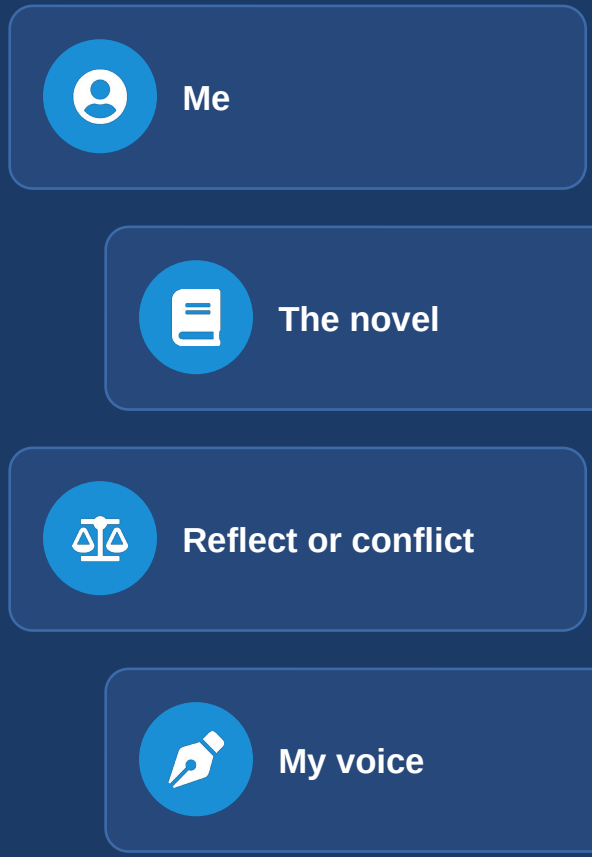
NBE3U Stories Now, Lesson 13

Where I Stand as a Reader

My beliefs, values and a world view I'm learning about



Today's goals

We are learning…

- How our own beliefs and values show in our writing.
- To respond to a world view respectfully, in our own voice.

I can…

- Name beliefs and values I brought to my novel.
- Describe a value or relationship the novel presents, using evidence.
- Explain where my views reflect or conflict with it.
- Write in my own voice without claiming another's world view.

Today's plan

Time	What we're doing	You will…
0–10 min	**Hook**	Reflect
10–25 min	**World views**	Note
25–35 min	**Model**	Analyse
35–70 min	**Write**	Write
70–75 min	**Reflect**	Write

What did I bring?



Before you opened your novel, what did you expect, assume or believe about the people and places in it? Where did that come from?

Sentence starters

“I expected…”

“I think I learned that from…”

“I didn't know anything about…”

How it works

- Think first, then pairs.
- Share only what you choose.



Big idea

Every reader brings beliefs, values and experiences to a book, and every writer reveals theirs. Writing honestly about what we bring, and where it meets or conflicts with the world view a novel presents, is part of reading respectfully: we learn from a world view without claiming it.

Learning, not claiming

Claiming

- “Indigenous people believe…” (all of them).
- Adopting teachings as your own.
- Speaking for a community.

Learning

- “In this novel, [a character] teaches…”
- Naming what the text shows, with evidence.
- Speaking for yourself.

Relationships novels explore



Land

Belonging, responsibility, place.



Family and kin

Who counts as family.



Community

Obligations and care.



Time

Past, present and future together.

Model: a personal response

Task: Opening of a personal response, written as a student reader.

I came to this novel thinking of land as property: something you buy, fence and sell, because that is how my family talks about our house. In the novel, [a character] never talks about [the land, a place or a thing] as something owned; [quote or page reference from your novel] shows a relationship of responsibility instead. That idea conflicts with how I was raised, and I'm not sure yet what to do with it. I can't claim her view as mine, but I can't unread it either.

Why it works

Names what the writer brought.

Describes the novel, not all peoples.

Honest about uncertainty.

Write your response

On page 2, 300 to 400 words:

1. What you brought.
2. A value or relationship the novel presents, with evidence.
3. Where your views reflect or conflict.
4. What you learned, and what you're unsure of.

Voice check

first person	“I” is right here. *This is your response.*
hedging	Honest uncertainty. *“I'm not sure yet…”*
precision	Specific, not sweeping. *“In this novel…” not “they all…”*

Strategy reflection

In your notebook:

1. Which reading strategy helped most in this novel?
2. Which was least helpful?
3. One step to improve as a reader.

Reflection prompts

- What did I assume that the novel challenged?
- What did I recognize from my own life?
- What am I still unsure about?
- What will I read or learn next?

Pair check

Read one paragraph to a partner. Does it speak for you, about this novel, with evidence?

Sentence starters

“Your strongest sentence is…”

“This part sounds like it speaks for everyone…”

“Could you add the page for…”

How it works

- Pairs: 3 minutes each.
- Sharing is optional.

Check yourself

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

Success criteria	Not yet	Almost	Got it
I can name beliefs and values I brought to my novel.			
I can describe a value or relationship the novel presents, using evidence.			
I can explain where my views reflect or conflict with it.			
I can write in my own voice without claiming another's world view.			

Exit ticket

1. One belief or value you brought.

2. One value the novel presents (with a page).

3. Reflect or conflict? One sentence.

Next class: Essay Workshop.

Teacher reveal

A strong personal response…

Honest: Names specific beliefs, values or experiences the writer brought (“I assumed…”).

Evidence: Describes the novel's value or relationship with a quotation and page.

Specific: Speaks about this novel and these characters, not “all Indigenous people.”

Reflect or conflict: Explains where the writer's views meet or clash, and what they learned.

Own voice: Personal and clear; does not adopt or claim another's world view or teachings.