

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

**Debra K. Wellman, Cathy Y. Kim, Lynn
Columba, Alden J. Moe**



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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Moe,2018-07-27 Grounded in research Vibrant Learning focuses on language rich literacy based collaborative classrooms as the foundation for transforming content area learning The authors emphasize three areas 1 strategies to support student understanding of concepts 2 ideas to encourage student engagement and 3 creating a lively and respectful classroom environment to foster an integrative approach to learning Knowledgeable teachers with a repertoire of effective instructional strategies make genuine learning possible With that in mind this book presents a solid theoretical background and a set of practical tools in each of its chapters ranging from assessment compression vocabulary motivation to integration for the content area teacher *Keys to the Secondary Classroom* Rain Bongolan, Ellen Moir, Wendy Baron, 2009-11-16 The suggestions and tips give teachers a solid start to their year and help their students achieve This book has a unique focus on secondary teachers Janet Crews Secondary Instructional Coordinator Clayton School District MO A blueprint for successful teaching an entire year of teaching methods in one volume This book is jam packed with practical useful forms to guarantee a meaningful year for both the students and especially the teacher Ronald W Poplau Social Studies Teacher Shawnee Mission Northwest High School KS An easy to use source for all the strategies you need to thrive in the secondary classroom Preparing adolescent students for today s increasing demands requires commitment organization subject matter knowledge and passion But with the right strategies and tools first year secondary school teachers can approach this challenge with greater confidence and ease Leveraging a wealth of information and research from the New Teacher Center this user friendly guide provides a solid foundation for classroom management lesson planning and assessment Teachers will learn step by step tips for organizing standards based curriculum across the content areas supported by extensive reproducible forms and go to references including lesson plans from exemplary math and language arts teachers The authors provide specific strategies for Reaching struggling readers Working with English learners and their families Designing lessons with assessment in mind Sustaining a passion for teaching Covering everything needed for your first year and beyond this guide provides invaluable insights on succeeding with adolescent students *Writing Test Items to Evaluate Higher Order Thinking* Thomas M. Haladyna, 1997 Here s a book intended to help readers develop better test questions aimed at measuring their students or future students higher level thinking abilities such as writing reading mathematical or scientific problem solving critical thinking and creative thinking **Elements of Literature** Probst, 1997 **Virginia English Bulletin** , 1995 *Multicultural Education* , 1994 *Writing in Response* Matthew Parfitt, 2011-12-23 Writing in Response is a flexible brief rhetoric that offers a unique focus on the critical practices of experienced readers analysis and reflection the skills at the heart of academic writing It helps students compose academic essays by showing how active reading and exploratory writing bring fresh ideas to light and how informal response is developed into polished documented prose Extensively class tested Writing in Response emphasizes the key techniques common to reading thinking and writing throughout the humanities and social sciences by teaching students the value of a social incremental and recursive writing process Read the preface

Teaching 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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