

May 2024

Greetings Springfield High School 9<sup>th</sup> grade parents and students:

The teachers, staff, and administrators at SHS would like to extend a warm welcome to both you and your future 9<sup>th</sup> graders. As a dedicated academic team, we take great pride in working collaboratively to help guide your student through the transition from middle school to high school. The teachers at SHS are excited to help each student get the most out of their high school experience. The first step in this process is to ensure all students remain “intellectually active” over the summer.

**Task:** Students enrolled in Honors Language Arts I are required to read *Big Fish* by Daniel Wallace, and to create 11-12 entries in a Double Entry Journal for that text. Directions and format follow. Using the included rubric, teachers will assess and assign a grade for each student’s Double Entry Journal.

Students will submit their completed journals to their 9<sup>th</sup> grade LA teacher on the **FIRST FULL DAY OF SCHOOL**, Tuesday, 9/3/24, for the 2024-2025 school year. Journals must be typed. Utilize this link for a template: [Summer Reading DEJ Template Link](#)

**From the Back Cover of *Big Fish*:**

In his prime, Edward Bloom was an extraordinary man. He could outrun anybody. He never missed a day of school. He saved lives and tamed giants. Animals loved him, people loved him, women loved him. He knew more jokes than any man alive. At least that’s what he told his son, William. But now Edward Bloom is dying, and William wants desperately to know the truth about his elusive father—this indefatigable teller of tall tales—before it’s too late. So, using the few facts he knows, William re-creates Edward’s life in a series of legends and myths, through which he begins to understand his father’s great feats, and his great failings. The result is hilarious and wrenching, tender and outrageous.

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## Double Entry Journals

### What is a Double Entry Journal (DEJ)?

The Double Entry Journal (DEJ) allows students to record their responses to text as they read. In the left-hand column, the student copies quotes from the novel that they find interesting, intriguing, puzzling, or moving in some way. In the right-hand column, the student reacts to the quotation. The type of responses should vary and reflect active engagement throughout the entire text. **Students in Honors LA should create 11-12 entries.**

### Different Ways to Keep a Double Entry Journal

Left Hand Side	Right Hand Side
Quotes from the text with page citation in parentheses	Visual commentary (drawings, visual analogies, doodles)
Quotes from the text with page citation in parentheses	Written reactions, reflections, commentary, musings (“This bugs, annoys, moves . . . me because . . .”), reflections (“I wonder if. . .”), musings (“Hmmm...”), questions (“I wonder why...”) with possible answers (“Maybe because . . .”)
Quotes from the text with page citation in parentheses	Connections <ul style="list-style-type: none"> <li><input type="checkbox"/> Text to text</li> <li><input type="checkbox"/> Text to self</li> <li><input type="checkbox"/> Text to world</li> </ul>
Observations, details revealed by close reading	Significance
What the text says...	Why the text says this...
Questions: “I wonder why...”	Possible answers: “Maybe because...”
Quotes from texts with page citation in parentheses	Questions (Clarifying & Probing)
Quotes from texts with page citation in parentheses	Social Questions (Race, class, gender inequalities)
Quotes from texts with page citation in parentheses	Memories
Quotes from texts with page citation in parentheses	Identifying Literary Terms (a great simile because; this symbol represents)

#1. DEJ on a Novel (Excerpts from the *Old Man and the Sea* by Ernest Hemingway)

Quotes(original lines or paraphrased lines)	Responses in Relation to the Task (Point out the literary elements used in the story)
“His choice had been to stay in the deep dark water far beyond all snares and traps and treacheries” (4).	The old man seems to talk to the fish as if it were a human being. This personification indicates that nature and animals make their choices too under certain situations.
“But what a great fish he is and what will he bring in the market if the flesh is good. He took the bait like a male and he pulls like a male and his fight has no panic in it” (35).	The old man compares the fish to a male and praises him as if it were one of his companions. He seems to take his tough choice in such a humane manner although he is not certain whether he'll survive this or not.

#2. DEJ on a Novel (Excerpts from the *Walden* by Henry David Thoreau)

Quotations	Reflections
“Say what you have to say, not what you ought. Any truth is better than make-believe” (P.#).	Sometimes it is difficult to tell the truth because you don't want to hurt a person's feelings or because it's hard for you to admit something. It was hard for me to tell my dad that I didn't want to go to the same college he did, but I was glad that I told him afterwards.

