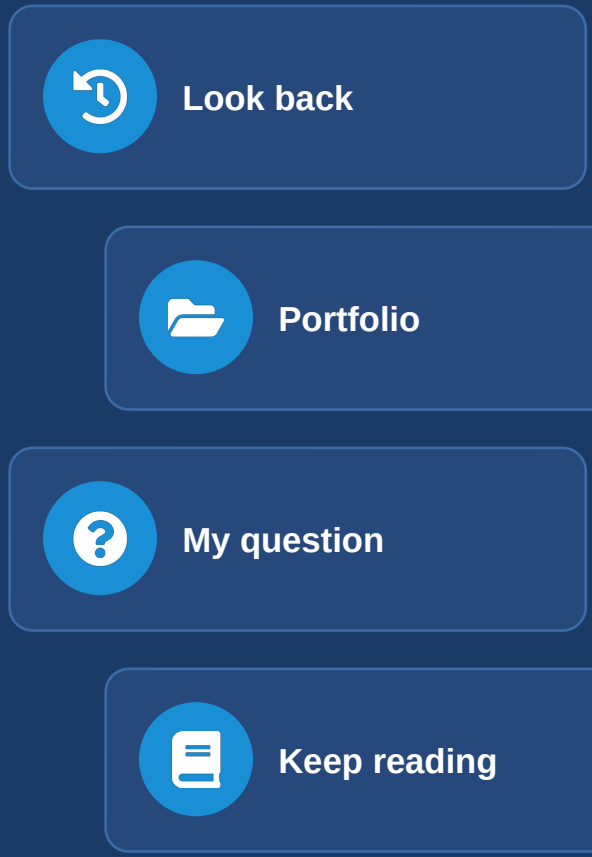
NBE3U Independent Study and Final, Lesson 8

Looking Back

Portfolio and course reflection



Today's goals

We are learning…

- To reflect on our growth across the course.
- To choose work that shows our growth as writers and explain our choices.

I can…

- Choose pieces that show my growth and explain why.
- Explain how my other skills helped my reading.
- Name my strengths and next steps in oral communication and media.
- Revisit my inquiry question and say how my understanding has changed.

Today's plan

Time	What we're doing	You will…
0–15 min	**My work**	Reread
15–40 min	**Portfolio and reflection**	Write
40–55 min	**My inquiry question**	Write and share
55–75 min	**Reading and viewing list**	Plan

Big idea

Before the final, look back at how far you have come as a reader, writer, listener and media maker, and at how your understanding of First Nations, Métis and Inuit voices has grown. Knowing your growth makes it easier to keep growing, and to keep listening.

Our semester

Unit	What we did
Where We Stand	Land, terms, protocols; a research brief and an inquiry question.
Behind the Image	Stereotypes in settler texts and media; an analysis essay.
Writing Back	Johnson, Zitkála-Šá and Eastman; a comparative essay.
Living Words	Oral traditions and listening; a presentation.
Stories Now	Contemporary literature circles; a seminar and essay.
Signal and Story	Indigenous media; a spotlight media text.

Reread your work

12 minutes:

1. Find your first piece of writing this semester.
2. Find your most recent writing.
3. What changed? Look at thesis, evidence and voice.
4. Choose two or three pieces for your portfolio.

Choosing portfolio pieces

Shows growth

A before and after: your first essay and your ISU essay.

Shows range

Different forms: analysis, a brief, a media script.

Shows you

The piece where your voice is clearest.

Portfolio and reflection

On page 1:

1. Name each portfolio piece and why it shows growth.
2. Name a skill from another strand that helped your reading.
3. Name your strengths and next steps in speaking, listening and media.
4. Revisit your Unit 1 inquiry question.

Model: explaining a choice

Task: Portfolio piece (original model written for this lesson, by a student).

I chose my Unit 2 analysis essay and my ISU essay together. In Unit 2, I wrote about stereotypes as if they were just “wrong pictures.” By the ISU, I was asking who made the picture, who profited and who was never asked. My ISU essay names the author's Nation the way she does, quotes her interview, and compares her choices with Zitkála-Šá's instead of judging either one. That is the growth I want my teacher to see.

Why it works

Two pieces, before and after.

Specific changes.

Names a skill, not just a feeling.

Back to your question

Find your Unit 1 inquiry question:

1. Read it again.
2. What would you answer now?
3. What changed your thinking: a text, a guest, a discussion?
4. What would you ask next?

Closing round



Share one line: a line from a course text, a sentence from your own writing, or one thing you learned by listening.

Sentence starters

“The line I'll remember is…”

“I learned by listening that…”

“I still want to know…”

How it works

- Everyone may share one line or pass.
- Listen without comment; thank each speaker.

Build your list

On page 2:

1. List books from classmates' seminars.
2. Add one film, album or podcast from Unit 6.
3. Add one creator from a Nation or region you haven't read yet.
4. Note why you want each one.

Carrying it forward

Keep reading

First Nations, Métis and Inuit creators, by choice.

Keep listening

To people speaking for themselves.

Know the land

Whose land, which treaty, which Nations.

Name with care

Ask, don't assume.

Exit ticket

1. One word for this course.

2. One creator on your list.

3. One thing you will keep doing after this course.

Good luck on the final.

Teacher reveal

What we studied

Unit 1: Where We Stand: land, terminology, protocols, the three themes and an inquiry question.

Unit 2: Behind the Image: stereotypes and representation in settler texts and media.

Unit 3: Writing Back: Johnson, Zitkála-Šá and Eastman answering their readers (historical context).

Unit 4: Living Words: oral traditions, listening and Delgamuukw.

Unit 5: Stories Now: contemporary First Nations, Métis and Inuit literature.

Unit 6: Signal and Story: Indigenous media and the creators shaping it.

Unit 7: Independent study, seminar and final evaluation.