ABSTRACT

This qualitative research study reflects the observed and reported experiences of fourteen Honors-level Earth and Space Science students from a large urban high school who applied critical thinking skills to the evaluation of the popular media. The students learned how to use and apply critical thinking skills in an effort to become critical evaluators of the popular media. Filters and Leading Questions applied to examples of written and visual media prompted students to think, in a critical way, about the media they were using. This study expresses the trials and errors of the implementation and application of critical skills to explore the popular media. The results of this study indicated that students who learn how to think critically would become effective evaluators of the popular media.