Choose Your Book: Independent study launch

NBE3U, Unit 7: Independent Study and Final, Lesson 1. 75 minutes. Teacher lesson plan.

Lesson at a glance

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.

What students do: Early in the semester, students learn the ISU (independent study unit) task, sample books by First Nations, Métis and Inuit authors in a book tasting, find one interview or statement in which the author talks about their work, propose a teacher-approved book, and set up a reading plan and journal.

Curriculum expectations

Code	Students will…
C1.1	read a variety of student- and teacher-selected contemporary texts from diverse First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources and historical texts, identifying specific purposes for reading
C5.1	describe the contributions of a variety of individuals, organizations, and initiatives to the development of contemporary First Nations, Métis, and Inuit literature
D1.1	identify the topic, purpose, and audience for a variety of writing tasks on subject matter related to First Nations, Métis, and Inuit cultures

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 choose and plan an independent study of a book by a First Nations, Métis or Inuit author. • We are learning how authors, publishers and organizations bring these books to readers.	• I can explain the ISU task and timeline. • I can choose a book that challenges me and suits me. • I can find the author's own words about their book. • I can write a reading plan and set up a journal.

Materials and preparation

- **Slides:** Choose Your Book deck.
- **Handouts:** Book Tasting (page 1), Book Proposal and Reading Plan (page 2). Culminating Task (Start Here folder).

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- **Books:** Approved titles from the school or public library, or first chapters through your board's digital resources.
- **Devices:** For finding author interviews (publisher pages, CBC Books, APTN, Indigenous-led reviews).

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–10	**The task**	ISU overview and timeline.	Listen.	
10–35	**Book tasting**	Sample five or six books.	Taste and rate.	
35–50	**Meet the author**	Find the author's own words.	Research.	A real source.
50–65	**Proposal**	Choose and justify.	Write.	Reasoned choice.
65–75	**Plan**	Reading plan and journal.	Plan.	

Differentiation

- **Support:** Shorter books, poetry collections or audiobook versions.
- **ELL:** Books with glossaries, or editions in translation where the author's work exists in another language (for example, Sanaaq was written in Inuktitut).
- **Challenge:** Choose a memoir and read one of the author's essays or interviews alongside it.

Assessment

Type	Tool	Purpose
Assessment for learning	Book Proposal and Reading Plan	Reading purposes (C1.1), contributions of authors and publishers (C5.1) and purpose and audience (D1.1)

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%).

Teacher notes

- Run this lesson in the second or third week of the semester so students read alongside Units 1 to 6.
- Suggested titles only. These books are under copyright and are not included: students borrow or buy copies. Every book must be approved by the teacher and appropriate under your board's guidelines; preview content before approving (several include residential schools, sexual violence, addiction or

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suicide), and consider family communication for mature titles. Students may propose another book by a First Nations, Métis or Inuit author; check the author's Nation or community in their own words.

- Indigenous students choose freely, like everyone else. Do not steer them toward their own Nation's writers or ask them to explain their community to classmates. 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.
- We strongly recommend reviewing this unit with your board's Indigenous education lead and, where possible, inviting a First Nations, Métis or Inuit Elder, Knowledge Keeper or guest speaker following your board's protocols (including offerings and honoraria). Local Nations' own sources come first.

Coming up

Lesson 2, ISU Check-ins (run during the semester).

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