

Frankenstein Journal & Annotation Task

- Look to the left of your name for your assigned chunk of the novel. Closely read that chapter, paying special attention to the NOTABLE FEATURES from the notes as well as your assigned THEMATIC MOTIF.
- ANNOTATE THOROUGHLY USING THE SUGGESTIONS ON THE OTHER SIDE.
- In ink, on a fresh page of your comp book, analyze Shelley's choices and how they serve to develop ideas in the novel. Include two relevant, woven, cited quotations as evidence.
- Add - to the glossary in the back of your journal - five words from the novel with which you're not familiar.

- 6 Alksnitis, Maija
- 2 Anderson, Carter
- 4 Anderson, Preslie
- 6 Arcilla, Alex
- 5 Batista, Frank
- 5 Brodersen, Huck
- 4 Burge, Christian
- 3 Carey, Alyse
- 5 Chavez, Sebastian
- 3 Chowdhury, Zaraaf
- L Daly, Maya
- 4 Fjare, Zoie
- 1 George, Hayden
- 5 Lyens, Mckenzie
- 6 Moss, Alexandra
- 3 Noga, Mary
- 1 Pandza, Leila
- 1 Powers, Mason
- L Priest, Sofia
- 5 Rollins, Novalee
- 3 Smart, Tionna
- L Sono, Orest
- 6 Tucker, Kenzie
- 5 Vongsyprasom, Justin
- 2 Whiteside, Carys

B3-4

- 4 Abbe, Kale
- L Abedrabbo, Jad
- L Carr, Bryce
- 1 Carvajal-Cepero, Nelson
- 5 Clos, Riley
- 6 Dalyander, Quinlyn
- 5 Do, Raymond
- 4 Dozier, Laila
- 1 Eyde, Chase
- 4 Fly-Schultz, Shyann
- 3 Gallant, Cohen
- 5 Glover, Antwuan
- 5 Gorham, Miles
- 5 Halprin, Elizabeth
- L Hansen, Karrington
- 6 Honsinger, Reese
- 6 Jordan, Onnie
- L Lewis, Justus
- 4 Lopez, Kai
- 3 Mastry, Ella
- 2 McMullen, Deanna
- 2 Michael, Nicholas
- 2 Nuñez, Sofia
- 3 Osborne, Charley
- 2 Patel, Veer
- 1 Privis, Gloria
- 3 Rozelle, Sally
- 3 Salavong, Pearl
- L Salihovic, Ela
- 5 Tran, Kirstyn
- 2 Vaughn, La'jae
- 1 Verbinnen, Evan

B6-7

- L Adamosky, Kirra
- 1 Allmon, Nico
- 2 Bley, Nina
- 3 Elliott, Luke
- 4 Garrett, Samyra
- 1 Henderson, Avery
- 6 Hoyt, Olivia
- 4 Johnson, Angelina
- 3 Julian, Daniela
- 4 Korb, Isabella
- 5 Lugo, Anthony
- L McCormick, Estella
- 5 Mohrman, Ellie
- 6 Pentolfe, Matthew
- 6 Repka, Marin
- 5 Santiago, Joy
- L Santoyo, David
- 2 Thach, Danna
- 1 Toronski, Cayden
- 3 Wilson, Caleb
- 1 Wilson, Nick

C3-4

- 1 Blanco, Cameron
- 1 Carney, Macgyver
- 5 Cole, Mackenzie
- 4 Faraci, Rafael
- 1 Gross, Thomas
- 6 Gurrieri, AJ
- 2 Henry, Tucker
- 6 Jacobs, Nicholas
- L Joyner, Lily
- 6 Malbrough, Viktor
- 1 Massion, Alyssa
- 5 Muhammad, Nazirah
- 4 Nelson, Deja
- 1 Nguyen, Thomas
- 3 Pham, Daniel
- L Reed, Madeline
- 3 Rowland, Sarah
- 2 Rudolph, Claire
- 4 Santos, Addison
- 4 Sayavong, Kiana
- 2 Schuller, Sabina
- 5 Solo, Emma
- 5 Tonthat, Andy
- 3 Wei, Anna
- 5 Weimerskirk, Brady
- L Yeshitela, Nile
- 6 Yordanova, Tedy

C6-7

How-to-Annotate Bookmark

Before Reading:

- Read the title and any subtitles.
- Note the author.
- Examine any illustrations.
- Examine the text (book, short story, essay, diary, dialogue, article, etc.).

