



Anticipation Guide

for *Twelfth Night*

Purpose of Strategy

The Anticipation Guide helps students predict the events and topics of a novel. After doing various other pre-reading activities with the students, such as discussing the author's life, the time period the text was written in, and large themes of the text, use the Anticipation Guide to help students make predictions about the text itself. The Anticipation Guide not only teaches students to predict, but also helps to guide students' reading of the text; it gives them an idea of where the text might be going.

Directions

Before reading the text and after doing some pre-reading strategies that help students see the text in context, give students the Anticipation Guide and have them fill it out, marking "yes" or "no" under the "Pre-reading" column and filling in any predictions they have for the play. Instruct them that they need to be able to defend their answers. Once all have filled out the Anticipation Guide, have students meet in small groups (2-3 students per group); instruct them to discuss their answers in their group. After they have sufficiently discussed, bring the whole class back together and open the discussion to the class as a whole. Ask students, "What do you anticipate? What do you not expect? Why?" Make sure they save their Anticipation Guide. While reading and at the completion of the text they can refer to it and see if their predictions were correct. As the teacher, bring students back to the Anticipation Guide often while reading the text to teach students how to make and check on predictions while reading.

Assessment

Ideally, students will periodically shout out "That's just what I anticipated would happen!" in the middle of a class reading period. However, seeing that this is not likely all the time, nor from all students, a good way to measure the effectiveness of your instruction of the Anticipation Guide is to remind students of it during their reading of the text. Once you have gotten a ways into *Twelfth Night*, hold another discussion, using the Anticipation Guide. Ask students, "Have you found out that any of your predictions were wrong? Which ones? Have you found out that any were right? Which ones? Have any of your predictions changed? Which ones? Why have they changed? What makes you think the outcome will be different?" You may want to do this a couple of times while reading. You could discuss as a whole class, or in small groups and then as a whole class. At the end of the play, discuss the Anticipation Guide again and discuss how predicting and thinking about the text before reading affected their reading of the play.

One adaptation of this idea is to make a large Anticipation Guide on a piece of butcher paper.

Tally up how many students say "yes" to each question and write that number of students in the "Pre-reading" column. Then, about halfway through the play and during a discussion of the students' changed predictions, ask how many students agree that each statement will be addressed in the play. Write that number in the "While Reading" column. All during the reading of the play and at the end, cross out any statements you find to be false. This is a creative and helpful visual reminder for students to be making predictions. You may also add any predictions students have about the play to this list.



Name: _____

Preiod: _____

Date: _____

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Will Shakespeare address the following ideas and issues in *Twelfth Night*?

	Pre-reading		While Reading		After Reading	
	Yes	No	Yes	No	Yes	No
Love is painful.	Yes	No	Yes	No	Yes	No
Love that is not returned can be earned.	Yes	No	Yes	No	Yes	No
Gender can be determined by what a person wears.	Yes	No	Yes	No	Yes	No
Social class has a say in who one can love.	Yes	No	Yes	No	Yes	No
Honesty is the best policy for making relationships work.	Yes	No	Yes	No	Yes	No
Love makes you crazy.	Yes	No	Yes	No	Yes	No

This is what I think might happen in this play:
