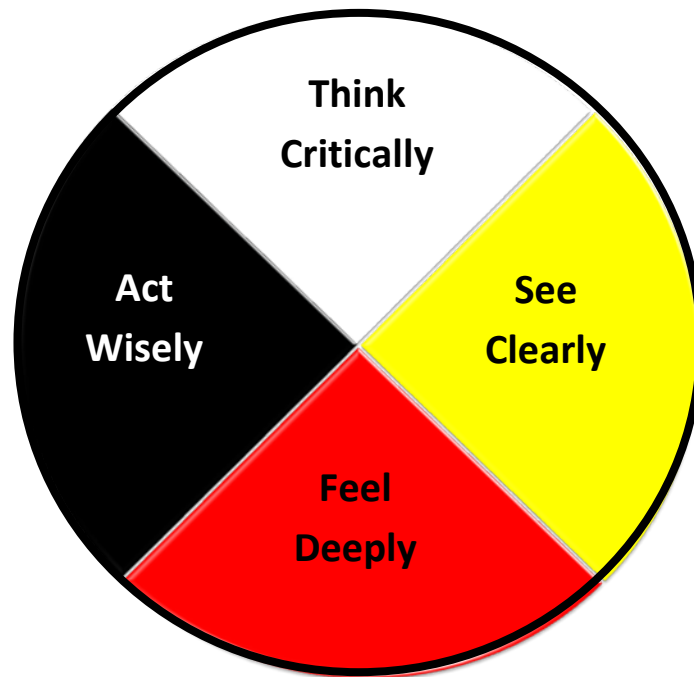




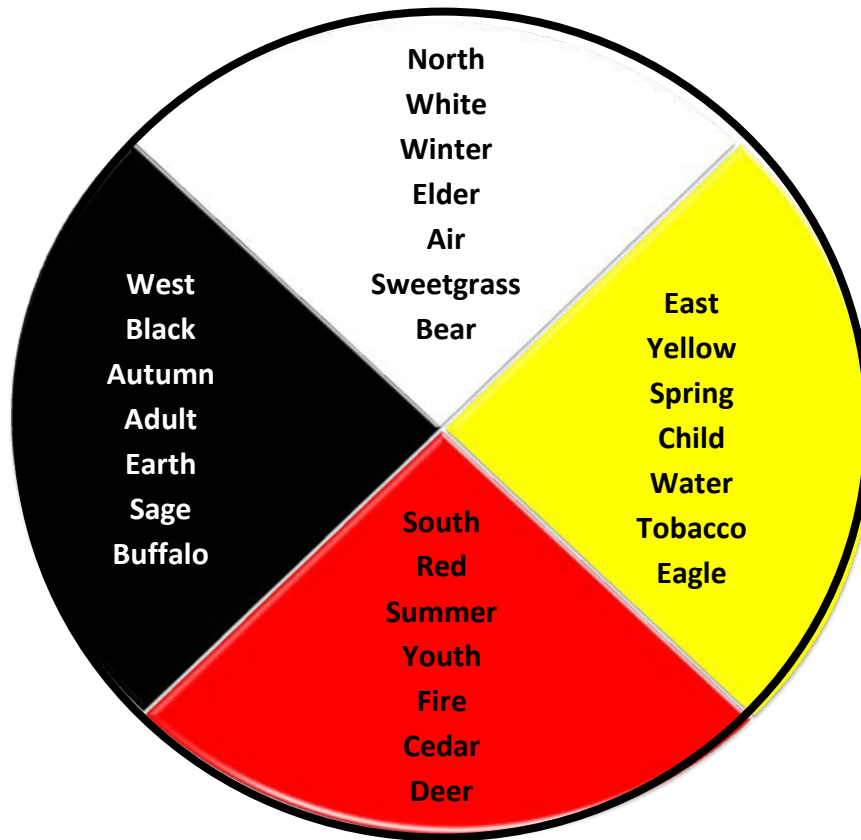
## Authentic Deconstruction Approach



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# Medicine Wheel Teachings



The Authentic Deconstruction Approach is infused with the Medicine Wheel teachings so it may reach both aboriginal and non-aboriginal students in your classroom with a holistic approach. Below is a quick overview of the Medicine Wheel teachings. Please refer to our Resource Section if you would like to learn more about the Medicine Wheel.

