

**Appendix 18.1. Finding Critical Literacies**

| NAME   | DATE         | PERIOD |
|--|--------------|--------|
| <b>WHAT IS CRITICAL LITERACY?</b>  |              |        |
| <b>Critical Literacy Checklist</b>   | <b>Notes</b> |        |
| → Disruption of commonplace  |              |        |
| → Interrogation of multiple viewpoints   |              |        |
| → Focus on sociopolitical issues   |              |        |
| → Action/promotion of social justice   |              |        |
| <b>WHAT DO I THINK THIS FILM MAY BE ABOUT?</b>   |              |        |
| <b>Before Viewing</b>  |              |        |
| → Title(s) of film?<br>→ Possible themes?<br>→ Words to know?<br>→ Questions?<br>→ Predictions?<br>→ What is your purpose for viewing? |              |        |

| NAME   | DATE | PERIOD |
|--|------|--------|
| <b>CRITICAL LITERACIES - PART 2</b>  |      |        |
| <b>During Viewing - choose at least six prompts</b>  |      |        |
| → I wonder how . . .<br>→ I think this has something to do with . . .<br>→ This reminds me of . . .<br>→ For real, I really get this because . . .<br>→ At one point, I wanted to ask . . .<br>→ What I don't get is . . .<br>→ This is important for . . . because . . .<br>→ What did they mean when they said . . .<br>→ What happens next is . . .<br>→ I know somebody with the same story and he/she . . . |      |        |
| <b>After Viewing - choose at least three prompts</b>   |      |        |
| → Three things I take away from this film are . . .<br>→ The film wants me to think about . . .<br>→ I don't get the part about . . .<br>→ What interested me the most about this film was . . .<br>→ This story reminds of . . .<br>→ The main argument was . . .<br>→ If I were to change one thing about the film . . .   |      |        |

**FINDING CRITICAL LITERACIES**

| What did they do or say? | What does it mean? | What makes it critical literacy? |
|--------------------------|--------------------|----------------------------------|
|                          |                    |                                  |

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