

Topic: *World War II—Japan*

Class: *World History*

1/2

**Passage or Quotation
from the Text/Visual**

The Japanese brought up the tradition of self-sacrifice in hopes to put off their loss of war.

These kamikazes will be rewarded as heroes.

Kamikazes did this for pride and wrote letters to their families before death.

The kamikaze saw himself as the new samurai warrior who was devoutly loyal to the emperor.

They were simply adolescents who were forced into a life of strict discipline and rules. They were not crazy people; they were forced to do this.

"They came like a plague of moths."

1/2

Student Responses

Self-sacrifice was an "honorable" thing to do. The Japanese leaders knew this so they used it to their advantage. (analysis)

How many young men were persuaded into committing suicide for their country? (question)

I'm curious to know how their families felt about their sons or husbands becoming kamikaze pilots. (reaction)

It is an honor to be brave and fearless, so the kamikaze saw themselves protectors of their emperor and traditions. (response)

This could be similar to what might happen in the war with Iraq. We already know that they do suicide bombings. (connection)

In this simile, the Americans were referring to the Kamikaze pilots. (analysis)

Sample Dialectical Journal Entries

Ying-Ying Zheng



Sample Dialectical Journal Entries:

New Ways of Using Drama and Literature in Language Teaching Valerie Lily Whiteson, 1996 Contributors to this volume offer ways to incorporate literature into the language classroom Contributions range from ideas for lessons for young children to ideas for lessons for students in graduate school The authors of these lessons range from students in graduate school to leaders in the field From publisher's description *Read, Write, React* Lonna Smith, Robert Ramonda, 1996-08 Designed for developmental reading courses that integrate the teaching of reading and writing this text actively involves the students in their own language development and helps them build their language abilities through a variety of readings and integrated writing activities Divided into three parts it introduces strategies for reading actively for identifying main ideas and supporting details and for understanding inference and the writer's purpose *Talking Texts* Lesley Roessing, 2019-06-18 Talking Texts is a guide for teachers to the steps and strategies of implementing text clubs in many forms fiction and nonfiction book clubs textbook clubs article clubs and even poetry clubs in the classroom All strategies presented are applicable to any discipline so that text clubs can be employed across the curriculum in any grade level

Teaching Students to Read Like Detectives Douglas Fisher, Nancy Frey, 2011-10-10 Prompt students to become the sophisticated readers writers and thinkers they need to be to achieve higher learning The authors explore the important relationship between text learner and learning With an array of methods and assignments to establish critical literacy in a discussion based and reflective classroom you'll encourage students to find meaning and cultivate thinking from even the most challenging expository texts **A Story of Their Own** Rebecca Jean Peacock, 2003 **Educational Testing and Measurement** Tom Kubiszyn, Gary D. Borich, 2024-01-24 Educational Testing Measurement Revised and updated edition of the reader friendly classroom relevant introduction to testing and assessment designed for educators to meet today's challenges in measuring student progress Educational Testing and Measurement Twelfth Edition is a revised and updated practical resource that will enhance assessment literacy to help prepare current and prospective teachers to navigate today's changing world of educational testing and assessment It describes the classroom impact of national and key state level policy changes that drive the ongoing changes in the usage of both teacher made and standardized tests and assessments Expanding on previous editions the book Explains test and measurement content in a nonintimidating and unique manner Clarifies how formative assessment can help integrate instruction and assessment on a day to day basis in the classroom and the roles of interim benchmark and summative assessment Describes the practical day to day issues related to the development scoring and interpretation of formative assessment results Presents both sides of the various controversies around educational testing and assessment to inform readers sufficiently to form their own opinions Uses a friendly conversational style to enhance the emphasis on the application of theory Provides sufficient theoretical background without oversimplifying for readers to understand the statistical and psychometric foundations of measurement New content in the

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Writing Mary Frances Claggett, 2005 This new resource for writing teachers helps students set purpose and find form for their writing In today s educational climate it is more important than ever that we prepare our students to be effective and competent writers who can write for a variety of purposes How can we teach our students the skills they need to be successful while also fostering an appreciation for the process craft and art of writing Drawing from sound theory and research as well as on many years of experience in the English classroom Fran Claggett and colleagues Joan Brown Nancy Patterson and Louann Reid have created a writing teacher s resource to help both new and experienced teachers sort through the often complex issues in the teaching of writing With innovative teacher tested strategies for creating a classroom in which students thrive as writers Teaching Writing Craft Art Genre is a must have addition to every writing teacher s library In this volume you ll discover research based discussions on key issues classroom ready lessons for teaching genre methods for incorporating poetry into the writing program rationale and lessons for using modeling to teach writing ideas for integrating technology in the English classroom strategies for teaching grammar in contexts for writing examples of student work that illustrate teaching concepts sample rubrics for assessment and student self assessment and an extensive bibliography of resources

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