Activity 13: Annotating and Questioning the Text
Annotating a text enables readers to explore more deeply how a text works to inform or persuade its readers. In the initial reading, you read “with the grain,” playing the “believing game.” In the second reading, you should read “against the grain,” playing the “doubting game.” This is where the conversation about juvenile justice shifts, and you should begin to question the texts and their authors. As you reread “On Punishment and Teen Killers” and “Juveniles Don’t Deserve Life Sentences,” make marginal notations.

1. In the left-hand margin, label what the author is saying as follows:
   - The introduction
   - The issue or problem the author is writing about
   - The author’s main arguments
   - The author’s examples
   - The author’s conclusion

2. In the right margin, write your reactions to what the author is saying. You can ask questions, express surprise, disagree, elaborate, and note any moments of confusion.

3. Discuss the annotations you and a classmates made on the first article. Now repeat this process for the second article. When you finish, exchange your copy with a partner. Read your partner’s annotations, and then talk about what you chose to mark and how you reacted to the text. Did you agree on what the main idea was? Did you mark the same arguments and examples? Did you agree on the conclusion?

Activity 14: Analyzing Stylistic Choices (10 points)
The choices writers make when they choose words create certain effects for their readers. Think about these words from Jenkins’s “On Punishment and Teen Killers.” Put a plus (+) next to the words and phrases that have a positive connotation and a minus (–) next to the words and phrases that have a negative connotation. If you aren’t certain of the meaning of a word, look it up and write a brief definition or synonym next to the word in the list.

<table>
<thead>
<tr>
<th>Phrase (synonym or definition)</th>
<th>+ / –</th>
</tr>
</thead>
<tbody>
<tr>
<td>culpability (deserving blame, guilt)</td>
<td>–</td>
</tr>
<tr>
<td>lovingly</td>
<td></td>
</tr>
<tr>
<td>violence-loving culture</td>
<td></td>
</tr>
</tbody>
</table>
Activity 15: Summarizing and Responding (20 points)
Use Garinger's article with your annotations to help you write the summary and response.

1. Write a summary of the article (one paragraph). A summary is a shorter version of the text which contains all of the most essential information—and nothing extra. Identify the title, the author, the source, and the date of publication in your summary, and write the entire summary in your own words; do not quote.

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2. Write a response to the article (one paragraph). A response is your personal reaction to the text. For example, what personal experiences have you had that cause you to agree and/or disagree? Why? Does the author make a particularly strong or weak argument? Explain.

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Activity 16: Summarizing and Responding—Peer Response Rubric (10 points)
Exchange your Summary/Response with a classmate. Carefully read it and respond to the following questions.

Peer Editor’s Name: ________________________________

1. Does the writer include the author’s name in the first sentence of the summary?  Yes _____   No _____

2. Does the writer include the title of the essay in the first sentence of the summary?  Yes _____   No _____

3. Is the title in quotation marks?  Yes _____   No _____

4. Does the first sentence clearly state the main idea of the article?  Yes _____   No _____
   You can improve your first sentence by: ________________________________

5. Does the writer include all of the important ideas or supporting points from the essay?  Yes _____   No _____
   Important Points Left Out: ________________________________
Activity 17: Thinking Critically (20 points)
Answer the following questions about the traditional rhetorical appeals that Garinger makes in “Juveniles Don’t Deserve Life Sentences.”

Questions about Logic (Logos)
1. What are Garinger’s major claims and assertions? Do you agree with her claims?

2. What evidence does she use to support her claims? How relevant and valid do you think the evidence is? How sound is the reasoning? Is there any claim that appears to be weak or unsupported? Which one, and why do you think so?

3. Can you think of counterarguments that Garinger does not consider?

4. Do you think Garinger has left something out on purpose? Why?

Questions about the Writer (Ethos)
5. What can you infer about Garinger from the text? Does she have the appropriate background to speak with authority on the subject? Is she knowledgeable?

6. What does the Garinger’s style and language tell you about her? Can you trust her?

Questions about Emotions (Pathos)
7. Does “Juveniles Don’t Deserve Life Sentences” affect you emotionally? What parts?
8. Do you think Garinger is trying to manipulate your emotions? In what ways? At what point?

In your group, answer the following questions about the traditional rhetorical appeals that Jenkins makes in “On Punishment and Teen Killers.”

Questions about Logic (Logos)
1. What are the writer’s major claims and assertions? Do you agree with her claims?

2. What evidence does she use to support her claims? How relevant and valid do you think the evidence is? How sound is the reasoning. Is there any claim that appears to be weak or unsupported? Which one, and why do you think so?

3. Can you think of counterarguments that Jenkins does not consider?

4. Do you think Jenkins has left something out on purpose? Why?

Questions about the Writer (Ethos)
5. What can you infer about the Jenkins from the text? Does she have the appropriate background to speak with authority on the subject? Is she knowledgeable?

6. What does the writer’s style and language tell you about her? Can you trust her?
Questions about Emotions (Pathos)


8. Do you think Jenkins is trying to manipulate your emotions? In what ways? At what points?