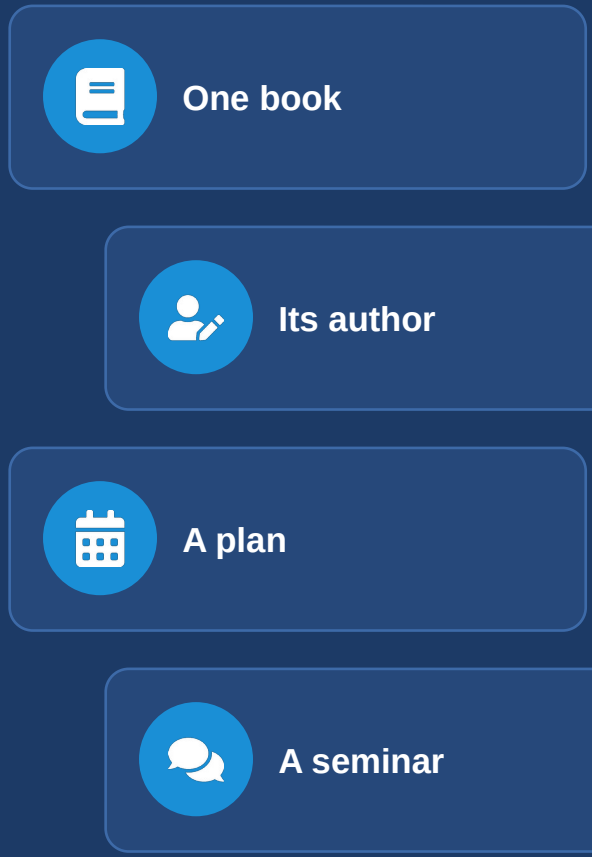
NBE3U Independent Study and Final, Lesson 1

Choose Your Book

Independent study launch



Today's goals

We are learning…

- To choose and plan an independent study of a book by a First Nations, Métis or Inuit author.
- How authors, publishers and organizations bring these books to readers.

I can…

- Explain the ISU task and timeline.
- Choose a book that challenges me and suits me.
- Find the author's own words about their book.
- Write a reading plan and set up a journal.

Today's plan

Time	What we're doing	You will…
0–10 min	**The task**	Listen
10–35 min	**Book tasting**	Taste and rate
35–50 min	**Meet the author**	Research
50–65 min	**Proposal**	Write
65–75 min	**Plan**	Plan



Big idea

For the independent study, you spend the semester with one book by a First Nations, Métis or Inuit author. You learn how the author talks about their own work, then show how the book speaks to the texts we read together.

The culminating task

Part	What
Reading journal	Ongoing notes and three check-ins during the semester.
Comparative essay	1,200 to 1,500 words connecting your book to one course text.
Seminar	Lead a 10-minute small-group seminar on your book and its connection.

Timeline

When	What
Now	Choose your book.
About week 6	Check-in 1: voice and form.
About week 10	Check-in 2: themes.
About week 14	Check-in 3: connections and contribution.
End of semester	Essay workshop, essay and seminar.

Book tasting

On page 1, about 5 minutes per book:

1. Read the cover, the author's note and the first two pages.
2. Note the voice, the form and the subject.
3. Rate it, and note a possible course connection.
4. Move when the timer sounds.

Suggested books: First Nations authors

Book	Author	Content to know
Indian Horse (novel, 2012)	Richard Wagamese (Ojibwe, Wabaseemoong Independent Nations)	Residential school abuse; addiction
Moon of the Crusted Snow (novel, 2018)	Waubgeshig Rice (Anishinaabe, Wasauksing First Nation)	Violence and death in a community after collapse
Five Little Indians (novel, 2020)	Michelle Good (Cree, Red Pheasant Cree Nation)	Residential school abuse, including sexual abuse; addiction
Seven Fallen Feathers (nonfiction, 2017)	Tanya Talaga (Anishinaabe, Fort William First Nation)	Deaths of seven Indigenous students in Thunder Bay
Burning in This Midnight Dream (poetry, 2016)	Louise Bernice Halfe – Sky Dancer (Cree, Saddle Lake)	Residential school memories

Suggested books: Métis and Inuit authors

Book	Author	Content to know
The Marrow Thieves (novel, 2017)	Cherie Dimaline (Métis, Georgian Bay)	Violence; loss
From the Ashes (memoir, 2019)	Jesse Thistle (Métis-Cree)	Addiction, homelessness, prison, suicidal thoughts
Indigenous Writes (nonfiction, 2016)	Chelsea Vowel (Métis)	Essays on terms, myths and issues
Annie Muktuk and Other Stories (2017)	Norma Dunning (Padlei Inuk)	Violence, sexual content; mature
Sanaaq (novel; Inuktitut 1984, English 2014)	Mitiarjuk Nappaaluk (Inuk, Nunavik)	Daily life and change; preview

Meet the author in their own words

Interviews and talks

CBC Books, APTN, podcasts, festival recordings.

Publishers

The publisher's page and the author's note in the book.

Awards and reviews

Who honoured the book, and why? Indigenous-led reviews first.

Nation or community

Use the author's own description of who they are.

Choosing well

Choose

- A book that stretches you.
- One you are curious about.
- One with something to argue about.

Avoid

- A book you have already studied.
- One picked only because it is short.
- One you can't get a copy of.

Write your proposal

On page 2:

1. Title, author, year and length.
2. The author's Nation or community, in the author's own words.
3. What the author has said about the book.
4. Why this book, and a course text it might connect to.
5. Content to know, and your reading plan.

Your reading journal

passages	Record lines with page numbers. *Copy short passages only, with the page.*
questions	What puzzles or troubles you. *Write the question before you search for an answer.*
patterns	Repeated images, words, ideas. *Track them with page numbers.*
connections	Links to course texts and the world. *Name the text and the shared idea.*

Model: a journal entry

Task: One entry (original model written for this lesson, by a student reader).

pp. [40–61]. Passage (p. [52]): [a moment you noticed, in your own words]. Question: why does the author [make a choice you noticed]? Pattern: [something that keeps happening] (pp. [12, 33, 52]). Connection: [a course text or lesson, for example Unit 1 on naming, or Zitkála-Šá]. Next: [what you will watch for in the next section].

Why it works

- Page numbers.
- A real question.
- A pattern.
- A course connection.

Exit ticket

1. Your top two choices.

2. One thing an author said about their own book.

3. Pages per week you will read.

Proposal due: _____

Teacher reveal

ISU timeline

Week 2 or 3: Choose your book (this lesson).

About week 6: Check-in 1: voice and form.

About week 10: Check-in 2: themes.

About week 14: Check-in 3: connections and contribution.

End of semester: Essay workshop, comparative essay and seminar (culminating task, 15%).