

Juxtaposing Strategy

Juxtapositioning is a critical literacy strategy where students look at contrasting viewpoints (McLaughlin & DeVoogd, 2004). Here is how it works:

1. Present students with two contrasting texts. Include two pictures next to each other to make the contrast more obvious, or use two contrasting pictures only. Lead a discussion based on this contrast. Here are some question starters:
 - a. What makes these pictures/ideas different? The same?
 - b. What items is being compared and contrasted?
 - c. What are the attributes being compared and contrasted?
 - d. What are their most important qualities or attributes?
 - e. What are their *least* important qualities or attributes?
 - f. In terms of the qualities that are most important, are they more similar or different and why/how?
2. Use a Venn Diagram to depict and discuss the contrasts.
3. Use a cloze exercise to illustrate a point-of-view by replacing all references to point-of-view blank, along with judgment or bias. Allow students to insert replacement words to depict an alternate point-of-view. Discuss the variations.
 - a. EXAMPLE: The media jumped on the opportunity and there were camera crews everywhere. I was surprised to see that they exploited all who were in attendance by filming the police as they used tear gas to dismantle the crowd. People were running and screaming everywhere, terrified. I was headed north and while I couldn't quite see the crowd amass, I could see that they were clearly headed away from the incident.
4. Take an article from popular press like a newspaper or magazine. Remove all words that show a bias toward a particular point of view. Have students fill in the words they think are missing. Discuss the words they chose and discuss why. Reveal the actual article and finish discussion.
 - a. EXAMPLE: To a sold out crowd last night, Britney showed up on stage wearing a _____ black skirt with a _____ tattoo on her cheek and it was _____. After she sang for several hours, her _____ performance left the crowd _____.

Reference: McLaughlin, M., DeVoogd, G. L. (2004). *Critical Literacy: Enhancing Students' Comprehension of Text*. New York, NY: Scholastic