Course Review Stations: A semester in six stations

NBE3U, Unit 7: Independent Study and Final, Lesson 6. 75 minutes. Teacher lesson plan.

Lesson at a glance

Reviewing is more than remembering. It means seeing how the semester's texts and voices connect, comparing perspectives across them, and choosing the strongest evidence for the final essay.

What students do: Students rotate through six review stations, one for each unit plus essay planning, completing short tasks that rebuild key ideas and evidence, compare perspectives across units, and finish by choosing a final evaluation essay prompt and planning their evidence.

Curriculum expectations

Code	Students will…
A1.6	compare multiple perspectives on themes, ideas, and issues related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in various texts from both Indigenous and non-Indigenous sources
A3.3	analyse and compare the ways in which the diversity of First Nations, Métis, and Inuit lives, knowledge, cultures, and world views is represented or under-represented in various contemporary and historical text forms
C1.6	analyse texts, including increasingly complex or difficult texts, in terms of the information, themes, ideas, and issues they explore in relation to First Nations, Métis, and Inuit cultures, explaining with increasing insight how various aspects of the texts contribute to the presentation or development of these elements

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 review and connect the course's texts, perspectives and skills.	• I can review key ideas from each unit. • I can recall evidence from course texts. • I can compare perspectives across Indigenous and non-Indigenous texts. • I can plan evidence for a final essay prompt.

Materials and preparation

- **Slides:** Course Review Stations deck.
- **Handouts:** Station Sheet (page 1), Essay Prompt Planner (page 2).

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- **Prepare:** Six station cards built from the unit readers and handouts already in the course folder (for example, the Unit 3 Reader for Station 3 and Scott's sonnet for Station 2).

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–5	**Set-up**	Stations and rules.	Organize.	
5–55	**Stations**	Six stations, 8 minutes each.	Rotate.	
55–75	**Plan**	Choose an essay prompt and plan evidence.	Plan.	Evidence chosen.

Differentiation

- **Support:** Station answer keys available after each rotation.
- **ELL:** Pair rotations.
- **Challenge:** Write a cross-unit connection at each station.

Assessment

Type	Tool	Purpose
Assessment for learning	Station Sheet and Essay Prompt Planner	Comparing perspectives (A1.6), representation and under-representation (A3.3) and analysis (C1.6)

Station key

- **1. Where We Stand:** Specific Nation names are usually best; the themes are identity, relationships, and self-determination, sovereignty or self-governance.
- **2. Behind the Image:** For example “savage” and the “vanishing” race; the perspective of a settler poet who also ran Indian Affairs (1913–1932).
- **3. Writing Back:** Johnson argues and performs; Zitkála-Šá testifies from inside the school; Eastman remembers a boyhood in exile in Manitoba.
- **4. Living Words:** Delgamuukw (1997): the Supreme Court held oral histories must be given due weight as evidence. Listening: prepare, follow protocol, don't record without permission, don't interrupt.
- **5. Stories Now and Signal and Story:** Evidence with page numbers; for example, APTN (1999) as the world's first national Indigenous broadcaster.
- **6. Essay planning:** A thesis that answers the prompt, names the text(s) and makes a claim.

Teacher notes

- Station 2 uses Scott's poem, which contains period stereotypes. Historical texts use the words of their time, including terms now considered offensive (for example, “Red-skin,” “savage,” “squaw,” “half-breed,” “Eskimo”). We quote accurately when analysing, explain why these terms are harmful, and use

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today's terms (First Nations, Métis, Inuit, Indigenous, or the specific Nation) in our own words. Readers may say “[skip]” instead of reading a slur aloud.

- 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 7, Practice and Conferences.

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