DIALECTICAL JOURNALS

Think of your dialectical journal as a series of conversations with the texts we read. The process is meant to help you develop a better understanding of the texts. Use your journal to incorporate your personal responses to the texts, your ideas about possible controversial content and why some may have challenged the book or got it banned: the valuable lessons the book offers readers; and events that take place throughout the novel. You will find that it is a useful way to process what you're reading, prepare yourself for group discussion, and gather textual evidence for your persuasive essay.

PROCEDURE:

- As you read, complete a dialectical/double-entry journal of at least 15 quotes. Choose quotes that you think are significant to plot or theme. Several of these quotes should be ones you feel would cause someone to challenge the book's inclusion in a library or classroom. Record them on the left-hand side of your paper, or you can make a chart like the sample below (ALWAYS include page numbers).
- Create a table with two columns. On the left-hand side, write the entire quote and cite the page & paragraph number. On the right-hand side, write your response to the text (ideas/insights, questions, reflections, and comments on each passage) in complete sentences.
- You must label your responses using the following codes:
 - (Q) Question ask about something in the passage that is unclear
 - (C) Connect make a connection to your life, the world, or another text
 - (P) Predict anticipate what will occur based on what's in the passage
 - (CL) Clarify answer earlier questions or confirm/disaffirm a prediction
 - (CH) Challenge someone may find this objectionable for students to read
 - (R) Reflect think deeply about what the passage means in a broad sense –
 not just to the characters in the story/author of the article. What conclusions
 can you draw about the world, about human nature, or just the way things
 work? Is there a valuable lesson that could be pulled from the passage?
 - (AM) Aha Moment when a character realizes or finally understands something
 - (L) Life Lesson the character learns from another character
 - (E) Evaluate make a judgment about what the author is trying to say or make a judgement about why the specific content being discussed in the passage may be considered controversial

*Each passage must relate to one of the codes above – use a variety. <u>Using the same code for</u> most of your entries will result in a lower score

Sample Dialectical Journal entry for To Kill a Mockingbird

Passage with page & paragraph number	Your ideas/insights, questions, reflections, etc.
"I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand" (Pg. 149/Par. 3)	(L) This is a life lesson that Atticus teaches the children. He has the children read to old Mrs. Dubose, who kicks a morphine addiction before she dies. He considers Mrs. Dubose the most courageous person he knows, more courageous than he is when he shot the mad dog.

Sample Dialectical Journal For To Kill A Mockingbird

Rosina Ehmann

Sample Dialectical Journal For To Kill A Mockingbird:

To Kill a Mockingbird LessonCaps,2012-08-13 Following Common Core Standards this lesson plan for Harper Lee s To Kill a Mockingbird is the perfect solution for teachers trying to get ideas for getting students excited about a book BookCaps lesson plans cover five days worth of material It includes a suggested reading schedule discussion questions essay topics homework assignments and suggested web resources This book also includes a study guide to the book which includes chapter summaries overview of characters plot summary and overview of themes Both the study guide and the lesson plan may be purchased individually buy as a combo however and save Rapport Writing Angelina Diliberto Allen,1996

Current Index to Journals in Education ,1998-10 Freedom, Equality, and Social Change James P. Sterba, Creighton Peden, 1989 Today Issues in Contemporary Social Philosophy Thirty two essayists provide scholarly insight and opportunities for constructive dialogue on social philosophical theory regarding freedom equality and social change SSPT 3 99 95 350pp 1989 Reflections ,2001 **Reflections** James Scott, 1995-01-01 To Kill a Mockingbird James Scott, 1998-08 To Kill a Mockingbird, Harper Lee Stewart Martin, 1994 The book offers a brief plot synopsis a double page graphic overview and insight into the text a short introduction to major characters and themes a who s who in the text introducing a cameo icon for each major character It explains major and minor themes in the texts introducing thematic icons gives a detailed commentary on the text linked closely to the text for ease of reference and features icons to enable flexible following of themes and characters There is also a self test guiz for each section focusing on skills that will be required for coursework and exams and a checklist of important quotes Guidance on structure and content of exam essays is given with examples of questions

Sample Dialectical Journal For To Kill A Mockingbird Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has be much more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "Sample Dialectical Journal For To Kill A Mockingbird," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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