

# MEDIA STUDY GUIDES XI



2021

For Grades 8 - 12

A Collection of Media Study Guides for immediate classroom use.

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# media study guides XI

FOR GRADES 8 - 12

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## Preface & Acknowledgements

For the past eleven years, each section of EDCP 481 at the University of British Columbia has co-authored a collection of Media Study Guides. This year's text represents the work of a group of 29 teacher candidates and 3 Masters students enrolled in this Media Studies course in the summer of 2021. The course was taught online by Dr. Stephen Petrina and PhD Candidate Angela Rutakomozibwa.

This year we focused on Black Lives Matter, Indigenous Media, Covid-19, and Climate Change. Each group was challenged to create a Media Study Guide that responds to and challenges grades 4-12 students to think about and act on these global problems. The goal is to provide teachers with an engaging resource for use in the classroom. This and previous texts can readily be adopted and integrated into any number of subjects to address Black Lives Matter, Indigenous Media, Covid-19, and Climate Change. The collection can be adopted as a textbook for Media Studies or Media Education courses in elementary, middle, or high school. This year's authors break new ground with a range of media and challenging lessons for the students and teachers.

We acknowledge the support of family and friends and the various cultural agents and artists whose images or texts were incorporated into the sections of the book. We hope you are inspired by insights within each section and encourage you to continue learning about media and technology ethics, law, history, methods, practice, and theory.

# WHITE PRIVILEGE II

# WHITE PRIVILEGE II

# WHITE PRIVILEGE II



## A Study Guide: Grade 11-12

MACKLEMORE AND RYAN LEWIS FEAT.  
JAMILA WOODS - WHITE PRIVILEGE II

Album: This Unruly Mess I've Made  
Released: 2016  
Label: Macklemore LLC  
Genre: Hip-Hop/Rap

EDCP 481 951  
Taya Bremner, Chris Weiss, Rachel  
Windhorst  
July 2021



## Learning Outcomes

- Student can make connections between BLM movement and other social justice issues such as LGBTQ rights, status of women, or ecological justice.
- Student can produce meaningful messages about BLM using media platforms to share awareness of the issue.
- Student can understand how advocating for someone or something is complex and is not only done in one way.
- Students can acknowledge their position in society and how it has impacted their beliefs and behaviours



This media analysis package examines Macklemore's song White Privilege about white supremacy and the Black Lives Matter Movement. Macklemore shares his thoughts on being a white rapper attending a Black Lives Matter Protest. Macklemore feels uncomfortable in the protest as he realizes that we are not we; he is not them (black). Macklemore is confused about how to participate, he wants to support, but it doesn't feel authentic. Then he leaves the protest and engages in self-reflection about being a white rapper and feeling as though he has exploited black culture, stating that everything he has is stolen. Then Macklemore dives into the concept of white privilege. He is a white rapper, and because he is white, he is one step ahead, and Americans view him as a positive role model and rapper. He reiterates this when rapping, "my skin matches the hero, likeness the image. America feels safe with my music in their system"

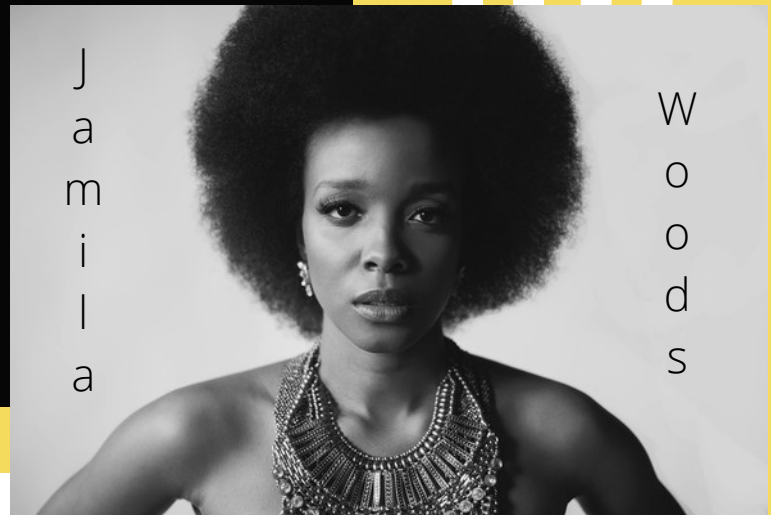
Then he calls out white people for being defensive, scared and full of resentment. Macklemore challenges white people in asking what are you really willing to risk, what are your real intentions, what if you really looked at yourself in the mirror, what kind of privilege got you to where you are now? Jamila Woods concludes the song with beautiful lyrics "Your silence is a luxury, Hip-hop is not a luxury, what got for me, it is for me, what we made, we made to set us free."

Macklemore + Ryan Lewis



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## Guiding Questions Before Listening to the Song

How would you define white privilege?

What have you learnt in the past about white privilege?

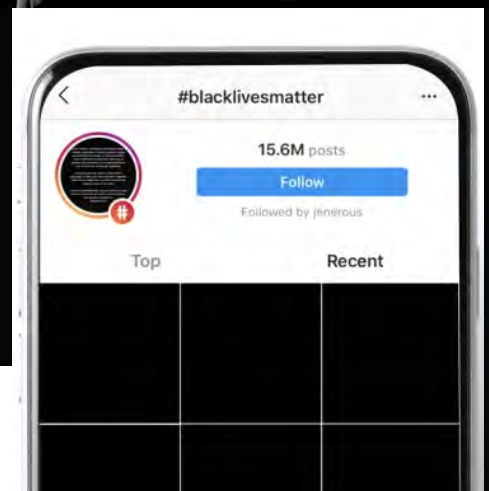
Did you participate in the Black Lives Matter Protests/ Movement? In what ways?



"God knows I've been passive. What if I actually read an article, actually had a dialogue, actually looked at myself, actually got involved. If i am aware of my privilege and do nothing at all.. I don't know. "

## GUIDING QUESTIONS AFTER LISTENING TO THE SONG

- In what ways does this song make you uncomfortable?
- Did any part of the song connect with you and your beliefs, or the way you behave?
- What are you really willing to risk and sacrifice to create a just society? Will you show up for black lives in an authentic way? How?



### vir·tue sig·nal·ing

*noun*

noun: **virtue signalling**

the action or practice of publicly expressing opinions or sentiments intended to demonstrate one's good character or the moral correctness of one's position on a particular issue.

So far today, over **28 million Instagram users** have posted a plain black square along with the hashtag #blackouttuesday, before pausing their usual social media feeds for the day.

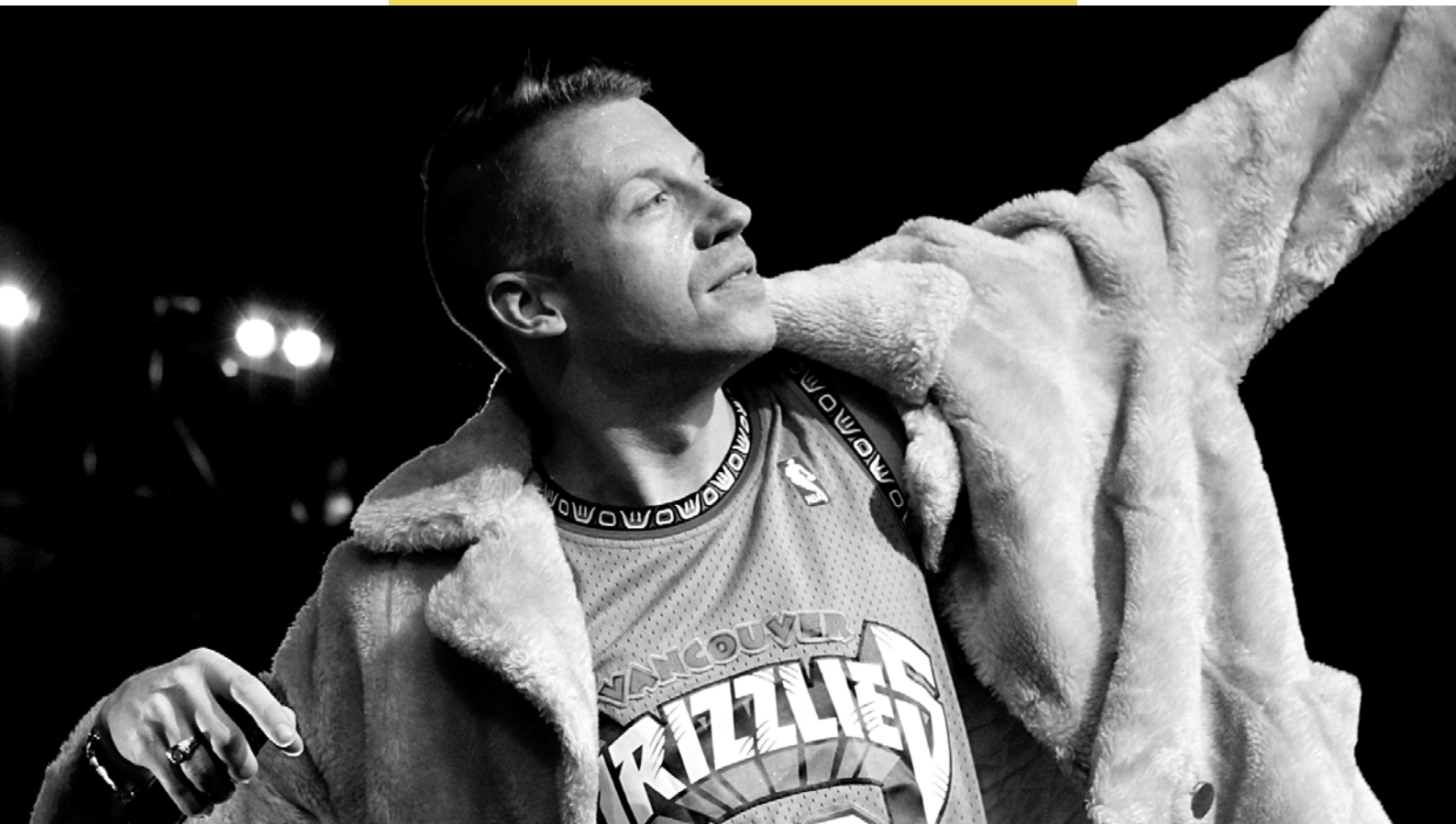
The move stands in solidarity with today's **music industry blackout** supporting the Black Lives Matter movement in the wake of the killing on May 25 of George Floyd while in police custody. Under the hashtag #TheShowMustBePaused, members of the music industry are pausing work for today to support the black community.

- Would you consider this as a form of virtue signalling?
- What are the reasons for and against being participating in virtue signalling?
- In what ways was posting a black square effective in supporting the Black Lives Matter Movement?
- What were people's real intentions when posting the black square?



# BIG IDEAS

- 1 Social injustices are rooted in society, community, and culture.
- 2 Individual and audience perspectives are shaped by the way they see the world.
- 3 Media production is a source of activism for injustice issues.
- 4 Uncomfortable conversations lead to change.



# Allegory



- Narrative storytelling throughout the song.
- Macklemore begins the song attending a BLM protest and feels unsure of where his position should be as a white individual.
- Macklemore proceeds to enter a coffee shop where he is confronted by an individual who appreciates his music but is blind to the purpose of the protest outside for BLM.

# Repetition

- The song utilizes repetition in multiple places to reinforce strong messages.
- At 1:10 minutes in the song: **"Blood in the streets, no justice, no peace  
No racist beliefs, no rest 'til we're free."** X6
- Another example is a chant said by the crowd at the rally.
- At 2:58 minutes in the song: **"Hands up? Don't shoot!"** X14
- Near the end of the song, Jamila Woods talks about the luxury of silence and how through hip hop they have worked hard to earn their voice.
- At 7:21 minutes in the song: **"Your silence is a luxury,  
hip-hop is not a luxury."** X4

# Analogies

- Different symbols and metaphors are integrated into the song to illustrate the many racially based disadvantages black people experience in North America

**"Black Lives Matter, to use an analogy, is like if... if there was a subdivision and a house was on fire. The fire department wouldn't show up and start putting water on all the houses because all houses matter. They would show up and they would turn their water on the house that was burning because that's the house that needs the help the most."**

LITERARY DEVICES

LITERARY DEVICES

LITERARY DEVICES



# ACTIVITY I: *Connecting Social Justice Issues*

It is important to understand that the issues that are embedded in the BLM are not limited to only this social justice issue. There are a variety of other social justice issues that arise from white privilege and systemic discrimination towards a variety of minority groups. Issues such as government policies, historical and present-day discrimination, patterns of discriminatory behaviour, hate crimes, and limitations for minority groups are all things, including many more, that people of minority groups face. When looking at the song White Privilege II, it is important to be aware of the language, metaphors, analogies, or motifs in order to understand the meaning behind the song. Activity 1 has two parts, first, the student will identify literary devices to unpack the song. Secondly, the student will find another song about a social justice issue and draw parallels with that song and White Privilege II by Macklemore.



## WHAT TO DO: WHAT TO DO: WHAT TO DO:

### LEARNING OUTCOMES:

1. Student can identify significant words, phrases, and literary devices in songs.
2. Student can make comparisons between the systemic issues, challenges, and discrimination between two social justice issues.
3. Student can identify that everything in a media text has purpose and meaning.

**Begin by going through the song and identifying and explaining the literary devices using worksheet 1. After doing that, go use the internet to look for songs that are about a social justice issue, the song can be a classic or it can be current. Complete worksheet 1 for that song as well to identify the meaning of the language in the song. Next, make a graphic organizer and draw parallels between the theme, meaning, issues, and challenges that both of the songs address. Following that, you will write an essay, do a presentation, or create another form of work that compares the deeper meaning, issues, and similarities of these two social justice issues portrayed in the songs (BLM and the other social justice issue that you choose).**

### SOMETHING TO CONSIDER:

It is important to consider that everything in media text has purpose and meaning- especially in a song. A songwriter is producing a piece of media when they write a song and it is important that they write every word in their song with purpose in order for the audience to grasp the true meaning of the piece.

# Activity II

Macklemore wanted to speak out because of his growing awareness of deep-seated issues in society. He began to ask himself "[w]hat type of human do I want to be? How do I want to use my platform? Do I want to be safe, under the umbrella of my white privilege? Or do I want to push back and resist? Therefore, exploring and writing the song White Privilege II has allowed Macklemore and his listeners to self-reflect and internally criticize their stance about their white privilege. When exploring social issues it is not good enough for us to learn about the issues and then sit back and not initiate change. Macklemore was encouraged to enact change by a friend who said to him '[y]ou have a platform, but silence is an action, and right now, you're being silent. You're not saying anything about what's going on, and because you're a white rapper you have perspective and insight into these issues that you need to be speaking about. It's very important that you engage your audience.' Staying silent is an action and when it comes to a movement like BLM, it is not ok to simply stay silent. Therefore, activity 2 is about getting our voices out there and producing media that fights for change.

## WHAT TO DO:

For this activity you will be in groups of 2-3 and you will produce a piece of media that brings awareness to white privilege, systemic racism, the BLM Movement. You may produce any type of media that you like; some options include a song, PSA, twitter feed, Instagram feed, TikTok, etc.

**"SILENCE IS  
AN ACTION,  
AND RIGHT  
NOW, YOU'RE  
BEING  
SILENT."**

## LEARNING OUTCOMES

1. Student can demonstrate effective use of media production to initiate awareness of a BLM.
2. Student can identify that the media production can have a significant impact on influencing social change and addressing political issues.

## SOMETHING TO CONSIDER

Ensure that you have used credible sources: there are many sources in the media today that are not credible, therefore, you will need to look closely at all of your resources so you can be confident in the quality of your work.

