**Name: . Period: .**

**Greek LiteratureAnticipation Guide**

The following ideas and concepts are all conveyed in the Greek Literature Unit. We should think about and discuss these ideas and concepts before we read the literature so that we have an understanding of what the authors are trying to convey in their work. The authors comment on each one of the following ideas through the dialogue and action of each character in their works. Actively reading and thinking about these ideas and concepts will help students understand the many themes found in the literature they are reading as well as help students with the writing assignments during the unit.

**Directions**: Respond to each statement with **agree** or **disagree**.

1. Our destiny or fate is already set when we are born. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. It is important to honor people who have died. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. You should do something that you think is right even if others disagree. \_\_\_\_\_\_\_\_\_\_\_\_\_
4. It is better to have wisdom over knowledge. \_\_\_\_\_\_\_ \_\_\_\_\_
5. Asking questions helps you gain wisdom. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. You have the free will to make your own decisions. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Having power corrupts people even if they are good people. \_\_ \_\_\_\_\_\_\_\_\_\_\_
8. Being prideful is a bad quality. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions**: Use complete sentences to answer each question below in your own words. Give at least one reason or example to support you point.

1. What is destiny or fate? Can they be changed? Define the terms and explain your answer.
2. Why do we honor people who have died? Is it a good thing to do? Explain your answers.
3. What is integrity? Do you think it is good to have integrity? Define and explain.
4. Is it ok to break a law or a rule if you think it is unjust? Explain your answer.
5. What is the difference between wisdom and knowledge? Give examples for support.
6. Is it good to be inquisitive or to ask a lot of questions? Explain your answer.
7. What are the implications of asking a lot of questions? Explain your answer.
8. What is free will? Do you have the free will to make decisions for yourself? Explain.
9. What does it mean to be prideful? What are the consequences of being prideful? Explain.
10. What is the effect that power has on people? What can happen to someone who receives a lot of power? Use specific examples to show your point.

**Anticipation Questions – Class Activity - Group Activity**

**Pre-Activity –** As a class, define *point of view*, *assumption,* and *implication* before students start the activity so that they understand the terminology that goes into critical thinking.

**Class Activity**

Have students respond to statements 1 – 8 on the front of the anticipation guide. They should write down their first initial response to each statement. After they have responded to each statement they should reread the statements and think about their reasons for answering the way they did. Once everyone is finished responding to and thinking about the statements, the teacher will randomly call on students to share their responses. Using Socratic questioning, the teacher will explore the student’s reasoning and rationale for their response. Use the rest of the class period demonstrating Socratic questioning and exploring the elements of thought.

**Group Activity**

Have students answer the questions on their own for homework. Split the class up into groups of 3 or 4 and have them discuss questions 9 – 20. One person in the group will read their answer to their group and give them their reasoning for their answer. The rest of the group will then ask that person questions about the meaning and clarity of their answer until each person in the group understands the point of view or at least until the groups’ questions have been answered. Then the next person reads the next question and their answer to the next question and everyone in the group asks at least one question about that person’s answer. This process will continue until all of the questions have been discussed by the group.

The main point of the activity is not to find the correct answer, but to be able to explain how you came to your answer. Students shouldn’t focus what they think is right or what the other group members think are right. Students should focus the clarity of the answers and on what the reasons are for the answers.

**Critical Thinking Terms**

**Point of View**: A POV is a way of looking at life or a situation in life.

**Assumption**: An idea that is supposed to be true that is the basis for a POV. It’s an idea that has not been proven to be true.

**Implication**: A result or consequence of an action. An effect from an idea that is has been put in motion.

**Critical Thinking Questions**

Each answer to the questions on the Anticipation Guide shows the students’ POV. The following questions will help students analyze their POV to help them understand their thinking:

* Can you clarify your point? – Give more details to illustrate and show what you mean.
* What assumptions is your POV based on? – The ideas that must be true in order for your POV to be correct.
* What are the implications for your POV? – The effect or result of your POV if it was applied to life.
* Did you consider any other POV? – Other ways of looking at the issue at hand.

**I don’t know questions:**

* What do you need to know in order to figure it out?
* Are there any terms that you do not understand that would help you figure it out?
* What comes to mind when you first hear the topic at hand?
* What do you know about the topic being discussed?