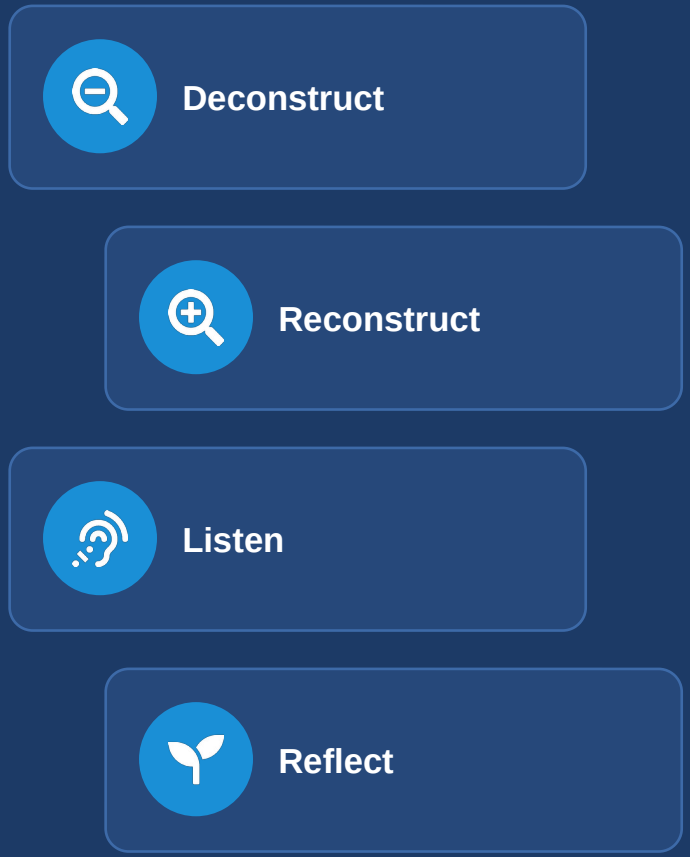
NBE3U Behind the Image, Lesson 13

Deconstruct and Reconstruct

Presentations and what we learned to see



Today's goals

We are learning…

- To present an analysis of a media text clearly.
- How audiences respond differently to the same images.

I can…

- Present a clear deconstruction of an image or media text.
- Show how an Indigenous creator's work answers it, using their own words.
- Explain how different audiences might respond.
- Listen and respond to classmates' presentations.

Today's plan

Time	What we're doing	You will…
0–5 min	**Set up**	Review
5–60 min	**Presentations**	Present and listen
60–75 min	**Reflect**	Write

Big idea

We end by showing what we've learned to see: an image taken apart, and the work of First Nations, Métis and Inuit creators who have answered it in their own way. Taking apart a stereotype is half the job; listening to the people it misrepresented is the other half.

Our protocols

Listen to understand

Phones away; notes on page 1.

Ask real questions

Curious, not “gotcha.”

Speak for yourself

Not for a Nation.

Thank each pair

Every presentation is work and care.

Each presentation

Part	Time
The image or media text: context	1 minute
Deconstruct: the five lens questions	2 to 3 minutes
Reconstruct: a creator's answer, in their words	2 to 3 minutes
Audiences: how responses differ	1 minute
Questions	1 to 2 minutes

Running order

For each pair:

1. Presentation (6 to 8 minutes).
2. Two questions from the audience.
3. Listening notes on page 1.
4. Thank the pair.

Good questions

Ask…	Instead of…
“How did the creator describe their own work?”	“Is that really offensive?”
“How might a younger audience read this image?”	“Why didn't you pick something else?”
“What surprised you in your research?”	Silence

Between presentations



Which technique of representation came up in more than one presentation?

Sentence starters

“Several pairs noticed…”

“Captions keep…”

“The creators answered by…”

How it works

- Use if time allows.

What we learned to see

Before

- Images look natural.
- A photo is proof.
- A name is just a name.

After

- Every image has a maker and a purpose.
- Photos can be staged and retouched.
- Naming is power.

And the most important step: listening to the people represented.

Unit reflection

On page 2, 200 to 300 words:

1. How has the way you see changed?
2. Name two specific texts or images.
3. Which presentation taught you the most?
4. Why might another audience see differently?

Next: writing back



This unit studied how outsiders looked. Unit 3 turns to Indigenous writers of the same period who wrote back: E. Pauline Johnson, Zitkála-Šá and Charles Eastman.

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Check yourself

Be honest. This helps you choose what to work on next.

Success criteria	Not yet	Almost	Got it
I can present a clear deconstruction of an image or media text.			
I can show how an Indigenous creator's work answers it, using their own words.			
I can explain how different audiences might respond.			
I can listen and respond to classmates' presentations.			

Exit ticket

1. One presentation that changed what you see.

2. One Indigenous creator you want to learn more about.

3. One question you'll carry into Unit 3.

Next unit: Writing Back.

Teacher reveal

A strong presentation…

Deconstruct: Applies all five lens questions with specific evidence from the image or media text.

Reconstruct: Presents a First Nations, Métis or Inuit creator's work accurately, named by Nation, in the creator's own words where possible.

Audiences: Explains how different audiences responded or might respond, and why.

Delivery: Clear structure, shared speaking, visual aids that support rather than distract, sources cited.

Respect: Accurate terms, no stereotypes repeated without purpose, and credit to every creator.