Representation Analysis Essay

Summative task 1 (Writing and Reading). NBE3U, Behind the Image, Summative Tasks

Your task

Write a 1,000 to 1,200 word analytical essay on how one text or media work created by a non-Indigenous author or institution represents First Nations, Métis or Inuit people. Choose from the unit (Scott's “The Onondaga Madonna,” a staged photograph or film, a team name and logo, a western or Reel Injun's analysis of it, the old-style textbook paragraph, a news story) or another text your teacher approves. Explain the representation, the techniques or conventions that create it, and whose purposes it served. You may compare it with a text by an Indigenous creator, such as Johnson's “A Red Girl's Reasoning.” Use accurate terms and MLA citations.

Expectations: A2.1, A2.2, A2.3, A3.3, C1.8, C2.1, D1.4, D2.1, D2.4, D3.3, D3.4.

Criteria	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
Knowledge and Understanding The text, its context and the representation (A2.1, A3.3)	Demonstrates limited understanding of the text, its context and how it represents Indigenous peoples	Demonstrates some understanding of the text, its context and how it represents Indigenous peoples	Demonstrates considerable understanding of the text, its context and how it represents Indigenous peoples	Demonstrates thorough understanding of the text, its context and how it represents Indigenous peoples
Thinking Analysis of techniques, contradictions and purposes (A2.2, A2.3, C1.8, C2.1)	Analyses techniques, contradictions and purposes with limited insight	Analyses techniques, contradictions and purposes with some insight	Analyses techniques, contradictions and purposes with considerable insight	Analyses techniques, contradictions and purposes with a high degree of insight
Communication Thesis, organization and sentences (D1.4, D2.1, D2.4)	Communicates an organized argument with limited clarity and control	Communicates an organized argument with some clarity and control	Communicates an organized argument with considerable clarity and control	Communicates an organized argument with a high degree of clarity and control
Application Evidence, accurate terms, punctuation, grammar and MLA (D3.3, D3.4)	Uses evidence, accurate terminology and conventions with limited effectiveness	Uses evidence, accurate terminology and conventions with some effectiveness	Uses evidence, accurate terminology and conventions with considerable effectiveness	Uses evidence, accurate terminology and conventions with a high degree of effectiveness

Quote historical texts accurately and explain period terms; use today's terms in your own sentences. Levels follow Growing Success (2010).

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Deconstruct and Reconstruct Presentation

Summative task 2 (Media Studies and Oral Communication). NBE3U, Behind the Image, Summative Tasks

Your task

With a partner, give a 6 to 8 minute presentation. Deconstruct one image or media text that represents First Nations, Métis or Inuit people (an advertisement, a logo, a film scene, a photograph, a news story or a cover), using the five-question lens. Then reconstruct: present the work of a First Nations, Métis or Inuit creator or organization that answers it, using their own words (interviews, artist statements, websites), credited by name and Nation. Explain how different audiences have responded or might respond. Use simple visual aids and cite every source. Never create imitation Indigenous images, regalia or voices.

Expectations: E1.1, E1.2, E1.4, E1.5, E2.1, E2.2, B3.3.

Criteria	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
Knowledge and Understanding The media text and the creator's work (E1.1, E1.2)	Demonstrates limited understanding of the media text and of the Indigenous creator's work	Demonstrates some understanding of the media text and of the Indigenous creator's work	Demonstrates considerable understanding of the media text and of the Indigenous creator's work	Demonstrates thorough understanding of the media text and of the Indigenous creator's work
Thinking Deconstruction: conventions, perspective, audiences (E1.4, E1.5, E2.2)	Analyses conventions, perspectives and audience responses with limited insight	Analyses conventions, perspectives and audience responses with some insight	Analyses conventions, perspectives and audience responses with considerable insight	Analyses conventions, perspectives and audience responses with a high degree of insight
Communication Clarity, organization and delivery (B3.3)	Presents with limited clarity, using visual aids effectively	Presents with some clarity, using visual aids effectively	Presents with considerable clarity, using visual aids effectively	Presents with a high degree of clarity, using visual aids effectively
Application Respectful, accurate research and citation (E2.1)	Uses accurate terms, creators' own words and citations with limited effectiveness	Uses accurate terms, creators' own words and citations with some effectiveness	Uses accurate terms, creators' own words and citations with considerable effectiveness	Uses accurate terms, creators' own words and citations with a high degree of effectiveness

Partners are assessed individually on their contribution. Recorded presentations are acceptable with teacher approval.

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