INITIATING CHANGE  
INITIATING CHANGE  
INITIATING CHANGE

# ADDITIONAL RESOURCES AND ACTIVITIES

## ACTIVITIES:

### 1. Simulation

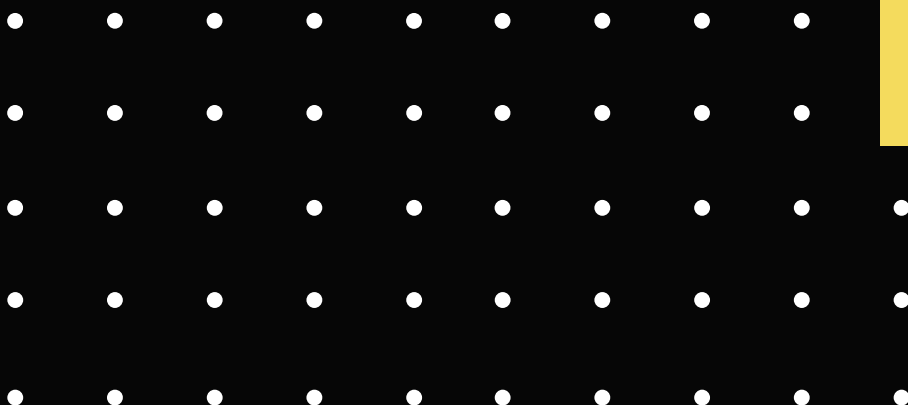
Learning Through Experience. (n.d.). *StarPower – Use & Abuse of Power, Leadership & Diversity*.  
<https://www.simulationtrainingsystems.com/schools-and-charities/products/starpower/>

Check out the website above and have your class participate in a simulation that amplifies white privilege and the uses and abuses of power. As Macklemore wrote in his song "the one thing the American Dream fails to mention is that I was many steps ahead to begin with. My skin matches the hero."; pointing out that his white privilege got him to wear he is now.

### 2. Privilege Walk

Eastern Illinois University. (n.d.). *White privilege walk* [PDF].  
<https://www.eiu.edu/eiu1111/Privilege%20Walk%20Exercise-%20Transfer%20Leadership%20Institute-%20Week%204.pdf>

This is a powerful activity to do with your students to help them become aware of how their ethnicity impacts their life. The description of the activity is in the link.



Smith, W., Wilmore, L., Imbriano, R., Yellin, T., Carter, T., Babatunde-Bey, J., Watson, J., & Wall, A. (Executive Producers). (February 17, 2021). *Amend: the fight for America* [Documentary]. Netflix.

Macklemore & Ryan Lewis. (2005). *White Privilege* [song]. On *The language of my world* [album].

## ADDITIONAL RESOURCES

Stone, N. (2017). *Dear Martin*. Crown Books.

Teitel, R., Tillman Jr., G, Bowen, M., & Godfrey, W. (2018). *The hate U give* [film]. Fox 2000 Pictures, Temple Hill Entertainment, State Street Pictures.

Thomas, A. (2017). *The hate U give*. Harpercollins.

# APPENDIX

P

P

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X

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

## Song Analysis Worksheet

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

Literary Device	Words or phrases	Explanation of significance	Additional comments
Significant words or phrases			
Analogies			
Metaphors/ Similes			
Motifs			



# Media Study Guide



## THE HATE U GIVE

Created by: Tanvir Gill, Angela Hadizadeh-Marin, & Salemah Shidian

Running Time: 133 min

Genre: Crime/Drama



Rating: PG – 13

Director: George Tillman Jr.

Screenplay: Audrey Wells

Stars: Amanda Stenberg (Starr),  
Regina Hall (Lisa), & Russel  
Hornsby (Maverick)

Based on the Novel: The Hate U  
Give (2017) by Angie Thomas

Release Date: October 5th, 2018



# #BLM

## INTRODUCTION

Sixteen-year-old Starr Carter is in a constant struggle between the two worlds she crosses: the primarily black community of Garden Heights where she lives and the predominantly white and wealthy preparatory school she attends. Her transition between both worlds comes to an abrupt halt when she witnesses the death of her childhood best friend, Khalil, by virtue of a police officer. Khalil and Starr were pulled over for failing to signal a lane change. Khalil was unarmed. As Khalil's death makes headlines, Starr is faced with a tough decision. Should she protect her identity and remain silent? Or should she stand up and fight against police brutality and the unlawful killing of black people?

**T**he **L**ittle  
**H**ate **I**nfants  
**U** **F**\*\*\*s  
**G**ive **E**verybody  
– Tupac Shakur



The novel's title was inspired by songwriter and artist, Tupac Shakur. Tupac's "T.H.U.G.L.I.F.E" slogan sends a powerful message: if we continue to raise children in a harmful environment, bounded by racism, marginalization, and violence, the next generations will continue to suffer.



# LEARNING OUTCOMES

GR.11-12

Assess the development and impact of the thought, artistic expressions, power and authority, and technological adaptations of diverse cultures (cause and consequence)

Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present



Assess how prevailing conditions and the actions of individuals or groups influence events, locations, decisions, or developments (cause and consequence)



Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong

Explain and infer multiple perspectives on legal systems or codes (perspective)





# KEY CONCEPTS



Aesthetic experiences  
have the power to  
change our  
perspective.

Connect with others  
on a local, national, or  
global scale  
through media arts



Media arts provide a  
unique way to  
represent self,  
identity, and culture.

Media arts are an  
essential element of  
culture and reveal  
insights into the human  
experience.

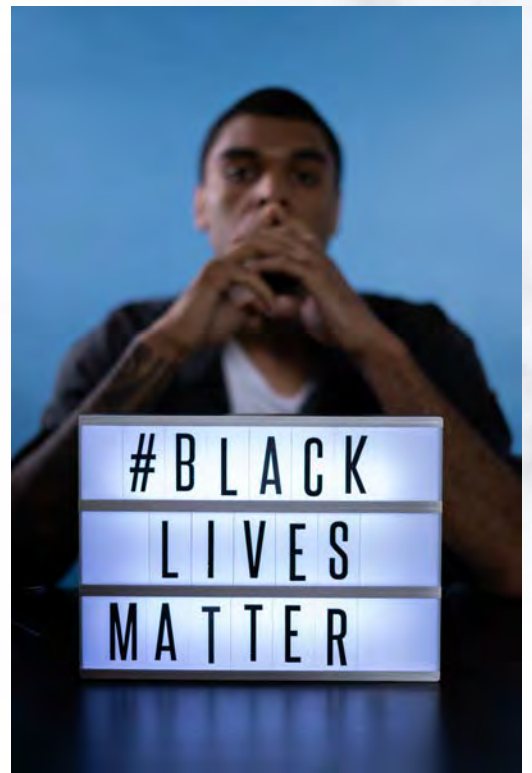


<https://curriculum.gov.bc.ca/>

# FOCUS QUESTIONS



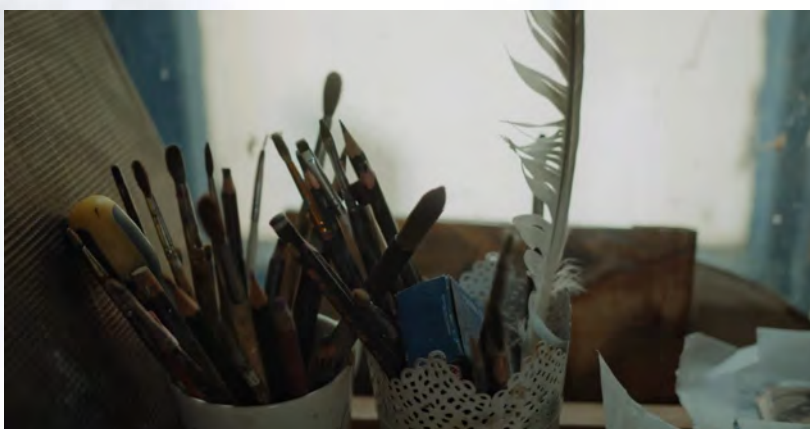
What thoughts & emotions did you experience after watching the film The Hate U Give?



What other form of art or media has caused you to react similarly to this film?



What kind of impact do you think the film The Hate U Give has on a local, national and global scale?



What other media art has made a local, national or global impact?

How has this movie changed or kept your view about BLM culture?





# MEDIA ACTIVITY

## TikTok Response

01

# WATCH

Watch the movie The Hate U Give  
Take note of your mental, physical and emotional  
feelings → pay attention to anything different

02

# MUSIC

Choose a song or beat that reflects how you felt  
about this topic. Choose something that makes  
you respond the way you did during the movie

03

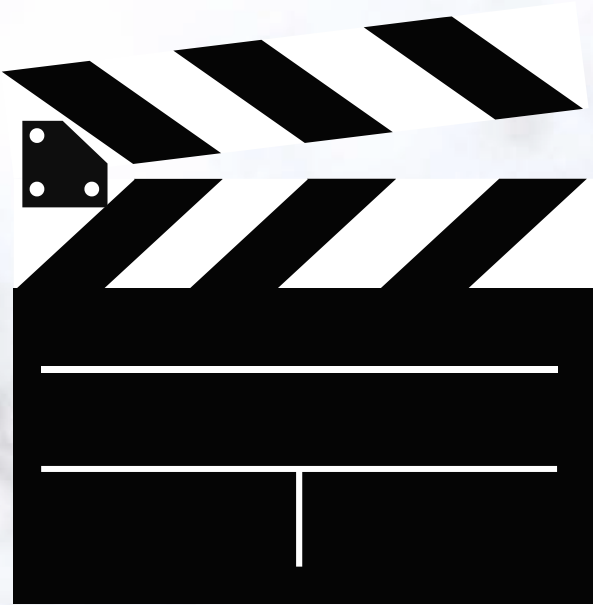
# CREATE

Create a Tiktok with the song you have chose  
expressing how you feel.

You can choose to dance, paint, rap or act  
Be creative, respectful and free to express yourself



# ACTIVITY 2: CREATE A 8-10 MINUTE VLOG



1

Watch the Movie:  
“The Hate U Give”

- Amazon Prime
- YouTube Movies

2

Make a Vlog of a scenario that stood out to you in the movie. You can choose to respond to the situation in a different manner while still being respectful of your role, the characters, and the movie theme.



3

Explanation: What role and scenario did you choose, and why? Discuss whether your reaction was different or the same as the character and why you chose to do it that way.

You can be in groups of 2-4 depending on the scene you have chosen to work on.



# HELPFUL RESOURCES

BC Curriculum: <https://curriculum.gov.bc.ca/>



<https://angiethomas.com/the-hate-u-give/>



<https://blacklivesmatter.com>



TED Talks:

- <https://www.youtube.com/watch?v=sncGGjaYJ5I>
- [https://www.ted.com/talks/clint\\_smith\\_how\\_to\\_raise\\_a\\_black\\_son\\_in\\_america?language=en](https://www.ted.com/talks/clint_smith_how_to_raise_a_black_son_in_america?language=en)

## FILM/TV



JULY 2021

# MEDIA STUDY GUIDE:

"WHY US" BY N'WE JINAN ARTISTS  
AND THE TL'AZT'EN NATION, B.C



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**PRESENTED BY**

AMY CHUANG, AMANDA GHAG, ALEXIS PITCHES



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# INTRODUCTION



## **ABOUT THE TOPIC**

This music video shares the perspectives of Indigenous youth and the difficulties they face in British Columbia today as a result of colonization. As educators, we need to incorporate Indigenous media in classroom settings. Media, such as this music video, can be used to study and highlight contemporary Indigenous issues concerning youth. This media guide focuses on how to incorporate the music video in grade 8-10 classes, and as such aims at introducing students to key educational concepts surrounding contemporary Indigenous issues as portrayed in Indigenous-made media.

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# MUSIC VIDEO DESCRIPTION

This music video highlights the experiences of Indigenous youth in the Tl'azt'en Nation in British Columbia. The video follows the kids as they go about their daily activities and focuses on each individual as they share their story/verse in the song. The lyrics of the video bring awareness to Indigenous issues in Canada.

The purpose and meaning behind this music video are incredibly powerful. These young children are asking "Why us?" and bringing attention to issues faced by Indigenous youth. The video addresses the harm that colonization has done to the Indigenous population through song. There is a sense of resistance and reclaiming of their culture and traditions in this music video.

## ABOUT THE N'WE JINAN

The name N'we Jinan means *we live here*. N'we Jinan is a program that was founded in 2014 and teaches youth about music production and recording. The themes that the group focuses on are cultural identity, acceptance, language and struggle. Over 900 First Nations youth have participated in this program and it continues its work today.

<https://nwejinan.com/about/>





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## BIG IDEAS

### **MEDIA MESSAGES CONTAIN IDEOLOGICAL AND VALUE MESSAGES**

Throughout this music video, both the lyrics and images contain messages to challenge Canada's treatment of Indigenous people and students, while focusing on their strength, resistance, and resurgence.

### **MEDIA MESSAGES CONTAIN SOCIAL AND POLITICAL IMPLICATIONS AND CAN INSPIRE SOCIAL ACTIVISM**

This music video is meant to be a call out against the treatment of Indigenous people and the theft of land. By examining the making of this video by the N'we Jinan students will see how media is used as a form of social activism and indigenous resurgence

## LEARNING OUTCOMES

- Students will be able to analyze a music video and understand contemporary issues that Indigenous people face in Canada.
- Students will be able to analyze how media production can support Indigenous resistance
- Students will be able to explain how media can be used to bring awareness to social issues today
- Students will be able to articulate what reconciliation is and its purpose.







# KEY EDUCATIONAL CONCEPTS

KEY CONCEPT	DEFINITION
<b>TRUTH AND RECONCILIATION</b>	TRUTH AND RECONCILIATION IS THE HOLISTIC AND COMPREHENSIVE RESPONSE TO THE CANADIAN RESIDENTIAL SCHOOL SYSTEM AND THE LEGACY OF OPPRESSION THAT THIS SYSTEM CREATED.
<b>INDIGENOUS RESURGENCE</b>	INDIGENOUS RESURGENCE IS THE PROCESS OF IDENTIFYING ONGOING RACISM AND COLONIALISM AND WORKS TOWARDS INDIGENOUS SELF-DETERMINATION AND CULTURAL REJUVINENATION
<b>INDIGENOUS RESISTANCE</b>	INDIGENOUS RESISTANCE IS THE FIGHT FOR RIGHTS, RETURN OF LAND, EQUAL OPPORTUNITIES AND SELF DETERMINATION
<b>ANTI-RACISM</b>	ANTI-RACISM IS THE ACT OF ACTIVELY OPPOSING RACISM.



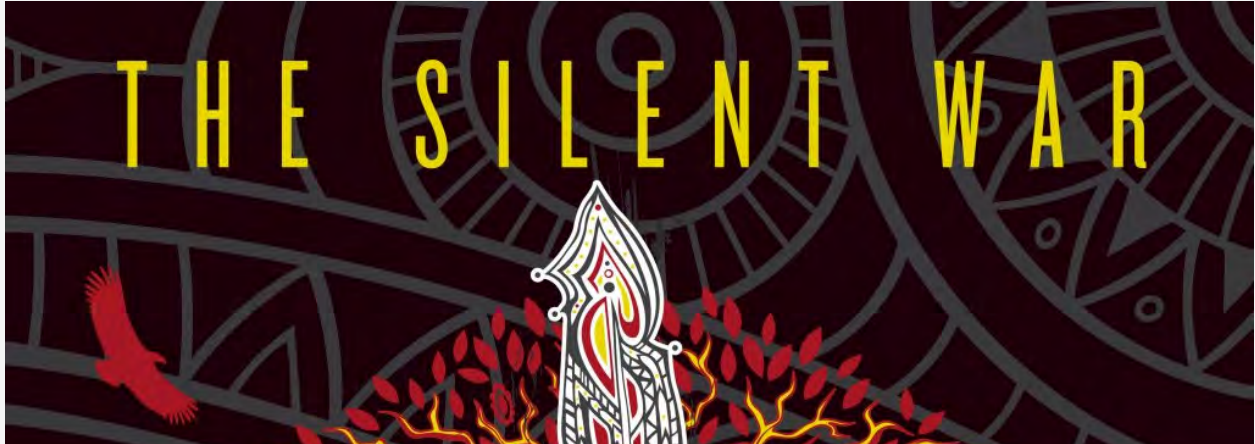


# CONTENT

TOPIC	SIGNIFICANCE
	MANY AERIAL SHOTS OF THE LANDSCAPE ARE FEATURED IN THE MUSIC VIDEO THAT SHOW THE IMPORTANCE OF LAND TO INDIGNEOUS COMMUNITIES AND HOW IT CONNECTS TO THEIR CULTURE AND IDENTITY.
	INDIGENOUS TRADITIONAL CEREMONIES, CLOTHING, AND CULTURE (I.E. SMUDGING AND DRUMMING) ARE SHOWN AS EXAMPLES OF INDIGENOUS RESURGENCE AND RESISTANCE.
	AT 3:19 IN THE VIDEO, THE BOY REACHES INTO HIS JACKET AND APPEARS TO BE REACHING FOR A GUN ONLY TO PULL OUT A PENCIL, POSSIBLY BRINGING AWARENESS TO STEREOTYPES SURROUNDING INDIGENOUS YOUTH.
	AT 3:53, THE GIRLS ARE SEEN PUTTING ON TRADITIONAL CLOAKS AND KICKING AWAY THEIR BANDANAS. THIS CAN ALSO BE A SEEN AS A SYMBOL OF INDIGENOUS RESURGENCE AND EMBRACING TRADITIONAL PRACTICES.

