# Assignment 1: Close Reading & Annotation

## Transparency in Learning and Teaching (TILT)

### Purpose

The purpose of this assignment is to build foundational knowledge of two important civil rights documents. You will develop close reading skills, practice annotation techniques, and begin to recognize rhetorical and thematic elements in persuasive writing. These skills will support your analytical writing, class discussions, and future assignments in this unit.

### Skills Practiced

- Critical reading and interpretation
- Annotation strategies
- Identifying rhetorical strategies and historical context
- Engaging with primary source materials

### Task

Read the 1960 'Appeal for Human Rights' and the 2017 'A New Appeal for Human Rights.' Using a PDF annotation tool or printed copy, highlight and comment on key components:
- Grievances and issues raised
- Tone and rhetorical strategies used
- Calls to action or demands
- Historical references or legal frameworks

### Criteria for Success

Your annotated texts should show:
- Thoughtful and specific annotations (at least 10 per document)
- Evidence of engagement with key ideas (questions, reactions, connections)
- Clear identification of rhetorical or structural features
- Comments that reflect understanding of historical context

## Student Worksheet

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Part 1: Guided Reading

Read each document carefully. Use the space below to note your first impressions and questions.

1. What is the main purpose of each document?

2. List 2–3 key grievances mentioned in each document:

3. How does the tone of the 1960 Appeal compare to the 2017 version?

4. Note any unfamiliar terms or references. Look them up and explain.

### Part 2: Annotation Checklist

Use this checklist to ensure you complete the annotation requirements:

- [ ] I identified at least 10 significant lines or sections in each document.
- [ ] I made notes about tone, structure, or rhetorical techniques.
- [ ] I asked thoughtful questions or made connections to current events.
- [ ] I marked direct calls to action or policy references.
- [ ] I highlighted differences and similarities between the two texts.