

# CRITICAL LENSES

## 7 lenses - notes & organizer

**Marxist Criticism: A Quick Overview**

**Marxist CRITICAL LENS**



Marxist Criticism is a literary theory that examines the relationship between literature and the socio-economic conditions of the time. It focuses on the role of the writer as a member of a particular class and how this influences their work. Key concepts include class struggle, alienation, and the economic base of society.

**Key Concepts:**

- Class Struggle:** The conflict between the bourgeoisie (the ruling class) and the proletariat (the working class).
- Alienation:** The feeling of being isolated or estranged from one's work, community, and self.
- Economic Base:** The material conditions of life, which determine the superstructure (culture, politics, etc.).

**Questions to Ask:**

- What class does the author belong to?
- How does the author's class influence their perspective?
- What social or economic issues are being addressed in the text?
- How does the text reflect or challenge the status quo?

**Structuralist Criticism: A Quick Overview**

**STRUCTURALISM**



Structuralist Criticism is a literary theory that seeks to understand the underlying structures or systems that govern language and culture. It views language as a system of signs and symbols that create meaning. Key concepts include binary oppositions, the signifier/signified, and the linguistic code.

**Key Concepts:**

- Binary Oppositions:** Pairs of concepts that are mutually exclusive and exhaustive (e.g., male/female, nature/culture).
- The Signifier/Signified:** The relationship between a word (signifier) and the concept it represents (signified).
- Linguistic Code:** The system of rules that governs the use of language.

**Questions to Ask:**

- What are the underlying structures or systems in the text?
- How are these structures related to language and culture?
- What binary oppositions are present in the text?
- How does the text play with or challenge these structures?

**Feminist Criticism: A Quick Overview**

**FEMINIST CRITICAL LENS**



Feminist Criticism is a literary theory that examines the representation of women in literature and the role of gender in the construction of meaning. It challenges patriarchal structures and seeks to highlight the experiences and voices of women. Key concepts include patriarchy, gender roles, and the female gaze.

**Key Concepts:**

- Patriarchy:** A system of society in which men hold the power and dominate the roles of political leaders, teachers, and other authority figures.
- Gender Roles:** The roles and behaviors that are considered appropriate for men and women.
- Female Gaze:** The perspective of a woman looking at the world, often contrasting with the male gaze.

**Questions to Ask:**

- How are women represented in the text?
- What gender roles are being challenged or reinforced?
- How does the text explore the female experience?
- What is the role of the female gaze in the text?

**Biographical Criticism: A Quick Overview**

**BIOGRAPHICAL CRITICISM**



Biographical Criticism is a literary theory that examines the relationship between the author's life and their work. It seeks to understand how the author's personal experiences, beliefs, and values influence their writing. Key concepts include the author's biography, the text's context, and the author's intent.

**Key Concepts:**

- Author's Biography:** The life events and experiences of the author.
- Text's Context:** The historical and cultural context in which the text was written.
- Author's Intent:** The purpose or goal of the author in writing the text.


**Questions to Ask:**

- What is the author's biography?
- How does the author's life influence their work?
- What is the context of the text?
- What is the author's intent in writing the text?



**Reader Response Criticism: A Quick Overview**

**READER RESPONSE**



Reader Response Criticism is a literary theory that focuses on the reader's experience of a text. It emphasizes the role of the reader in creating meaning and how their personal background and beliefs influence their interpretation. Key concepts include the reader's response, the text's ambiguity, and the reader's role in interpretation.

**Key Concepts:**

- Reader's Response:** The reader's personal reaction to the text.
- Text's Ambiguity:** The presence of multiple possible meanings in the text.
- Reader's Role:** The reader's active role in creating meaning from the text.

**Questions to Ask:**

- How does the reader respond to the text?
- What is the reader's role in creating meaning?
- How does the text's ambiguity influence the reader's response?
- What is the reader's personal background and how does it influence their interpretation?

**Moral/Philosophical Criticism: A Quick Overview**

**MORAL/PHILOSOPHICAL**



Moral/Philosophical Criticism is a literary theory that examines the ethical and philosophical implications of a text. It seeks to understand how the text explores questions of morality, justice, and the human condition. Key concepts include the text's moral stance, philosophical themes, and the author's ethical beliefs.

**Key Concepts:**

- Text's Moral Stance:** The text's position on right and wrong.
- Philosophical Themes:** The text's exploration of philosophical questions.
- Author's Ethical Beliefs:** The author's personal beliefs about morality and ethics.

**Questions to Ask:**

- What is the text's moral stance?
- What philosophical themes are explored in the text?
- How does the text explore questions of morality and justice?
- What are the author's ethical beliefs?

