Close Reading: Annotating an Article

“How teachers can stay true to history without breaking new laws that restrict what they can teach about racism” by W. Fitzhugh Brundage

**Directions**: After you have read once through [“How teachers can stay true to history without breaking new laws that restrict what they can teach about racism” by W. Fitzhugh Brundage](https://theconversation.com/how-teachers-can-stay-true-to-history-without-breaking-new-laws-that-restrict-what-they-can-teach-about-racism-205452), now it’s time to interact with the article.

We do this by rereading the article and, as we read, jotting down our thoughts. This process of making notes is called annotating and there are no rules for how we do it. We simply jot down what we find interesting and want to remember about the article. We can also use our annotations to question the article, disagree with the author, or expand on key points with our own thoughts. Annotation is the beginning of interactive reading, and this initial interaction often becomes the beginning of our own writing process as well.

Each row of the below table identifies a specific paragraph in the lefthand column and features a blank cell in the righthand column for you to write your thoughts down about that specific paragraph. This is how you interact with the article!

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| **Specific Paragraphs in the Text** | **Annotations** |
| **Title:** *How teachers can stay true to history without breaking new laws that restrict what they can teach about racism***Author**: W. Fitzhugh Brundage, Professor of History, University of North Carolina at Chapel Hill | *Example Annotation* **Author**: Professor of History at a well-respected R1 (Research One) University. |
| **Paragraph 1:** When it comes to America’s latest... |  |
| **Paragraph 2:** Since 2021... |  |
| **Paragraph 3:** As a historian... |  |
| **Paragraph 4:** I’m not the first... |  |
| **Paragraph 5**: Some, such as law professor Jonathan Feingold.... |  |
| **Paragraph 6:** In teaching about... |  |
| **Paragraph 7**: To make this more relatable to children.... |  |
| **Paragraph 8:** Considerable debate has taken place... |  |
| **Paragraph 9:** Since liberty has been a long-standing pillar... |  |
| **Paragraph 10:** For instance, when Patrick Henry... |  |
| **Paragraph 11**: Teachers could also examine... |  |
| **Paragraph 12**: Paying homage to freed men... |  |
| **Paragraph 13**: By studying these men... |  |
| **Paragraph 14**: Given the current political climate... |  |

**Works Cited**

Brundage, W. Fitzhugh. “How Teachers Can Stay True to History without Breaking New Laws That Restrict What They Can Teach about Racism.” *The Conversation*, 2 June 2023, <http://theconversation.com/how-teachers-can-stay-true-to-history-without-breaking-new-laws-that-restrict-what-they-can-teach-about-racism-205452>.