DOUBLE ENTRY JOURNAL ASSIGNMENT INFORMATION

**Objective:** Given the guidelines to a double-entry journal, which will foster improvements with comprehension, vocabulary and content retention, we will create a variety of connections by reading our short stories and novels.

**Goal:** This will help me by:

1. Reacting to an author’s main idea, topic development, argument, etc.
2. Keeping track of my learning during question and answer sessions
3. Looking at specific lines and passages for clarity of meaning
4. Analyzing the purpose of different aspects of imagery, figurative language, theme, etc.
5. Interpreting a line of poetry or to decide how they feel about a character (words, actions, etc.)
6. Your Double-Entry Journal must be ***neatly handwritten***. If I can’t read your responses, you will not earn any credit for the entry.
   1. The **left side** must contain examples of imagery, figurative language or a quotation from the reading with page numbers noted. *Should you wish to refer to a particularly large selection, you may paraphrase it.*
   2. The **right side** must comment on these points. Your right side can respond to prompts such as:

# Analytical response

* **ANALYZE means to break down into smaller parts and examine critically.**
* **Examine a part of the story: character, plot, mood, setting, theme, and point of view.**
* **Examine the writer’s style: word choice, sequencing of events, character development, literary devices, sentence style, and point of view**
* **Sentence starters**
  + A problem this character has is \_\_\_. I know this problem is significant because . . .
  + A message the author is trying to give through \_\_\_(character’s actions, setting, mood) is \_\_\_
  + The author is doing a good/poor job of “showing not telling.” I think this because . . .
  + I like/don’t like when the author . . .
  + The character’s attitude about \_\_\_ is \_\_\_. I think this because…
  + The author has created a \_\_\_ mood by . . .
  + The author uses \_\_\_(literary device: foreshadowing, flashback, allusion) to . . .
  + The author develops the character well/poorly by . . .
  + My thinking has changed in this way . . .
  + The most important part is . . .
  + I infer . . .

# Question

* **Question text you do not understand or that confuses you.**
* **Question the author.**
* **Question things you have never thought about in order to gain a greater understanding of new concepts. This is the *I wonder* question, *e.g*., *I wonder how Harry Potter’s decision to leave Hogwarts in his final year to search for Voldemort will affect his reliance on the friendship he has with Ron and Hermoine.***
* **Question yourself and your own beliefs or understandings if the text prompts you to do so.**
* **Sentence starters**
  + I am confused and this is how I got unstuck . . .
  + Why . . .
  + How . . .
  + I previously thought \_\_\_\_about \_\_\_\_. Now my thinking has changed because . . .
  + I do not understand why the author . . . because . . .
* **IN NO WAY SHAPE OR FORM ARE YOU SUMMARIZING IN THE RIGHT COLUMN.**

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|  | 4  Exceeds expectations | 3  Meets expectations | 2  Partially meets expectations | 1/0  Does not meet expectations |
| Quality of responses | All entries demonstrate deep insight into the text and do an exceptional job of explaining the student’s thoughts through the skillful selection of textual evidence and thoughtful analysis. | All entries demonstrate sufficient insight into the text and adequately explain the student’s thoughts through the selection of textual evidence and analysis. | Some entries demonstrate a lack of insight into the text and do not adequately explain the student’s thoughts. | No evidence of insights beyond simply identifying or restating the speaker and/or circumstances of the passages or quotes. |
| Quantity of Responses; legibility | Includes required number of relevant quotations or passages (on the left side of the double-entry journal) accompanied by student responses to the recorded passages (on the right side of the double-entry journal).  Legible handwriting or printing | Includes less than the required number of relevant quotations or passages (on the left side of the double-entry journal) accompanied by insufficient student responses to the recorded passages (on the right side of the double-entry journal).  Marginally legible handwriting or printing | Includes less than half of the required quotations or passages (on the left side of the double-entry journal) accompanied by significantly insufficient student responses to the recorded passages (on the right side of the double-entry journal).  Writing is not legible in places. | Include no quotations or passages (on the left side of the double-entry journal) accompanied by little to no student responses to the recorded passages (on the right side of the double-entry journal).  Writing is not legible; therefore, no credit for the entire entry. |
| Relevancy of Quotes | All quotes are thorough, thoughtful, and insightfully relate to the overall meaning of the text. | Most quotes chosen are fairly thorough and adequately relate to the overall meaning of the text. | Some quotes are incomplete or irrelevant. | Many quotes are disjointed, incomplete, or irrelevant. |

YOUR SCORE \_\_\_\_\_\_ /3 = \_\_\_\_\_\_\_ OUT OF 4

**A SAMPLE ENTRY**

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| **Title & Author of book: *Their Eyes Were Watching God* by Zora Hurston** | | |
| **Page** | **Imagery/Figurative Language/Quotations** | **Commentary/Thoughts/Reactions/Analyzing the Purpose** |
| 1 | “The people all saw her because it was sundown. The sun was gone, but he had left his footprints in the sky. It was the time for sitting on the porches beside road. It was the time to hear things and talk. These sitters had been tongueless, earless, eyeless conveniences all day long. Mules and brutes had occupied their skins. But now, the sun and the bossman were gone, so the skins felt powerful and human. They became lords of sounds and lesser things. They passed nations through their mouths. They sat in judgment.” | I am very impressed by the way in which the author uses setting and metaphorical language to introduce the book. I don’t know anything about the book, but it really makes me want to read more.  The metaphor of the footprints in the sky….I think it could mean the sun is still lingering in the sky somehow. ‘His’ could be referring to God, since it is the sky and connects back to the title of the novel.  The narrator cites the black people of Eatonville’s lack of confidence during the day, which dissolves by night when the white "bossman [is] gone." With the departure of the white men, the black people feel more human because they are no longer treated cruelly or belittled. It’s interesting that the passage implies that the black people of Eatonville can only live out their lives when they are away from white people and surrounded with their own community. |