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# FOCUS QUESTIONS



- Identify any unique features of the music video (visual and/or audio). What about it stands out to you?
- How does the music video use visuals and imagery to convey their message? What are some recurring motifs?
  - How are Indigenous symbols, art, culture, and traditions used in the music video? What do you think is the main message that the artists are trying to convey?
  - Ex. What do you think the bandanas that the youth wear throughout the music video symbolize?
- Choose a line from the song that stands out to you and discuss its significance. What does it reveal about Indigenous issues, particularly regarding Indigenous youth?
- What media messages are present in the music video? What does the music video show or explain about Indigenous youth's hopes, dreams, and visions for the future?
- Compare with media in other languages/about other cultures.
- How does popular media (i.e. songs, movies) help to address social issues? Think of an example of a popular music video/song that has helped draw attention to a social issue.

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# ACTIVITIES

## **PRE-ACTIVITY: INTRODUCTION OF KEY EDUCATIONAL CONCEPTS**

INTRODUCE EACH OF THE KEY EDUCATIONAL CONCEPTS AND HAVE STUDENTS DO A THINK-PAIR-SHARE ABOUT WHAT THEY ALREADY KNOW. BUILD ON THIS PRIOR KNOWLEDGE BY COMING UP WITH DEFINITIONS TOGETHER AS A CLASS FOR EACH OF THE TERMS AND HAVE STUDENTS COME UP WITH REAL-LIFE EXAMPLES.

## **ACTIVITY 1: SONG ANALYSIS - RAFTS**

DO AN ANALYSIS OF THE SONG AND MUSIC VIDEO (ROLE, AUDIENCE, FORMAT, TOPIC, STRONG WORD)  
WHAT ROLE ARE THE YOUTH IN THE VIDEO PLAYING?  
WHO DO YOU THINK IS THE INTENDED AUDIENCE? HOW DO YOU KNOW?  
HOW EFFECTIVE IS THE FORMAT (A MUSIC VIDEO FOR A RAP SONG) FOR FULFILLING THE ARTISTS' PURPOSE?  
WHAT IS THE MAIN TOPIC/THEME/MESSAGE OF THE MUSIC VIDEO?  
CHOOSE A WORD TO DESCRIBE HOW YOU FEEL AFTER WATCHING THE VIDEO AND EXPLAIN YOUR ANSWER.

## **ACTIVITY 2: COMPARE AND CONTRAST**

LOOK THROUGH THE N'WE JINAN DISCOGRAPHY. PICK 2 SONGS TO EXAMINE. COMPARE AND CONTRAST THE 2 SONGS IN THREE CATEGORIES: MEDIA PRODUCTION, SONG CONTENT, AND HISTORICAL CONTEXT OF COMMUNITY.  
PROMPTS TO SUPPORT EXPLORATION:  
MEDIA PRODUCTION: HOW DID THE MEDIA IMAGES SUPPORT THE THEME/MESSAGE OF THE MUSIC VIDEOS?  
CONTENT: HOW DID THE LYRICS EXPLORE THE THEMES OF INDIGENITY, INDIGENOUS RESURGENCE, OR TRUTH AND RECONCILIATION?  
HISTORICAL CONTEXT: HOW DOES THE HISTORY OR CULTURE OF THE TWO COMMUNITIES DIFFER?

## **ACTIVITY 3: WRITE A RESPONSE SONG**

TRUTH AND RECONCILIATION ARE WHAT WE ARE STRIVING FOR WITHIN THE EDUCATION SYSTEM. NOW THAT WE HAVE LEARNED MORE ABOUT THE ISSUES SURROUNDING THIS GROUP OF INDIGENOUS YOUTH. USE MEDIA PRODUCTION TO FORMULATE A RESPONSE ON THE THEME OF RECONCILIATION.

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# ADDITIONAL RESOURCES

## SOURCES FOR FURTHER STUDY



## LINKS TO RELATED TOPICS

- Indigenous Music Awards
  - <https://www.indigenousmusicawards.com/programming/music-video-competition>
- Tl'azt'en Nation
  - <https://tlaztennation.ca/>
- National Inquiry into Murdered and Missing Indigenous Women and Girls
  - <https://www.mmiwg-ffada.ca/>
- Idle No More - Indigenous Resistance and Protest
  - <https://idlenomore.ca/>
- Protest Music
  - <https://www.vox.com/culture/2017/4/12/14462948/protest-music-history-america-trump-beyonce-dylan-misty>

## LOCAL RESOURCES

- Vancouver Indigenous Communities
  - <https://vancouver.ca/people-programs/indigenous-communities.aspx>



# NEVER ALONE

< KISIMA INNITCHUNA >

A Media Study Guide created by: Simran Bassi, Raveena Dhak and Caitlyn Li

## Introduction

*Never Alone* is a puzzle-platform adventure game developed in partnership with the Cook Inlet Tribal Council. The atmospheric and beautiful game is rooted in traditional stories of the Indigenous Alaskan Iñupiat community. *Never Alone* is also known as *Kisima Innitchuna*, which translates to “I am not alone” in the Iñupiaq language.



The video game follows *Kunuksaayuka*, the traditional Iñupiat tale in which a girl fights to find the source of an endless blizzard that threatens her community. In *Never Alone*, the young girl is Nuna and she is joined by her majestic companion, an Arctic fox, called Fox. The game can be played as a single-player, switching between the two characters Nuna and Fox, or as recommended, the game can be co-played with one player playing as Nuna and the other as Fox. As players make their way through the game, additional Indigenous stories and rich cultural content can be unlocked. For example, the game includes 24 short Cultural Insight videos featuring Indigenous Alaskan Elders, writers and storytellers.



## Big Ideas

Interconnectedness and Interdependence  
between land, people and animals

Importance of intergenerational exchange

Friendship and cooperation

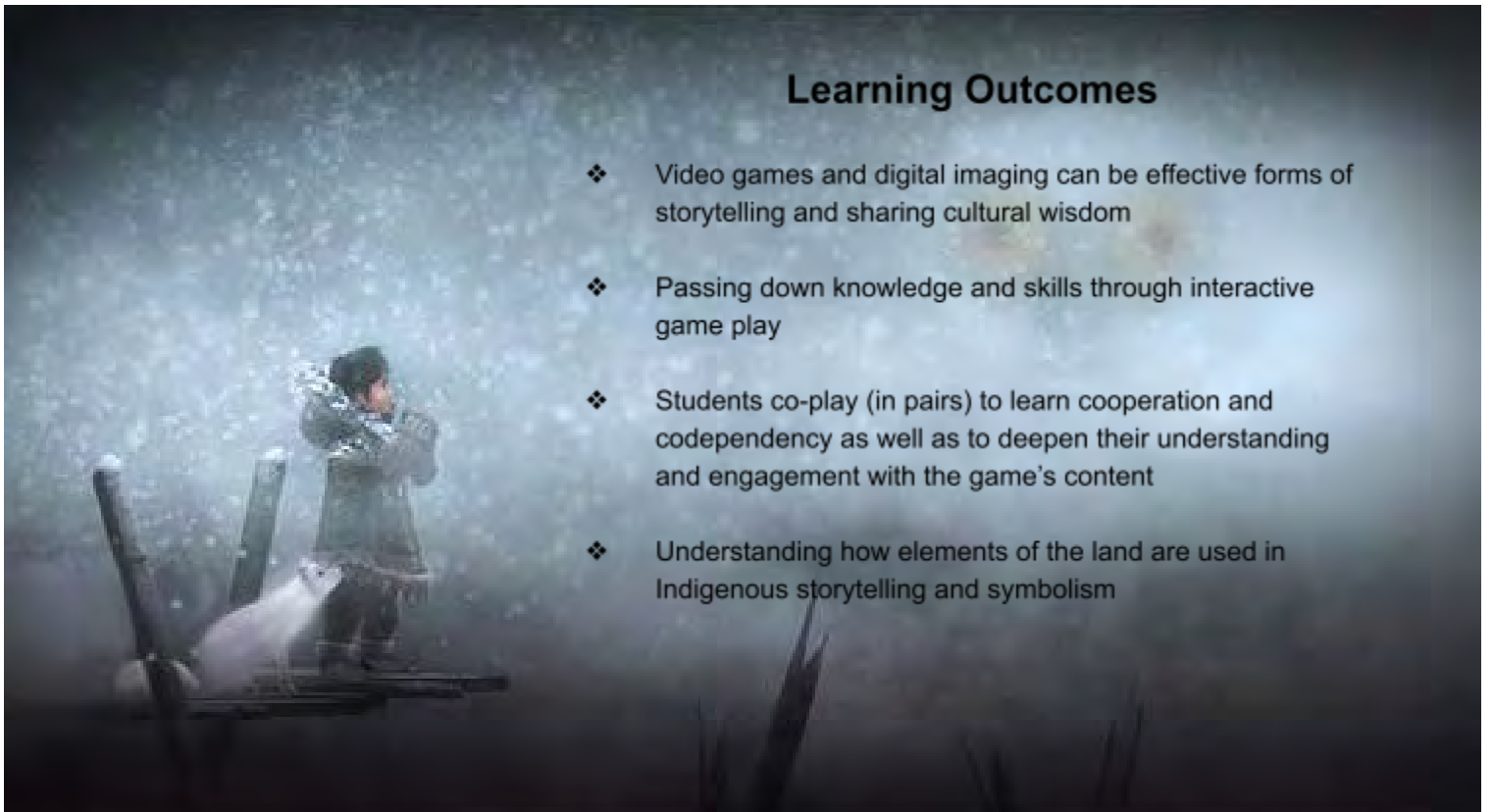
Importance of community

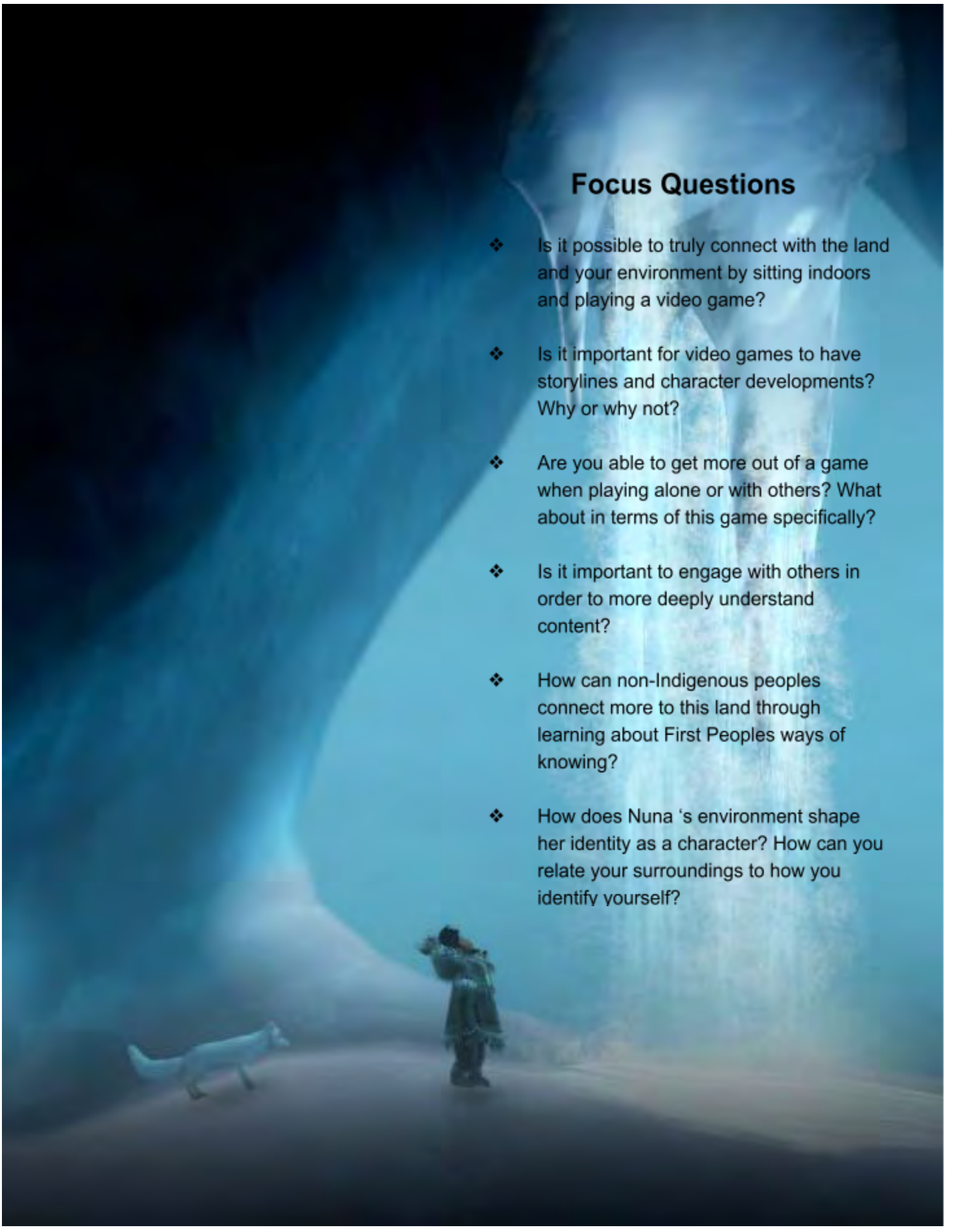
Resilience



## Learning Outcomes

- ❖ Video games and digital imaging can be effective forms of storytelling and sharing cultural wisdom
- ❖ Passing down knowledge and skills through interactive game play
- ❖ Students co-play (in pairs) to learn cooperation and codependency as well as to deepen their understanding and engagement with the game's content
- ❖ Understanding how elements of the land are used in Indigenous storytelling and symbolism





## Focus Questions

- ❖ Is it possible to truly connect with the land and your environment by sitting indoors and playing a video game?
- ❖ Is it important for video games to have storylines and character developments? Why or why not?
- ❖ Are you able to get more out of a game when playing alone or with others? What about in terms of this game specifically?
- ❖ Is it important to engage with others in order to more deeply understand content?
- ❖ How can non-Indigenous peoples connect more to this land through learning about First Peoples ways of knowing?
- ❖ How does Nuna 's environment shape her identity as a character? How can you relate your surroundings to how you identify yourself?



# The Gameplay

## Features

### Little people

In this game, little people appear in the first part of the game. These are beings that always appear in Inuit legends and they are just like regular people, except much stronger. Typically, they are the size from your elbow to the tips of your fingers and they possess superhuman strength so they may be tiny but they can carry a whole caribou. They can be mischievous or helpful. These characters appear in the first segment of the game.



### Cultural Insights

As you play the game, you encounter owls in the game that will unlock additional videos that you can watch anytime from the main menu. They are labelled as 'Cultural Insights' and each video talks about a topic of Inuit Indigenous background. This can include legends, local practices and objects of significance.



### Kunuksaayuka

The game Never Alone is based on an Inuit folktale named Kunuksaayuka and the game developers tried to capture this in the same. Both the game and the story are about an individual trying to figure out the reason for the constant blizzards. They find out that the blizzard man is the physical embodiment of the blizzards. Thus, the main character embarks on a journey to take away the adze that the giant is using to chip away at the snow and ice. Discover this as you play through the game!





