

Unit Overview

Unit Title: Beyond Stereotypes: The Portrayal of First Nations People

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Course/Grade: First Nations 12

Issue, Problem or Essential Question: How have media representations of First Nations Peoples since the Colonial period shown continuity and/or change, and does this show progress, decline or stasis? How have/do the portrayals of First Nations Peoples in the media transform(ed) the way that society views First Nations and what do current First Nations initiatives today tell us about the future of Indigenous peoples in media?

Unit Goals:

1. Students will apply critical thinking – including questioning, comparing, drawing conclusions – to make reasoned judgements about First Nations stereotypes in the media throughout history.
2. Assess the influence of mass media on public opinion of First Nations peoples, and on the self-image of First Nations peoples themselves.
3. Design, implement and assess a detailed course of action to address First Nations misrepresentations in the media.
4. Evaluate the importance for Aboriginal peoples to determine the representations of their artistic traditions, historical artifacts and images in the media.

Lesson Title	Specific Objectives	Activities	Resources	Assessment
LESSON 1 Introduction to First Nations Stereotypes: How and why did the media misrepresent First Nations in the media in the Colonial Period?	<u>Students Will:</u> <ul style="list-style-type: none"> • learn about how the media in the colonial period stereotyped First Nations as “savage”, violent people. • Show understanding that doing so did help justify violent acts against First Nations Peoples • Become familiarized with colonial media. 	1) Common Stereotypes in Schools <i>Time: 25 minutes</i> 2) Pages 257-259 in text in groups, fill in question sheet <i>Time: 25 minutes</i> 3) Lecture, PowerPoint builds off themes in reading, lead students through examples and analysis of types of images discussed in text <i>Time: 20 minutes</i> 4) Exit Slips <i>Time: 9 minutes</i> 5) Assign Homework (read pages 249-251 film & come up with examples of their own) <i>Time: 1 minute</i>	<ul style="list-style-type: none"> • Chart Paper • Markers • “BC First Nations Studies” Textbooks • Questions handout for Textbook reading • PowerPoint presentation, images of captivity narrative covers, colonial art, newspaper clips 	<u>Checking For Understanding</u> <u>Formative Assessment:</u> <ul style="list-style-type: none"> • Individual Assessment: Participation in introductory activity, discussion about textbook reading • Group Assessment: Question sheets • Individual Assessment: Exit slips

<p><u>LESSON 2</u> First Nations Stereotypes in the Colonial & Contemporary Periods: What sorts of media were used in the Colonial period to perpetuate notions of First Nations and how accurate were these representations? /How does the modern media perpetuate stereotypes of First Nations and what are the effects?</p>	<p><u>Students Will:</u></p> <ul style="list-style-type: none"> • Further explore colonial media portrayals of First Nations. • Compare and contrast media representations of historical First Nations Peoples with accurate, prior knowledge gained from the course. • Practice their ranking skills in sorting images from most stereotypical to most accurate. • Demonstrate evaluative skills in presenting their reasoning during oral presentation for a jigsaw activity. 	<ol style="list-style-type: none"> 1) Divide students into groups of 4-5 and assign each group historical source presenting First Nations stereotypes. Students analyze images based on prior knowledge from course and learnings of the previous day. Groups fill graphic organizers to decide what elements are realistic and which are “stereotypical.” Students copy their final points onto chart paper. <i>Time: 30 minutes</i> 2) Students present their analyses to class. Ask each student in the group presents at least 1 point. Class may add to the each other’s findings. Class as a whole rates the images from most to least stereotypical. Post students’ charts around classroom. <i>Time: 25-30 minutes</i> 3) Shift from print media to film & go over homework. <i>Time: 10 minutes</i> 4) Watch “Effects of Stereotypes of First Nations in media” video <i>Time: 10 minutes</i> 	<ul style="list-style-type: none"> • 5-7 images presenting stereotypes of First Nations • Graphic organizer handouts (1 per group) • Laptop & Overhead projector (to project group’s images as they present to class) • Chart paper for students’ presentations • Overhead projector to go over homework and write down their suggestions/examples of stereotypes in movies & television • “Stereotypes of First Nations” video 	<p><u>Checking For Understanding Formative Assessment:</u></p> <ul style="list-style-type: none"> • Group Assessment: Source analysis - gage how effectively students are able to distinguish between accurate representations of First Nations peoples and stereotypical portrayals, based on their previous knowledge from the course & the discussions of the previous day • Individual Assessment: Participation in group presentation • Class Assessment: Gage how effectively students are able to organize the sources from most stereotypical to most accurate • Individual Assessment: Students’ suggestions for examples of stereotypes they may have seen in movies during homework review
<p><u>LESSON 3</u> Contemporary First Nations Stereotypes: How and why do modern stereotypes of First Nations found in film (“Pocahontas”) differ from those of the Colonial Period?</p>	<p><u>Students Will:</u></p> <ul style="list-style-type: none"> • Differentiate between media portrayals of First Nations in the Colonial and Contemporary periods. 	<ol style="list-style-type: none"> 1) Show two images of Pocahontas: cover of the Disney movie and a 16th century engraving. Analyze images and ask why the images might send different messages. <i>Time: 20 minutes</i> 2) .Start watching Disney’s “Pocahontas” & distribute handouts with critical questions to answer as the movie plays. <i>Time: 60 minutes</i> 	<ul style="list-style-type: none"> • Laptop & Digital Projector • Images of Pocahontas (Disney movie cover, 16th Century engraving) • Compare/Contrast chart on laptop for students to fill in as they analyze the images • Pocahontas on VHS/DVD • Handout with questions 	<p><u>Checking for Understanding Formative Assessment:</u></p> <ul style="list-style-type: none"> • Individual Assessment: Participation in the comparison and contrast of two portrayals of Pocahontas

