

The Naming of Names Research

Extended Assignment: Precis

ANALYTICAL READING - ANNOTATING

DEFINITION AND EXAMPLES OF ANNOTATING

- Pages 3 in this section offers a definition of annotating and an example. Click on the PowerPoint for a step by step presentation.
- Page 4 offers an example of a page with annotations.
- Review the definition and examples with students if they are not already familiar with annotating.

ANNOTATING PRACTICE

- Under the [RESOURCES] tab for this unit - print out the pages from the **Social Science Research PDF**.
- There are 53 pages in the pdf.
- **Suggested Distribution:** Put students in groups of 3 to 4 students per group. Depending on class size, give each group a certain number of pages. In a class size of approximately 36 students there might be 10 to 12 groups. Each group would have 5-6 pages to read and annotate together.
- **Summarizing Practice:** After the section is annotated, students should **write a two sentence summary on the content of the section.**

HOMEWORK - Opinions on Names

Ask students to find, read and annotate information on names and name bias

There are some websites and articles that contain information –

Click on the [RESOURCES] tab, then click on the [SUGGESTED RESOURCES] tab.

There is a table of contents listing different forms of information.

Students can either use these or find and use any of the following :

Government Statistical analysis,

Articles funded by academic institutions, newspaper articles,

Transcripts from NPR PBS, or 60 Minutes,

Essays, blog posts, or stories

The requirement for the reading is that it focuses on names and how they affect, assumptions, employment and opportunities.

Students need to print it out, annotate it and bring the text to class.

DISCUSSION: THINK-PAIR-SHARE

Students will either be assigned a partner or choose a partner.

Students read each other's annotated text and discuss whether they agree or disagree with what the author is expressing.

If a student has questions about some of the text their partner can help them.

If neither of them can figure out what the author means they can either ask the class in class discussion or ask for teacher clarification.

ANALYTICAL WRITING

PRECIS is a concise, insightful formal rhetorical summary.

On pages 5-7 there is a detailed explanation and template for how to create a Precis.

Page 7 has an example of a completed precis.

Distribute a copy of pages 5-7 and review the information with the students.

Under the tab "RUBRICS" for this unit there is a rubric for grading a precis.

Have students use the template for pre-writing the precis.

Before beginning the assignment, review the rubric with the students.

HOMEWORK: Final draft of the precis

Student will go home and type up the final draft of the precis.

It should look just like the example they received.

If they turn it in and it is incorrect, students should be given the opportunity to correct it.

PERSONAL VIEWPOINT DISCUSSION:

Students participate in a class discussion on what they learned in this unit and if they agreed or disagreed with any of the information.

What does “annotate” mean?

Annotation is a method of writing down your ideas of a text:

To trace your
reading
(setting
purpose, asking
questions, connecti
ng, summarizing, in
ferring)

To develop your
understanding of
literary/ historical
analysis
(plot, figurative, themati
c, events, places)

<https://www.pinterest.com/explore/annotating-text/>

<https://www.pinterest.com/pin/56154326577204886/>

FIGURE 2. Annotation of "The Story of an Hour" by Kate Chopin

She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for her during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him—^{hmm} sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering. Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door—you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

"Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Some one was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.

But Richards was too late.

When the doctors came they said she had died of heart disease—of joy that kills. but chances are, after her realization of this new sort of "freedom"; she most likely wouldn't have been especially thrilled to see him.

the realization that she'd never see him alive again is finally hitting her.
← welcoming the unfolding future/ accepting his death.

feeling guilty
this is only the way humans function. It's always a love-hate relationship because we will never fully relate to someone else. More on this later.*

Through death, she finds a new exuberance in life.

little does he know...
but he's still alive!!

glad he's dead, in a half-sies kind of way.

it almost sounds insane...

*"Often times she had not."
I think we're all guilty of this at times. Even our closest relatives, best of friends, and trustworthy companions will get on our nerves. Unfortunately, distaste and hate are facts of life. Opinions will differ, and actions will upset us. But ultimately, I find that forgiveness gets the better of me. 😊

Rhetorical Précis Worksheet

A rhetorical précis differs from a summary in that it is a less neutral, more analytical condensation of both the content and method of the original text. If you think of a summary as primarily a brief representation of what a text says, then you might think of the rhetorical précis as a brief representation of what a text both says and does. Although less common than a summary, a rhetorical précis is a particularly useful way to sum up your understanding of how a text works rhetorically.

The Structure of a Rhetorical Précis

Sentence One: Name of the author, genre, and title of work, date in parentheses; a rhetorically active verb; and a THAT clause containing the major assertion or thesis in the text.

Sentence Two: An explanation of how the author develops and supports the thesis.

Sentence Three: A statement of the author's apparent purpose, followed by an "in order to" phrase.

Sentence Four: A description of the intended audience and/or the relationship the author establishes with the audience.

Rhetorical Précis Sentence Starters

Sentence One (What?)

_____ in the _____, _____
(Author) (A) (Title)

_____ that _____
(B)

Sentence Two (How?)

_____ supports his/her _____ by _____
(Author's Last Name) (B) (C)

Sentence Three (Why?)

The author's purpose is to

(D)

_____ in order to / so that _____

Sentence Four (To Whom?)

The author writes in a _____ tone for _____
(E) (audience)

A	B	C	D	E
article, book review, essay, column, editorial	argues, argument, asserts, assertion, suggests, suggestion, claims, questions, explains, explanation	comparing, contrasting telling, explaining, illustrating, demonstrating, defining, describing, listing	show point out suggest inform persuade convince	formal informal sarcastic humorous contemptuous

Example

Natalia Leyva

Professor Beach

Education 200

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Rhetorical Précis

In the article “End Homework Now” (2001), Etta Kralovec and John Buell claim that the practice of assigning homework is not an effective teaching method because its negative effects outweigh its benefits. Kralovec and Buell support their claims by providing examples of how homework disrupts families, overburdens children and limits learning and by dispelling myths about the benefits of homework and providing alternative practices that would lead to improvement in student achievement. The authors’ purpose is to make the reader question a practice that is a trademark of the U.S. education system and decide whether it is conducive to creating a “smarter” student. They seem to be speaking to the entire educational community: administrators, teachers, students and parents. Our Sentence Rhetorical Précis Template