## Bola

The bola is the primary weapon that the girl uses in the game. This is the special object that the evil man was looking for as well. This is a traditional Inuit weapon named kilauwitawinmium, which is made from braided sinew tied onto some heavy bone that you could swing. This is mainly used to hunt for ducks, especially when you are whaling since you can't make too much noise.



## Themes and Symbols

### Spirits

Throughout the game, friendly animal spirits come to help the girl and the fox along their journey. Indigenous people believe that there is no hierarchy in nature and humans are not at the top. Everything has a human form and they have just as much intelligence as a human. The fox, another animal, is able to control the moments of the spirits and this also hints at the fact that humans cannot control the spirits. Look and see how many types of spirits you can find!



### Northern Lights

The Inuit people believed that the Northern Lights are children that have passed away young. Children were told to always go outside with their hoods on since the mischievous Aurora wants to come down to chop the child's head off to play football with. This is also depicted in the game, as the girl and the fox are carried away if they encounter these lights as the narrator warns the player that the Aurora will come down to take you away if you didn't obey the elders.



### Storytelling

The entire game is told using a storytelling method. The gameplay is in the 'real' world and cut scenes are shown to be traditionally drawn moving images. As you progress, you will be guided by the narrator speaking in the Inuit language. You will also meet others along the way such as the Owl man and the Blizzard man.



## Activity 1: The Importance of Interdependence

In this game, success is achieved when Nuna and Fox work together. They both depend on each other as the game progresses.

For this activity, students will be creating a visual to show the importance of interdependence between land and people. The visual should tell two stories: one where people and the land depend on each other and one where the two are separated from each other. This activity encourages students to think about how much people rely on the land and how much the land relies on people. The visual should not include any words, only images.



## Activity 2: Explore Your Culture and Identity

Storytelling and exchanging intergenerational knowledge is an important part of Indigenous culture and identity.

For this activity, students will compile a series of short videos in which they get members of their families to share stories and things they learned from others in the community. They can include an interview in your video in which you ask questions about your culture, such as questions related to traditions, ceremonies, food, etc. Remind students to ask for consent when recording any audio or video.







## Additional Resources

### GameMaker:

This resource allows users to make their own computer games, without having to know how to code. To encourage storytelling, students can use this application to create a video game for their own cultures, hobbies, or interests and share it with others.



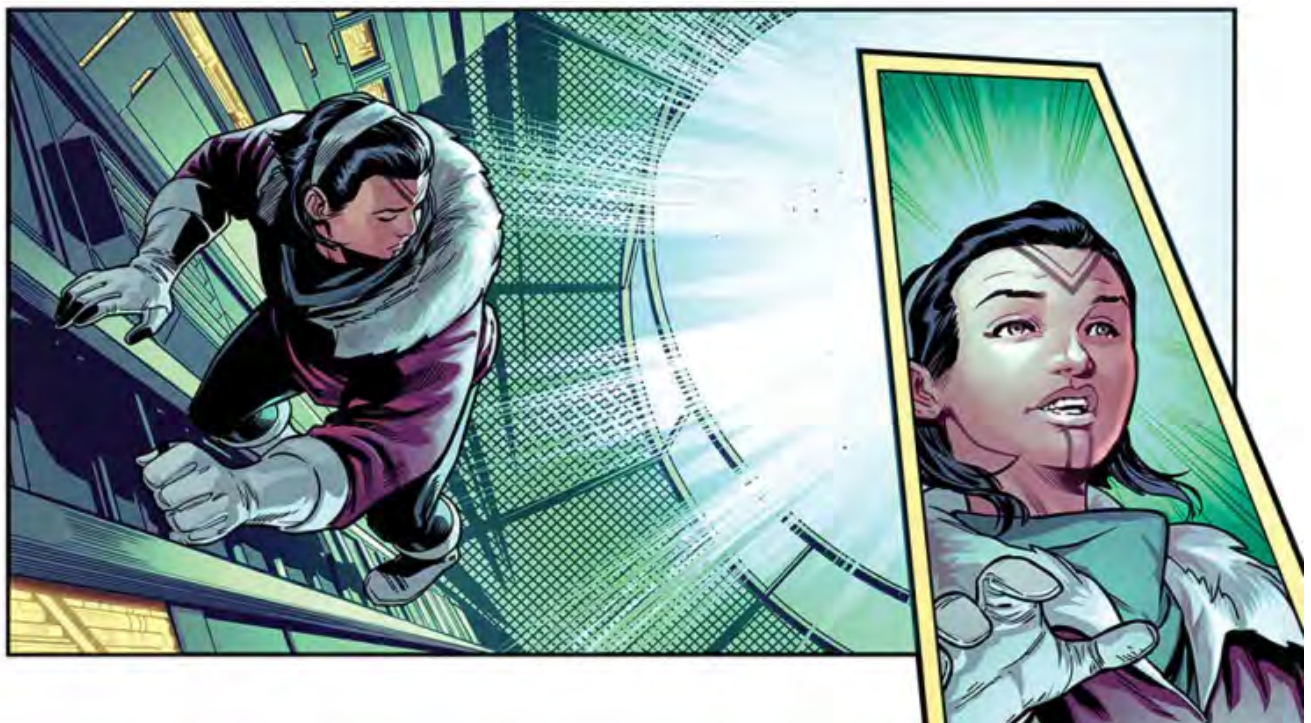
### GeoViewer:

This resource allows students to use an interactive map that shows the Aboriginal communities, reserves, and lands all over Canada. This interactive map can encourage students to identify the Aboriginal lands they reside on and research the Aboriginal communities in their area.



### Snowguard by Marvel Comics:

In this comic, an Inuit teenager from Pangnirtung, Nunavut gains superpowers when she tries to release the spirits of the land that have been captured by a villain. The character was developed by Nyla Innuksuk, an Inuit who grew up in Nunavut.



CHRIS CHAMBERS, STEPHEN COBB, MITCHELL VAALE

# THE GRIZZLIES

## CHAC



## MEDIA STUDY GUIDE

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### FILM STATS

RELEASE DATE: **SEPT. 8 2018**

RATED: **R**

RUNNING TIME: **1:42**

DIRECTED BY: **MIRANDA DE PENCIER**

PRODUCED BY: **AMON D'OLIVEIRA**

**ALETHEA ARNAQUQ-BARIL**

DISTRIBUTED BY: **MONGREL MEDIA**

MUSIC BY: **GARTH STEVENSON**

STARRING: **WILL SASSO, BEN**

**SCHNETZER, TANTOO CARDINAL,**

**ERIC SCHWEIG, NATAR UNGALAAQ,**

**BOOBOO STEWART**



# INTRODUCTION

This study guide focus' on the themes and concepts explored in the film *The Grizzlies*, directed by Miranda de Pencier. *The Grizzlies* premiered in 2018 at the Toronto International Film Festival to great acclaim, having multiple actors be nominated for "best actor and actress" as well as directorial nominations. The film struck a chord with many viewers because of the heavy ideas explored and focus of the narrative from the youth's perspective. *The Grizzlies* is a drama, that is based on a true story, and focuses on the realities of the youth living in the community of Kugluktuk, Nunavut. In 2004, this town had the highest teen suicide rate in North America. One of the films leads, Russ, is a white teacher coming into this community on a year-long teaching contract. As he spends more time amongst the community members, he begins to see the lives of the youth, living in Kugluktuk, are fraught with issues stemming from colonialism, abuse, and suicide. As much as the movie does invite the viewer to explore these issues, it also heavily emphasizes the power of hope, community, and resiliency these Inuit youth possess; despite the issues present in Kugluktuk



**MORE THAN 91 PERCENT OF THE CAST  
AND MORE THAN 33 PERCENT OF THE  
CREW WERE INUIT OR INDIGENOUS.**

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## LEARNING OUTCOMES:

Students will be able to:

- Become familiar with some issues of living in a remote community in Canada
- Locate Nunavut and Kugluktuk on a map
- Recognize how colonialism has caused generational trauma for the Inuit people in Kugluktuk as well as Indigenous groups across Canada
- Identify which, if any, parts of *The Grizzlies* have been embellished and which are true facts
- Identify key themes of the story
- Recognize the power of sport as a tool to help deal with stress, anxiety, and mental health

# KEY CONCEPTS



## REALITIES OF LIVING IN THE NORTH

Living in northern Canada is much different from what we are accustomed to as southerners. The narrative of the film uses this to their advantage to shock the viewer into seeing the sacrifice and struggle that individuals deal with to provide for their families. The movie tackles issues of food insecurity and poverty that affects the lives of many community members. Some of youth in the film take time away from school to go hunting which leads to some conflict between authority figures as well as peers. This issue comes to an apex for one lead character, Zach, when he is caught stealing from the grocery store to provide for himself and his little brother; with a tragic outcome.

Discussion Questions:

- To what extent, do you think, the theme of food insecurity and poverty play a role in the movie's narrative?
- Why did Zach feel the need to steal in order to provide for his brother?
- What would you have done in Zach's situation?

**IN THE YEARS FOLLOWING THE FORMATION OF THE GRIZZLIES LACROSSE TEAM THE TEEN SUICIDE RATE IN KUGLUKTUK DROPPED TO ZERO AND HAS REMAINED SO FOR MORE THAN 20 YEARS**



# KEY CONCEPTS



## COLONIALISM AND RELATED ISSUES

Colonialism in northern Canada was different in its application but achieved the same result; total disruption of a culture through destroying traditional knowledge, creating widespread poverty and generational trauma through implementation of residential schools. The narrative of *The Grizzlies* does an impressive job of communicating these issues, without addressing them directly. Many of the lead characters deal with family members who are adamant school is a waste of time; for fear of what happened to them in residential schools reoccurring in their community. This generational trauma is also depicted by showing the realities of abusive relationships as well as suicide and its effects on the community.

Discussion Questions:

- At what point did you know that Spring was in an abusive relationship with Roger? How could you tell?
- Why did Roger behave this way towards Spring?
- How is the generational trauma, for those living in Kugluktuk, different from other Indigenous groups? Explain.

**YOU WOULDN'T  
KNOW IT FROM  
WATCHING THE FILM,  
BUT MANY OF THE  
LEADING ACTORS  
HAD NEVER ACTED  
BEFORE. MORE THAN  
600 YOUTH IN OVER  
25 COMMUNITIES  
ACROSS NUNAVUT  
AND THE NORTHWEST  
TERRITORIES  
AUDITIONED FOR  
SPOTS**



# KEY CONCEPTS



## HOPE AND RESILIENCY

Even though the narrative of this story delves into heavy topics, like colonialism and its generational affects of trauma on communities, there is a resounding message of hope and resiliency from Inuit youth in Kugluktuk. Too often in these types of movies we get the “white saviour trope” of an outsider coming in and ‘fixing’ the community. The Grizzlies masterfully dances around this common trope to show the strength and independence the local youth have. Supporting each other despite these strong institutionalized issues. The narrative gives agency to the students in Kugluktuk and allows them to take charge of their lives and futures. Showing how youth can become leaders in their community.

Discussion Questions:

- How does The Grizzlies depict a theme of hope and resiliency, while at the same time tackling issues of residential schools and suicide?
- Who do you think is the strongest leader? Could they have accomplished everything they did without their community?
- What is one tragic scene in the story? How do the characters change from it?
- What is the main message you take away from The Grizzlies? Why?

**THE MOVIES  
ORIGINAL TRACK  
TRIALS, A  
COLLABORATION  
BETWEEN DJ  
SHUB AND 666GOD  
THAT ALSO  
FEATURES TANYA  
TAGAQ'S THROAT  
SINGING, WON A  
CANADIAN  
SCREEN AWARD  
FOR BEST SONG.**

# FOCUSED QUESTIONS



## Before watching the film:

- Where is Nunavut? Kugluktuk?
- What does the word community mean to you?
- What lessons could a movie about lacrosse in Nunavut be trying to express?

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## After watching the film:

- What is the most believable scene in the narrative? The most unbelievable? Why?
- The movie starts on a very serious note, and it deals with heavy real-life content. How does it move away from being a tragedy, and how are tragic events turned around in the story?
- Even though this story takes place in Nunavut, localized around a specific Inuit community, it does represent the struggles many youth face in different parts of the world. Were you able to draw parallels from the characters circumstances to your own life? In what ways?



# ACTIVITIES



## **1)Movie prediction – Writing Exercise**

Before watching the movie, take 2 minutes to write about what you understand or think about Northern Canada. Consider the people who inhabit the land and what social and economic issues may be present. Point form is acceptable. Be prepared to share it with a partner or the class.

## **2)Movie Poster Analysis and Activity**

After watching the movie – look at the official Movie Poster on the following page. Who and/or what is missing from the image? Was this done intentionally? Recreate a poster that you feel represents the movie better.

## **3)Create your own Lacrosse Stick**

- i) Using popsicle sticks, small tree branches, string, hot glue and whatever you can find, create your own lacrosse stick. Adorn it with whatever decorations or items you can find that represents your interests and personality. Keep it within 24" (60 cm) for easy storage and handling.
- ii) Give your lacrosse stick a name and an animal you think represents you or your stick.
- iii) Share your creation with a partner or small group in your class.





# ADDITIONAL RESOURCES

## **Last of the Mohicans**

One of the minor characters in The Grizzlies was also in a movie called The Last of the Mohicans (1992). While the difference in events is 250+ years, both stories have similar themes and connections. What are they? How are white settlers depicted in both movies? What about the Indigenous population? Be prepared to discuss these points in class.

<https://www.imdb.com/title/tt0104691/>

## **Inuit Tattoos**

In the movie, Spring puts a tattoo on her face as a traditional sign of passage into womanhood. This practice was common before the influence of the church and colonization that discouraged such markings. Recently this tradition has seen a resurgence. Read this article for further information <https://www.uphere.ca/articles/between-lines> . What rituals to display the journey into adulthood does your culture observe or practice?

