Literature Circle Seminar: Summative: talking about what our novels mean

NBE3U, Unit 5: Stories Now, Lesson 15. 75 minutes. Teacher lesson plan.

Lesson at a glance

We end the unit by talking: each circle leads a seminar on its novel's central question for the class, using evidence, inviting other circles in, and reflecting on how speaking and listening have shaped our reading.

What students do: Circles lead 12-minute seminars on their novels (assessed individually), the class listens and joins with cross-novel connections, and students reflect on their growth as readers and on which skills helped them most, before submitting their essays.

Curriculum expectations

Code	Students will…
C1.7	evaluate the effectiveness of texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, including increasingly complex or difficult texts, using evidence from the text to support their opinions
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
D3.7	produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations and respecting First Nations, Métis, and Inuit communication styles

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 to lead and take part in a seminar on a novel. • We are learning to reflect on how our skills help us read.	• I can contribute evidence-based ideas to my circle's seminar. • I can build on others' ideas and invite them in. • I can connect novels across circles. • I can reflect on which skills helped me read.

Materials and preparation

- **Slides:** Literature Circle Seminar deck.
- **Handouts:** Seminar Plan (page 1), Reflection (page 2).

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- **Students:** Evidence banks and essay drafts.
- **Summative:** Unit 5 Summative Tasks (seminar rubric).

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–5	**Set up**	Order.	Prepare.	
5–65	**Seminars**	Four or five circles.	Lead and listen.	Summative.
65–75	**Reflect**	Growth.	Write.	

Differentiation

- **Accommodations:** Speaking notes allowed; written contribution option per IEP.
- **ELL:** Prepared opening statement.
- **Challenge:** Moderate another circle's question period.

Assessment

Type	Tool	Purpose
Assessment of learning	Literature circle seminar	Evaluating texts (C1.7) and oral contribution
Assessment of learning	Literary essay (submitted after the seminar)	Published work (D3.7)
Assessment as learning	Reflection	Cross-skills reflection (C4.2)

Look-fors

Task	Strong response	Next step if not yet
Contribution	Makes a claim with a page reference and explains it	Prompt: Where in the book?
Building	Responds to a peer by name and extends or challenges the idea	Model: “Building on what ___ said…”
Connecting	Links two novels or a novel to a course text	Ask: Which other text does this remind you of?

A strong seminar…

- **Question:** Opens with an arguable question about the novel's meaning.
- **Evidence:** Every major claim has a page and a short quotation.
- **Building:** Speakers respond to each other by name, agreeing, extending, challenging.
- **Inviting:** Asks the class a real question and listens.

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- **Evaluation:** Says what the novel does well and what it leaves open, with evidence.

Teacher notes

- In large classes, run seminars over two days or use a fishbowl with two circles at a time.
- 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.
- This course discusses colonization, residential schools and their effects. Some students and families carry this history personally. Support: Hope for Wellness Help Line (for Indigenous people across Canada, 24/7, by phone or online chat at hopeforwellness.ca; English and French, with Cree, Ojibway and Inuktut on request at certain times), 1-855-242-3310; Kids Help Phone, 1-800-668-6868 or text 686868; 9-8-8 Suicide Crisis Helpline (call or text 988); National Indian Residential School Crisis Line, 1-866-925-4419.

Coming up

Unit 6, Signal and Story.

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