

**Cry, The Beloved Country**  
Scribner edition: New York 1995  
**Anticipation Guide: Instructions for the Teacher**

**Purpose:**

Frank Smith declared in 1978 that Anticipation guides allow the reader to make predictions about text that will be read by eliminating possibilities that are unlikely. This pre-reading strategy helps students access their prior-knowledge about the theme in the novel, *does poverty affect moral values?* By asking them to react to a series of statements before they read and come back to assess how their views and perceptions changed after they read the novel. Three reasons that Erickson, Huber, Bea, and McKenzie (1987) give for using an anticipation guide are: to relate prior knowledge to new information to enhance comprehension, to create interest which stimulates discussion on the topic, and to create possibilities for integrating reading and writing instruction.

**Rationale:**

This pre-reading strategy should be taught before you have read the novel to help students access their prior knowledge and schema of the topic of poverty and it's affect on people. This activity will help students discuss more critically and read with a clearer focus on the issue of poverty while reading the novel.

**Directions:**

**Step 1: Read the Passage or Novel**

Read and analyze the text. Identify and make a list of the major concepts and ideas from the text. They can be implicit and explicit. Some issues are: the importance of society and a social structure, inequality and injustice between races and gender, the balance between justice and forgiveness, and the effect of poverty on moral values.

**Step 2: Decide on Major concepts**

From your list, pick the concepts that you feel are the most important, the ones you wish to focus on in your instruction. I will be focusing on poverty and its effects on moral values. Use these to create student interest and to help students stimulate reflection on prior knowledge and beliefs about the subject. (See the handout below)



**Step 3: Write Statements about the Major Concepts**

Write five to ten short declarative statements about the major concepts. The statements should be thought-provoking and reflect the students'

backgrounds. General statements work better than abstract or overly specific statements. Famous quotations and idioms are effective to use. The statements should be written in a format that will elicit students to predict and anticipate about the text they will be reading.

#### **Step 4: Display the Guide**

You can present the anticipation guide in one of several ways that include; in overhead format, on an individual work sheet, or on the blackboard. Inform the students that this is not a test, there is no right or wrong answer, it is simply to help them think meta cognitively about how they perceive or view certain ideas or concepts. Give clear instructions. Instruct the students to put a number corresponding to the level of agreement shown in the chart at the top of the handout. Go through each number and explain what it means. Make sure to give students time to react to the statements. Leave room on the Worksheet for students to respond to the statements. Students can complete the guides individually, in pairs or small groups, or as a whole class.

#### **Step 5: Discuss**

Come back together as a class and discuss their answers. Have students explain why they agreed or disagreed. Have them include examples and experiences that have helped shape their outlook on the subject. Have them explain their logic or the decision making process that they went through to form their perspective.



#### **Step 6: Read**

Have the students read the novel, keeping the statements on the anticipation guide in mind. Have them try to determine what the author's outlook on the opinions might be based on the textual evidence.

#### **Step 7: Revisit**

Have the students take the anticipation guide again. Have them fill it out for themselves but also have them fill one out for the author, and how the students think he would feel about the statements. Have them compare and contrast their beginning and ending guides to see if and how their opinions changed.

#### **Assessment:**

The anticipation guide helps students form a framework for their reading and helps identify central ideas and topics for them to focus on while reading the novel. In this case, this activity will help students focus on what it means to be poor and how poverty affects the lives of those who live in it. Discussion

of the guides helps teachers become aware of what the students know and feel about a topic and help students perhaps expand their awareness or perception of the concept. In this situation teachers can find out what students' perceptions are of poverty and identify what they fail to understand about its effects.

The guide should be filled out once at the beginning of the novel before they read it and two more times at the end of the novel. The second time the students fill it out they should fill it out for themselves to see if their views on the statements have changed. They then should fill it out a third time based on how they feel the author would fill it out.

This activity will help students focus their reading as well as reflect on the information they learned from the reading when they compare and contrast the guides after they have read the novel. In the end the goal is for students to come to a more expansive view of poverty and its effects on people's moral behavior as well as gain an understanding of the message that the author meant to portray.

**Anticipation Guide**  
**Cry, The Beloved Country**  
**Teacher Key**

**Directions:**

Reflect on the statements below and decide whether or not you agree with them. If you completely disagree with the statement put a 1 on the line next to the statement. If you agree completely put a 5. If you agree with a statement for the most part but think that there may be some exceptions to the statement put a 4 on the line next to the statement (For instance most poor people are poor because they are lazy but some may be poor for a different reason like having someone steal from them).

Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1	2	3	4	5

- \_\_\_\_\_ 1. Poor people are poor because they are lazy and don't work enough.
- \_\_\_\_\_ 2. Homes are fairly easy to get, everyone has them.
- \_\_\_\_\_ 3. If you work you will never be homeless. (Questions 1-3 are addressed specifically in chapter 9, pages 83-91. You can bring these questions back up once the students have read it. The issues in these questions are addressed in this part of the novel.)
- \_\_\_\_\_ 4. If you are desperate, the means justify the Ends (meaning you can break the rules or cheat in order to get what you want or need). The discussion between Stephan Kumalo and his brother John depicts the desperate situation of the poor black citizens in Johannesburg on p. 65-68. Another instance is John Kumalo's speech on p. 217-220.
- \_\_\_\_\_ 5. People who break the law should be punished as harshly as possible. The verdict from Absalom's trial on p. 233-337 deals with this issue of punishment.

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

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Strongly Disagree  
1

Disagree  
2

Not sure  
3

Agree  
4

Strongly Agree  
5

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