## **Links of Interest/Connection to The Grizzlies**

[https://www.youtube.com/watch?v=Irf44\\_yM\\_OU](https://www.youtube.com/watch?v=Irf44_yM_OU)– Movie Trailer (2019)

<https://www.youtube.com/watch?v=UIBsYnznrSKQ> – A feature about Russ Sheppard – Canadian Lacrosse Foundation (2020)

<https://www.youtube.com/watch?v=Kf340jrnirQ> – Review of the Movie – CBC Kids (2018)

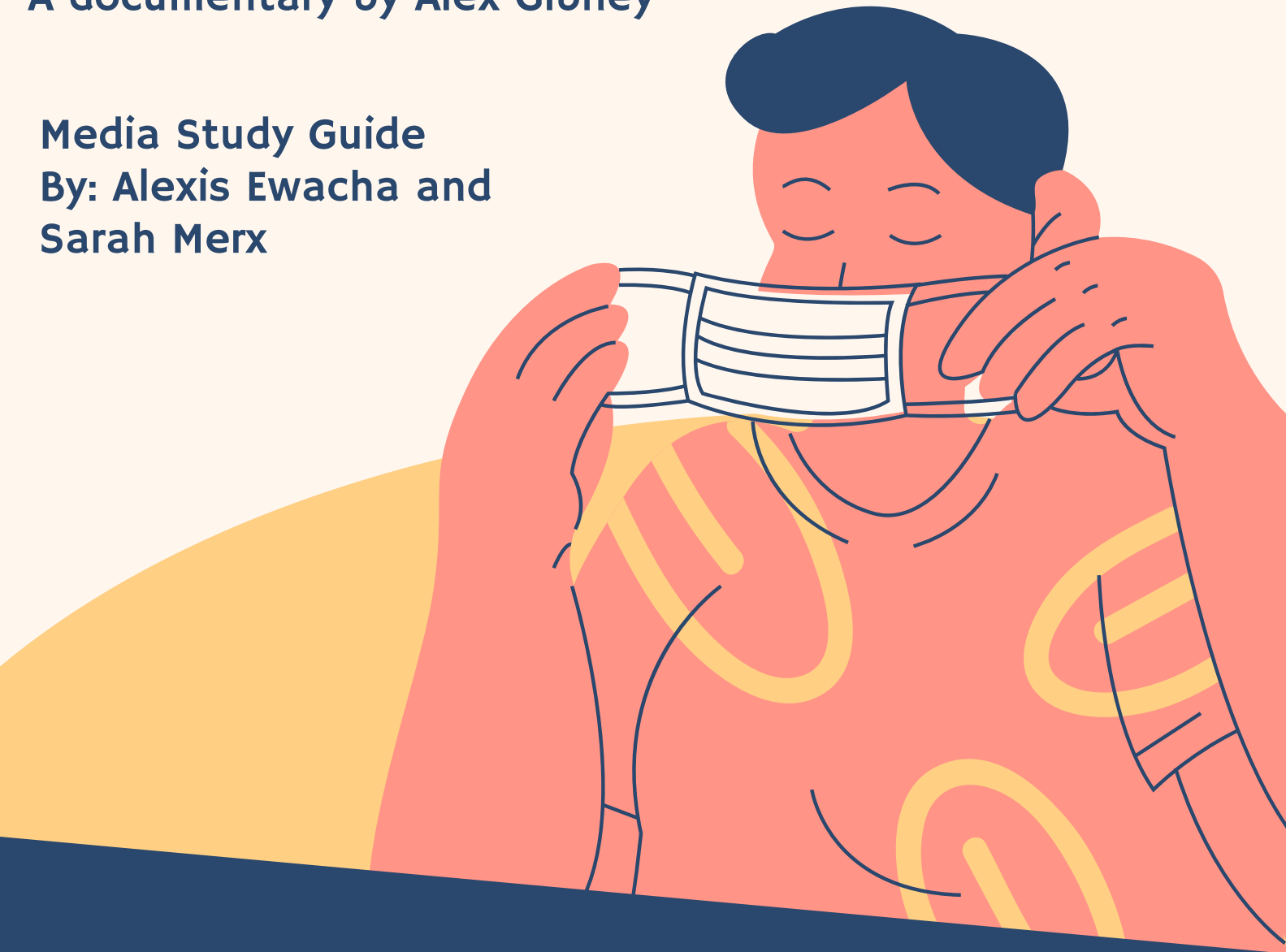
<https://www.youtube.com/watch?v=32vBvO-rAQ> – A feature about the real-life Grizzlies – ESPN SportsCenter(2007)



# TOTALLY UNDER CONTROL

A documentary by Alex Gibney

Media Study Guide  
By: Alexis Ewacha and  
Sarah Merx



EDCP 481 MEDIA STUDY GUIDE  
UBC B.ED  
JULY 19 2021

# Preface & Acknowledgements

We would like to acknowledge that this movie does contain sensitive topics. As Covid:19 is still ongoing and people are being affected by it daily, we ask that you use this resource with caution. All individuals in your class will have been impacted by Covid:19 in one way or another, so it is important to recognize that and help them with processing this information. Moreover, we do strongly suggest as seen above that you use this for an older audience as it does have some graphic scenes which can be difficult to watch.

Finally please note, anything with the following symbol can be printed off and given directly to the students.







# Introduction

In this media study guide, we will introduce the documentary "Totally Under Control" by Alex Gibney. This film addresses the theme of Covid-19. Below you will find a synopsis of the film. This media guide is designed for a grade 11-12 audience and will touch on three big ideas or key concepts.

## Big Ideas

1. "Media messages contain social and political implications."
2. "The media construct reality."
3. Remediation

\*These Big ideas come from 481

## Explanation

In this Media study guide, we plan to address our three big ideas and we equally plan curricular content and competencies.

### How do the Big Ideas relate to our study guide?

- During the documentary, Gibney uses a lot of **remediation** from multiple interviews, news clippings, and so forth. Therefore, it is important that the students understand that these are yes indeed the words Donald Trump stated, but there could be pieces that were left out. (We do not know unless we do further research). We hope that through teaching the concept of **remediation**, students will be able to apply this concept to their everyday life as media is so prominent.
- "The media construct reality." We chose this big idea as through the documentary, we are clearly able to see that through media, such as tweets or press conferences, American citizens had a reality constructed for them which we now know to be nothing but **lies**.
- "Media messages contain social and political implications." Throughout this documentary, it continuously showed that the messages that were constructed by the media had large implications and were either affecting politics or were driven by them. Our hope is that students understand that it is often that media can influence politics and the same can be said in reverse.

### Ties to BC Curriculum:

- "Media arts are an essential element of culture and reveal insights into the human experience."
- "Health and safety protocols and procedures."
- "Ethical, moral, and legal considerations associated with media arts technology"
- "Recognize and engage in the reciprocal process of a critique"

These citations come from the BC curriculum website

## Synopsis

Alex Gibney explores Covid-19 in the United States. He takes an in-depth look and analysis of really how did the pandemic get as bad as it did. During his documentary, he explores the topics of delays in testing, lack of PPE, lack of proper advice, and finally vaccines. Moreover, Gibney criticizes the Trump administration and how they handled the pandemic through a series of interviews and recollections of events. Finally, Gibney evaluates through the use of these experts how the Trump administration affected and worsened the results of the pandemic.

## Learning outcomes

### Students will be able to:

1. **Define** remediation and **identify** potential consequences.
2. **Analyse** and **critique** valid media sources.
3. **Evaluate** the ethics of journalism and **judge** the power of media within society.
4. **Determine** how the judgement of the government of the United States affected the Covid-19 pandemic.
5. **Formulate** their own news report by applying media literacy strategies.

# Ethics of journalism

In journalism, there are ethics that need to be maintained. These ethics can fall into 10 different categories (Canadian Association of Journalism).

1. **Accuracy:** In this category, it is essentially saying that journalists will always do their diligence to ensure that the information they are putting forth is accurate and correct. They will correct themselves when incorrect.
2. **Fairness:** Journalists have to ensure that they treat everyone the same, that they give people involved a chance to reply, and that they do not let their own biases affect the story.
3. **Right to privacy:** Everyone has a right to privacy, but the public also has the right to know about information happening in their communities. It is important to judge each case by itself.
4. **Independence:** They are there to represent the whole public's interest and they do not give favored treatment.
5. **Conflict of Interest:** They ensure that they are being fair and neutral commentators while writing a piece.
6. **Transparency:** As a journalist, it is important to inform those whom you are talking to know that you are a reporter. The journalist does their best to name sources, but there are certain circumstances where that cannot happen.
7. **Promises to sources:** When a promise to keep a source private, that promise must be kept.
8. **Diversity:** Encourage news organizations, magazines, etc... to make room for multiple perspectives such as diverse communities.
9. **Accountability:** Journalists are accountable to the community/public.
10. **Digital Media:** Special Issues - regardless of the medium, the ethical practices stay the same.

\*\*The above ten points are from the Canadian Association of Journalism

## What is remediation?

Based on Digital Rhetoric Collaborative and EDCP 481 remediation means that it takes on media in one medium, and then it puts it in another.

An example from our 481 class is a movie could be any of the news clips that were already published and then adding them to their documentary



## What are the consequences of remediation?

Based on the course 481, remediation can change or alter the message as it the media itself can be edited without the knowledge of the public. Please find a link below tha was presented in the 481 class which gives a more in-depth look at this remediation case study.

<https://www.straight.com/news/cbc-news-admits-video-of-police-behaviour-in-new-york-did-not-meet-its-journalistic-standards>



# Pre-viewing activity



1. Explain what is the Covid-19 virus and how it became a pandemic that affected the world?
2. How do you think the covid pandemic was handled in the United States and in Canada?
3. What is remediation in terms of media and why is it important to understand?
  - a. Find an example of remediation and explain the potential consequences of it through that example.
4. How do we ensure what we are watching is valid and is true?
5. Look at the title and the cover of the documentary. State your predictions of topics. It is important that you go beyond the theme of Covid-19.

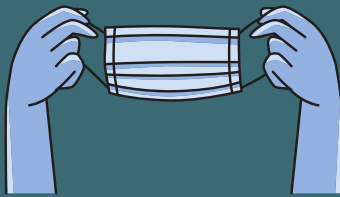


# A Short Cut to Notable Scenes

## Implications of media messaging

1:22.35-1:25.30

This is a really powerful clip that shows the dangers of trusting media sources even if they are seemingly reputable



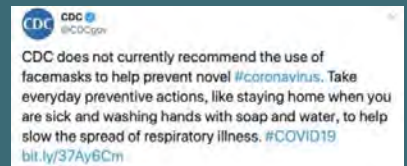
## "A bidding war on Ebay"

1:35.38 - 1:40.34

This clip shows what individual states had to pay and go through in order to get PPE for their health care workers



6



## Covid-19 racial inequalities

1:18:05-1:19:58

This clip demonstrates how the Covid-19 pandemic targeted minority groups.



## "Radical transparency"

55:49 - 1:02:03

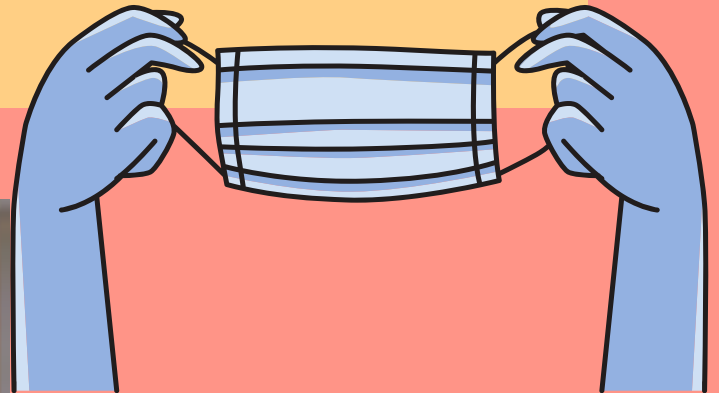
This clip shows the turning point of the outbreak in the U.S.A and how the government attempted to cover up the severity of the situation.



# Focus Questions

**Consider these questions while viewing the film:**

1. **What** does this documentary tell us about how news is conveyed in media ?
2. **Who** is represented in this documentary? Who is left out ?
3. **How** can we determine if a documentary is factually accurate?
4. **With** the benefit of hindsight, how should the government have handled the pandemic?



"When the country gets the flu, Black people get pneumonia."

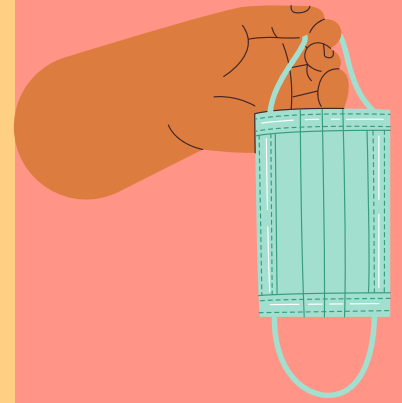
In the United States, Black people have died at 1.4 times the rate of white people. The pandemic has not affected all communities equally.

# Post viewing activities



## What makes a news source credible?

- Time
- Relation
- Accuracy
- Authority
- Purpose



**After discussing the Focus Questions with your class, consider doing a brainstorm with the aforementioned question. Once students have a sense of what constitutes an accuracy news source, complete the following activities.**

1. Provide students with the **TRAAP analysis worksheet**, and have them conduct their own research to find credible news sources on different scales, in relation to the Covid-19 pandemic.  
([https://docs.google.com/document/d/19yUYZbTDvFXSOoQg24\\_CYLASVvk6CKN2mbmjnPd1N6A/edit](https://docs.google.com/document/d/19yUYZbTDvFXSOoQg24_CYLASVvk6CKN2mbmjnPd1N6A/edit))
2. Have students complete a **Covid-19 News Story Assignment** to create a short podcast, video, documentary trailer or blog describing how the Canadian government handled the pandemic in as unbiased a manner as possible using the research from the TRAAP analysis.

**Using the documentary as an example, these activities allow students to gain media literacy skills by examining and critically analysing news sources they encounter every day.**



# Additional Resources

1. There is an additional documentary called "**première vague**" which explores the effects of Covid-19 in Montréal.

2. This is a website that shows how Canada (their provinces) ranked in comparison to the United States (the States)

<https://www.ctvnews.ca/health/coronavirus/covid-19-in-the-u-s-how-do-canada-s-provinces-rank-against-american-states-1.5051033>

3. This is a news article that discusses the five main lessons Canada has learned from the pandemic:

<https://www.ctvnews.ca/health/coronavirus/five-big-lessons-experts-say-canada-should-learn-from-covid-19-1.5282125>



# References:

BC Curriculum.

Canadian Association of Journalists. (2011). Ethics guidelines. Retrieved from: <https://caj.ca/ethics-guidelines>

Digital Rhetoric Collaborative. Remediation. Retrieved from: <http://webservices.itcs.umich.edu/mediawiki/DigitalRhetoricCollaborative/index.php/Remediation>

EDCP 481 course material

Gibney, A. (2020). Totally Under Control. Elevation Picture Corp.

The COVID Racial Data Tracker. (2020). The COVID Tracking Project. <https://covidtracking.com/race/>

A promotional image for the TV show Grey's Anatomy. It features a woman with reddish-brown hair tied in a bun, looking off to the side. The background is a blurred hospital setting with large windows. The text 'SOMETIMES...WE ALL NEED SAVING' is in the top left, 'GREY'S ANATOMY' is in large bold letters below it, and the ABC logo is to the left of the woman's head.

SOMETIMES...WE ALL NEED SAVING

# **GREY'S ANATOMY**



## Media Study Guide Gr 11–12

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EDCP 481

Lindsay Hoegman – Marie Bond – Nico Yu



# INTRODUCTION

Grey's Anatomy is a medical drama television series based in the US. The series, which began in 2005, has become somewhat of a worldwide phenomenon. People from around the globe have practically grown up admiring the fictional show's cross between professional medics and love affairs.

## GREY'S ANATOMY

**Original Release Date:** March 27, 2005

**Parental Rating:** TV-14

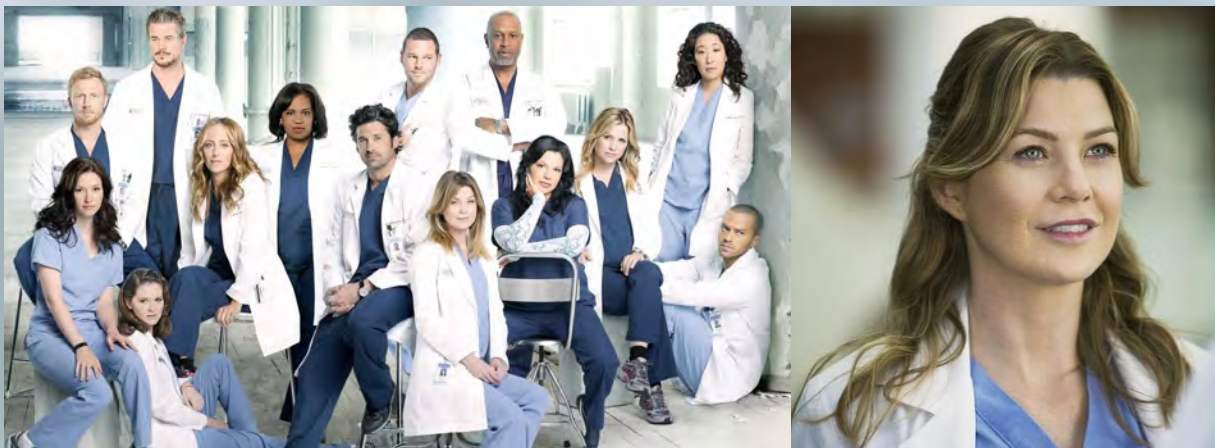
**Creator and Executive Producer:**

Shonda Rhimes

**Original Network:** ABC

**No. of Seasons:** 17

**No. of Episodes:** 380

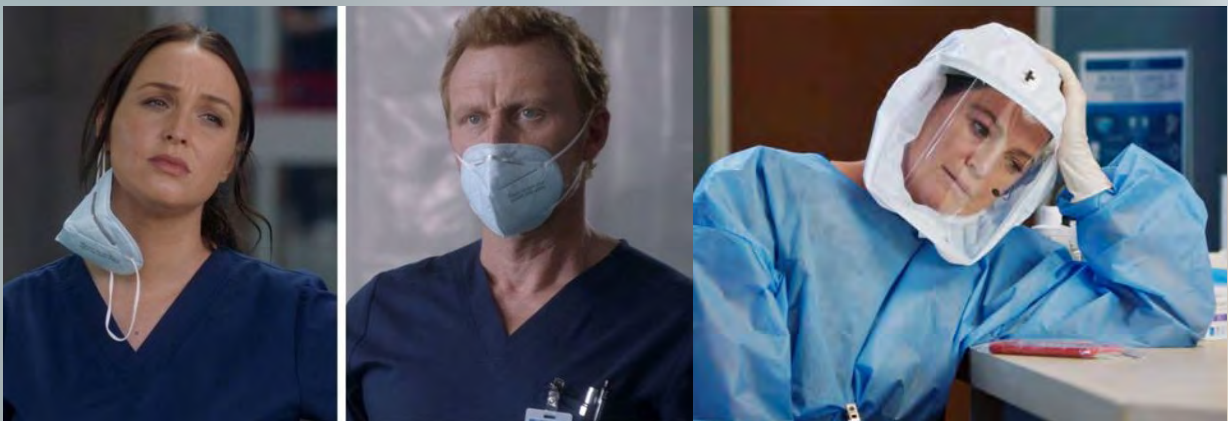


The series shines a dramatic light on the work and personal lives of surgical interns, residents, and attendings. Given the diversity of characters and their ever changing storylines, it is no wonder that Grey's Anatomy is the longest-running scripted primetime show on the ABC network. Grey's Anatomy recently finished airing their 17th season, and just got renewed for an eighteenth.