The Medicine Wheel teachings begin in the East where the sun rises, and follow the path of the sun clockwise around the wheel.

**East** – Wabanong – it is where the sun rises. The colour is yellow, the season is spring and the time of life is childhood. The element is water, the sacred plant is tobacco and the animal guardian of the eastern doorway is the eagle.

**South** Shawanong – is where the sun is high in the sky at midday . The colour in the south is red, the season is summer and the life stage is youth. The element is fire, the sacred plant is cedar and the animal guardian of the southern doorway is the deer.

**West** – Negabonong – is where the sun sets. The colour in the west is black, the season is autumn and the time of life is adulthood. The element is earth, the sacred plant is sage and the animal guardian of the western doorway is the Buffalo.

**North** – Keewatinong – it is the time of night and grandmother moon. North’s colour is white, its season winter where we are in the elder stage of life. The element is air, the sacred plant is sweetgrass and the animal guardian is the white bear.

The relative location of many of these Medicine Wheel aspects differs from Nation to Nation. The form presented here is that of the Anishinabe in southern Ontario.

The essence of the Medicine Wheel teachings is that everything is interconnected. We must learn to recognize this wholeness and respect our connection to all that is in order to find balance and live a ‘good’ life.

## Intermediate-Senior Level Questions to Ask

Media Image	Questions to Ask
<b>Industry</b>	Who's in charge? What do they want of me, and why? What else do they want? HOW DO I KNOW?
<b>Product</b>	What kind of text is this? Are conventions followed or broken? How is this message constructed? HOW DO I KNOW?
<b>Audience</b>	Who is this intended for? What assumptions does the text make about the audience? Who am I supposed to be in relation to this text? HOW DO I KNOW?
<b>Values</b>	How real is this text? How/where do I find the meaning? What values are presented? What is the commercial message? What social/artistic/political messages does the text contain? HOW DO I KNOW?
<b>Predisposition</b>	Do I agree with (assent to) this text's message? Do I disagree with (resist) this text's message? Do I argue/negotiate with the message of this text? HOW DO I KNOW?
<b>Perception</b>	How does the text fit my personal values/beliefs/ideology? How does the text relate to my personal needs/hopes/fears/experiences? HOW DO I KNOW?

<b>Skills</b>	What skills do I need to apply to this text? How do I deconstruct/reconstruct this text? What new skills does this text demand of me? HOW DO I KNOW?
<b>Receiver</b>	What does all this mean in the end? HOW DO I KNOW?

Source: © Chris Worsnop, 1999. Adapted by the author from *Screening Images: Ideas for Media Education*. Wright Communications, 1994.

## Primary - Junior Level Questions to Ask

WAYS OF KNOWING	QUESTIONS TO ASK
<b>Think Critically</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Where does this media come from?</li> <li><input type="checkbox"/> What schema is being presented?</li> <li><input type="checkbox"/> Whose story is this?</li> <li><input type="checkbox"/> Whose voice us heard?</li> <li><input type="checkbox"/> Whose voice is not heard?</li> <li><input type="checkbox"/> What do I think?</li> <li><input type="checkbox"/> What has influenced my thinking?</li> <li><input type="checkbox"/> Does my thinking need to change?</li> </ul>
<b>See Clearly</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What do I see?</li> <li><input type="checkbox"/> Who is being shown in this media?</li> <li><input type="checkbox"/> How are they being shown?</li> <li><input type="checkbox"/> Who is being left out and why?</li> <li><input type="checkbox"/> What messages are being inferred?</li> <li><input type="checkbox"/> What is my vision?</li> <li><input type="checkbox"/> Do I see the 'Big Picture' clearly?</li> </ul>
<b>Feel Deeply</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How does this media make me feel?</li> <li><input type="checkbox"/> Whose feelings are being presented?</li> <li><input type="checkbox"/> What causes me to feel this way?</li> <li><input type="checkbox"/> What words made you feel something and why?</li> <li><input type="checkbox"/> Could my feelings change?</li> </ul>
<b>Act Wisely</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What do I know now?</li> <li><input type="checkbox"/> What do I still want to know?</li> <li><input type="checkbox"/> What have I learned?</li> <li><input type="checkbox"/> How will this affect your future actions?</li> <li><input type="checkbox"/> How can you apply this to new learning?</li> </ul>



