**LANGUAGE ARTS 10  
ANNOTATING *THE CRUCIBLE***

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour: \_\_\_\_\_\_**

Annotating is a big fancy work for “taking notes”. While reading *The Crucible*, you should be annotating. Because there are many different forms of annotating, I’ve created a guide to help you.

**First and foremost**: If you already have a system of annotating that works for you, great! Use it! I don’t want to force you to use an ineffective system. The goal is to learn about the play and explore ideas within its pages, not learn an annotating system.

**Formal Annotating Formats:** If you prefer to use a specific type of annotation that another teacher taught you, by all means, please do. Again, the goal here isn’t to learn about annotating, rather it is to learn about *The Crucible*.

**Winging It (aka Not Annotating):** It will become obvious soon enough if you are not annotating. You should not just “wing it”. Winging it won’t work because your brain is full of 5 other classes, some family stuff, perhaps some sports or other after school activities, and probably the last TV show you saw or movie you went to. It’s a lot. You’ll probably forget some stuff. Annotating helps you when you come to class the next day. How does it help you? This is how: when I or your classmates asks you a question, you won’t have to say, “I read it last night, but…I don’t remember anything.” Annotating takes more time, yes, but it will benefit you more in the long run.

**How Should You Annotate?** If you don’t have a system, here are some suggestions:

* Since you can’t write in the school’s books, use sticky notes to mark pages. On those sticky notes you can write comments
* Use notebook paper to write notes down. Multiple colored pens that serve different purposes can help you easily identify your comments (ex. red for questions you asked the text, green for general comments, purple for confusion, etc.)
* Use lined paper for a double-entry journal. This just means you draw a line vertically down the center of a piece of lined paper. Then, on the left side write the quote and page number of the comment you are commenting on. Then, you write your comment in the column on the right. Once you are done writing both the quote and your comment, skip one line and then begin the next quote you want to comment on.
* If you want, another option is to purchase the book on an eReader device like an iPad, Nook, or Kindle. Then, you are able to highlight and write right within the text.

**What Should You Annotate?**

* Take a cue from the literary terms and key concepts handouts that I passed out. Marking occurrences of these terms and concepts will be very beneficial to you.
* Important plot points or important quotes. Notice who is involved in the key plot points and who says what seems like important quotes.
* Marking lines, quotes, paragraphs, or sections that you don’t understand. However, don’t just say, “I don’t understand,” write why or what you are confused about. For example, a better comment would be, “I don’t understand why John said this. It doesn’t seem like him.” Another example would be, “Wait, I’m confused. I thought Abigail was his niece.” Or, “I have lost track of who is saying what. The dialogue is hard for me to follow.” In other words, be as specific as you can about what you don’t understand so we can then talk about it the next day.
* Things you find interesting. Perhaps you might want to share your opinion about a witty line that made you laugh or an idea you hadn’t thought about before. You may end up using this in your close reading paper that you’ll be writing later this month.
* Vocabulary you don’t know. It may end up as one of our vocab words. But more importantly, you shouldn’t just jump over a word because you don’t know it. You can ask a friend if he or she knows the word, consult Merriem-Webster.com or one of the dictionaries in the classroom, or ask me to explain the word.