<p>LESSON 4 Contemporary First Nations Stereotypes in Film: How and why do modern stereotypes of First Nations found in film (“Pocahontas”) differ from those of the Colonial Period? Do you see any progress/decline, continuity/change between portrayals?</p>	<p><u>Students Will:</u></p> <ul style="list-style-type: none"> • Differentiate between media portrayals of First Nations in the Colonial and Contemporary periods. • Decide whether media portrayals of First Nations have progressed, declined or stayed the same. • Identify elements of continuity and change between First Nations media representations in the Colonial and Contemporary Periods. • Design, implement and assess a detailed course of action to address First Nations misrepresentations in the media. 	<ol style="list-style-type: none"> 1) Finish watching Disney’s “Pocahontas” <i>Time: 30 minutes</i> 2) Discussion Activity: Review images analyzed in earlier classes through PowerPoint and refer to students charts around the classroom. Then, have students discuss whether Disney’s portrayal of First Nations in “Pocahontas” represents progress, decline or stasis in terms of stereotypes compared to the images examined in earlier classes. Why or why not? <i>Time: 20 minutes</i> 3) Pair students. Students pick source and correct the stereotypes. Students may re-draw the images or the “Pocahontas” movie poster/16th Century engraving, re-write the newspaper articles or write a letter to the newspaper or Disney offering suggestions on how they could reduce the stereotypes in their sources. <i>Time: 30 minutes</i> 	<ul style="list-style-type: none"> • “Pocahontas” questions handouts • Laptop & projector • Images/newspaper clippings from earlier classes & Pocahontas images • Hard copies of all of the images/newspaper clippings for students to begin their projects • Rubric overhead to show students before they begin their presentation • Blank paper for student drafts • STUDENTS will need; pencils, markers, chart paper or poster board, etc. 	<p><u>Checking for Understanding Formative Assessment:</u></p> <ul style="list-style-type: none"> • Individual Assessment: Students’ participation/quality of analysis during the discussion on whether “Pocahontas” represents progress or decline in terms of First Nations stereotypes in media <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> • Pairs: “Correcting Stereotypes” assignment – Assess how well can students identify stereotypes & suggest ways to improve negative or inaccurate portrayals of First Nations in media; reading and visual presentation will also be assessed
<p>LESSON 5 Reconciling First Nations Stereotypes in Media: What First Nations stereotypes are found in media from the Colonial Period to today and what could be done to offer an accurate portrayal?</p>	<p><u>Students Will:</u></p> <ul style="list-style-type: none"> • Design, implement and assess a detailed course of action to address First Nations misrepresentations in the media. 	<ol style="list-style-type: none"> 1) Students finish projects & Hand them in <i>Time: 80 minutes</i> 		<p><u>Checking for Understanding Summative Assessment:</u></p> <ul style="list-style-type: none"> • Pairs: “Correcting Stereotypes” assignment – Assess how well can students identify stereotypes & suggest ways to improve negative or inaccurate portrayals of First Nations in media; reading and visual presentation will also be assessed

