

Name: _____

Period: _____

Spiritual and Creation Literature Anticipation Guide

Read the *Spiritual Beginnings* Introduction (pages 16 – 31) in the textbook and take notes on the different cultures that are covered in the section. It is important to understand the cultural concepts before we read the literature so that we have an understanding of what the authors are trying to convey in their works. The authors comment on each one of the following topics in different ways throughout their works. Actively thinking about and discussing 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.

Total
Points

1. Cultural Components – Write down multiple aspects of the cultures that are discussed in the section. How is the culture structured? What are common customs of the culture? What traditions does the culture follow? What are the gender roles of the culture?

Mesopotamians –

Egyptians –

Hebrews -

24

9 pnts

2. Historical Context – Write down significant historical events that shaped each culture.

Mesopotamians –

Egyptians –

Hebrews –

3. What does the information from the introduction tell the reader about each cultures' values and way of life? How will this information help the reader understand the literature? Explain your answers.

4 pnts

4. How do you deal with death? What concepts are your beliefs based on? Explain your answers.

2 pnts

5. Do you think that there is an afterlife? What do your beliefs say about your culture? Explain your answers.

6. How do you think the world was created? Why do you think it is important for human beings to know what created them and the world? Explain your answers.

2 pnts

7. What do you think is the role that religion plays in culture? What does a culture's religion tell you about the people of that culture? Explain your answer.

2 pnts

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 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?