During Reading:

Mark in the text:

- Characters (who)
- Setting (when, where)
- What
- Why

Vocabulary:

- Word choice
- Note words you do not know or are not sure of their meanings and define them.

Write in the margins or use sticky notes:

- Summarize
- Make predictions
- Ask questions
- Answer questions
- Analyze the writer's craft
- Reflect/react/comment
 - Agree/disagree
 - Make connections
- Look for patterns/repetitions
- Observe and note:
 - Themes
 - Literary devices *such as*:
 - alliteration
 - allusion
 - imagery
 - tone
 - personification
 - simile
 - metaphor
 - symbolism
 - characterization
 - rhetorical question
 - irony

(You will add to the list as the school year progresses.)

After Reading:

- Reread annotations—draw conclusions
- Examine patterns/repetitions—determine possible meanings
- Review/re-determine meaning of the title

NOTES:

Annotation Instructions/Suggestions

Annotation is a key component of **close reading**. Since we will annotate texts all year, you need to develop a system that works for you (within the following guidelines). Effective annotating is both economical and consistent. The techniques are almost limitless. Use any **combination** of the following:

- Make brief comments in the margins. Use any white space available - inside cover, random blank pages
- Make brief comments between or within lines of the text. Do not be afraid to mark within the text itself. In fact, you must.
- Circle or put boxes, triangles, or clouds around words or phrases.
- Use abbreviations or symbols - brackets, stars, exclamation points, question marks, numbers, etc.
- Connect words, phrases, ideas, circles, boxes, etc. with lines or arrows.
- *Underline – CAUTION: Use this method sparingly. Underline only a few words. **Always combine** with another method such as comment. Never underline an entire passage. Doing so takes too much time and loses effectiveness. If you wish to mark an entire paragraph or passage, draw a line down the margin or use brackets.
- *Highlight – See *underline*. You cannot write with a highlighter anyway.
- Use post-it notes **only** if you have exhausted all available space (unlikely), or if you do not own the book.
- Create your own code.

Close Reading:

What should you annotate? Again, the possibilities are limitless. Keep in mind the reasons we annotate. Your annotations **must** include comments. I want to see evidence of thinking. Have a conversation with the text. Talk back to it.

- **Ask questions (essential to active reading).**
- Comment on the actions or development of a character. Does the character change? Why? How? The result?
- Comment on something that intrigues, impresses, amuses, shocks, puzzles, disturbs, repulses, aggravates, etc.
- Comment on lines / quotations you think are especially significant, powerful, or meaningful.
- Express agreement or disagreement.
- Summarize key events. Make predictions.
- Connect ideas to each other or to other texts.
- Note if you experience an epiphany.
- Note anything you would like to discuss or do not understand.
- Note how the author uses language. Note the significance if you can.
 - effects of word choice (diction) or sentence structure or type (syntax)
 - point of view / effect
 - reliability of narrator
 - repetition of words, phrases, actions, events: patterns, motifs or cluster ideas
 - narrative pace / time / order of sequence of events
 - irony, imagery, theme(s), tone, mood
 - contrasts / contradictions / juxtapositions / shifts
 - allusions
 - setting / historical period
 - symbols
 - any other figure of speech or literary device

The most common complaint about annotating is that it slows down your reading. Yes, it does. That's the point. If annotating as you read annoys you, read a chapter, then go back and annotate. Reading a text a second time is preferable anyway.

Bring all of your annotated texts to class.

Approach the works with an open mind. Let them inspire you and stretch your imagination.