<p><u>LESSON 6</u> Contemporary Period First Nations Stereotyping Continued VS. Colonial Period Stereotyping: How has stereotyping in media changed and remained the same since the Colonial Period?</p>	<p><u>Students Will:</u></p> <ul style="list-style-type: none"> Review First Nations stereotyping in the Colonial Period and deepen their knowledge of the process in the Contemporary Period by examining different media representations in addition to "Pocahontas." Students will examine continuity and change through different periods (periodization) through time (chronologically). Practice sensitivity, empathy and critical thinking in the development of interview questions for an Aboriginal Speaker. 	<ol style="list-style-type: none"> Presentation on First Nations in the media today (contemporary period). Pop culture, news, etc. Explain that media portrayals and societal views of First Nations are rapidly changing in contemporary society – or so we think... <i>Time: 20 minutes</i> Periodization assignment: Handouts with "Colonial Period" & "Contemporary Society" headings; have students pick a source from each time period and write down the elements of continuity and change under each one. <i>Time: 50 minutes</i> Explain homework (Pages 263-267). Have them read the interview of actor Evan Adams and tell them that a young Aboriginal speaker will be visiting class to speak with them. Ask them to come up with questions <i>they</i> would like to ask an Aboriginal person. <i>Time: 10 minutes</i> 	<ul style="list-style-type: none"> Laptop & Projector PowerPoint Presentation Periodization, Continuity & Change handouts Textbook 	<p><u>Checking for Understanding Formative Assessment:</u></p> <ul style="list-style-type: none"> Individual Assessment: Periodization, Continuity & Change Handouts; Assess students' abilities to place sources in the correct period, to distinguish between the characteristics of the Colonial and Contemporary Periods and their ability to identify continuity and change between periods as found in portrayals of First Nations peoples in the media
<p><u>LESSON 7</u> Beyond Stereotypes: Guest Speaker: National Aboriginal Role Model Award Winner 2010, Tekatsi'saneken Everstz</p>	<p><u>Students Will:</u></p> <ul style="list-style-type: none"> Learn from the guest speaker exactly how media stereotyping affects Aboriginal youth today and what First Nations initiatives are doing to counter the negative effects. 	<ol style="list-style-type: none"> Tekatsi'saneken addresses classroom, talk about growing up Mohawk and stereotypes <i>Time: 30 minutes</i> Discussion period with Teka <i>Time: 20 minutes</i> Question & Answer period with students using their homework questions <i>Time: 20 minutes</i> Exit Slips: <i>Time: 10 minutes</i> 	<ul style="list-style-type: none"> Gift for Guest Speaker 	<p><u>Checking for Understanding Formative Assessment:</u></p> <ul style="list-style-type: none"> Individual Assessment: Exit Slips - "Did Teka's visit teach you anything about First Nations stereotypes in the media? If so, what? How will what you learned change your day-to-day life? Why?"

<p><u>LESSON 8</u> Review of “Beyond Stereotypes” Unit</p>	<p><u>Students Will:</u></p> <ul style="list-style-type: none"> Review knowledge gained throughout unit by engaging in the analysis of new media sources . 	<ol style="list-style-type: none"> 1) Play a jeopardy “visual clues” game, with images & videos from the Colonial & Modern period. Split students into groups of 5. <i>Time: 40 minutes</i> 2) Review handout packages with more images for analysis (to be handed in before test). <i>Time: 40 minutes</i> 3) Supplemental: Crosswords and Word Searches with vocabulary words for students who finish 4) 	<ul style="list-style-type: none"> Jeopardy game Homework Review Handout packages Crosswords Word Searches 	<p><u>Checking for Understanding Formative Assessment:</u></p> <ul style="list-style-type: none"> Group Assessment: Students must identify the periods, what kind of image they are looking at (newspaper clip, captivity narrative, old cowboys & Indians movies, children’s movie or movie cover, etc.) and some of the stereotypes that might be present.
<p><u>LESSON 9</u> Test of “Beyond Stereotypes” Unit</p>	<p><u>Students Will:</u></p> <ul style="list-style-type: none"> Write test 	<ol style="list-style-type: none"> 1) Correct review packages, have students write corrections with a different colour & collect them <i>Time: 20 minutes</i> 2) Offer students 10 minutes to either review or rest before writing the test. <i>Time: 10 minutes</i> 3) Test <i>Time: 50 minutes</i> 	<ul style="list-style-type: none"> Overhead projector Homework transparency Overhead markers Answer key Tests 	<p><u>Checking for Understanding Formative Assessment:</u></p> <ul style="list-style-type: none"> Individual Assessment: Homework Review packages completed or not <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> Individual Assessment: 50 minute unit test