Purpose of the Strategy:

Frank Smith (1978) described this strategy as a way to help students make predictions about the text (Heart of Darkness) they will be reading by eliminating choices that seem unlikely. The student is asked to react to a series of statements which helps them prepare for the reading material.

Reasons to use this strategy:

1. The strategy will help students relate prior knowledge of equality and equal rights to the new information they encounter in Heart of Darkness. This helps increase comprehension of the book.

2. This will help create interest in Heart of Darkness and the topics it covers, and stimulate discussion of the topic.

3. It creates opportunities to combine reading and writing instruction.

4. It helps students relate Heart of Darkness to issues of today. It helps make the book more personal for them.

Directions:

Pre-class Preparation:

Step 1: The Heart of Darkness contains major themes and concepts. (See the Concept Analysis for more detailed examples.)

Step 2: Choose a few major concepts you want to discuss in your class. Which concepts do you think are most important? For the following guide, these concepts are examined:

- How morals fail in the face of greed.
- Humans come from similar roots; the humanity of all humans.
- Look for truth, beyond what people tell you.

Step 3: Write a few short statements about the concepts you chose. These statements should reflect the student's backgrounds and provoke deep thought. It should make them really think about these concepts. General statements are best, abstract ones and
very specific statements do not have as good results. Quotations and Idioms work well.

Step 4: Create the guide, make sure that the students will have clear directions on what to do. Ask them to check mark those they agree with, or write “A” for agree or “D” for disagree.

Teaching:
Step 5: Reveal the guide to the students. Give them a worksheet, write it on the blackboard, or use an overhead. They can fill them out individually, in groups, or as a class. Give them about ten minutes to do this.

Step 6: Discuss the concepts on the sheet. Discuss their opinions, have them predict if they think that these statements will be included in Heart of Darkness or not. Students need to support their answers with more than “yes” or “no.” Ask them to share experiences, or mark events in history, or have some support to their answer. Have them explain their decision-making process they used to get to their answers.

Step 7: Have the students read Heart of Darkness. As they read, have them evaluate, on their own, the statements on the worksheet based on the authors’ purpose and intent.

Step 8: After the students have read the book, have them go back to their worksheet. How correct were they with their predictions? How similar were their responses beforehand to their responses afterward? We want them to see what information the reading has allowed the student to learn.

ASSESSMENT:
This helps students:
1. anticipate major concepts they will encounter as they read Heart of Darkness.
2. use discussion to review what the students already know and believe as well as expand that knowledge of these concepts.
3. take charge of their own learning and focus their reading.

This helps the teacher:
1. preview the students’ beliefs and knowledge about the concepts in Heart of Darkness.
### Anticipation Guide

*Heart of Darkness*

Read the following statements. Think carefully about them and then check the “agree” space next to it if you agree. Next, check the author column if you think that Conrad will talk about this in his book *Heart of Darkness*.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Author</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>“Might is right.”</td>
</tr>
<tr>
<td></td>
<td>“All men are created equal.”</td>
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<tr>
<td></td>
<td>“The ends justify the means.”</td>
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<tr>
<td></td>
<td>“Survival of the fittest.”</td>
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<tr>
<td></td>
<td>“No man is good enough to govern another man without that other’s consent.”</td>
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<tr>
<td></td>
<td>“Equality in society beats inequality, whether the latter be of the British-aristocratic sort or of the domestic-slavery sort.”</td>
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