

Media Literacy Unit

NBE3U/C

Learning Goals

1. By the end of this unit of study, you will be able to effectively **analyse media** for elements of persuasion, and you will be able to detect bias to critique a text's authority and value from an informed literary and political perspective.
2. You will also **create a multimodal media presentation w**hich will feature a reflection on your learning along with an understanding of persuasion through multimodal media techniques and rhetoric.

In Response to “Reel Injun”

1. What did you learn that challenged and/or reflected your current perspectives? Make specific references to the text and to your own ideas or experiences.

Let's talk...

Extension Activity:

Read “Understanding Cultural Appropriation” on our class website.

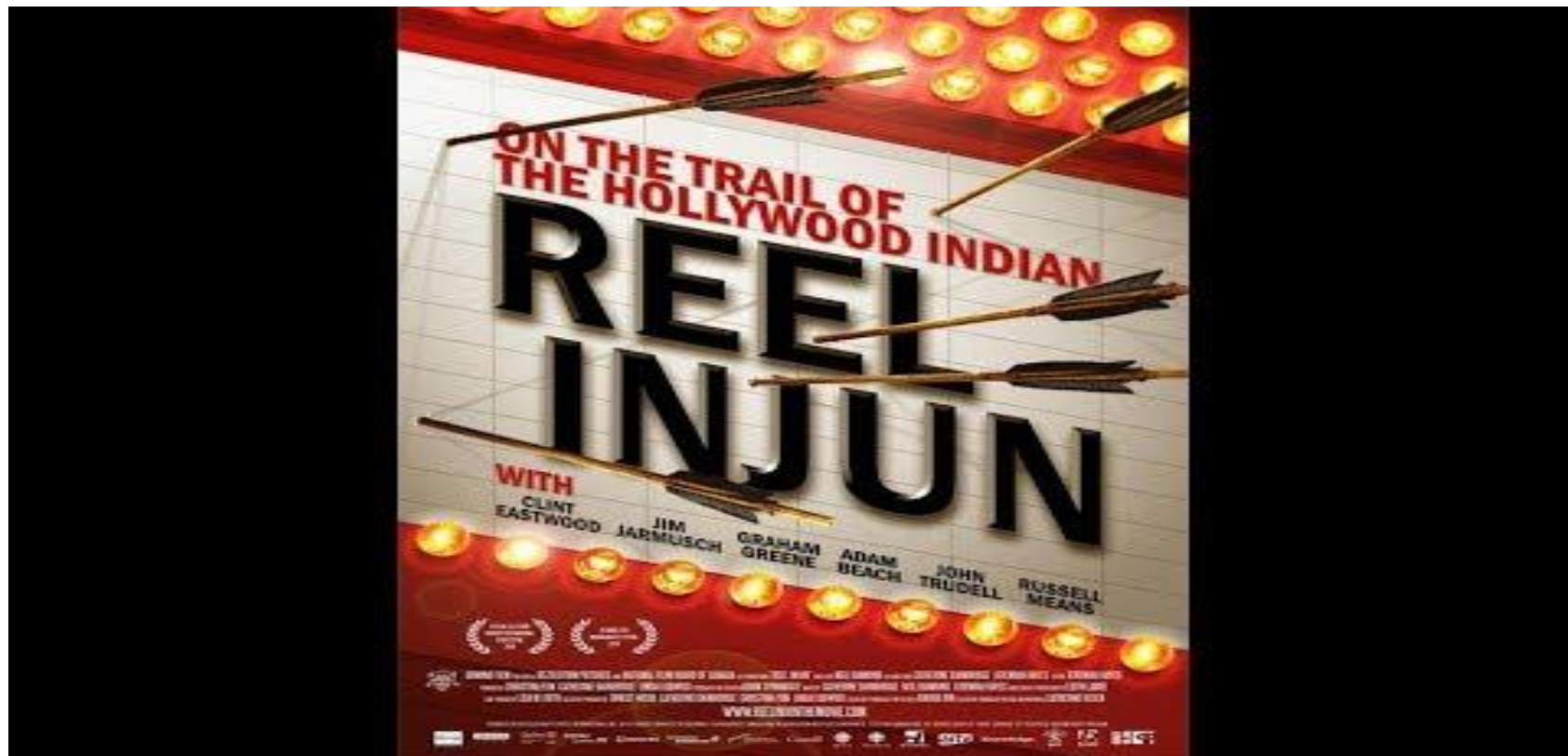


In Response to: 2. “ How does the modern day media representation of First Nations, Inuit, and Metis people in Canada compare to the representations in *Reel Injun* created in the United States in 2009?”

Read the article, “Common Portrayal of Aboriginal People” on my website and record the following in your binder:

1. What does the author mean when he says, “Even if old Westerns rarely took place in Canada, the stereotypes they conveyed crossed borders”?
2. Identify three pieces of evidence from the article and one piece of evidence from your own understanding that proves there have been improvements in the representation of First Nations, Inuit and Metis people in Canadian media.
3. Identify the “subtle vestiges of stereotyping” that remains in the media.

Watch from 1:22



What was the main purpose of the film *Reel Injun*?

Let's
Talk...



Watch a similar
media text from a
Canadian
perspective: ↙

“I’m not the
Indian You
Had in Mind”

Film Techniques Used:

Pathos:

- Personal Accounts paired with moving music
- Loaded words: “Americans fought a war against us in 1973”
- Juxtaposition between the footage from Wounded Knee and the Academy Awards
- Extreme close up on the young boy’s eyes as he is watching negative stereotypes in movies.
- Repetition of the motif of wanting to be seen as human.
- Close up on interviews
- Direct gaze from the classroom children as they watch a massacre in

Logos + Ethos:

- Researched facts: “In over 4000 films...”
- Narrator introduces himself as a Cree man and tells personal stories in combination with real footage that supports perspectives.
- Interviews with people who worked in Hollywood
- Text on the screen to introduce credibility of subjects

Media Bias and Persuasion

Understanding Context
+ Understanding media
techniques =
comprehension/meaning
making.



Oil spill disaster movie - 8,200 views

Explore Context

Ask yourself:

1. Who produced this media piece?
2. What authority do they have over this topic?
3. Who does the message benefit?
4. Whose voices are being heard and whose voices are being silenced?
5. How is the text organized (rhetoric and format)?
6. What images are being presented and how are they presented?
7. What historic, social, cultural, or political implications influenced the production of this text?

Apply these questions to:

“I’m Not the Indian You Had In Mind”

Explore Visual Techniques

1. Go to the class website and click on the button text: “persuasive visual techniques” under the heading **Visual Literacy Understanding Visual Techniques in Media**
2. Identify where and how five of these visual techniques are being used to engage and persuade the target audience in “I’m Not the Indian You Had in Mind”.

PLAY: I AM WHO AM I



Explore Persuasive Techniques

1. Download and file or print the handout on persuasive techniques and the handout on rhetoric from the class website.
2. Identify the persuasive techniques present in “I’m Not the Indian You Had in Mind”
3. Identify the examples of linguistic rhetoric used in “I’m Not the Indian You Had in Mind”