# Where I Stand as a Reader: My beliefs, values and a world view I'm learning about

**NBE3U, Unit 5: Stories Now, Lesson 13.** 75 minutes. Teacher lesson plan.

### Lesson at a glance

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.

**What students do:** Students reflect on the beliefs, values and experiences they brought to their novel, identify a value or relationship (to land, family, community, time) the novel presents from a First Nations, Métis or Inuit perspective, and write a personal response explaining where their own views reflect or conflict with it, in their own voice.

## Curriculum expectations

| Code | Students will… |
|---|---|
| D2.5 | explain, with increasing insight, how their own beliefs, values, and experiences are revealed in their writing, and how these may either reflect or conflict with a First Nation, Métis, or Inuit world view |
| D2.2 | establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing |
| C4.1 | explain which of a variety of strategies they found most helpful before, during, and after reading texts from and/or related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength as readers and identify the steps they can take to improve their skills |

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 our own beliefs and values show in our writing.<br>• We are learning to respond to a world view respectfully, in our own voice. | • I can name beliefs and values I brought to my novel.<br>• I can describe a value or relationship the novel presents, using evidence.<br>• I can explain where my views reflect or conflict with it.<br>• I can write in my own voice without claiming another's world view. |

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## Materials and preparation

- **Slides:** Where I Stand as a Reader deck.
- **Handouts:** What I Bring (page 1), Personal Response (page 2).
- **Books:** Circle novels and evidence banks.

## Lesson sequence

| Time (min) | Part | Teacher | Students | Look for |
|---|---|---|---|---|
| 0–10 | **Hook** | What did I bring? | Reflect. | |
| 10–25 | **World views** | Learning, not claiming. | Note. | |
| 25–35 | **Model** | A personal response. | Analyse. | |
| 35–70 | **Write** | Personal response. | Write. | Own voice; evidence. |
| 70–75 | **Reflect** | Strategy. | Write. | |

## Differentiation

- **Support:** Paragraph frames for each part.
- **ELL:** Write in first language first, then English.
- **Challenge:** Analyse how your voice shifts from formal to personal.

## Assessment

| Type | Tool | Purpose |
|---|---|---|
| Assessment for learning | Personal Response | Beliefs and values in writing (D2.5), voice (D2.2), reading strategies (C4.1) |

### 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.

## Teacher notes

- This is a personal response, not a confession. Students choose what to share. Indigenous students may write about their own communities if they choose, but are never asked to explain or represent them. Do not ask Indigenous students to speak for their communities, to share personal or family histories, or to act as experts. Every student's participation in sharing is optional.

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- Students describe a world view as the novel presents it, with evidence, and do not generalize it to all Indigenous peoples. Students learn about ceremonies, protocols and oral traditions; they do not imitate or perform them, and they do not retell community stories. Leave sacred knowledge to the people who hold it.
- The model is an original text written for this lesson from a non-Indigenous student reader's point of view. Original model texts in this course were written for the lessons by K9solutions. They are written from a student's or a teacher's point of view and never imitate an Indigenous person's voice, story or teachings.

## Coming up

Lesson 14, Essay Workshop.

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