	• I can describe at least three technological initiatives. • I can analyse evidence of their effects. • I can identify a limit or barrier. • I can state a supported conclusion.

Materials and preparation

- **Slides:** Stories and Screens deck.

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- **Handouts:** Evidence Table (page 1), Conclusion (page 2).
- **Devices:** The initiatives' websites; an author video or audiobook sample for one circle novel.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–8	**Hook**	How did you find your last book?	Discuss.	
8–20	**Cases**	Four initiatives.	Note.	
20–45	**Evidence**	Stations.	Analyse.	Evidence for each.
45–55	**Limits**	Access.	Discuss.	
55–75	**Conclusion**	Write.	Write.	Supported conclusion.

Differentiation

- **Support:** Pre-filled evidence for two cases.
- **ELL:** Conclusion frame.
- **Challenge:** Find a further initiative and evaluate it.

Assessment

Type	Tool	Purpose
Assessment for learning	Evidence Table and Conclusion	Technology's role (C5.3), contributions (C5.1), cross-skills reflection (C4.2)

Stories and screens: key points

- **Crowdfunding:** Online giving turned a $10,000 goal into more than $140,000 and a lasting prize for Indigenous writers.
- **Broadcast and streaming:** Canada Reads debates reach national audiences; winners gain readers and attention.
- **Digital archives:** The Virtual Museum of Métis History and Culture (2003) shares photographs, videos and oral histories.
- **Audio and video:** Audiobooks and author videos carry voices and languages; authors explain their work in their own words.
- **Limits:** Uneven internet access, especially in the North; algorithms and platforms owned by others; the risk of sharing what communities want kept.
- **Conclusion:** Technology widens reach most when Indigenous organizations control it.

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Teacher notes

- Facts checked November 2026: the Indigenous Voices Awards' crowdfunding campaign aimed for $10,000 and raised more than $140,000 (2017); first awards May 2018. The Gabriel Dumont Institute launched the Virtual Museum of Métis History and Culture in 2003. Five Little Indians won CBC's Canada Reads in 2022 (a broadcast and streamed debate).
- On access: high-speed internet is limited and expensive in many northern and remote communities; ask students to find a current source rather than citing a figure from memory. Check for updates before teaching.
- 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

Lesson 12, Circle Meeting 2.

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