

Literacy T-Chart – Anticipation Guide

CIP 43.0107 Criminal Justice/Police Science

Evaluate information and corroborate or challenge conclusions.

<p>Program Tasks:</p> <p>503: Explain corruption and integrity in law enforcement.</p> <p>504: Describe what is meant by Code of Ethics in law enforcement.</p> <p>505: Define the legal aspects of policing and the potential for abuse of police power.</p>	<p>PA Core Standard: CC.3.4.11-12.H</p> <p>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.</p>
<p>Program Associated Vocabulary:</p> <p>Community policing Code of Ethics (in law enforcement) Abuse of power Police violence Criminal prosecution</p>	<p>Reading Associated Vocabulary:</p> <p>Conclusions Evaluate Verify Corroborate</p>
<p>Program Strategy:</p> <p>Use the anticipation guide strategy to ensure that students identify evidence to support general or opinion statements.</p> <p>Introduce students to the idea that people often have many concerns about racial tension. Have them brainstorm why some people do not support law enforcement or other public servant professionals.</p> <p>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.</p>	<p>Literacy Strategy:</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>Guided Practice</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:

Policy-Minority Tensions

Each of the following statements concerns police-minority tensions. Put a check next to each statement with which you agree.

- 1. Economic disadvantage in segregated African-American communities is at the core of the police violence problem.
- 2. It is not uncommon for police violence involving an African-American victim to garner national attention.
- 3. Most of the cases involving fatal police shootings result in criminal prosecution.
- 4. Stereotypes activated during encounters with African-American citizens may amplify emotional responses and further increase the likelihood of a violent outcome.
- 5. Departmental diversity and community policing are policies aimed at improving police-minority relations.

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 an article in [US News and World Report.](#))

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.

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 provide the evidence to “prove their statements.”

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 based 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

Statements like the ones in the sample anticipation guide can generate strong opinions. Be prepared to address or diffuse any tension that results from the statements.

Conduct a book study around [Crucial Conversations](#) by Patterson, Grenny, McMillan and Switzler.

Have students write a book review and share how the authors’ recommended communication styles can impact both one’s professional and personal life.

Sample Questions:

Career and Technical Concepts

Question	Answer
Categorize the following statement: Nike paid out thousands and is still in court over the logo for the “Jumpman.” <ul style="list-style-type: none"> A. Hypothesis B. Opinion C. Corroboration D. Fact 	B. Fact

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>