

Annotate the Preface/Introduction

 **In class** OR  **Take home**

This activity (based on Remi Kalir's ***Annotate your Syllabus*** assignment) gives students an introduction to annotation and the Frankenbook platform. Instead of working on the syllabus, students use the Frankenbook Introduction or Preface to familiarize themselves with both the contextual background of the Frankenbook project and the tools of annotation.
However, it is recommended that you check out the original assignment and Remi's rationale as to why syllabus specific annotation is a healthy exercise for your class.

Instructions - **Introduction**

The introduction provides many examples of influences on Shelley that impacted her writing. Identify **three** of these influences that you believe have had a lasting influence on the public perception of *Frankenstein.* Add an annotation that draws from the influence and identifies this connection. Provide one link to another modern source that supports your argument.

Example:

Investigate your classmate's arguments and provide additional feedback to their annotation. Consider the following questions:

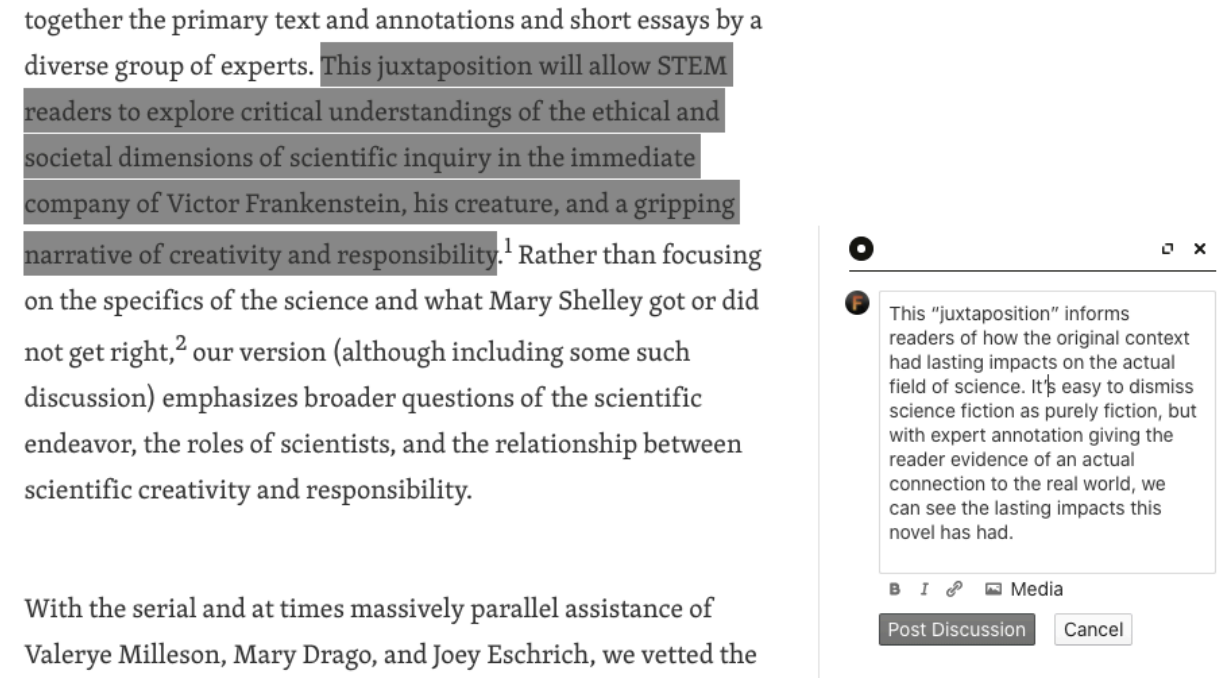
- What about their additional source strengthens their argument?
- Are there other options that contrast their point?
- How has this concept influenced other pieces of fiction?

Instructions - **Editor's Preface**

The Editor's Preface provides an explanation as to why its creator's decided to create a Frankenbook. What arguments do you find most compelling for a project like this and why do you think it makes a difference to learning?
Identify two rationales that you find most interesting and annotate an explanation as to why you feel that way. Make a specific point about how this rationale affects education.



Example:



together the primary text and annotations and short essays by a diverse group of experts. This juxtaposition will allow STEM readers to explore critical understandings of the ethical and societal dimensions of scientific inquiry in the immediate company of Victor Frankenstein, his creature, and a gripping narrative of creativity and responsibility.[1] Rather than focusing on the specifics of the science and what Mary Shelley got or did not get right,[2] our version (although including some such discussion) emphasizes broader questions of the scientific endeavor, the roles of scientists, and the relationship between scientific creativity and responsibility.

With the serial and at times massively parallel assistance of Valerye Milleson, Mary Drago, and Joey Eschrich, we vetted the

Additionally, provide at least two responses to classmates that deepen their own arguments.