ISU Seminar: Culminating task: lead the conversation

NBE3U, Unit 7: Independent Study and Final, Lesson 4. Two 75 minute classes. Teacher lesson plan.

Lesson at a glance

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.

What students do: Over two classes, students lead 10-minute small-group seminars on their books and the connection to a course text (culminating task, part 2): a short introduction, the author's own words about the book, a passage, and open questions. Peers respond in writing, and students self-assess.

Curriculum expectations

Code	Students will…
B3.3	orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience
B3.2	demonstrate an understanding of a variety of interpersonal speaking strategies, and adapt them effectively to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences
C5.2	analyse the influence of contemporary First Nations, Métis, and Inuit literary works on identities and heritage in Canada, commenting with increasing insight on the role of literature as a social and cultural force in First Nations, Métis, and Inuit communities

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 a literary discussion with clarity and care. • We are learning 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. • I can lead discussion with open questions. • I can explain how my book contributes to identity and heritage in Canada. • I can respond to others with care and adapt to my group.

Materials and preparation

- **Slides:** ISU Seminar deck.

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- **Handouts:** Seminar Plan (page 1), Peer Response (page 2). Rubric (Culminating Task).
- **Students bring:** Their book, a short passage (one page or less) for the group, and their seminar plan.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–10	**Set-up**	Groups, order and norms.	Organize.	
10–70	**Seminars**	10 minutes per leader, about five leaders per group per class.	Lead and discuss.	Rubric.
70–75	**Reflect**	Self-assessment.	Write.	

Differentiation

- **Accommodations:** Leader may use notes or one slide; a recorded introduction is acceptable.
- **ELL:** Questions prepared in advance; a peer co-reads the passage.
- **Challenge:** Bring a reviewer's reading of the book (Indigenous-led if possible) to test.

Assessment

Type	Tool	Purpose
Assessment of learning	ISU Seminar	Rubric: speaking (B3.3), interpersonal strategies (B3.2) and literature's influence (C5.2)

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.

Teacher notes

- Groups of five or six; each student leads once across the two classes. Circulate and assess with the rubric.
- Passages: students share short excerpts (a page or less) from books they own or borrowed, for discussion only. Do not copy or post full chapters.
- 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. Leaders speak about the book and what the author has said, not on behalf of any Nation.
- 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

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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 5, Reading the Unseen.

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