# The Authentic Deconstruction Approach

## Primary Lesson Plan

The purpose of this lesson is to build student awareness around the “isms”, equity issues, and discrimination vs. acceptance. Teachers are encouraged to use this lesson before introducing The Authentic Deconstruction Approach so that students are aware of equity issues and are able to critically examine a piece of media. Addressing these issues supports the Universal Declaration of Human Rights and the fair treatment of all people.

### Materials:

- All the Colours of the Earth by Sheila Hamanaka ISBN-1852693274
- Universal Declaration of Human Rights
- Blackline master 1.1
- Chart Paper
- Markers

**Learning Goal:** The learning goal of this lesson is to explore the diversity of children in the world and to examine how being unique and diverse is beautiful. This lesson shows how all people are equal and should be treated fairly.

### Background Knowledge/Activating Prior Knowledge:

Being unique means no one else is like you. Diversity means the difference between us. Respecting uniqueness or diversity means all people are accepted as who they are whether or not they are like us. Canada is a cultural mosaic that includes many different races, cultures and backgrounds. All people are special, unique and equal, and this fact is supported by the Declaration of Human Rights. This book looks at how children are beautiful and okay just the way that they are and how the world has many types of children. It is okay to be different. This book celebrates the uniqueness of race as “children come in all the colours of the earth”.

### Guiding Questions:

- What is race?
- What is diversity?
- What is a cultural mosaic?
- What is your personal background?
- What is equality?
- What is the Universal Declaration of Human Rights?

### Lesson & Activity:

1. Present background knowledge / access prior knowledge
2. Present the guiding questions and answers
3. Teacher directed Read Aloud- Read the book All the Colours of the Earth.
4. Word Study- Reread the book and create a word bank using words from the book that describes the children. This activity reinforces that this book is showing respectful and creative word choice and provides student examples.
5. Make a Class Book: Teacher instructions- You are a child of the world. You will be creating a page for a class book called “We are the Children of the World”. You must do the following things:
  - a. Generating Ideas: Brainstorm who you are, your strengths and features of yourself that you like. Use appropriate nouns, verbs and adjectives to brainstorm. Use the blackline master 1.1 to record your ideas.
  - b. Poetry Integration: You will write comparison poetry to describe yourself. Write a rough copy using the blackline master 1.1. Your writing must speak to your race, cultural and personal background or

whatever you like about you. Think about what makes you unique. Write a metaphor or simile to show who you are.

- c. Visuals: Sketch a rough drawing of what you will include in your picture (details, respectful colour). This picture should show you in a respectful, creative and celebratory way.
- d. Completion: Submit your rough copy page, blackline master 1.1 to the teacher for approval. If approved, complete a neat copy and submit it to your teacher to be included in the class book.

**Follow-up Discussion:**

After reading this book, what have you learned about diversity and the children of the earth? What are some things that you have come to celebrate about others and yourself?

How would the world look, feel and sound if we all showed respect for diversity? How would the world look, feel and sound if we did not respect diversity? Is the world a better place when we accept or reject differences? Why do you say that?

