

Literacy T-Chart – Anticipation Guide

CIP 43.9999 Homeland Security, Law Enforcement, Firefighting and Related Protective Services

Evaluate information and corroborate or challenge conclusions.

Program Task:	PA Core Standard: CC.3.5.11-12.H
1330: Discuss wildfire firefighting.	Description: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Program Associated Vocabulary:	Reading Associated Vocabulary:
Natural resources Uncontested Disasters Suppression Conservation Wildfire	Conclusions Evaluate Verify Corroborate

Program Strategy:	Literacy Strategy:
<p>Use the anticipation guide strategy to ensure that students identify evidence to support general or opinion statements.</p> <p>After introducing the anticipation guide strategy and before starting the project, present the following prompt to the students:</p> <p><i>After several recent forest fires in national parks, your town council has invited you to talk about what they should do to prepare for any future fires in the nearby national forest. They have specifically said that they don't understand why firefighters sometimes make decisions to let the fires burn. Prepare an outline for your presentation including multimedia that will inform the council about procedures for dealing with large forest fires.</i></p>	<p><i>Preparation</i> After selecting a key text, identify five to 10 statements related to the content. The statements should reveal student misconceptions and identify important concepts to be covered in the reading. Some should be literal restatements from the text and others should require students to connect multiple parts of the text or make inferences.</p> <p><i>Whole Group</i> Identify a group of statements about which students will have strong opinions. Ask students to say whether they believe the statements are true and why. Students must choose either true or false. Some possibilities include:</p> <ul style="list-style-type: none"> • Students should go to college. • If lightning strikes you, you will die. • All students should learn word processing.

Program Strategy:

Introduce students to the idea that people often have many opinions about the way to fight fires on national lands. Have students generate some ideas they have heard, but do not allow them to defend or refute those ideas.

Present an anticipation guide for students to complete individually. Make sure that they understand that they can only choose true or false, not sometimes, for each statement.

Forest Fires

Each of the following statements concerns forest fires in national parks and forests. Put a check next to each statement with which you agree.

- ___ 1. Forest fires that burn thousands of acres are among our worst natural disasters.
- ___ 2. Forest fires prove extremely harmful to wildlife, plants and people.
- ___ 3. Forests need fire to be healthy.
- ___ 4. Government policies which allow naturally occurring fires to burn uncontested in national parks need to be changed.
- ___ 5. Forest fires have destroyed much of the natural beauty of natural treasures like Yellowstone Park.

After students have marked their initial responses, have them discuss their guides with a partner. At this point, students may change their answers or keep them the same.

Students then read the text from which the statements originated (a text like the [Mother Jones article](#)). They are to corroborate answers and identify evidence to support their statements. They should mark the text for where they found the answers.

After reading, have students work with their original partners or a small group to verify their answers. Once they have completed this discussion, conduct a brief whole-group discussion. As necessary, clear up any misconceptions. An added benefit of reviewing and, if necessary, correcting student responses, is that each student then leaves with a complete accurate set of notes on the material.

Ask students to identify information from this article that could be helpful in their presentation.

Literacy Strategy:

- Parents make the best choices for their children.

Discuss why it is sometimes difficult to take an absolute position on an issue, but that writers most often do that and then must identify the evidence to “prove their statements.”

Guided Practice

Provide students with a list of statements on one topic. Have them quickly and individually check the statements they believe are true. After a minute or two, have them compare their answers with a partner. At this point, students may change answers or leave their original responses.

Students then read the text from which the statements originated. Their purposes for reading are to confirm the correct statements and find evidence to support their answers. They should mark the text so that they can identify support for their answers.

After reading, have students work with their original partners or a small group to verify their answers. Once they have completed this discussion, conduct a brief whole-group discussion. It can be brief because students should all have the “correct” answers at this point. As necessary, clear up any misconceptions. An added benefit of reviewing and, if necessary, correcting student responses, is that each student then leaves with a complete accurate set of notes on the material.

Application

Provide students with an anticipation guide for an upcoming study. After completing the initial phases of answering and comparing answers, provide a key text for the study. After students have the “correct” answers, use the text and anticipation guide as a foundation for future activities.

In debriefing, use the following questions:

- On what did you base your original responses?
- Why was it important to talk with others about your answers?
- Why is it important to identify where you found the answers?
- Why were some answers easier to find than others?

Program Strategy:	Literacy Strategy:
	Listen for: <ul style="list-style-type: none"> • Opinions are not always based on facts. • Understanding that some students had background about the concept that may be accurate or not. • Relying on the texts for accurate or verifying information. • This activity is teaching inference as all answers are not literal.

Instructor’s Script – Anticipation Guide

It is critical that students understand that everyone has opinions, but they are not always based on facts. Sometimes, too, statements are very broad and are not always true. These exceptions need to be understood.

An anticipation guide sets the purpose for reading. By pre-selecting statements, the teacher has determined which points are critical for understanding.

Common Mistakes Made by Students

Students often base their opinions on their personal experiences and not on textual evidence. Forcing students to identify specific evidence grounds them in the text.

Students, however, often look for the simple answer by identifying key words and then just reading the closely surrounding text. Since some of the anticipation guide statements are inferential, students need to learn that they often have to connect information from multiple places in the reading.

CTE Instructor’s Extended Discussion

Fire emergencies often attract strong opinions from those impacted and onlookers. Firefighters need to be familiar with some of these common wrong opinions and be prepared to identify and share information that refutes the statements.

Sample Questions:

Career and Technical Concepts

Question	Answer
Categorize the following statement: Forest fires should only be contained, not extinguished. A. Hypothesis B. Opinion C. Corroboration D. Fact	B. Opinion

PA Core Reading Concepts

Question	Answer
<p>Students should be required to complete a year of national service after high school to help them decide on their careers.</p> <p>Which of the following statements corroborates this proposition?</p> <ul style="list-style-type: none">A. Teens don't like to do volunteer work.B. The USA has many needs.C. Sixty percent of the students who start college say they don't know why they are there.D. Parents want to keep high school graduates at home until they are 19.	<p>C. Sixty percent of the students who start college say they don't know why they are there.</p>