

Name: \_\_\_\_\_ . Period: \_\_\_\_\_ .

# Modernism Anticipation Guide

Total  
Points

The following ideas and concepts are all conveyed in the Modernist works that we will be reading in the upcoming unit. We should think about and discuss these ideas and concepts before we read these works so that we have an understanding of what the author's 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 stories. Actively reading and thinking about these ideas and concepts will help students understand the many themes found in the works as well as help students with the research paper at the end of the year.

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**Directions:** Read the questions below and provide a unique answer based on your opinion or personal beliefs. Give at least one reason or example to support you point. Look up any terms that you are unfamiliar with, but make sure to explain them in your own words.

1. What is a truth? Define and give a specific example to support your point?

2 pnts

2. What is absurdity? Define and give a specific example to support your point?

2 pnts

3. What is alienation? Define and give a specific example to support your point?

2 pnts

4. What is indifference? Define and give a specific example to support your point?

2 pnts

5. What is freedom? Define and give a specific example to support your point?

2 pnts

**Directions: Read the following statements and provide a minimum 3 sentence explanation whether you agree or disagree with the statement. Think about the opposing points of view when answering.**

6. Your mental outlook on life is determined by your physical nature (height, weight, gender, ethnicity, disabilities, ect).

3pnts

7. It is important that life is meaningful.

3pnts

8. There is no such thing as truth, just aspects of nature and life that people agree about.

3pnts

9. There is free will, we have the freedom to make choices in life.

3 pnts

10. If some things happen randomly in the world and without reason, there is no actual moral truth to guide us.

3 pnts

## Anticipation Guide Group Activities

**Pre-Activity – Thinking MAP:** As a class, define *point of view*, *assumptions*, and *implications* (**Circle Map**) before students start the activity so that they understand the terminology that goes into critical thinking.

### Activity #1

#### **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 POV. Once that teacher has gone through all of the statements with the class and thoughts have been generated for each of the statements, use the rest of the class period to allow students to answer the actual questions.

#### **Group Activity**

Have students answer the questions on their own for homework. Questions should be finished before the group activity starts. Do not allow students to have writing utensils out during the group activity. Split the class up into groups of 3 or 4 and have them discuss the questions, not the statements. One person in the group will read their answer to their group and give them their reasoning for their answer. Then the other people in the group will ask at least 1 question 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. If a group finishes the activity before the rest of the class have them go through the handout again having each person field different questions from the handout. This will give a variety of different points of view.

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?

## **Activity #2**

Before passing out the Anticipation Guide, have class make Thinking Maps for some of the topics from the Anticipation Guide. Have one group make a Circle Map for defining concepts; Flow Map for causes and effects of an idea or concept; Bubble Map to describe emotions, situations, nouns; Double Bubble Map to compare and contrast two ideas or nouns; Tree Map to categorize ideas or break up a topic into multiple categories; Bridge Map to see analogies that relate to an idea or concept.

Divide the class into 4 groups. Have each group make a Thinking Map that applies to a topic from the Anticipation Guide. Give each group a specific color of markers to represent their group. Give each group 7 – 10 minutes for come up with ideas and get the base from their map using the color of their group. Once time is up groups rotate clockwise to the next map and use their group's color to add to the new map. This process should continue until each group has had a chance to look at and add information to each map.

Once groups get back to their original map they should look over what has been added to it and identify the top 5 examples that they feel expresses the topic the best. Hang up the Thinking Maps the next day to help students with their Anticipation Guides.

## **Activity #3**

After students have filled out the Anticipation Guide have them select one of the agree/disagree questions to have a 4 Corner debate about. They should organize into groups and discuss the evidence that supports their point of view in order to debate the topic as a class. The discussion can last one – two class periods and can utilize the 4 Corner Debate sheet as well.