# KEY CONCEPTS + BIG IDEAS

This study guide focuses primarily on the 17th season of Grey's Anatomy and the intersections between the Covid-19 pandemic and its portrayal through a popular television medical drama. It highlights key concepts and big ideas from multiple curriculums including Social Studies, Applied Design, Skills, and Technologies, and the Sciences.

- **Digital Literacy:** How can students evaluate and communicate their understanding of Covid-19 through Grey's Anatomy?
- **Research and Information Literacy:** How can students take the information presented to them in Grey's Anatomy to inform their research about larger societal issues, like Covid-19?
- **Critical Thinking, Problem Solving, and Decision Making:** How can students think critically and make informed decisions based on their research?
- **Communication and Collaboration:** How can student's support their peers' understanding?



# LEARNING OUTCOMES



## **Students will be able to:**

- Critically acknowledge and question Covid-19 as it is represented through a medical drama series
- Make judgments about fictional events, decisions, and actions in Grey's Anatomy using their previously developed knowledge of relevance
- Recognize the significance of language use, music and prop choice, and screenplay in constructing feelings, ideologies, and narratives for viewers
- Use digital media as a guide for understanding greater human, societal, and global issues and behaviours
- Share and reflect on their opinions of this media source through evidence
- Consider the production side of digital media by thinking about the timeline of events from when an idea happens to when it is aired on television
- Actively communicate and collaborate with peers



# FOCUS QUESTIONS

## Before watching:

- Based on what you know, to what extent can crime, medical, and law dramas inform our understanding of their real life equivalents?
- Predict what adjustments you think the production needed to make in order to film during the pandemic.

## After watching:

- Would Grey's Anatomy be a reputable source for learning about COVID-19? Why or why not?
- Consider the demographic that Grey's Anatomy is intended for. What is the intent of including COVID-19 in along with its regular romantic plotlines?
- If you were the showrunner, what changes would you make to Grey's Anatomy and why?

# ASSIGNMENT 1: EPISODE ANALYSIS + BLOG POST

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## Part 1:

Watch an episode from Season 17. Create a chart and answer the questions below to analyze your episode for how it portrays the COVID-19 pandemic.

<b>Who?</b>	<ul style="list-style-type: none"><li>• Whose stories are told in this episode? (Ex. Experiences of nurses? Patients? Others?)</li><li>• Whose stories are missing from this narrative?</li></ul>
<b>What?</b>	<ul style="list-style-type: none"><li>• What aspects of the COVID-19 pandemic are shown in this episode? (Ex. Isolation, Low PPE, overwhelmed hospitals, systemic racism, lockdowns/quarantine)</li><li>• What are some of the benefits of showing these aspects? What are some of the drawbacks?</li></ul>
<b>Where?</b>	<ul style="list-style-type: none"><li>• Where is this episode set? (Country/city, but also buildings, rooms, etc.)</li><li>• Where was this filmed?</li><li>• How might location influence the story being told?</li></ul>
<b>When?</b>	<ul style="list-style-type: none"><li>• When was this episode set?</li><li>• When do you think it was written?</li><li>• When did this episode first air?</li><li>• Is there any disconnect between when this episode is set and when you are watching it?</li></ul>
<b>Why?</b>	<ul style="list-style-type: none"><li>• Why do you think the show decided to cover the topics that they did in this episode?</li></ul>
<b>How?</b>	<ul style="list-style-type: none"><li>• How does this depiction compare and contrast to your experiences of the pandemic?</li><li>• How does it relate to past and present news stories about the pandemic?</li></ul>

## Part 2:

After filling in your chart, write a blog post review of the episode you watched. In your review, you can consider the arguments being made in the episode, and the impact that these might have on viewers. You can also consider how this episode relates to (or contrasts with) your own experiences with COVID during the time the episode was set, or in today's world. Do you agree with their decision to depict COVID-19 in a fictional setting? Why or why not?

Post your blog on a class forum/blog, so you can comment on others' reviews. If everyone is comfortable, we will share this blog with others so people can critically view these episodes!



## ASSIGNMENT 2: GROUP STORYBOARDING

After watching one or more episodes from season 17, create a storyboard for a 30-45 minute episode set in today's era of COVID-19. You can create your storyboard using illustrations, images, and written, video, or audio summaries. When writing your storyline, consider:

1. What significant events would you include, and why would you include them?
2. What implicit and explicit arguments might you be making in your episode?
3. How might this episode be viewed if watched today? Three months from now? One year from now?
4. What are the benefits and challenges to writing an episode set in the moment?



## FURTHER SOURCES

- <https://www.purewow.com/entertainment/is-greys-anatomy-accurate>
- <https://www.refinery29.com/en-us/2020/11/10165852/when-is-greys-anatomy-new-season-timeline-2020-pandemic>
- [https://en.wikipedia.org/wiki/Grey%27s\\_Anatomy\\_\(season\\_17\)](https://en.wikipedia.org/wiki/Grey%27s_Anatomy_(season_17))
- <https://www.youtube.com/watch?v=A62jVQJISLI>
- [https://en.wikipedia.org/wiki/Grey%27s\\_Anatomy](https://en.wikipedia.org/wiki/Grey%27s_Anatomy)
- <https://curriculum.gov.bc.ca/>
- <https://www.usatoday.com/story/entertainment/tv/2021/03/10/how-pandemic-changed-tv-and-how-much-last/6826073002/>
- <https://www.cnn.com/2021/02/23/media/television-shows-coronavirus-trnd/index.html>
- <https://www.nytimes.com/2021/02/04/arts/television/tv-coronavirus-pandemic.html>

JULY 17TH, 2021

# SONGBIRD: A MEDIA STUDY GUIDE



## CONTENT -

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Big Ideas

Pre-Viewing

Activity 2: Power

Activity 3: Class

More!

Grade 10-12

## The First Pandemic Film?

The first film to be filmed and produced entirely during a pandemic? That's quite a feat. Songbird was produced by Michael Bay and directed by Adam Mason. The cast contains a few well-known actors such as KJ Apa (Riverdale), Sofia Carson (Disney's Descendants), Craig Robinson (The Office), and Alexander Diaddario (Percy Jackson, San Andreas). This film portrays elements of classism and authoritarianism, as well as the ethics of both lockdowns and public health. This guide will use critical activities to look into a few of the elements in the movie.

# Big Ideas

- Method: Inquiry
- Films can be used as case studies to learn about how we can make sense of the world around us.
- The primary narrative in the film (lockdowns, pandemics) is supported by other elements.
- Actively engaging with film helps us learn related concepts more deeply.

## Learning Outcomes and Curricular Content

- Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts (New Media 12).
- Identify potential viewers, intended impact, and possible unintended negative consequences (Media Design 12).
- Design and content can influence the lives of others (Digital Media Design 12).
- Political institutions and ideology shape both the exercise of power and the nature of political outcomes (Political Studies 12).





# 1: Pre-viewing:

## Questions -

Please answer the following questions prior to viewing the film:

1. Look at the Movie poster; what does it lead you to believe about the film?
2. What are your current perceptions about Covid?
3. What do you think the Government's role is, especially in relation to the pandemic and public health?
4. How far should the government go to protect people?
5. Dig deep; what are some reasons for your answers above?



# 2: Power

Films can be case studies for complex theories we use to try and make sense of our world. As an introduction to critical theory, which posits power as a useful lens through which to analyze the world, create your own method for integrating the three power dichotomies below. Along with a visual representation, provide a written or verbal explanation of your system that includes an application to the film as well as how this may play out in real life (life imitates art, or does art imitate life?).



"Muni"

Immune  
Status



Vulnerable



Male

Sex &  
Gender



Female



Military/Sanitation

Rights



Civilian

# 3: Class



The film portrays material wealth as a means to freedom. As wealth is a dominant part of class structure in society, explore how class is handled in the movie. In the world portrayed by the film, would you rather be a mail carrier, sanitation worker, or have had enough material assets before the lockdowns to live without working? Find a partner and share what kind of life you would like to lead in this world.

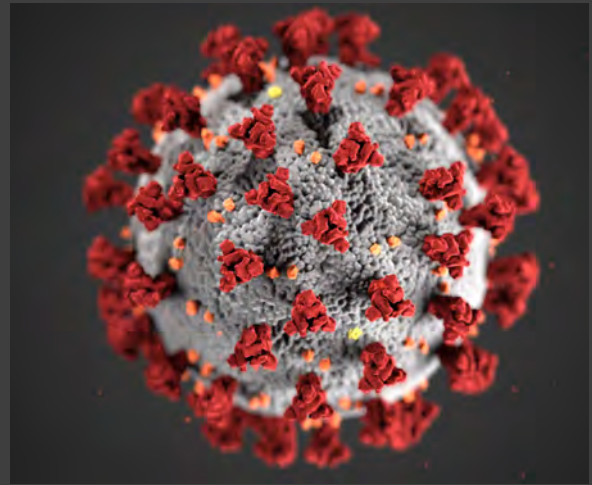




# More!

## Themes to explore:

- Misinformation and 'Fake News'
- Biological Essentialism ('Munis')



## What to watch:

- Contagion (film)
- I am Legend (film)
- Regular Heroes (docuseries)
- Grey's Anatomy Season 17 (series)
- Totally Under Control (film)







**KISS** the  
**GROUND**

# MEDIA STUDIES GUIDE

**K-L-M Publications**

**DEBBY KNOKE  
GARY LESPERANCE  
ULFAH MA'RIFAH**

**EDCP 481**

**Available on:**

**NETFLIX**



# KISS THE GROUND

## SYNOPSIS

The film, narrated by Woody Harrelson, investigates years of soil destruction as a result of tilling and chemical use in farming and how these practices have impacted our environment by turning soil into unworkable dirt resulting in increased erosion and desertification. The relationship between soil health and human health are explored as well as possibilities for changing this trajectory to begin healing the planet.

## A DOCUMENTARY

- **Release Date (Streaming):** Sep 22, 2020
- **Runtime:** 1h 25m
- **Production Co:** Benenson Productions, The Redford Center, Big Picture Ranch
- **Director:** Joshua Tickell, Rebecca Harrell Tickell
- **Producer:** Joshua Tickell, Bill Benenson, Rebecca Harrell Tickell
- **Writer:** Joshua Tickell
- **Genre:** Documentary
- **Original Language:** English





# Teacher Guide

## Overview

Exploring environmental education with your students is helping to develop a better understanding of the world by focusing on individual puzzle pieces and their impact and contributions to the bigger picture. This guide is one piece of the larger environmental puzzle intended to help you effectively introduce, teach, and encourage your students to think critically about the message depicted in “Kiss the Ground.”

For many, the study of climate change and environmental causes are too vast to comprehend at one time, therefore, more in depth learning in individual areas is necessary. The purpose of this guide is to provide background knowledge for the teacher prior to introducing the topic to students, and enabling the teacher to engage with students through their learning journey of regenerative agriculture.

## How to use this guide

This guide includes teaching notes, curriculum correlations, and activities including pre- and post-movie discussion questions, to engage students to think critically about the film’s message regarding regenerative agriculture. The activities included with this resource package have three purposes:

- To have students think critically about the form of media (and it’s message) and,
- To extend their thinking to another form of media – video games, and critically analyze a new trend of eco-video games and their role in combating the effects of climate change and,
- To inspire students to think creatively for ways they can contribute to positive and effective environmental change.



## Key vocabulary

Explore these terms with your students by:

- (a) discussing as a class their understanding of these terms;
- (b) having students research the meaning and rephrasing in their own words;
- (c) identifying student pre-knowledge by connecting these with their understanding of the environment.

- |                            |                |
|----------------------------|----------------|
| • Carbon                   | • Erosion      |
| • Pesticides               | • Tilling      |
| • Desertification          | • Agriforestry |
| • Biosequestration         | • Microbes     |
| • Regenerative agriculture |                |



# Key Concepts and Learning Outcomes

## Big Ideas - Film

**Audiences will develop an understanding of:**

- how regenerating the world's soil has the potential to stabilize the Earth's climate, restore lost ecosystems, replenish water supplies, and create abundant food supplies;
- the need for education, and a collaborative approach to dealing with the environmental crisis and;
- the urgency of establishing a workable solution and the obstacles active stewardship is facing.

**For use with students in grades 9-12**

## Big Ideas - Curricular Connections

The following key concepts incorporate Big Ideas from B.C.'s course curriculums and media studies education. Four key subject areas have been identified but this resource may also be used to compliment the content in other subject areas such as ADST, Career Education, Food Studies, Physical Education, as well as a method of connecting and integrating First Peoples Principles of Learning into the classroom. Opportunities are available to develop a cross-curricular approach to help students understand the relationship between various fields of study.

### Key concepts

#### **Science**

Human activity has far reaching implications regarding sustainability and production, and are influencing the earth's environment and ecosystems by transforming the natural order.

#### **Social Studies**

Society has great influence in the development of political, economic, and environmental objectives pertaining to planning, production, and protecting both regional and global agricultural and environmental landscapes.

#### **Mathematics**

The representation and interpretation of data can be used to analyze environmental relationships and contribute to the understanding, evaluating, and solving of world agricultural problems.

#### **English**

Citizens have a responsibility to be aware of, interpret, and question what is read, heard, and viewed in media and society with the purpose of becoming increasingly knowledgeable and educated people of the global world.



# Pre- & Post-Movie Questions and Resources

## Pre-Movie Questions

1. When you hear the term "climate crisis," what thoughts and images come to mind?
2. What factors can you think of that are contributing to climate change?
3. How can we confirm what is happening in our world isn't part of a natural cycle?
4. How is climate change affecting the planet right now?
5. Is there really anything we can do about climate change?

## Post-Movie Questions

1. How do you feel about what you saw? What information did you know and what was new to you?
2. How can healthy soil and regenerative agriculture support food justice and climate justice?
3. What can we do as individuals and consumers to support and participate in the regenerative agriculture movement?
4. What is the relationship between human health, soil health, and planetary health?

## \*Alternatives for more advanced learning:

In the media engagement activity, guide students to explore the difference between subjective media and propaganda, between sharing one's own perspective and telling the whole truth about environmental issues, and expose students to the substantive analysis in the filmmaking and/or points of view of the filmmakers to ignite a more critical discussion.

