

Tips on making AGs that provoke thinking and arguing:

- Try not to use words like never, always, only, everyone, no one – unless you qualify it with the word “virtually” or “almost.”
- Make most of the statements the actual truths that you want students to discover, but word them in ways that cause them to have to interpret the text.
- Have the students compare things, even though there may not be a certain resolution to the comparison, such as, “Of the four steps to this lab, one of them is clearly more important to get right than the other three.”
- Use statements that start with “If” and use the term “would” such as – if we did not have environmental scientists, the world would not be the same as it is today.
- Be sure to use words that most students will be able to understand.
- Try to connect the concept to the students’ realities.
- Create statements that are applying the top four levels of Bloom’s Taxonomy. (A helpful tool for this is the “Question

Mark” on page 251. Even though it is designed to be a question prompt, you can, while making anticipation guide statements, create an answer by completing the idea as a statement. For example, under the synthesis level of questions, it says, “What would you predict or infer if _____?” You would complete the idea by creating a statement like, “If an asteroid equal to half the mass of the moon was coming toward the earth, and the moon intercepted it first, we would be pretty lucky.” With such a statement, students are thinking at the synthesis level as they gather information from the reading to prove it is not true.)