

# Questions to Promote **CRITICAL LITERACY**

- ◆ Who is the author/producer?
- ◆ What do you think are the author's values, attitudes and beliefs?
- ◆ How do you think the author sees the world?
- ◆ Who or what may have influenced the author's world view? Explain.
- ◆ What is it that they believe in that is different from what we believe in?
- ◆ What do you interpret to be the author's intent? Explain.
- ◆ Who is the target audience? How do you know?
- ◆ How might different people interpret the message of the text?
- ◆ When and where was the text crafted? How do you know?
- ◆ What was going on in the world at the time the text was crafted?
- ◆ How has the author worded ideas in the text?
- ◆ How does the wording influence the meaning?
- ◆ Where is the "agent of action" placed in the sentence (spoken or written)?

For example:

- Police Catch Criminal! (*places focus on "police" and softens focus on "criminal"*)
- Criminal Caught By Police! (*places focus on "criminal" and softens focus on "police"*)
- Criminal Caught! (*places sole focus on "criminal"*)
  
- ◆ How do the features of text influence the message?
- ◆ How does the medium influence the message of the text?
- ◆ Who published the text?
- ◆ Who is making money from the text (what are the commercial implications)?

# Questions to Promote **CRITICAL LITERACY**

- ◆ Who is the author/producer of this text?
- ◆ Knowing what we know about who created this text, how do we expect him or her to treat the subject matter?
- ◆ Why are we reading or viewing this text?
- ◆ What do we already know about the text based on what we can see?
- ◆ What do the images suggest? What do the words suggest?
- ◆ What kind of language is used in this text? What is its influence on the message?
- ◆ What do you interpret to be the author's intent? Explain.
- ◆ With whom do you think the author wants us to identify or sympathize?
- ◆ Who is the target audience? How do you know?
- ◆ How might different people interpret the message of the text?
- ◆ How are children, adolescents, or young adults represented in this text? How are boys or girls represented?
- ◆ What has been left out of this text that you would like to have seen included?
- ◆ Is the text fair? Does it treat the subject matter/sides/parties fairly?
- ◆ Who benefits from this text? Who does not?
- ◆ What does the reader/viewer need to know ahead of time in order to really understand this text?
- ◆ What is real in the text? What is not real? How is reality constructed?
- ◆ How might the creator of this text view the world? Why do you think that?