

**Theme:** What genre of literature or author will we analyze?

**Big Question:** What question will be our focus in discussion or presentation?

**Book Title Ideas:** What books could we use for this Project?

- 1)
- 2)
- 3)
- 4)
- 5)

**Specific Audience:** Who would be invited to participate?(junior/senior classes/book club format/connected institutions etc.

**Timeline/Schedule:** How long for each title? How will I organize an annotation rotation/schedule? How will books be transported?

**Presentation Mode:** How will we present our findings? ( group discussion? Formal presentation? )

# The Book Project



## Annotating the Text

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**More Thoughts on Close Reading:** What should you annotate? Again, the possibilities are limitless. Keep in mind the reasons we annotate. Your annotations must include comments. Remember that the purpose is to indicate evidence of thinking.

- Refer to the **"Big Question"**. What writing techniques in Dystopian fiction have engaged you as a reader?
- 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 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 in class or do not understand.
- Note how the author uses language.
  - ✓ effects of word choice (diction) or sentence structure or type (syntax)
  - ✓ point of view / effect
  - ✓ repetition of words, phrases, actions, events, patterns
  - ✓ narrative pace / time / order of sequence of events
  - ✓ irony
  - ✓ contrasts / contradictions / juxtapositions / shifts
  - ✓ allusions
  - ✓ any other figure of speech or literary device
  - ✓ reliability of narrator
  - ✓ motifs or cluster ideas
  - ✓ tone / mood
  - ✓ imagery
  - ✓ themes
  - ✓ setting / historical period
  - ✓ symbols

**Final Considerations:** 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.

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

The outside reading assignment must be read *and* annotated before class begins. It is perfectly okay to add to your markings after you finish the book and are working on an essay, but the bulk of the job should be done in conjunction with your reading for class preparations.

If you find annotating while you read to be annoying and awkward, do it after you read. Go back after a chapter or assignment and then mark it carefully. You should be reading assignments twice anyway, so this isn't any less efficient than marking as you read and then rereading the material.