**Brave New World**  
First Harper Perennial Modern Classics Edition  
Graphic Organizer

**Context**- Teachers can use this graphic organizer while students are in the midst of reading *Brave New World*. This strategy is effective in the middle of the story when Bernard and Lenina go to the reservation. The best time to use the 1-2-3-Prediction chart is after students have read chapters 7-8, pages 107-139.

**Purpose**- This activity is valuable because it makes students stop to consider what has been foreshadowed in the story, what the nature of each character is, and what is likely to happen next. It also serves as a review and outline of major events in chapters 7-8. Completing this organizer compels students to think about Linda’s personality and how returning to civilization might effect her. Considering John’s situation at the reservation might help students connect with him more and understand him better as well. Predicting what happens next is a way to engage with the text, giving students the opportunity to express their opinions. Their answers, if sincere, may also be a sign of their comprehension level with the text.

**Directions**-

1. **Before beginning, students need to understand what a prediction is:** a hypothesis based on given information as to what will happen next. Prepare students to make predictions by guiding them through the process of recognizing events and making a prediction. You can read aloud with students a part of *Brave New World* or use a short story/picture book. Part way through the reading stop and give a guided practice lesson about how to predict what will happen next in the story using an overhead version of the 1-2-3-Prediction handout.

2. **After the guided lesson give each student a copy of the graphic organizer 1-2-3-Prediction.** If the teacher chooses to have students complete the organizer as a group, groups could be arranged beforehand.

3. **The modeling and guided practice will take anywhere from 10-15 minutes.** Students may need 15-25 minutes to complete the prediction sheet. They should be able to complete it within one class period.

**After:** After students complete the organizer come back together as a class to discuss predictions that the students have made and assign chapter nine as reading for that night. Having just done a prediction graphic organizer, students will find motivation to do the reading to see if their predictions are correct.

**Assessment:** When students turn in the completed organizer, the teacher can evaluate understanding by looking to see if the three important events they chose are from the correct

Townsley, BYU, 2009
chapters and have significance in the novel. Additionally, it will be important to look at the predictions to see if they really are predictions and not events that have already occurred. It will also be important to see if predictions are logical. The predictions (for the most part) also reveal if students did the reading and understood it.

**Summary and Segue:** Discuss with students why they think prediction is important. Encourage them to note important events and predict continually in order to stay engaged with the text.