In the eco-game activity, guide students to brainstorm and design invention that showcases how we might reverse the effects of climate change through sustainable farming

### How 'Kiss the Ground' Directors Avoided Making Soil Documentary 'Dull as Dirt' (Video)

<https://www.thewrap.com/kiss-the-ground-directors-soil-documentary/>

### Kiss the Ground World Premiere: Q&A Panel [LIVE RECORDING]

<https://www.youtube.com/watch?v=xCk0eoWNeio>

### The Grace Moore Interview | Kiss The Ground | Netflix | Xpress Specials

<https://www.youtube.com/watch?v=JBclkpDeTwo>

### The Green Mobile Game Jam

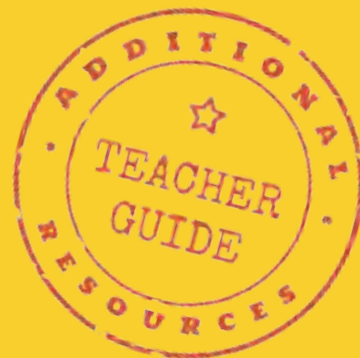
<https://playing4theplanet.org/the-green-mobile-game-jam/>

### How video games are joining the fight to save the planet

<https://www.unep.org/news-and-stories/story/how-video-games-are-joining-fight-save-planet>

### Video game industry to rally 250 million players to protect the planet

<https://www.unep.org/news-and-stories/press-release/video-game-industry-rally-250-million-players-protect-planet>







## MEDIA ENGAGEMENT ACTIVITY



# CRITICAL ANALYSIS OF THE DOCUMENTARY

## Part 1: Critical analysis

Working in groups of 3-4, analyze one of the following themes identified in the documentary. Prepare a 6-10 slide presentation for oral report and include appropriate graphics.

Under each chosen theme, lead the discussion by raising these questions

- How did the filmmakers try to convince you of the position that the documentary supports? Look for appeals to logic, emotion, and prejudice.
- Did the documentary change your mind about any aspect of the subject that it presents? What information, argument or persuasive technique have caused you to change your mind?
- To what extent did the documentary leave you with a sense of involvement, hope, excitement, indifference, despair – or maybe with a mixture of such feelings? Why?

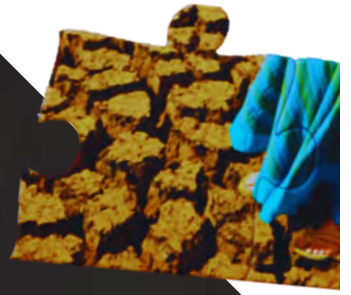
## Part 2: Presentation

For oral presentation:

- Address theme related issues raised in the documentary and describe how they are presented.
- List at least three facts described in the documentary that impressed you and explain how each fact relates to the whole idea of climate change.
- Provide a future plan for environmental advocacy by explaining the urgency/ importance of your movement, the steps to take, and any possible media to use.



## MEDIA ENGAGEMENT ACTIVITY



# THEMES

### Desertification & Conservationists

"About two-thirds of the world is desertifying. ... as the soils eroded, the once-great empires vanished into dust. ... the dust bowl..."

### Peoples of empire & nature

"... working out a plan of cooperation with nature." ~Franklin D. Roosevelt

"The three largest contributors to carbon dioxide, the three largest agricultural producers were missing... they did not show" ~COP21

"In every handful of healthy soil, there are more organisms than the number of people who have ever lived on planet Earth. It's the basis for all life on Earth."

### Drawdown & decarbonization

"If we all talk about reducing emissions, it's not enough. ... retain it for decades, if not centuries."

### Climate anxiety

"There's so much bad news about our planet, it's overwhelming. The fear that we're headed for a cliff puts most of us into a state of paralysis. ... The most massive tsunami-perfect storm is bearing down upon us."

### Climate change & warming

"The key to health is eating dirt."





## ECO-GAME ACTIVITY

### Part 1: Review a video game

*Working in groups of 3-4, choose and review a video game which is based on the environment or farming. Be prepared to share your thoughts with the class.*

*Some examples of eco-friendly games can be found here:  
<https://playing4theplanet.org/the-green-mobile-game-jam/>*

#### Guiding questions

*What are the pros and cons of the video game?*

*What message is the video game trying to convey?*

*What are the goals of the video game?*



### Part 2: Design your own game

*Working in groups of 3-4, brainstorm an idea for a game that showcases how we might reverse the effects of climate change through sustainable farming. Create a sequence of drawings that represent different levels in your game. Include a short paragraph to describe what is happening in the game. Please create a minimum of 3 levels up to a maximum of 6.*

#### Storyboard template:

<https://tinyurl.com/4wmhxbk8>

#### Guiding questions

*What are the goals of the video game?*

*What will the player do?*

*How will the player do it?*

*Is this based on a current game?*

LEVEL 1	LEVEL 2	LEVEL 3
LEVEL 4	LEVEL 5	LEVEL 6



Jeff Tench  
Makayla Kowaliuk  
Luke Clements



# NAUSICAÄ

— OF THE VALLEY OF THE WIND —

**MEDIA STUDY GUIDE**





# NAUSICÄÄ

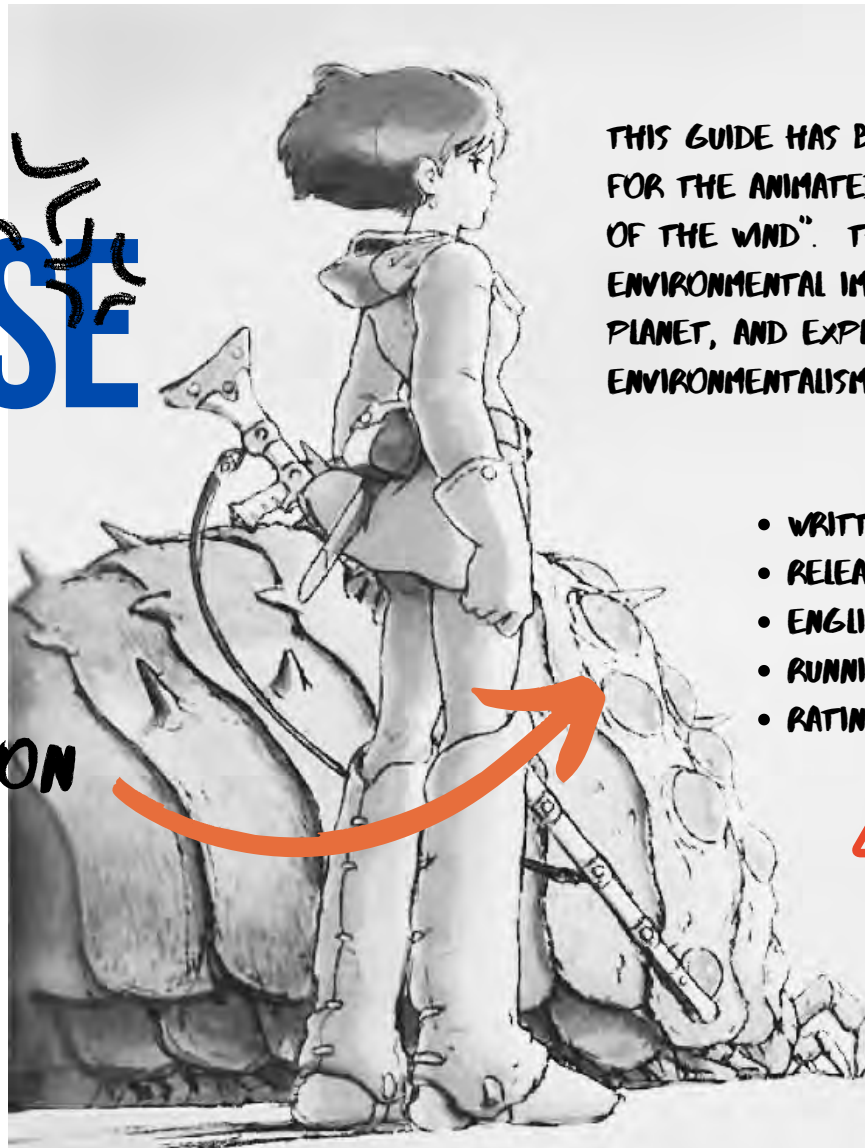
## OF THE VALLEY OF THE WIND

1000 YEARS AGO, THE PLANET WAS TORN APART BY WAR, AND THE SURFACE INCINERATED BY MONSTROUS WEAPONS KNOWN AS GIANT WARRIORS. A TOXIC JUNGLE GREW FROM THE DESTROYED SURFACE, AND MUTANT INSECTS ATTACK ANYONE WHO HARMS THE JUNGLE. AS THE JUNGLE SPREADS, IT THREATENS THE FEW REMAINING KINGDOMS WHO BATTLE EACH OTHER OVER CONTROL OF A WEAPON TO FIGHT BACK AGAINST THE TOXIC JUNGLE AND IT'S INSECT PROTECTORS.




# PURPOSE AND

## BRIEF INTRODUCTION



THIS GUIDE HAS BEEN DEVELOPED AS A COMPANION FOR THE ANIMATED FILM, "NAUSICÄÄ OF THE VALLEY OF THE WIND". THIS FILM SHOWS THE ENVIRONMENTAL IMPACT OF TOTAL WAR ON A PLANET, AND EXPLORES THEMES OF ANTI-WAR, ENVIRONMENTALISM, AND THE VALUE OF ALL LIFE.

- WRITTEN/DIRECTED BY: HAYAO MIYAZAKI
- RELEASED: MARCH 11, 1984 (JAPAN)
- ENGLISH REDUB: 2005
- RUNNING TIME: 117 MINUTES
- RATING: PG

 Content Warning: This film depicts violence, and the authors of this guide feel it is most appropriate for students at the Secondary level.





# THEMES AND IDEAS

## Environmentalism:

The world depicted is largely uninhabitable as a result of a catastrophic war that took place 1000 years prior. Most surviving humans see the toxic jungle as a threat to their existence, and seek ways to destroy it. Only Nausicaa tries to understand the jungle and its protectors, the insects, and tries to learn to live peacefully with it.

**Value of All Life:** The insects who guard the toxic jungle are seen by most as hideous beasts to be destroyed. Nausicaa sees how the insects are aggressive when threatened, and has the ability to calm them when they are enraged. She believes they serve a purpose and are more than simple creatures.



**Anti-War:** Nausicaa advocates against violence, and urges peaceful resolution to conflict. She uses science and reason to try and find non-violent solutions, and to help her people.



# LEARNING<sup>''</sup>

## OUTCOMES AND CURRICULAR CONNECTIONS

### Learning Outcomes:

- Recognize the potential long term impacts and consequences of environmental harm
- Recognize the impacts of war on the environment
- Recognize how climate emergency moves beyond borders and political views

### Big Ideas:

- Traditions, perspectives, worldview, and stories can be shared through media arts
- Design for the life cycle includes consideration of social and environmental impacts
- Creative growth requires patience, readiness to take risks, and willingness to try new approaches







# BEFORE WATCHING

Think about these questions and we will be discussing them before and after the film.



## QUESTION

Are there any climate change or environmental disasters (manmade or otherwise) that you know of?



## QUESTION

What do you think of anthropocentrism vs ecocentrism?

What does sustainability mean to you?

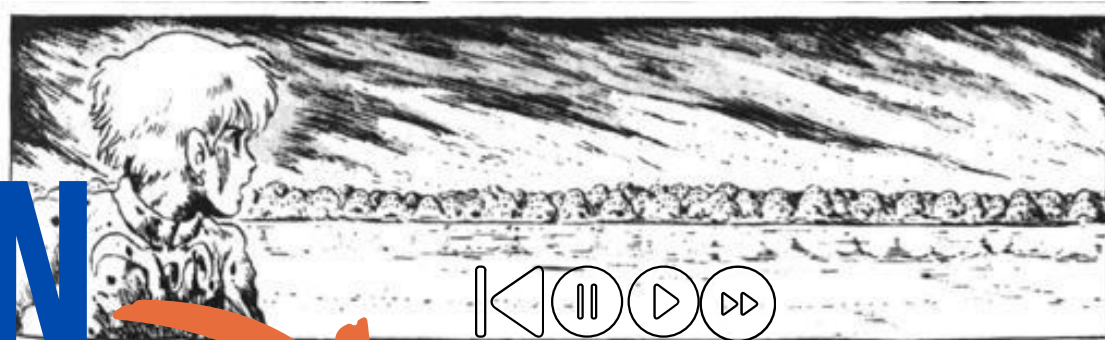
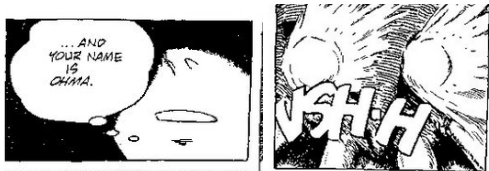


## QUESTION

What is the purpose of war?  
Can war be justified?  
Is war sustainable?







# TRY AND LEARN

## DURING MOVIE ACTIVITY

\* Colour

- WHAT COLOURS STAND OUT TO YOU DURING THE MOVIE?
- WHY ARE THEY SIGNIFICANT?

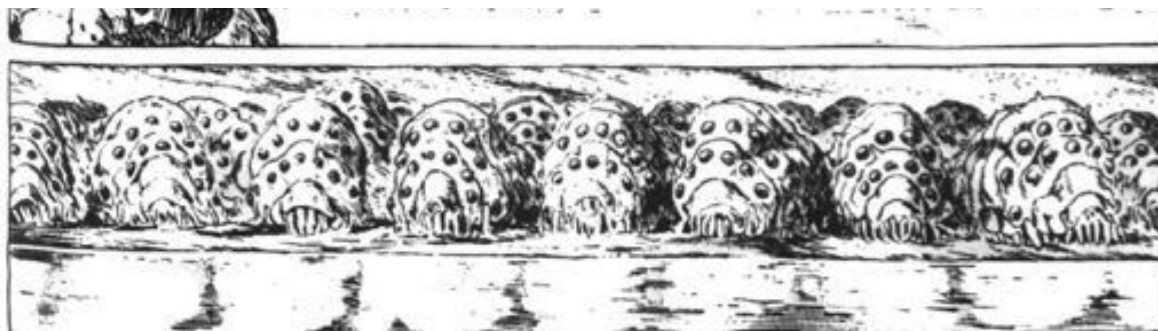
\* War

- WHAT ARE THE CHARACTER'S ATTITUDES TOWARDS WAR?
- WHAT ARE THE JUSTIFICATIONS FOR WAR?



\* Symbolism & Imagery

- DO YOU NOTICE ANY SYMBOLS OR IMAGES USED WITHIN OR THROUGHOUT THE MOVIE?
- WHAT ARE THEY, AND WHAT IS THEIR SIGNIFICANCE?



# LOOK AT THESE ACTIVITIES AFTER WATCHING



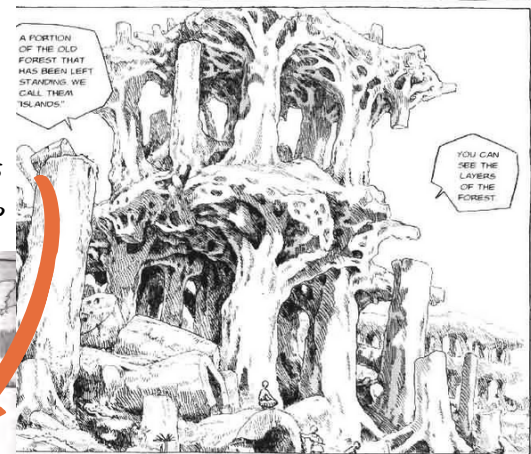
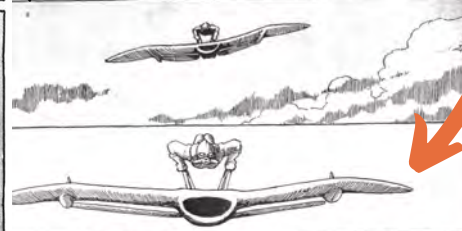
## VISUAL

Create a visual art project that displays your ideas of what our earth might look like 100 years from now. This could be a drawing, painting, clay model, or digital image.



## RESEARCH

Investigate climate action strategies and create a report on what can be done on a personal, national, or global level. Analyze and discuss the challenges with implementing climate action strategies. Present your findings as a newspaper report, podcast, or video production.



## WRITING

Brainstorm what common items or tools you would want for survival in a future with extreme climate disaster. What would you want to have, and why?