# Critical Lens Graphic Organizer

**Howard Black, Sandra Parks**



## **Critical Lens Graphic Organizer:**

**Enhancing Educators' Theoretical and Practical Understandings of Critical Literacy** Vera Sotirovska, Margaret Vaughn, 2023-09-07 This Element explores ways to promote critical literacy in teacher education First the authors define critical literacy in the context of teacher education through established theoretical frameworks and models of critical literacy pedagogy and share their collective findings on critical literacy research over the course of a decade Building from these theoretical understandings of critical literacy they outline ways to actualize critical literacy in teacher education as a transformative pedagogy coupled with resources and activities that support equitable teaching practices Next they illustrate how adaptive teaching supports critical literacy pedagogy and underscore autoethnography as a reflective tool to engage pre service teachers in critical literacy practice They model this approach with mentor text analyses using critical literacy as a lens to facilitate critically oriented mindsets in teachers through visioning They conclude with implications for classroom practice at the intersections of critical literacy and teacher preparation and provide directions for future research

Approaches to Teaching the Works of Jorge Luis Borges José Eduardo González, 2025-01-02 Often considered a writer who transcends national borders Jorge Luis Borges also aimed to reinvent the history and traditions of his own country Argentina His unconventional works appeal to students who nonetheless can find his richly intertextual prose challenging Addressing courses in Spanish and in English this volume offers innovative approaches that help students navigate the texts engage with them emotionally and creatively and understand the time and place of their production while connecting them to the present Part 1 Materials provides detailed biographical information about Borges as well as print and digital resources The essays in part 2 Approaches offer strategies for discussing his writing process his manuscripts and the material history and translation of his texts Contributors also examine Borges s influences which include film mythology history and ideas of Islam and Judaism the author s interest in humor and games and resonances with other literary works *Critical Thinking for Education Students* Charlotte Barrow, Rebecca Westrup, 2025-11-13 Packed with helpful examples and activities to consolidate learning this book equips students with the knowledge and tools to demonstrate critical thinking in their work

**Cracking the Common Core** William E. Lewis, Sharon Walpole, Michael C. McKenna, 2014-02-18 This book guides teachers in grades 6 12 to strategically combine a variety of texts including literature informational texts and digital sources to meet their content area goals and the demands of the Common Core State Standards CCSS It presents clear cut ways to analyze text complexity design challenging text sets and help students get the most out of what they read Provided are practical instructional ideas for building background knowledge promoting engagement incorporating discussion and text based writing and teaching research skills Appendices offer sample unit plans for English language arts history social studies and science classrooms More than 20 reproducible coaching templates and other tools can be downloaded and printed in a convenient 8 1 2 x 11 size *New York Regents Exam* Adele Scheele, Kaplan Educational Center Staff, Kaplan, 1997-12 More

than 147 000 New York State high school students take the Regents Exams every year in order to earn a Regents diploma and be eligible for a National Merit Scholarship Kaplan s programs offer the best approach to demystifying the Regents exams Kaplan s guides include sample tests content review practice questions and demonstrated Kaplan test taking techniques

**Critical Approaches to Young Adult Literature** Kathy Howard Latrobe,Judy Drury,2009 Explores various facets of creating a vibrant YA reading community such as inquiry based learning promoting and motivating reading collection management understanding multiple intelligences accepting diverse beliefs and acting as a change agent to name a few

**English Learners Left Behind** Kate Menken,2008 This book explores how high stakes tests mandated by No Child Left Behind have become de facto language policy in U S schools detailing how testing has shaped curriculum and instruction and the myriad ways that tests are now a defining force in the daily lives of English Language Learners and the educators who serve them

Using a Graphic Organizer to Teach Critical Reading to High School Students Jeanne B. Becijos,1992

**The English Record** ,1999

**Harcourt Science: Physical science, [grade] 5, Units E and F, teacher's ed** ,2000

Differentiating With Graphic Organizers Patti Drapeau,2008-09-26 Use graphic organizers to challenge students make learning exciting and raise academic achievement This research based resource shows how graphic organizers can strengthen students critical and creative thinking skills and help differentiate instruction in the classroom The author provides nine types of graphic organizers based on Bloom s taxonomy and sample applications for different subject areas and grade levels With rubrics for providing quality feedback included this hands on guide demonstrates how teachers can Promote the critical thinking processes of assuming inferring analyzing prioritizing and judging Encourage the creative thinking processes of brainstorming connecting creating and elaborating Modify graphic organizers or create their own to meet individual learning needs

**Harcourt Science: Earth science [grade] 6, units C and D, teacher's ed** ,2000

**Teaching Strategies for Students with Mild to Moderate Disabilities** Mary Anne Prater,2007 Centered on the most recent scientifically based practices Teaching Strategies for Students with Mild Moderate Disabilities 1 e comprehensively details everything that pre service teachers need to effectively teach students with mild to moderate disabilities This text includes not only empirically validated instructional strategies but an array of relevant topics such as the application of technology to the field and implications for changing demographics within U S schools Each chapter in the book follows a pattern of instruction by providing key topics key questions scenarios Technology Spotlights teacher tips summary statements and review questions This consistency in format throughout the text helps facilitate learning for both instructor and student Each chapter also includes the Council for Exceptional Children CEC standards that are addressed within the chapter helping instructors align course content to accreditation standards

