

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. Using the same code for 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

Christian G. Meyer



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Sample Dialectical Journal For To Kill A Mockingbird Introduction

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