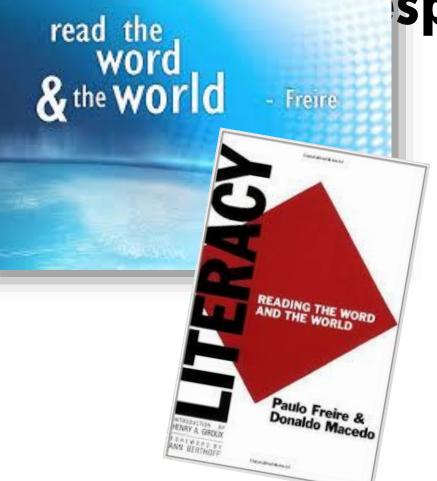
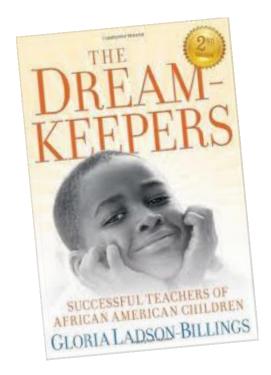
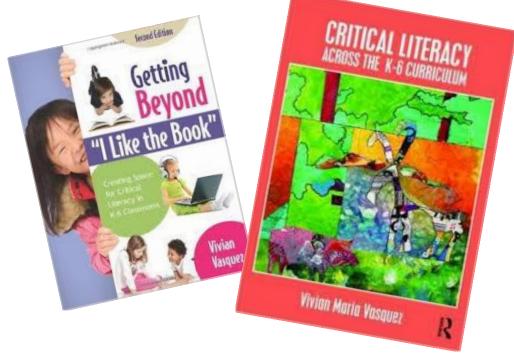
Creating Space for (culturally sponsive) Critical Literacies







Leyton Schnellert, UBC

Twitter: @LeytonSchnell

Middle years learners need access to books that provide them with both mirrors and windows.

- When we see ourselves in stories we feel validated like we belong and we may just feel more empowered to gain courage to take on the obstacles in our lives.
- Seeing others' life experiences helps us to gain inspiration and become more empathetic towards diversity.





Children need access to books that provide them with both mirrors and windows.

When youth cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part.

(Bishop, 1990, p. 557)

ALL readers need to experience both books that are mirrors for their own lives and books that are windows to the lives of others.

Critical literacy....

... is the ability to <u>actively read text</u> in a manner that promotes a <u>deeper understanding of socially constructed concepts</u>;

- power,
- inequality, and
- injustice in human relationships.
- Critical literacy invites readers to think deeply, question and transform their thinking about issues of social importance.
- The development of critical literacy pushes students to question issues of power; in essence, to become thoughtful, active citizens...
- Taking up critical literacy in the classroom is a way of living and learning..... It should lead to meaningful action on the part of learners.

Critical Thinking Competency

- Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments.
- Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/Critical ThinkingCompetencyProfiles.pdf

Developing Critical Literacy with Children's Literature

• Using children's literature to unpack social issues in the classroom community can create opportunities for critical conversations and make available different social positionings for students as they engage with texts.

 Social position considers how peers perceive each other as members of the learning community and as viable partners for specific literacy

events.



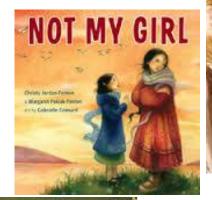
Use Powerful Read-Alouds with Culturally Responsive and Critical Literacy Literature

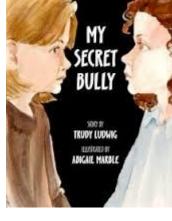
-high quality books (social issues, multicultural literacy, history, place-based issues, & books without a happily ever after schema)

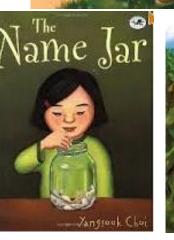
-read aloud as a strategy to promote and trigger meaningful conversations in the classroom

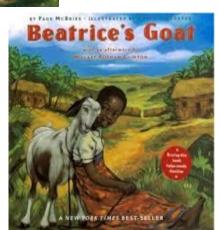
-conversations that encourage children to think about social issues they experience in their worlds

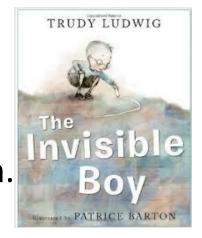
-thought-provoking and powerful texts (books, images, multi-media) that ask to be held inside and lingered upon.

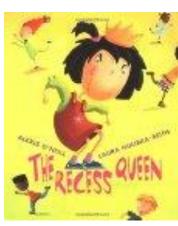














Injustice Text Set (Nicole Widdess)

Picture Books:

- Freedom Summer (model text)
- Pink and Say
- Baseball Saved Us
- Mush-Hole
- The Harmonica
- Friends or Enemies (graphic novel)



Students used articles written by children taken from Eric Walter's *Tell Me Why*

Read Aloud – Listening to the words and thinking about the story

Picture Walk

the story through the illustrations

Partner and Whole Group Discussion

KUDY LUDW.



Generating and responding to questions – whole group, partners in writing

Small group discussions based on collated responses and questions TALKING CHIPS -Select a image from the text that best reminds us of what the book has taught us

Learning

Connecting to self and others through writing
To reflect,
Take action,
Convince,
Explain,
Question

LINGERING WITH A BOOK,

Vasquez, 2010, p. 56

Engaged, guided, extended, & reflective thinking......

Why Critical Literacy?

- It is not sufficient to simply create texts for the sake of practicing a skill
- The practice of using language in powerful ways to get things done in the world
- To enhance everyday life in schools and communities
- To question practices of privilege and injustice
- To create opportunities for critical conversations as students engage with texts
- It's part of the new core competencies in the BC Curriculum.....

Critical Literacy

 https://www.academia.edu/37169520/Critical Literacy Children as Changemakers in their Worlds