**Closing Circle:**

- Bring the students together in a sharing circle.
- Pass the talking stick/stone/feather around and have the students discuss one of the following prompts: Share one thing learned, a question that you have, what diversity means to you, something that you like about yourself, something you learned about someone else, share your writing piece

**Summative Activity/Extension Possibilities:**

- Read the book called Peace Begins With You by Katherine Scholes ISBN- 0316774405. Make text to text, self and world connections.
- Compare the books All the Colours of the Earth by Sheila Hamanka and Don't Laugh at Me by Steve Seskin and Allen Shamblin. Compare and contrast these books for how people are treated and described. Don't Laugh at Me addresses many equity issues like wearing glasses, braces, being left out, learning differently, ableism, deafness, blindness, fat, thin, short and tall. Discuss the theme of Acceptance and Respect versus Rejection and Teasing. Discuss how Acceptance and Respect, Rejection and Teasing look, feel and sound at home, school and in the community.
- Create a Class Mosaic - use art techniques to create a cultural mosaic that shows diversity and respect for differences. Use words and pictures to represent the people of the world.
- Create a display board titled "We are Children of the World. Diversity is Beautiful". Have students research themselves and their background to explore what makes them unique and diverse. Include a visual to support the information.

**ASSESSMENT (Teacher Choice):**

Diagnostic Assessment	Formative Assessment	Summative Assessment
Notes about student response to guiding questions	How will the lesson be assessed during the activity	How will the students be assessed on their understanding of concepts presented

**“We are Children of the Earth” Planning Sheet**

**1. Who are you?**

Brainstorm nouns, verbs and adjectives to describe yourself and features about yourself that you like and are proud of. Write these words in the box below.

**2. Write a comparison poem about yourself using a simile or metaphor.**

Fill in the blanks below with creative and respectful word choice. Rewrite your poetry on the lines provided for your teacher to easily read and check over.

1. I AM AS \_\_\_\_\_ AS A \_\_\_\_\_.

2. \_\_\_\_\_ IS LIKE A \_\_\_\_\_.

3. LIKE A \_\_\_\_\_, I AM \_\_\_\_\_.

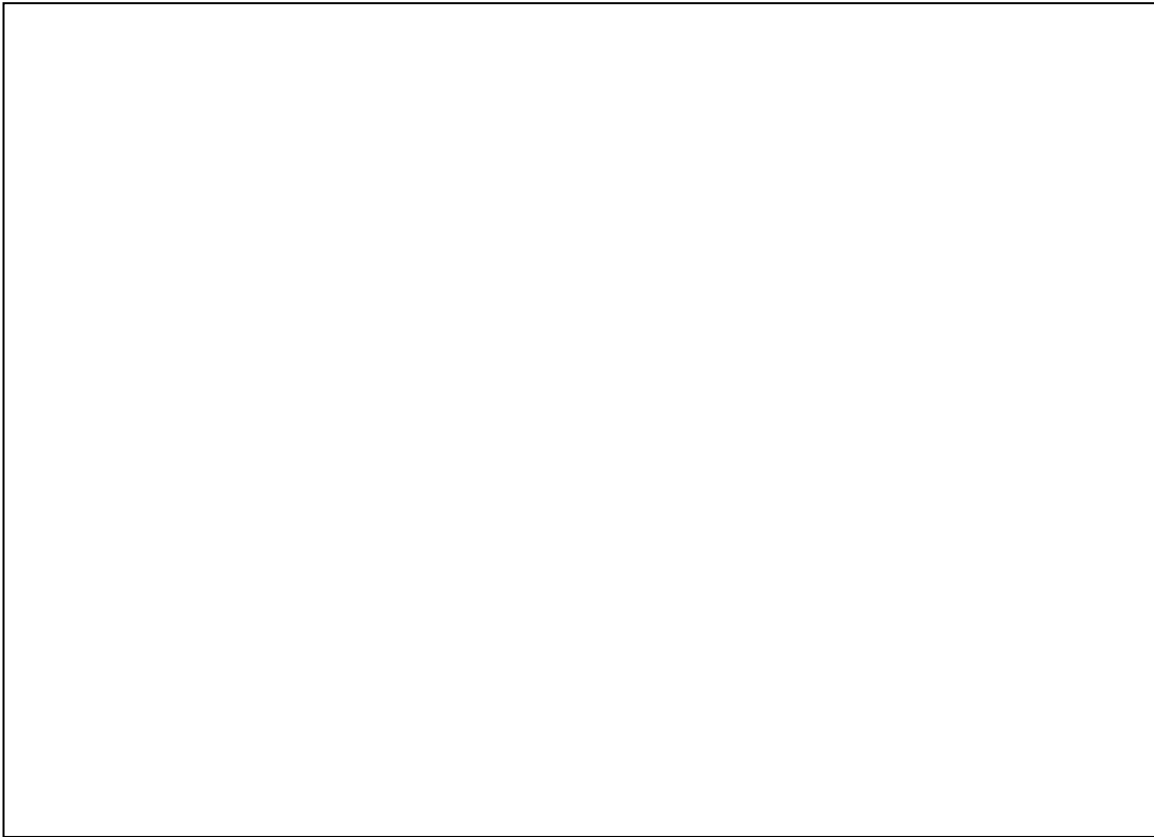
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



