**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_**

**Activity 10: Annotating and Questioning the Text**

Annotating the text is a way of making sure you understand the most important parts of a text. The word “annotation” includes the Latin root “not/nota,” which means “to mark or sign.” In this case, you are marking the text. Once you understand it, you can begin to analyze (think about its parts) and interpret (make meaning of it).

Annotating the text is also a way to help you with your writing. By identifying and understanding what McBride uses in his essay to make it a strong piece of writing, you will be able to make your own writing more powerful.

You will be making marginal notes. For this activity, you will make different notes in the left and right margins.

**LEFT MARGIN: Understanding Content and Purpose**

Highlight, underline, and make notes in the margin where you find the following:

* The issue McBride is writing about
* McBride’s main points
* Examples that show how McBride feels about the issue
* Examples of how hip hop is a global issue
* What McBride wants his readers to do or believe

**RIGHT MARGIN: Reacting to the Text**

Highlight, underline, and make notes in the margin where you

* Agree
* Disagree
* Have a question
* Have a comment
* Have any sort of reaction (This might mean feeling surprised, shocked, confused, or interested.)

**Activity 11: Noticing Language**

Review the examples and sentences you have for each word on your Vocabulary Scaffold Organizer. Add any examples or example sentences that you found within the text to your “examples” column.

**Activity 12: Considering the Structure of the Text—Guided Chunking**

Why does an author use paragraphs? How does an author let the reader know when he is going to end the introduction? How do you know when the author is moving on to a conclusion? These are all questions that are part of considering the structure of a text—how a text is built.

Below you will find a list of statements that describe the purpose of a paragraph or a chunk of paragraphs.

Determine which paragraph or paragraphs can be chunked to match the statement. Write the number or numbers on the line provided.

Circle the word that best describes what McBride’s purpose is in the paragraphs. In other words, what is he doing?

1. McBride argues about/describes/criticizes a nightmare that made him re-evaluate his perceptions of hip hop.

Paragraph (s):

1. McBride disregards/states/recalls a personal experience about when he first heard hip hop music and how he felt about it.

Paragraph (s):

1. McBride illustrates/conceals regret for not paying attention to hip hop as an art form and movement.

Paragraph (s):

1. McBride highlights/mentions the national and global influence of hip hop.

Paragraph (s):

1. McBride claims/questions that hip hop has an undeniable uniqueness and power.

Paragraph (s):

1. McBride mentions/provides a picture of the roots of hip hop.

Paragraph (s):

1. McBride employs statistics to prove/say how hip hop is more than just about music.

Paragraph (s):

1. McBride challenges/threatens readers to acknowledge hip hop as a global and social movement, and not to ignore its power.

Paragraph(s):

1. What is McBride’s most powerful paragraph or chunk of paragraphs, and why?
2. Read the lines that stand alone in McBride’s essay. Why do you think those statements stand on their own?

**Activity 13: Analyzing Stylistic Choices—Stylistic Word Hunt**

All writers are mindful of the language they use and how they use it to make their audiences feel a certain way. McBride does the same here.

Analyze the word choices in the following sentences. In each quote pulled from the article, bland (plain or simple) language has been substituted for McBride’s lively stylistic choices.

Find the quotes, and figure out which words have been substituted. Write the author’s language in the space provided. Then explain how the word choices affect the overall tone of the piece. In other words, how does the author’s language suit the author’s purpose and audience?

The following sentence starters may be helpful as you answer the questions below.

* By McBride’s usage of the word “ ,” the reader thinks of…
* The word makes the reader feel…
* The word “ ” reminds me of and .
1. For the next 26 years, I **avoided** that music the way you step over a crack in the sidewalk.

Stylistic choice: What effect does the stylistic choice have? How does it make the reader feel? What does it make the reader think about?

1. Not since the advent of swing jazz in the 1930s has American music **spread** across the world with such overwhelming force.

Stylistic choice:

What effect does the stylistic choice have? How does it make the reader feel? What does it make the reader think about?

1. Whatever music it **comes across** becomes part of its vocabulary, as the commercial world falls into place behind it to **take advantage of** the powerful slop in its wake; it metamorphoses into the Next Big Thing.

Stylistic choice:

What effect does the stylistic choice have? How does it make the reader feel? What does it make the reader think about?

1. At its best, hip hop **shows us that we are lacking values** of our generations’ legacy.

Stylistic choice:

What effect does the stylistic choice have? How does it make the reader feel? What does it make the reader think about?

**Postreading**

**Activity 14: Reflecting on Your Reading Process**

Before we move into the more formal writing component of this module, reflect on your experience reading the text.

* In what ways has your reading and understanding of this text improved as a result of our work with it?
* What reading strategies helped you most to deepen your understanding of the text?
* How can you apply these reading strategies in reading other texts and in other classes?