Purpose: An anticipation guide is an excellent tool to use as a before reading activity. It is perfect for a book like *Brave New World* because many of the issues the novel raises are not directly stated. The guide helps students form or realize opinions about some of these issues, which are written as statements on the guide. Students learn how to form opinions and how to defend them as they participate in group discussions. In introducing the activity by giving students questions to answer about key words in the statement, they learn that they can only form an opinion according to whatever interpretation they give the words in the statement. Using an anticipation guide prepares students for a great discussion and gets them excited and prepared for reading the novel.

Directions: (Grierson, BYU, 2009)

STEP 1: TEACHER READS PASSAGE OR STORY

Read and analyze the text to identify the major concepts (both explicit and implicit).

STEP 2: TEACHER DECIDES ON MAJOR CONCEPTS

Decide which concepts are most important. These will be used to create student interest and to agitate or stimulate reflection on prior knowledge and beliefs.

STEP 3: TEACHER WRITES STATEMENTS ON MAJOR CONCEPTS

Write a series of short, declarative statements about the major concepts. The statements should be thought provoking and reflect the students’ backgrounds. General statements are better than abstract or overly specific ones. Famous quotations and idioms work well. The statements should be written in a format that will elicit students to predict and anticipate. See the example which follows.

STEP 4: TEACHER DISPLAYS THE GUIDE

To allow students time to react to each statement, display the guide either on the blackboard or on an overhead, or distribute individual worksheets. Give clear directions for what the students are to do with the guide, such as writing an “A” for agree or a “D” for disagree in the
left-hand column for each statement. Make sure to leave space for responses on the sheet. Students can complete the guides individually, in pairs or small groups, or as a class.

STEP 5: DISCUSSION WITH STUDENTS

Conduct a class discussion about the concepts before the students read the text. Students are expected to support their answers with more than a yes or no response. Students are to give examples from past experience and explain the decision-making process by which they arrive at their answers.

STEP 6: STUDENTS READ

Have students read the selected text. Invite them to respond the statements from the anticipation guide in light of the author’s intent and purpose. Have them fill out the guide using the information they find in *Brave New World*. How would the society in the novel respond to the statements?

STEP 7: STUDENTS REVISIT THE GUIDE

Revisit the guide after you have read the passage to allow students to compare and contrast their original responses with current ones. The objective is to see what information the reading of the passage has allowed them to assimilate or learn.

**Context:** The anticipation guide is most effective before reading the book, in order to help students recognize what they think about the issues therein. It is also a good idea to revisit the guide after the class has finished the book. This makes a great opportunity to compare and contrast and see what has changed.

**After:** The guide and discussion may take a whole class period. While class time is valuable, this sort of anticipation guide is an excellent way to reach into students’ current schema, as *Brave New World* is difficult to connect with at first. It provokes interest and encourages motivation to keep reading because students are already interested in what it has and will have to say.

**Assessment:** If there is time at the end of discussion, students might be asked to write or discuss with a partner what things they learned or how they formed or changed an opinion throughout the class period. The most important assessment comes as students read the story and engage with the themes and issues previously discussed.

**Summary and Segue:** Remind students to remember what was discussed as they begin to read *Brave New World*. Emphasize the importance of learning to have reason and evidence to support opinions in all things beyond this activity.

Townsley, BYU, 2009