

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. In this activity, students will be responding to ideas related to the European Union.

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.

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 European Union 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, circle **Agree** or **Disagree** in the column to the left for each statement.

Prereading Reactions	Statements	Postreading Reactions
Agree Disagree	Unity is better than individualism.	Agree Disagree
Agree Disagree	People lose their identify when they join a group.	Agree Disagree
Agree Disagree	There is strength in numbers.	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 European Union and complete the activities that follow.

The European Union

What If . . . ? Imagine you are traveling from Texas to Minnesota. You have to go through a border checkpoint in Oklahoma to prove your Texas identity. The guard charges a tax on the cookies you are bringing to a friend in Minnesota. Buying gas presents more problems. You try to pay with Texas dollars, but the attendant just looks at you. You discover that they speak “Kansonian” in Kansas and use Kansas coins. All this would make traveling from one place to another much more difficult.

The European Union Fortunately that was just an imaginary situation. However, it is similar to what might happen while traveling across Europe. European countries have different languages, currencies, laws, and cultures. For example, someone from France has different customs than someone from Ireland.

However, many Europeans also share common interests. For example, they are interested in peace in the region. They also have a common interest in Europe's economic success.

A shared belief in economic and political cooperation has resulted in the creation of the European Union (EU). The EU has 15 countries that are members. They are Austria, Belgium, Denmark, Finland, France, Germany, Great Britain, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain, and Sweden.

The Beginning of the Unified Europe Proposals for an economically integrated Europe first came about in the 1950s. After World War II, the countries of Europe had many economic problems. A plan was made to unify the coal and steel production of some countries. In 1957 France, Germany, Italy, Belgium, the Netherlands, and Luxembourg formed the European Economic Community (EEC). The name was later shortened to simply the European Community (EC). The goal of the EC was to combine each country's economy into a single market. Having one market would make trading among them easier. Eventually more countries became interested in joining the EC. In 1973 Britain, Denmark, and Ireland joined. In the 1980s Greece, Portugal, and Spain joined.

In the early 1990s, a meeting was held in Maastricht, the Netherlands, to discuss the future of the EC. This resulted in the Maastricht Treaty. The treaty officially changed the EC's name from the European Community to the European Union. (EU).

3. Now look at the statements in the chart again and mark **Agree** or **Disagree** with each statement.

Prereading Reactions	Statements	Postreading Reactions
Agree Disagree	Unity is better than individualism.	Agree Disagree
Agree Disagree	People lose their identify when they join a group.	Agree Disagree
Agree Disagree	There is strength in numbers.	Agree Disagree

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