- 3) In the box, sketch a quick drawing of what details and colours you will include in your art work. Be sure that you show yourself in a creative and respectful way.





# The Authentic Deconstruction Approach

## Junior

## Lesson Plan

### Materials:

- Book – Don't Laugh at me – By: Steve Seskin
- BLM Jr. 1.1 and 1.2

**Learning Goal:** Students will explore the “isms” that are present in text and will be able to understand their meanings at the end of the lesson. Students will sort and act out different examples of situations, words, gestures, slang where certain “isms” are present.

### Background Knowledge/Activating Prior Knowledge:

- Students will record on BLM 1.1 what they think racism looks like, sounds like and would feel like if someone was doing it to them. Next students will mingle around the classroom through a cooperative learning environment and share what their answers were. If they are able to add anything new to their BLM Junior.1 then they will. Share your responses as a class.
- Students can create a KWL chart on racism. (K – Know W – Want to learn L – Learned )
- Students could create a brainstorm/mind map about racism and what it is?
- Go over the definitions of “isms” with the students (use the isms resource page)

### Guiding Questions:

- What is racism?
- What does the term bias mean?
- What is diversity
- What is your background?
- Why are some of the people being made fun of?
- What are the “isms” being shown in the book/scenarios?

### Lesson & Activity:

1. Go over the guiding questions with the students ahead of time
2. Cut and paste/organize activity – before hand, have the definitions and “isms” cut up and have the students match up the definition with the right “ism”.
3. Give students the scenario BLM Jr. 1.2 worksheet. Read the first scenario as a class and write a passive response (stand by) and an active response (stand up). After, have students fill in the advice section on how they would advise someone who is going through this.
4. Read Aloud – read the story “don't laugh at me” As you are going through the book have students point out what “isms” is happening on each page.

**Closing Circle**

- Bring the students together in a sharing circle.
- Pass the talking stick/stone/feather around and have the students share one thing they learned from the activity

**Extension Possibilities:**

- Have students act out their responses to the second scenario they created on the BLM Jr 1.2
- Have students write, and act out their own “isms” scenarios

**ASSESSMENT (Teacher Choice):**

<b>Diagnostic Assessment</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>
<b>Notes about student response to guiding questions</b>	<b>How will the lesson be assessed during the activity</b>	<b>How will the students be assessed on their understanding of concepts presented</b>



BLM Jr 1.1

## Commercial Deconstruction Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What do you think \_\_\_\_\_ ism means? \_\_\_\_\_

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---

2. What does it look like? \_\_\_\_\_

---

3. What does it sound like? \_\_\_\_\_

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4. What does it feel like? \_\_\_\_\_

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5. Is there anything you can add now that you have discussed your ideas with your classmates? \_\_\_\_\_

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BLM Jr 1.2

## Commercial Deconstruction Worksheet

### Scenario #1

A new student opens her lunch at school. She brought a curry chicken and rice. As she opens it, one of the students started teasing her saying “What smells gross? Your lunch stinks” Some children do not say anything to her, while other students giggle and tease her.

Write a passive response to this scenario, where a student would be standing by.

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Write an active response to this scenario, where a student would stand up to help the student being teased.

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### Scenario #2

In the playground at school during recess, students were playing basketball and an argument break out between two of the children. Both students start to raise their voices at each other and call each other names. Suddenly, one of the students says “Why don’t you go back to your own country!” Some students stand by the situation and do not say anything, while some other students giggle and laugh at the comment.

