Deconstruct and Reconstruct: Presentations and what we learned to see

NBE3U, Unit 2: Behind the Image, Lesson 13. 75 minutes. Teacher lesson plan.

Lesson at a glance

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.

What students do: Pairs deliver six- to eight-minute deconstruct and reconstruct presentations, the audience records responses and questions, and students reflect on how different audiences might respond to the same images and on how their own way of seeing has changed.

Curriculum expectations

Code	Students will…
E1.4	explain why the same media text might prompt a variety of different responses from different audiences
E2.1	identify general and specific characteristics of a variety of media forms and explain, with increasing insight, how they shape content and create meaning in the context of First Nations, Métis, and Inuit cultures
B3.3	orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience
E1.5	identify the perspectives and/or biases evident in media texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant media texts from non-Indigenous sources, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power

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.

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Learning goals and success criteria

Learning goals	Success criteria
• We are learning to present an analysis of a media text clearly. • We are learning how audiences respond differently to the same images.	• 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.

Materials and preparation

- **Slides:** Deconstruct and Reconstruct deck.
- **Handouts:** Listening Notes (page 1), Unit Reflection (page 2).
- **Students:** Presentations and visual aids.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–5	**Set up**	Protocols.	Review.	
5–60	**Presentations**	Six or seven pairs.	Present and listen.	Summative.
60–75	**Reflect**	Unit reflection.	Write.	

Differentiation

- **Accommodations:** Recorded presentations or smaller speaking roles as needed.
- **ELL:** Speaking notes allowed.
- **Challenge:** Moderate the question period for another pair.

Assessment

Type	Tool	Purpose
Assessment of learning	Deconstruct and reconstruct presentation	Audience responses (E1.4), media forms (E2.1), speaking (B3.3) and perspectives (E1.5)
Assessment as learning	Listening notes and unit reflection	Self-assessment of growth

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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.

Teacher notes

- In larger classes, spread presentations over two days and use the extra time for essay conferences.
- Presentations show Indigenous creators' work by citing and briefly showing it (for example, a short clip or an image from the creator's own site), with credit. Students do not create imitation Indigenous art, regalia or voices. Students learn about ceremonies, protocols and oral traditions; they do not imitate or perform them, and they do not retell community stories. Leave sacred knowledge to the people who hold it.
- Do not ask Indigenous students to speak for their communities, to share personal or family histories, or to act as experts. Every student's participation in sharing is optional.
- 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

Unit 3, Writing Back.

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