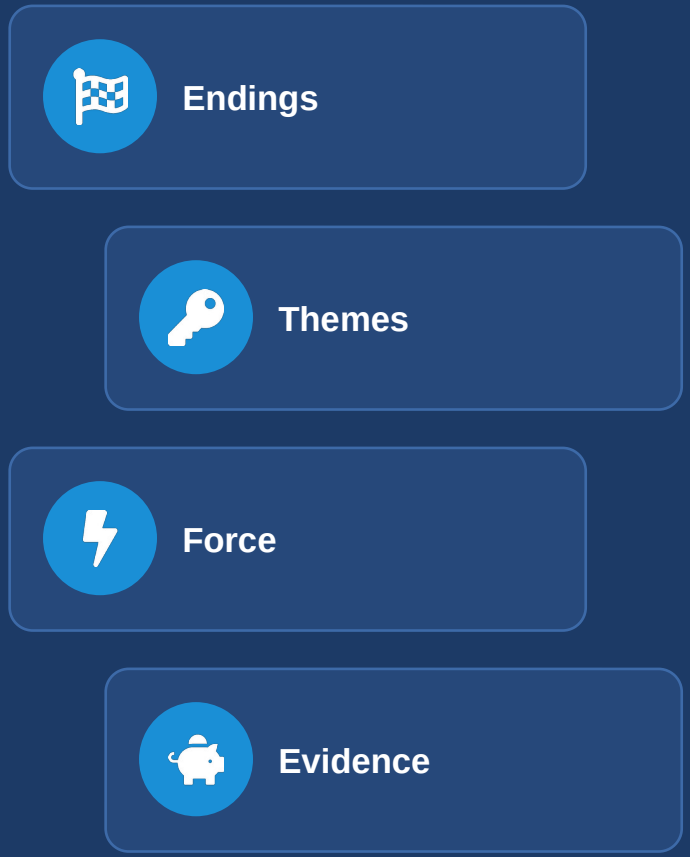
NBE3U Stories Now, Lesson 12

Circle Meeting 2

Endings, themes and literature as a force



Today's goals

We are learning…

- To analyse a novel's ending and themes.
- How literature can be a social and cultural force.

I can…

- Analyse how the ending resolves (or doesn't) the novel's questions.
- Write a theme statement with evidence.
- Explain the novel's possible influence on identity and heritage.
- Collect evidence for my essay.

Today's plan

Time	What we're doing	You will…
0–8 min	**Endings**	Discuss
8–35 min	**Meeting**	Discuss
35–50 min	**Theme**	Write
50–62 min	**Force**	Discuss
62–75 min	**Evidence bank**	Collect



Big idea

Endings tell us what a novel finally values. At our last circle meeting we read the ending closely, name the novel's themes, and ask how books like this act as a social and cultural force in First Nations, Métis and Inuit communities and in Canada.

First reactions

In one word, how did the ending leave you? Then: what did the ending value most?

Sentence starters

“My word is ___ because…”

“The ending values…”

“I wanted…”

How it works

- Round: one word each.
- Then open discussion.

Meeting order

Roles, 25 minutes:

1. Discussion Director: the ending's biggest question.
2. Passage Picker: the last image and one earlier echo.
3. Representation Tracker: how the community is left.
4. Connector and Context Researcher: links and the author's words.

Ending types

Type	What it does
Closed	Answers the main questions
Open	Leaves readers to decide
Circular	Returns to the opening, changed
Turned toward the future	Ends with a beginning: a child, a journey, a language

Topic vs theme

Topic (a word)

- Survival.
- Family.
- Language.

Theme (a sentence)

- “Survival depends on remembering who you are.”
- “Family can be made, not only born.”

Write a theme statement

On page 1:

1. Start with a topic.
2. Ask: what does the novel say about it?
3. Write a full sentence.
4. Find two or three supporting moments.

Literature as a force

Affirms identity

Readers see themselves and their communities.

Carries language and history

Words, places, memories.

Starts conversations

Prizes, debates, classrooms.

Changes classrooms

Courses like this one.

Bank your evidence

On page 2:

1. Eight short quotations with pages.
2. From across the book.
3. Note what each shows.
4. Star the three strongest.

Reading the ending

- What does the last image hold?
- What did the narrator gain or lose?
- Which question is left for the reader?
- How does the ending answer the opening?

Model theme statement

Task: Topic to theme, with evidence plan.

Topic: language. Theme: A language survives when people use it for everyday things, not only ceremony or school. Evidence plan: [a moment from the beginning], [a moment from the middle], [a moment from the end], each with a page number.

Why it works

A full sentence.

About life, not just the book.

Evidence from across the book.

Check yourself

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

Success criteria	Not yet	Almost	Got it
I can analyse how the ending resolves (or doesn't) the novel's questions.			
I can write a theme statement with evidence.			
I can explain the novel's possible influence on identity and heritage.			
I can collect evidence for my essay.			

Exit ticket

1. Your theme statement.

2. The last image and what it suggests.

3. One way the novel could influence readers.

Next class: Where I Stand as a Reader.

Teacher reveal

Endings and themes: key points

Endings: Open, closed or circular: what is resolved, what isn't, and what the last image leaves.

Theme statements: A full sentence about life (not a single word): “Survival depends on remembering who you are,” not “survival.”

Evidence: Two or three moments across the book, not only the ending.

Force: Books can affirm identity, carry language and history, start national conversations, and change classrooms.

Opening and ending: Compare: what has changed in the narrator, the community, the reader?