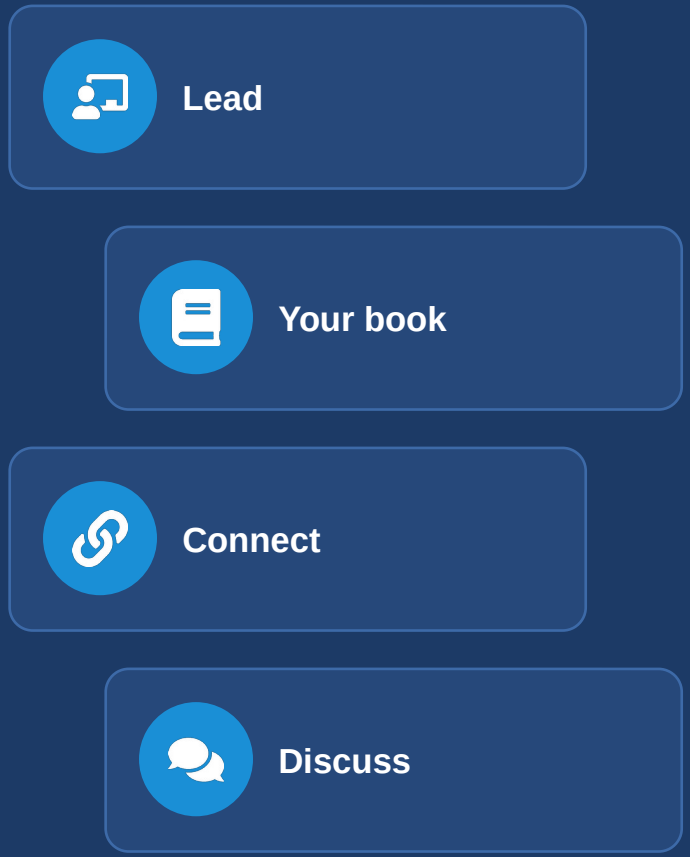
NBE3U Independent Study and Final, Lesson 4

ISU Seminar

Culminating task: lead the conversation



Today's goals

We are learning…

- To lead a literary discussion with clarity and care.
- How contemporary First Nations, Métis and Inuit books influence identities and heritage in Canada.

I can…

- Introduce my book and its author clearly and briefly.
- Lead discussion with open questions.
- Explain how my book contributes to identity and heritage in Canada.
- Respond to others with care and adapt to my group.

Today's plan

Time	What we're doing	You will…
0–10 min	**Set-up**	Organize
10–70 min	**Seminars**	Lead and discuss
70–75 min	**Reflect**	Write

Big idea

Leading a seminar on your book shows what independent reading means: you have become the expert, and your job is to help others think, while letting the author's words, not yours, speak for the author's community.

Your 10 minutes

Minute	What
0–1	Introduce the book and its author.
1–2	Share what the author has said about it.
2–3	Read your passage aloud.
3–9	Lead discussion with open questions.
9–10	Close: what the group discovered.

Leader moves



Ask open

No single right answer.



Invite

Bring in quiet voices.



Follow up

“Can you say more?”



Summarize

“So far we've said…”

Speaking with care

Name accurately

The author's name and Nation or community, as the author gives them.

Speak for yourself

No one speaks for a Nation, including classmates.

Let the author speak

Use the author's own words about the book.

Mind the content

Warn before difficult passages; anyone may pass.

Model: an opening

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

My book is The Marrow Thieves by Cherie Dimaline, a Métis writer from the Georgian Bay Métis community. It's a novel set in a future where Indigenous people are hunted for their bone marrow, because they are the only people who can still dream. I connected it to Unit 2, because the novel asks the question we asked about mascots and movies: who profits from taking something from Indigenous people? In an interview I found, the author said ___ (here is where I found it). Now, a passage from page ___.

Why it works

- Author and community named.
- A one-sentence premise.
- The connection.
- The author's own words, sourced.

Seminar rounds

In your group:

1. Leaders go in the posted order.
2. Everyone can see the leader's passage.
3. Listeners take part and complete a peer response.
4. Keep to 10 minutes per leader.

Now leading



Group ___: _____

Listeners: one idea you will remember, one question you would still ask.

Listener norms

Do	Why
Refer to the passage.	Evidence over opinion.
Build on others.	Seminars grow ideas.
Ask the leader one question.	Help them go deeper.
Talk about the book, not people's identities.	Respect and safety.

Debrief



Which book do you now want to read because of a classmate's seminar? What does it add to the stories Canada tells about itself?

Sentence starters

“I want to read ___ because…”

“It adds…”

“It changes how I see…”

How it works

- Whole class: 5 minutes.
- This is C5.2: literature's influence on identity and heritage.

Self-assessment

On the rubric:

1. Rate your introduction.
2. Rate your questions.
3. Rate how well you invited others in.
4. One thing you would do differently.

Exit ticket

1. The best question you heard today.

2. A book you will add to your reading list.

3. Is your essay submitted?

Next: Reading the Unseen (final evaluation preparation).

Teacher reveal

A strong seminar

Opening: A one-minute introduction: author, Nation or community, form, premise and connection.

The author's words: One thing the author has said about the book, with the source.

Questions: Two or three open questions, one connecting to the course text.

Facilitation: Invites quiet voices, follows up, summarizes, keeps discussion respectful.

Closing: One sentence on what the group discovered, and how the book adds to Canada's literature.