Write a short story about what a day in the life of a survivor of climate disaster might look like and include your choices.



# INDIVIDUAL FOCUS QUESTIONS



QUESTION



What could our world look like in the future, based on what we know about climate change?

QUESTION



What do you think the Giant Warriors represent?

QUESTION



What is humanity's responsibility when it comes to the planet and environment?

QUESTION



The kingdoms of Pejite and Tolmekia both believe that their violence against each other is justified in order to save the planet. Do you agree with their actions or reasons?

QUESTION



Why are the nations fighting each other instead of working together?

01  
02  
03  
04  
05





# SOURCES<sup>!!</sup> FOR FURTHER STUDY

Book - Dune, 1965

Movie - The Lord Of The Rings, 1978

Movie - FernGully: The last rainforest, 1992

Movie - Princess Mononoke, 1997

Movie - Wall-E, 2008

Video - <https://www.youtube.com/watch?v=eJt70h00YLI>

Analysis of environmental  
philosophy In Nausicaa





## The Effects of Climate Change taught through

# PRINCESS MONONOKE

### a study guide

Our topic is climate change. This study guide illustrates the impact of climate change and reflects on the similarity between the animated film Princess Mononoke to our present state. In particular, this guide helps senior environmental science students to address big ideas, curricular competencies, content, focus questions, and activities.

#### Introduction:

Princess Mononoke is a Japanese film set in the late Muromachi period of Japan (1336 to 1576 AD). The story revolves around a prince named Ashitaka where he attempts to conciliate the conflict between humans who consume materials and the gods of a forest.

In Japanese, the word Mononoke means "supernatural, shape-shifting being that possesses people and causes suffering, disease, or death."

Before the movie, think about climate changes and their impacts on people, animals, and environments.





## Pre-Film Considerations:

Prior to watching the film, spend a moment to think about the effects of climate change you are currently experiencing.

### Recent local climate change in BC:

- The lower mainland experienced the hottest heatwave. The temperature reached 49C in Lytton, BC.  
Ripple effects: Air conditioners were sold out, schools were closed, Hotels with air conditioners were all booked up in the lower mainland, people died due to the heat
- Forest fires  
Ripple effects: Created haze, loss of biodiversity, lose of wildlife habits

### Global climate change:

- Rising sea level  
Ripple effect: Indonesians have to move to higher elevation land due to the rising sea level
- Air pollution  
Ripple effect: The air pollution in India contributed to an increase in heart attacks, lung cancer, and chronic lung diseases

Can you identify any more effects of Climate Change?

## BC Curriculum learning outcomes: students will be able to ...

Connect the following big ideas to the movie:

- Human actions affect the quality of water and its ability to sustain life
- Human activities cause changes in the global climate system
- Sustainable land use is essential to meet and needs of a growing population
- Living sustainably supports the well-being of self, community, and Earth

Refer to the movie and real-life situations, reflect and expand on the content ideas with curricular competencies:

#### Content:

- Land management: Agriculture and land development
- Changes to climate systems: Snow and ice coverage, rising temperature, rising sea level
- Water use impacts: Pollution, water audit, wastewater

#### Curricular competency:

- Questioning and predicting: Identify and create a hypothesis
- Planning and conducting: Analyze risks and benefits of proposed methods
- Evaluating: Explore alternative options for proposed methods



## Key Concepts & Big Ideas:

Throughout the film we see three main concepts:  
Human VS Nature | Human VS Human | Human VS Self

**Human VS Nature:** This key concept of the film is best illustrated through the battles waged by Iron Town and its leader Lady Eboshi. The industrialization of the people of Iron town has pushed into the great forest causing destruction and deforestation. The ancient gods who dwell in the forest have decided to fight back - which will ultimately lead to the death of all parties involved. It is only through the mediation of Ashitaka - based on his experience with a demon curse - that thwarts this mutual destruction. This theme highlights the cost of human industrialization without consideration of its impact on the natural world. This being the film's main theme arguably - demonstrating the impacts that human beings can have on the climate and nature when the actions we take are not done in a consecrate and sustainable way.



**Human VS Human:** This key concept is depicted best through the war and betrayal Iron Town and the samurai armies of Jiko-bo take part in. The film does an excellent job of portraying each party as wholly human. Neither being entirely antagonistic nor wholly protagonistic. The moral complexity of these conflicts between humans - based on greed and a desire for power - mirrors the nuanced aspects of life in the real world, where moral questions are sometimes at odds with progress or individual gain.

**Human VS Self:** This key concept is most discernible displayed by Ashitaka and his struggle against the curse of the demon he encountered. As he travels farther away from his homeland and encounters the strife of the rest of the world he is filled with rage and anger. His demon curse slowly begins to overtake him and he battles to remain true to himself as he proceeds through the trials of the film. This theme can also be seen through the character San. Her struggle between her human identity and her duty to her wolf family weighs more and more heavily on her throughout the film - especially as she begins to develop a relationship with Ashitaka. The doubt and reflection experienced by the characters in this film are masterfully storied through magical circumstances that become so mundanely relatable.





## Focus Questions:

While you watch the film work through the following focus questions

Identify the positives and negatives of Lady Eboshi.

What is the purpose of the crystal dagger?

It took Lady Eboshi to lose her arm to change her opinion on using earth's resources. What kind of impact will it take to change our society's opinion on using earth's resources?



Unlike the movie where the land gets restored in a few seconds, it will take decades for lands to restore back into natural form after a natural disaster. What can we do to accelerate the restoration process?

What are some alternate solutions for cities that rely on natural resources for their economy? Eg. Calgary, Edmonton (oil and sand), and Detroit (automotive)



## Post-Film Activities: After watching the film, complete the following activities

### Activity 1: Continuing the Story

Students will create an epilogue for the story of Princess Mononoke. This project should be done in a multimedia fashion - be it animation/storyboarding/live-action film/comic strip/podcast/newsreels/etc... This epilogue should further the story surrounding the rebuilding of Iron Town under the direction of Ashitaka and the watchful presence of San and her wolf pack. Consider: sustainability, land rights, forestry and mining ethics, animal rights, etc, and balance them against the needs of economic prosperity and the future well-being of the people of Iron Town.



### Activity 2: Adapting the Lore

Students will research a contentious or controversial piece of news media (eg. media relating to Fairy Creek old growth logging or unsustainable farming practices, or pipeline infrastructure) relating to climate change, sustainability, or climate change - either locally or globally. Students will then be tasked with creating a 'God' or 'Demon' that would oppose the controversial practice taking place in the piece of news media they chose. In the creation of this 'God' students will consider the following:

- What physical form would this god or demon take?
- What peaceful solutions - if any - could this god/demon take to resolve the controversy that it faces? Would they need allies? Where would they find the allies?
- Forced into battle - what party would come out victorious - if any?
- What motivation does the perpetrator of the policy/action in the news media have?

Create a new piece of news media based on the original piece of news media, either in writing, or through multimedia (film/podcast/animation/etc) that outlines the conflict as it would happen now that this new god or demon exists to protect its place in the world.



## Sources for Further Study

To continue your studies on climate change, check out the following resources.

Climate change is everywhere we look. We can learn more on this topic through trusted organizations like the one linked below, movies, or by keeping up to date on current events through news sources like CBC.

## The Global Climate Crisis

[https://wwf.ca/climate/?gclid=Cj0KCQjwub-HBhCyARIsAPctr7wyri3QpqLNQHH6C7Yew-PJvc-IJzggWRQHJyhibFlv\\_tjhO5NIWtoaAj-MEALw\\_wcB&gclidsrc=aw.ds](https://wwf.ca/climate/?gclid=Cj0KCQjwub-HBhCyARIsAPctr7wyri3QpqLNQHH6C7Yew-PJvc-IJzggWRQHJyhibFlv_tjhO5NIWtoaAj-MEALw_wcB&gclidsrc=aw.ds)

Climate change is accelerating sea-ice loss and worsening wildfires, floods, drought, avalanches, heatwaves, and sea-level rise. It's decreasing the flow of rivers, eliminating streams altogether, and increasing ocean acidification, which threatens marine life. Climate change is also contributing to a dramatic loss of natural habitats, which is being felt by wildlife and people in Canada and around the world.

## Chasing Coral

For three years, Emmy-winning filmmaker Jeff Orlowski and his team followed the work of The Ocean Agency in recording and revealing a global coral bleaching event and the impacts of climate change on the world's reefs, resulting in the Netflix Original Documentary Chasing Coral.



## This Changes Everything

A look at seven communities around the world with the proposition that we can seize the crisis of climate change to transform our failed economic system into something radically better.



## CBC: Climate Change

<https://www.cbc.ca/news/topic/Tag/Climate%20change>

Check out some local news stories on climate change.





# MEDIA STUDY GUIDE

- Grades: 8-10
- S2, Ep. 14, "The Call"
- Themes:
  - ecology
  - sustainability
  - FPPL

Created by:  
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UBC EDCP 481



# INTRODUCTION

Youth-oriented television has come a long way. Once the hallmark of cereal-fuelled Saturday mornings, children's programming (ie. cartoons) has been catapulted to a wider audience via streaming services. Studios like DisneyXD and Nickelodeon have stepped up and are accomplishing greater heights than ever in their visual, thematic, and storytelling complexity/expertise. We see the twenty-minute episodic form as an excellent and approachable pedagogical medium for the 21st century classroom.

Young people comprehending and valuing environmental themes has never been so important. If we are serious about transitioning our globally industrialized society toward something more sustainable, we need our youth to reframe their identity role from extractors to stewards. Perhaps, unlike recent generations, they'll value people for their small ecofootprints instead of their economic status and conspicuous consumption.

Embedding values of eco-stewardship in a whole society may seem like a gargantuan task. But it's one that indigenous ways of knowing have been achieving for millenia. Therefore, inspired by the First Peoples Principles of learning, we aim to utilize the value of storytelling and humour as a sacred medium through which to instill such values for generations.





# LEARNING OBJECTIVES



- **Reflect** on your household's use/abuse of fossil fuels



- **Reconsider** a previous encounter with nature



- **Define** Biomimicry and analyse examples from various human industries

# KEY CONCEPTS



## RESOURCE MANAGEMENT

- Our modern world is fraught with abuses of sustainable resource management. Similar selfish extractive practices designed within a fallacy of endless growth are noted in this episode.

## BIOMIMICRY

- A key component of best-practice design solutions in the 21st century is appreciating how nature has employed evolution to solve similar design issues.
- In this episode, there is dialogue signalling both the power of storytelling woven with biomimicry: an ancient legend that Twi'lek society were inspired to travel through hyperspace by galactic-travelling creatures.
- Nature is smarter than us. As we educate a generation to be more humble than previous generations, knowledge and examples of biomimicry will be a paramount teaching tool.



# MORE KEY CONCEPTS

## ECONOMICS VS. ENVIRONMENT

- The episode develops ideas of whose needs are prioritized as well as resources having an enormous geopolitically-strategic importance.
- The rebels take the initiative of destroying the imperial mining operation only after securing enough fuel to help their own ethical cause, the emerging rebellion against the tyrannical Galactic Empire.



## ENERGY USE

- Today, a general lack of self awareness is all-too-often the case regarding our dependence on energy to exist. This episode does a good job illustrating this as our protagonists acknowledge fuel acquisition as mission critical for the first (and only) time in the series.
- Students should draw parallels to this phenomenon in their own lives.





# FOCUS QUESTIONS

## BEFORE VIEWING

- Have you ever been inconvenienced or felt threatened by a wild animal? What was the animal, and how did it make you feel?
- Who do you think has the authority to carry on: the ecological need or the human need? Why?
- What does sustainability mean to you? What actions do we need to take to become a sustainable society?
- What is the role of fuel in everyday life? List as many ways that we consume fuel.
  - Consider: home, school, transportation, food, water, shopping
  - What would happen to our daily life if fuel was not available?

## AFTER VIEWING

- Recall the animal encounter that inconvenienced you prior to watching. Have your opinions about this experience changed at all? Are you able to see it from the perspective of that animal?
- How does electricity get generated where you live? How are other species affected by this process?
- Ezra suggests "flying with them instead of against them", does this spark your thinking on any larger issues?
- Brainstorm the similarities and differences between the refinery employees in the episode and our modern fossil fuel industry.
- Hera suggested that the Twi'leks were inspired by the Purgill to develop space travel. This is called biomimicry, can you think of any examples here on Earth?



# CLASSROOM ACTIVITIES

## ACTIVITY 1: BIOMIMICRY MIX AND MATCH

### Step one:

Define biomimicry as a class.

### Step two:

Hand out one biomimicry card to each student. Explain that some students received cards depicting something that was inspired by nature or the animal/plant that inspired the product. Students then search for their "partner" who has the corresponding card.

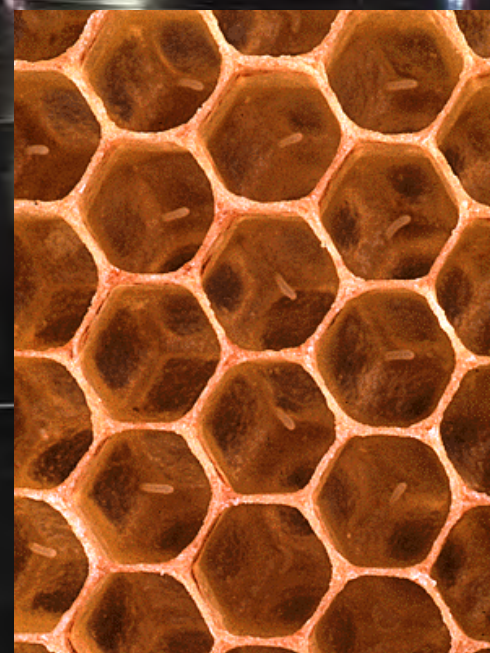
### Step 3:

Discussion. Students explain why their card matches their partner's.

- What can we learn from these designs?
- Do these designs positively contribute to society? How?
- Can we think of other examples of biomimicry?



10,348  
followers





# CLASSROOM ACTIVITIES

## ACTIVITY 2: GET OUTSIDE!

### Step one:

Take your class outside, either to a local park or nearby woodland. Ask your students to find an object in nature (ex. a leaf, branch, plant, flower, insect, etc) and take a picture of it. Ask them to take notes on the "design" of the object.

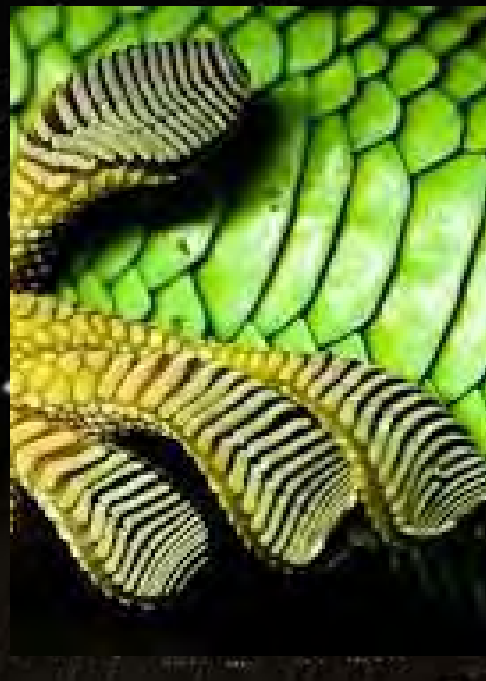
- what components does it have?
- how does the design of the object contribute to it's survival? What are its strengths?
- what does this object remind you of?

### Step two:

Back in the classroom, ask students to research their object in more detail. Ask them to find out more about how the object functions. Students write a paragraph about the object's design and brainstorm other objects that may use the same design principals.

### Step three: (optional extending activity)

Ask students to design a new object using the design principals and inspiration from the object they found in nature. Provide paper and coloured pencils.





# ADDITIONAL RESOURCES

FOR STUDENTS AND EDUCATORS

## BIOMIMICRY:

- MAKE A DESIGN
- IN ACTION
- EXAMPLES
- IN ARCHITECTURE

## SUSTAINABILITY:

FOOTPRINT CALCULATOR

MINECRAFT  
SUSTAINABILITY CITY

SCHOOL STRIKE FOR  
CLIMATE