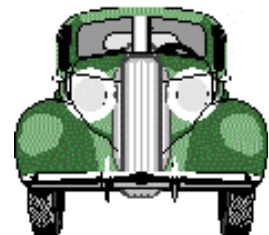


Double-Entry Journals for *The Watsons Go to Birmingham — 1963*

Directions: As you read copy important or interesting quotes in the left column. Reread the quotes and make notes in the right column about your reasons for choosing the quote or what the quote means to you.

<u>Quotes</u>	<u>Reflections</u>



Williams, 2002

Double-Entry Journals for *The Watsons Go to Birmingham — 1963*

Purpose:

A double-entry journal is a special type of reading log in which the pages are divided into two columns. In the left column students write quotes from *The Watsons Go to Birmingham — 1963*, the novel they are reading, and in the right column they reflect on each quote. They may relate a quote to their own lives, react to it, write a question, or make some other connection. This journal helps students to make connections between the characters and details in the plot of *The Watsons Go to Birmingham*, connections with their own lives, and connections with the world around them.

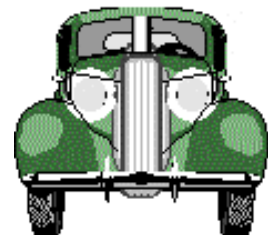
Rationale:

The double entry journal will be used throughout the novel after students complete their reading assignments. The journal will assist students in making text to self, text to text, and text to world connections while reading *The Watsons Go to Birmingham — 1963*. The journal will also help students in fully understanding more difficult moments in the plot of the novel.

Directions:

- Give students the formatted double-entry journal worksheet. An alternative would be to have the students divide the pages in their reading logs or notebooks into two columns. The students should then label the left column “Quotes” and the right column “Comments” or “Reflections.”
- Instruct students that as they read or immediately after reading, they should copy important or interesting quotes in the left column of their reading logs.
- Ask students to then reread the quotes and make notes in the right column about their reasons for choosing the quote or what the quote means to them.
- Sometimes it is easier if students share the quotes with a reading buddy or partner or in a “grand conversation” before they write comments or reflections in the right column.

Assessment: Students will turn their completed double-entry journals in to the teacher. While a grade will not be given on students’ individual responses, rather students will be assessed by their completion of and participation in the double-entry journal activity.



Williams, 2002