

Strategy 9: Anticipating Information Implementation Guide

Overview

Anticipating what a text is going to be about helps readers connect the text with what they already know. Activating and using prior knowledge is an essential component of comprehending text. A strategy known as the Anticipation Guide is particularly well-suited to teaching social studies content and helping students clarify their opinions and ideas about a topic. The purpose of the Anticipation Guide is to help students activate knowledge about a topic by voicing an opinion before they read, focus their attention on the major points during their reading, and provide a structure for discussing the text after they read. As students state their opinions about a topic, they tend to become more engaged and invested in supporting their viewpoint. This discussion alerts them to the important ideas in the text. In addition, students have a structure for discussing the ideas in the text, and teachers can ask additional questions or make comments that expand student thinking.

The Strategy in Action

Students should complete the following steps to practice the strategy. Be sure to pass out copies of Activity Guide 9 before students begin their work.

Step 1: Identify the Major Concepts. Determine the main ideas of the reading selection and write several statements that focus on the main points in the text and draw on students' backgrounds. Four to six statements are usually adequate to generate discussion. For this activity, however, use the statements on the student activity guide.

Step 2: Identify Agree/Disagree Statements. Students indicate statements with which they agree or disagree (mark agree/disagree in column A). Students should not analyze too much or second guess, but merely respond to the statements. Students respond negatively or positively individually to each statement and can then compare responses in small groups.

Step 3: Engage in a Prereading Discussion. You may wish to get a hand count of responses to the statements and ask students to justify their responses. Then engage students in a full discussion of the pros and cons of each statement.

Step 3: Read the Text. Students should be directed to look for support or something they thought differently about relative to the statements they just discussed. They may even be encouraged to note any evidence for or against statements. In this activity, students will read about the executive branch of the government.

Step 4: Revisit the Statements. Students should look at the statements they chose earlier to see if they have changed their opinions (mark agree/disagree in column B). The purpose of this strategy is not to

engage students in competition relative to who is right or wrong, but rather to activate their opinions about issues that are related to the text and expand their thinking.

Discussion

Students should compare their reactions to the statements before and after the reading. Ask them to justify their new or continuing beliefs based on the reading.

Answers to the Student Activity Guide

Part A: Answers will vary, but students will mark whether they agree or disagree with each of the three statements. Students will, then, compare and contrast their opinions with others in the group or class.

Part B: Answers will vary, but students read the passage on the executive branch and then respond to the statements again. They should then give reasons as to why they did or did not change their minds.

Name: _____ DATE: _____ Class: _____

Strategy 9: Anticipating Information Activity Guide

Part A: Answer the following questions BEFORE you read the text.

1. Look at the statements below. Before you read this text, mark **Agree** or **Disagree** in the column to the left for each statement.

Prereading Reaction	Statement	Postreading Reaction
Agree Disagree	The vice president holds an important position.	Agree Disagree
Agree Disagree	A president can be re-elected as many times as the American public votes him into office.	Agree Disagree
Agree Disagree	An American president has never been removed from office.	Agree Disagree
Agree Disagree	A president needs the support of Congress to get anything done.	Agree Disagree

2. Discuss your opinions within a small group, and compare your opinions with the other members of your group. Record below how your opinions are similar to or different from the other group members'.

Part B: Read the text on the executive branch of government and complete the activities that follow.

The Executive Branch

To become president, one must be a native-born U.S. citizen, at least 35 years old, and have been a resident of the United States for at least 14 years. All

presidents have been white men. However, in recent years, candidates have become more diverse, with African Americans such as Shirley Chisholm and Jesse Jackson seeking the presidency. No non-Christian has yet been president. When John F. Kennedy took office in 1961, he became the first Roman Catholic president.

Americans elect a president and vice president every four years. The president determines the vice president's responsibilities, which often include representing the president at official functions. Franklin D. Roosevelt, who won four presidential elections, has been the only president to serve more than two terms. The Twenty-second Amendment ratified in 1951, prevents anyone from serving more than two terms as president. If the president dies, resigns, or is removed from office, the vice president become president.

The Constitution gives the House of Representatives the authority to impeach, or bring charges against, a president suspected of committing a crime or of violating the essential presidential duties. The Senate tries all impeachment cases. If a president is found guilty, Congress can remove him or her from office. In 1867 Andrew Johnson became the first president ever to be impeached. By one vote, the Senate decided the case in Johnson's favor. In 1974 Richard Nixon became the first president to resign rather than be impeached. In 1998 the House of Representatives voted to impeach President Bill Clinton, making him the third president to face impeachment.

The president has many duties, which involve overseeing all aspects of government. The system of checks and balances often sets the president against Congress, particularly when the president's party is different from that of the majority party in Congress. First Lady Eleanor Roosevelt once noted, "It isn't really possible under our system, I fear, for the Executive and the Legislative to get along well."

Despite their differences, the executive and legislative branches must cooperate for the system to work. As President Lyndon Johnson observed:

"What a President says and thinks is not worth five cents unless he has the people and Congress behind him. Without the Congress I'm just a six-foot-four Texan. With Congress I'm President of the United States in the fullest sense."

Although Congress passes laws, the president can influence legislation by encouraging members to approve or reject certain bills. The president also has the power to veto, or cancel, legislation. Congress can override a president's veto, but doing so is very difficult because it requires a two-thirds majority vote.

3. Now look at the statements in the chart again and mark agree or disagree with each statement.

Prereading Reaction	Statement	Postreading Reaction
Agree Disagree	The vice president holds an important position.	Agree Disagree
Agree Disagree	A president can be re-elected as many times as the American public votes him into office.	Agree Disagree
Agree Disagree	An American president has never been removed from office.	Agree Disagree
Agree Disagree	A president needs the support of Congress to get anything done.	Agree Disagree

4. Write below why you changed your mind for any or all of the statements or why they remained the same.
