

Critical Thinking Club: Using Visual Literacy as a Bridge to Critical Thinking

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Students spend one hour in a small group discussing and analyzing provocative imagery to determine the artist's intended message. They share what they believe this message is with the group, and use elements of the image to support their beliefs.

OBSERVE: Students describe the image as a group by responding to detail questions.

- What do you notice first?
- What people/objects are shown?
- How are they arranged?
- What colours are used and what light effects are prominent in the image?
- What other details can you see?

REFLECT: Students reflect as a group on the action in the image and the impact the image has on them.

- Why do you think the image was made?
- What's happening in the image?
- How does this image make you feel?
- What aspect of the image is creating this feeling in you?

QUESTION: Students independently analyze the purpose of the image and find support for their analysis. These questions are answered in point form writing before being shared with the group.

- What is the message the creator of this image wanted to convey?
- How do you know this was the intended message? Find at least two aspects of the image that support your thinking.
- Was the creator of this image successful in delivering this message? Why/why not?

CONNECT: As a group, students discuss the ways in which this exercise can help them in their classes.

- If you were going to write a paragraph in an essay about the message in this image, what would the essay be about?
- What aspects of culture or past experience did you bring to your interpretation of the image that may have coloured your analysis?
- How is it that there can be more than one correct analysis?

