

## DOUBLE ENTRY NOTES

**Title/Source: Unknown Number: The High School Catfish**

**Date: 9/18/25**

Directions: Record important scenes, details, time stamps, director's artistic moves, etc., as well as your own thoughts/reactions to them. In essence, consider *how you would describe the film*, and *what evidence/scenes* you'd need from the film to support those adjectives.

<b>NOTES</b> ("They Say"—What the source says; record quotes/pg numbers, time sections, etc.)	<b>RESPONSES, REACTIONS, ANALYSIS, &amp; QUESTIONS</b> ("I Say"—What I think about the notes)
1:11 A lot of people in this small town really have nothing better to do than talk about each other	I think that is messed up, and people should never talk badly about each other.
1:56 A guy says in the documentary that "having a phone was the worst thing that could happen to him".	I think it's scary not knowing what happened for him to say that statement.
This incident made the news.	Something terrible must have happened to make the news.
3:58 An unknown number is texting this girl that her boyfriend wants to break up with her	This is scary, not knowing who is behind these unknown texts.
15:15 They think this girl, Lauryn, might have something to do with these texts	This girl, Lauryn, is the victim, so if it turns out to be her, that's weird.
22:22 The messages from the unknown number got much worse after the couple broke up.	It is very interesting to know who sends these horrible messages to Lauren. They also made her give up on sports because the messages were bad.

<p>1:03:51 The messages turned out to be from Lauren's mom</p> <p>1:22:19 Owens family, who were very much impacted by this as well, thought that Lauryn's mom was attracted to him in some way because of the things she would send to him.</p> <p>At the end of the documentary, the girl Lauryn, wants a relationship with my mom again, but she doesn't know if she can trust her after all of this, and everyone else affected by what happened will never forgive her for what she did to these high school kids and their families.</p>	<p>I can't believe a mother could do this to her own child. It's crazy that she was sending all these terrible things to her daughter and kids in high school.</p> <p>This makes me sick to think about because she is a grown woman with a family and husband, and if she was attracted to a young high school kid, then that is sickening, and I wonder why she did all of this in the first place, and we will probably never get that answer.</p> <p>I can see where the girl is coming from to want a relationship with her mom again because that's her mom, but after all she did, I don't know what she should do because of how out of control she got last time with this</p> <p>I am a very big fan of this documentary, and it's for teens and adults, but I like the twists and turns in this documentary.</p>
--	---

**WAYS TO RESPOND TO READINGS, FILMS, AND SPEAKERS:  
RESPONSES, REACTIONS, ANALYSIS, & QUESTIONS**

- **Connect points** made by the author/director/speaker with personal experiences... "this comment reminds me of when..." What made you recall this experience or consider it in a new way?
- **Pose discussion or thought questions** that have open-ended answers, or can be explored from multiple perspectives. These might be questions that lead to fruitful research.
- **Consider whose perspective is being privileged or mediated** in this work/film, or by this speaker? Why or for what purpose?
- **Ask questions** about areas that were confusing/unclear to you.
- **Highlight people or places** you're familiar/not familiar with. What connection/significance do they have to the text/video/? Unfamiliar names/places can often lead to new research and discoveries.
- **Define words** using a dictionary or your text and consider their significance.
- **Summarize** what is being said in a certain passage or say back what it is you hear the author/director/lecturer saying.

- **Make comparisons or contrasts** with other readings, films, etc.
- **Comment on why you like/agree or dislike/disagree** with what was spoken, written, shown, included.
- **Consider how a different audience** member (someone with different experiences and value systems) might react differently.
- **Identify rhetorical/genre features** that make the work interesting or not interesting (effective rhetorical techniques, powerful descriptive language, way the work is organized or appears on the page/screen). You may discuss the significance of these choices made by the author/director, etc.. "The writer began the essay with a personal story because..." or the director opens with subtle lighting on...because..."