

Name: _____

Period: _____

Total
Points

Things Fall Apart Anticipation Guide

The following ideas and concepts are all conveyed in Chinua Achebe's *Things Fall Apart*. We should think about and discuss these ideas and concepts before we read *Things Fall Apart* so that we have an understanding of what the author is trying to convey in his work. Chinua Achebe comments on each one of the following ideas through the dialogue and action of each character in the book. Actively reading and thinking about these ideas and concepts will help students understand the many themes found in *Things Fall Apart* as well as help students with the essay at the end of the unit.

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

1. It is good to always follow traditions. _____
2. If something works it should not be changed. _____
3. Change is inevitable for all things. _____
4. Men should not do feminine activities. _____
5. Men should be the head of the household. _____
6. Social status should be a way people measure success in their lives. _____
7. Some cultures are better than others. _____
8. It is ok for one group of people to dictate how others live. _____

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

2 pnts

9. What is a tradition? Define and give an example.

4 pnts

10. How are traditions formed? Should traditions always be followed? Explain your answer.

2 pnts

11. How should people deal with change in their lives, town, and culture? Use details to explain your answer.

4 pnts

12. What is masculinity and femininity? Define and give an example of each.

4 pnts

13. What are men's and women's duties in a family? Explain both sides, use details to support your answer.

4 pnts

14. What is social status? How does someone gain social status? Explain your answer.

4 pnts

15. What is culture? What is culture made up of? Define and give examples.

2 pnts

16. Should people be willing to adopt cultural values that are different than ones that they already follow? Explain your answer.

Anticipation Questions – Class Activity - Group Activity #1

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?

Anticipation Questions – Class Activity - Group Activity #2

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.