

## **Critical Questions**

1. How does the point of view affect your reading? Who is the implied reader or intended audience of the text? Whose background knowledge is privileged in reading this text?
2. How does this text relate to the world as you see it?
3. Are any characters privileged or marginalized? How are the lived experiences of historically minoritized populations represented in the text?
4. What moral values and social-political messages (race, gender, sexual orientation, religion, class, poverty, environment, immigration, education, homelessness, etc.) are dominant in the text? Does the author foster social consciousness?
5. In this text, who had the power to make choices for a better world?
6. Does the author present cultural details and markers authentically and multidimensionally? Are these cultural details integrated naturally?
7. Is the author/illustrator a cultural or #OwnVoices insider--Do they self-identify as a member of the community portrayed in the book?
8. Does the author use details accurately and does this work avoid stereotypes? Does the author use language authentically?
9. What experiences did the author bring that would help them represent the culture or social/environmental issue fairly?

## **Climate Change...**

- Identity: “How does my identity influence my carbon footprint?”
- Diversity: “Who is most vulnerable to climate change?”
- Justice: “How do power and privilege influence our ability to influence climate change?”
- Action: “What can I do to help mitigate climate change?”

## **From Teaching Tolerance:**

<https://www.tolerance.org/classroom-resources/teaching-strategies/exploring-texts-through-read-alouds/creating-questions-to>

1. Define bias and stereotype in age-appropriate terms. Consider adding these words to your class vocabulary anchor.
2. Ask children questions such as:
  - What is the main idea of the text?
  - Who is the main character?
  - What is the main character's gender identity (including animal characters)?
  - Who is the narrator? Are there characters that have a different point of view than the narrator? How do you know?
  - Which groups of people are represented?
  - Which groups of people are not represented?
  - What is the connection between character X and character Y? How are they similar or different?
  - How do characters X and Y respond to character Z?
  - What do you think the author is trying to tell you about a group of people or about an individual?
  - Do you agree or disagree with what the author is representing? Why or why not?
3. Provide opportunities for children to examine read aloud texts for biases.
  - Linguistic bias: Look for culturally loaded terms (e.g., “black sheep,” “that’s so gay,” “that’s ghetto”), sexist language (fireman instead of firefighter), and ableist language (wheelchair bound instead of uses a wheelchair or wheelchair-user).
  - Stereotyping: Examine storylines and illustrations for ethnic, gender, socioeconomic, religious, disability, and cultural stereotypes (e.g., “What do the families in our texts look like?”).
  - Invisibility: Examine texts to determine if there is a systematic exclusion of races, family types, socioeconomic class or cultures.
  - Imbalance: Examine textbooks and classroom materials to determine if there is a balanced presentation of different groups. (e.g., “Is only one group of people present?” or “What role are men in this text playing? What role are women playing?”)
  - Unreality: Examine texts to determine if sensitive or controversial issues (such as such as slavery, discrimination, prejudice, social movements, homelessness or immigration) are glossed over with inaccurate or incomplete information.
4. Encourage students to create questions about the text while they read or encounter other media.