Write a passive response to this scenario, where a student would be standing by.

---

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---

Write an active response to this scenario, where a student would stand up to help the student being teased.

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# Resources Section

This resource section was created to help the educator use approved resources for their lessons. The resource section is separated into different sections. In the book resource section you will find numerous texts that can be used in the classroom that portray different forms of biasness. The second resource section will have websites links that have great lesson plans, graphic organizers, templates and photos to help you along your journey to deconstruct biasness in media and other subjects.

## TEXTS SECTION

### Books:

**The Mishomis Book – the voice of the Ojibway, Edward Benton-Banai, Indian County Communications Inc, c. 1988.**

*- The Mishomis Book: The Voice of the Ojibway is the classic book about Ojibway traditional teachings written for children. Students in elementary and secondary school will find The Mishomis Book a useful text for Native Studies; college and university courses in Native Studies will also appreciate the traditional teachings contained within this important work.*

**How to tell the difference – A Checklist for Evaluating Children’s Books for Anti-Indian Bias.**

*This book is a helpful checklist to assist teachers, parents, librarians and students to choose non-racist and undistorted books about the histories and lives of the people.*

**The Sacred Tree, Four Worlds International Institute for Human and Community Development, c. 1984 (third edition 2003)**

*Is an educational novel that reflects on the aboriginal spirituality.*

**The sharing Circle – Stories about First Nations Culture, Theresa Meuse-Dallien, Nimbus Publishing Ltd. C. 2003**

*This book tells seven children's stories about First Nations culture and spirituality practices. All seven stories, The Eagle Feather, The Dream Catcher, The Sacred Herbs, The Talking Circle, The Medicine Wheel, The Drum, and The Medicine Pouch explore First Nations cultural practices and teach children about Mi'kmaq beliefs and heritage.*

**Ceremony in the Circle of Life, White Deer of Autumn.**

*The teachings of this book explain the sacred nature of the circle and the way all life must be balanced and interconnected. The illustrations help depict the spiritual nature of the text. This book provides an introduction to the spirituality of Plains people and the meaning of the Four Directions.*

## WEBSITES

[www.Mediaawareness.ca](http://www.Mediaawareness.ca)

*This media based website is a great research tool to use to find any type of lesson based around media. The website has hundreds of lesson plans and templates to use that surround biasness in the media and biasness of numerous types of cultures. Listed below are a few lesson plans that you can use to through teaching the authentic deconstruction approach.*

<http://www.fourdirectionsteachings.com/transcripts.html>

*“Four Directions Teachings celebrates Indigenous oral traditions by honoring the process of listening with intent as each elder or traditional teacher shares a teaching from their perspective on the richness and value of cultural traditions from their nation. In honor of the timelessness of Indigenous oral traditions, audio narration is provided throughout the site, complimented by beautifully animated visuals.*

*This site provides free curriculum packages for grades 1 to 12 to further explore the vast richness of knowledge and cultural philosophy that is introduced within each teaching. The curriculum is provided in downloadable PDF and can also be read online through the Teacher’s Resources link.” (Four Directions Teachings.com)*

[www.goodminds.com](http://www.goodminds.com)

*The good minds website is an up to date online search engine that finds Educational Resources for Native American Studies, First Nations Studies, Indigenous Studies, and Aboriginal Studies. They have an online public catalogue of Aboriginal and Native American Educational Resources for schools, libraries, and the general public, for grades K to Post Secondary.*

<http://www.spiritcalling.ddsbschools.ca/>

*“Spirit Calling is the Aboriginal Education website for the Durham District School Board. Our objective is to keep you informed as to what our board is doing to support Aboriginal Education. This site is designed for both for educators and families”. (DDSB)*

<http://www.edu.gov.on.ca/eng/document/curricul/antiraci/antire.pdf>

*“This policy document is intended to assist schools and school boards in ensuring that the principles of antiracism and ethnocultural equity are observed everywhere in Ontario’s school system” (Dave Cook, Minister in Education and training)*