

## Double-Entry Journal

One of the best ways to engage with a literary text (story, novel, poem, play) is to have a conversation with it or its author. The DOUBLE-ENTRY JOURNAL allows you to do just that. It can be used for many purposes, from getting more deeply into the text for class discussion or short assignments to generating ideas for analytical papers.

You can format your journal by drawing a line down the center of a page (though it's better to use facing pages, which will give you more room to write) or, on computer, as below, creating a table with one row and two columns.

In the left-hand page or column, copy a quote or describe an event which is intriguing, puzzling, or moving, or which connects to a previous entry or situation. In the right-hand page or column, react to the quotation or event. Entries are made whenever a natural pause in the reading occurs (like the end of a chapter or a significant event), so that the flow of reading is not constantly interrupted.

Left-Hand Side	Right-Hand Side
Quote or event from the text + <i>speaker (if applicable) and pg #</i>	Reactions (“This bugs, annoys, moves . . . me because . . .”), reflections (“I wonder if. . .”), musings (“Hmmm...”), questions (“I wonder why...”) with possible answers (“Maybe because . . .”)
Quote or event from the text + <i>speaker (if applicable) and pg #</i>	Connections *Text to other text(s) *Text to self *Text to world
Quote or event from the text + <i>speaker (if applicable) and pg #</i>	Significance in relation to piece as a whole; relating part to whole.
Quote or event from the text + <i>speaker (if applicable) and pg #</i>	Social Questions (history, race, class, culture, gender issues)
Quote or event from the text + <i>speaker (if applicable) and pg #</i>	Naming Literary Techniques (metaphor, foreshadowing)

### Your Task:

1. Be sure to complete all required summer reading before the 1<sup>st</sup> day of school.
2. You should have a total of 10 entries *for each text*.
3. Your right-side reactions should be a minimum of 2-3 sentences. Explain your point with the passage thoroughly.

### Example:

<p>“Shoulder up, I reeled around to face Boo Radley and his bloody fangs; instead, I saw Dill ringing the bell with all his might in Atticus’s face.” <i>Scout (narrator), page 48.</i></p>	<p>This whole scene was entertaining, but this last line was hysterical to me. Scout’s imagination is so vivid that she automatically assumed that bloody fangs were going to eat her! Also, I pictured little Dill standing there, saying nothing, but ridiculously ringing a bell in Atticus’s face as a warning to Scout and Jem that the coast isn’t clear. I think this would be a funny scene in the movie because the kids are just so young and ridiculous.</p>
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