#3. DEJ on a Novel (Excerpts from *The Woman Warrior* by Maxine Hong Kingston)

Quotations	Reflections
“You can't. It's too late. You've sold your apartment. See here. We know his address. He's living in Los Angeles with his second wife, and they have three children. Claim your rights. Those are your children. He's got two sons. You have two sons. You take them away from her. You become their mother” (27).	I felt angry and annoyed for the second wife when I read this. Knowing how custody in the United States works, I read these with surprise because they are nothing like our laws. A woman can't just take children from their mother because she had relations with their father. It's just ridiculous to even suggest. It just doesn't make sense. This to me made brave Orchid seem ridiculous. I can't understand her reasoning for wanting her sister to claim another person's children as her own. It just doesn't make sense.

#4. DEJ on a Novel (Excerpts from *The Woman Warrior* by Maxine Hong Kingston)

Quotations	Reflections
“Any merchant who advertises ‘Honest Scales’ must have been thinking about weighing them” (38).	I was impressed with her mother's business knowledge. This quote also made me realize what I could be missing from my own life. It made it obvious that it is often best to look beyond the perks and gimmicks to find the true reason for why the merchant is selling his/her goods, whether they are processed, hand made, simple, generic, or sophisticated. This makes no difference. This quote teaches one to question things in the business world because people can and will try and take your money and leave you with a bad product. Her mother obviously has a good amount of street smarts to know things like this.

Student Name:  
Teacher:  
Book Title:  
Author:

*Double Entry Journal Template*

To utilize this template, use the following link: [Summer DEJ Template Link](#). Journals must be typed.

<b>Idea/Quote from Text</b>	<b>Reaction/Connection</b>

For the evaluation of the Double Entry Journal, teachers will use the criteria listed below. As you complete your Double Entry Journal, refer to this list as a check sheet or self-evaluation.

### Double Entry Journal Rubric for Honors LA students

	Quality of Responses	Number of Responses	Mechanics	Format
4	All entries demonstrate a keen insight into the novel and do an exceptional job of explaining the student's thoughts through the skillful use of textual evidence and student connections. All responses to passages reflect the original thoughts and work of the student.	Records 11-12 relevant quotations or passages from the entire work, not just from limited sections, and includes 11-12 original student responses to the recorded passages.	Evident control of grammar, spelling, and sentence formation. All entries are grammatically correct.	All passages/quotes are in quotation marks and are followed by the page number only in parentheses followed by punctuation.
3	All entries demonstrate sufficient insight into the novel and adequately explain the student's thoughts through the use of textual evidence and student connections. All responses to passages reflect the original thoughts and work of the student.	Records 9-10 relevant quotations or passages from the entire work, not just from limited sections, and includes 10-12 original student responses to the recorded passages.	Sufficient control of grammar, spelling, and sentence formation. Few grammatical errors that do not interfere with reading.	Passages/Quotes are frequently in quotation marks and are followed by the page numbers in parentheses. There are a few mistakes.
2	Some entries demonstrate a lack of insight into the novel and do not adequately explain the student's thoughts. Entries do not contain student connections.	Records 5-8 relevant quotations or passages from the entire work or from limited sections, and includes 7-9 original student responses to the recorded passages.	Limited control of grammar, spelling, and sentence formation. Poor sentence structure evident, writing lacks clarity.	Passages/Quotes are sometimes in quotation marks and are followed by the page numbers in parentheses.
1	Entries paraphrase quotes from the novel. No evidence of insights beyond simply identifying the speaker and/or circumstances of the passages or quotes.	Records 1-5 relevant Quotations or passages from the entire work or from limited sections, and includes 4-6 original student responses to the recorded passages.	Minimal control of grammar, spelling, and sentence formation. Entries are difficult to read.	Most of the passages/quotes are not documented in quotation marks, and page numbers are not listed (on the left side of the double-entry journal).
0	Only copied text submitted.	No responses to quotes submitted.	No responses submitted to assess mechanics.	No quotes submitted to assess format.

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