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| ***FAHRENHEIT 451* DOUBLE ENTRY JOURNAL (PAGES 88-89)**  **Now, carefully and closely read pages 88-89. As you read or after you have read you are responsible for completing FOUR DOUBLE ENTRY JOURNAL RESPONSES. WRITE THE QUOTE (w/ page #) ON THE LEFT AND YOUR ANALYSIS ON THE RIGHT. Base your entry selections on BRADBURY’S use of FIGURATIVE LANGUAGE &/or BRADBURY’S DEVELOPMENT OF MONTAG’S CHARACTER OR THE SETTING.** | |
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| ***FAHRENHEIT 451* DOUBLE ENTRY JOURNAL (PAGES 89-97…STOP @ “Mrs. Phelps was crying…”)**  **Now, carefully and closely read pages 89-97. As you read or after you have read you are responsible for completing FOUR DOUBLE ENTRY JOURNAL RESPONSES. WRITE THE QUOTE (w/ page #) ON THE LEFT AND YOUR ANALYSIS ON THE RIGHT. Base your entry selections on BRADBURY’S use of FIGURATIVE LANGUAGE &/or BRADBURY’S CHARCATER DEVELOPMENT OF MONTAG, MILDRED, FABER, OR CAPTAIN BEATTY.** | |
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| ***FAHRENHEIT 451* DOUBLE ENTRY JOURNAL (PAGES 97-106…Begin @ “Mrs. Phelps was crying…”)**  **Now, carefully and closely read pages 97-106. As you read or after you have read you are responsible for completing FOUR DOUBLE ENTRY JOURNAL RESPONSES. WRITE THE QUOTE (w/ page #) ON THE LEFT AND YOUR ANALYSIS ON THE RIGHT. Base your entry selections on BRADBURY’S use of FIGURATIVE LANGUAGE &/or BRADBURY’S CHARCATER DEVELOPMENT OF MONTAG, MILDRED, FABER, OR CAPTAIN BEATTY. Also, you may focus your entries on Bradbury’s perspective about literature, literacy, and society in the dystopian world of Fahrenheit 451.** | |
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# 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.**



* **Peters Township Honor Code**:  As a student of Peters Township School District, I recognize the value of my own learning and pledge to maintain honesty and academic integrity in all that I do.  All work that I submit is my own.  Any student that is unsure of the expectations of an assignment should seek clarification from the teacher.

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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 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). 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 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: \_\_\_\_\_\_ / 4 = \_\_\_\_\_\_ / 3**

***FAHRENHEIT 451* PAGES 88-106 DOUBLE ENTRY JOURNAL ASSIGNMENT DUE MONDAY, FEBRUARY 17, 2020.**