Anticipation Guide
Step-by-step instructions

1. Identify the article or text students will read on Confucianism, Legalism, or Taoism, such as:
   b. Legalism at http://web.cn.edu/kwheeler/chinese_legalism.html
   c. Taoism at http://web.cn.edu/kwheeler/chinese_taoism.html

2. Create several general statements about the topic of the article or text upon which you want students to focus without having read the text and for which the text provides supporting or refuting evidence challenging the students’ beliefs.

3. Next to each statement provide a space for students to indicate whether they agree or disagree with the statements. See sample anticipation guide.

4. Create a slide and poster of a time framework and an anticipation guide.

5. Provide to and review with each student a time framework for managing their time using the anticipatory guide via an overhead projector or whiteboard.

6. Provide to and review with each student the anticipation guide via an overhead projector or whiteboard.

7. Direct students to complete anticipation guide individually or in small groups before reading assigned article or text with the understanding that they be prepared to defend their answers.
   a. If students are placed in small groups:
      i. Make an effort to diversify the make-up of each group by ability, gender, race, and ethnicity (It is suggested that special education students are paired with regular education students to create a peer-assisted learning environment, which will benefit both student types.)
      ii. Review rules for working in a group emphasizing the students are responsible for their group members learning all of the content in their assigned segment.

8. Have students share and defend their answers with the class as a whole before reading assigned articles or texts. Encourage respectful debate of opposing student beliefs.
9. Record where students stand on the anticipation guide via an overhead projector or whiteboard before reading material.

10. Hand out a copy of the assigned article or text to each student.
11. Have students read assigned article or text.

12. Tell the students when they have 10 minutes left in the reading period.

13. Tell the students when they have 5 minutes left in the reading period.

14. Tell the students when they have 1 minute left in the reading period.

15. Direct students to complete the anticipation guide individually or in small groups after reading assigned article or text.

16. Have students share with the class whether the reading confirmed or changed their beliefs or positions on the topic citing specific evidence from the reading.

17. Record where students stand on the anticipation guide via an overhead projector or whiteboard after reading.