*Student Successes With Thinking Maps(R)* David Hyerle,Larry Alper,Sarah Curtis,2004-06-04 Foreword by Pat Wolfe Following a presentation of the what why and how of Thinking Maps the reader is treated to a panoramic view into schools that have successfully used this unique tool kit to

bridge the gap from research to practice All are worthy models to examine and follow as schools focus on continuous growth for all through both individual and school improvement The book is a must read Marti Richardson President National Staff Development Council How do we support all learners to use thinking skills across disciplines Visual organizers reflect what we know of how the brain processes stores links and builds new learning In this new resource David Hyerle the originator of Thinking Maps shares stories from teachers principals and trainers who have adopted the maps to increase student achievement and revitalize learning communities Among the specific successes here teachers and leaders will find ways to use Thinking Maps as a visual language and a frame of reference to Help all students access difficult content areas Provide a bridge to overcome cultural disconnects between teachers and learners Spur higher order thinking and discussion even in young children Offer a tool to assess content understanding in students with limited English Provide a means for students to think and talk more deeply about mathematics Provide prompts and organizers for more effective writing Offer new learning supports for students with differences Provide a common learning community toolbox for teachers students and parents Integrate learning across grades and subjects and from prior knowledge to new learning Students teachers and administrators have proven that thinking maps are a key to improving performance by students across cultures and languages raising the quality of instruction and offering new pathways to sustain constructive conversations within schools

**A Guide to Graphic Organizers** James Bellanca, 2007-05-30 Creating a mindful rendering of student thinking with these graphic tools is at the heart of this extensive work K 12 teachers will applaud this effort as they use these graphic organizers in rich and relevant instructional activities Robin Fogarty Educational Consultant and Author An excellent aid in teaching students to gather and process data systematically develop critical thinking skills and become actively engaged learners Mary Jo Johnson Educational Evaluator North Carolina School for the Deaf Morganton NC Help students organize their thinking process content and work cooperatively Graphic organizers are effective research validated tools for supporting student achievement promoting students higher level thinking and strengthening learners visual and metacognitive skills In this combined update of The Cooperative Think Tank I and II James Bellanca offers teachers a collection of 24 ready to use graphic organizers to enhance student learning across subject areas and grade levels Presenting each graphic organizer in its own chapter the author includes lessons for introducing these engaging learning tools to students and offers tips for maximizing their positive learning effects Revised with current research new graphic organizers and a streamlined format this edition also provides guidelines for using graphic organizers to Support cooperative learning groups Help students process content Effectively assess students understanding of concepts For novice teachers or seasoned veterans Bellanca s extensive collection is the ideal guide to help you integrate graphic organizers into daily instruction

**Resources in Education**, 1992 *Pedagogy in a New Tonality* Peter Gouzouasis, 2011 This is a book for teachers by teachers from elementary school to university level classrooms It is about the use of creative instructional strategies in K 12 class room

settings and the transformations the teachers made in their journeys from being traditional practitioners to becoming pedagogical in their approaches to teaching and learning across the curriculum Over twenty teachers conducted research in their classrooms on the implementation of creative strategies tactics graphics organizers and visual journals in teaching and learning They have written their inquiries in a narrative style informed by various forms of arts based educational research Their research is approachable and usable by other teachers who are interested in becoming reflective reflexive practitioners Many of the strategies tactics and graphics organizers are described by Barrie Bennett in his widely used textbook *Beyond Monet The Artful Science of Instructional Intelligence* However through their journeys of becoming teacher learner researchers many discovered numerous creative variations of Bennett s work as it was implemented in their classrooms While there are many professional books that provide ideas on collaborative learning and creative teaching approaches there is very little published research on the efficacy of these concepts in the K 12 classroom These inquiries provide practical insights into how inspired teachers can conduct research on improving their own practice as well as on greatly improving their students learning **Illinois Reading Council Journal** ,2019 **Organizing Thinking** Howard Black,Sandra Parks,1990 Improves content learning as it develops effective learning strategies Organizing Thinking lessons integrate content instruction critical thinking and graphic organizers to help students simplify understand and remember information develop deeper learning connections organize and manage their own thinking and learning Each lesson clearly identifies the content objective and thinking process being taught Students are provided with content material and a blank organizer for depicting relevant information Lesson plans include techniques for using graphic organizers discussion activities that explain model or extend lessons and a summary of inferences interpretations or conclusions which result from discussion Grades 5 8

**Teaching Science in Elementary and Middle School Classrooms** Joseph S. Krajcik,Charlene Lochbihler Czerniak,Carl F. Berger,2003 This text provides an overview of current science teaching practices for the elementary and middle grades The authors top scholars in the field of science education believe that all children should develop an in depth and meaningful understanding of scientific concepts and processes To achieve this the text utilizes the Project Based Approach Project based science stresses that science teaching should emphasize the active engagement of students in science rather than teachers telling students information Each chapter has several Portfolio Activity boxes that provide active learning experiences or reflections for the student Like the first edition the text includes numerous strategies in each chapter that help both new and experienced teachers understand how to teach science in an active and engaging manner The text also shows teachers how to implement the National Science Education Standards NSES and constructivist strategies A NSES marginal feature keys content to the standards Moreover this textbook helps teachers learn how to implement all of today s major reforms not just read about them

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### **Critical Lens Graphic Organizer Introduction**

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