

Activity 13: Annotating and Questioning the Text

PACKET ITEM

Do This as a Dialectical Journal

Annotating a text enables readers to explore more deeply how a text works to inform or persuade its readers. During the initial reading, you read “with the grain” and “played the believing game.” In rereading, it is helpful to read “against the grain,” or “play the doubting game.” This is where the conversation shifts and you begin to question the text and the author.

As you reread “On Punishment and Teen Killers” and “Juveniles Don’t Deserve Life Sentences,” **create a dialectical journal.**

(“On Punishment and Teen Killers”) p. 91

Paragraphs 1-4 - Introduction	Introduces the debate over whether or not teens deserve life without parole and suggests some are overreacting in letting them off. It opens with a startling example of a brutal crime.

1. In the left-hand Column, write the paragraph numbers or take notes about what the author is saying as follows:
 - The introduction
 - The issue or problem the author is writing about (Thesis)
 - The author’s main arguments (There are about 3 or 4)
 - The author’s examples
 - The author’s conclusion

(“Juveniles Don’t Deserve Life Sentences”) p.93

- Introduction
 - Thesis
 - Main Argument
 - Examples
2. In the right column, write your reactions to what the author is saying. You can ask questions, express surprise, disagree, elaborate, and note any moments of confusion.

For “Juveniles Don’t Deserve Life Sentences” especially, make a note of the use of Pathos, Ethos and Logos in the right column.