

Congratulations on your acceptance to Accelerated English! All students who wish to pursue this class during eighth grade must successfully complete a summer reading assignment. For this assignment, you are required to read the novel *The Glory Field* by Walter Dean Myers and keep a double entry journal of thoughtful responses about the text.

Please make **four to five** entries per part/time period of the book. You will note that the novel is set up according to the following time periods: 1753, 1864, 1900, 1930, 1964, and 1994. Also, because the first time period section is brief, you only have to create one or two journal entries for this section.

This assignment is due at the start of class on **Friday, August 23**.

Double-Entry Journal (DEJ)

A double-entry journal is a tool that readers use to help make sense of an unfamiliar text. The format will allow you to interact with the text and prepare for class discussions and other class activities.

- **What is included in a double-entry journal?**

- Your journal should be divided into two columns. If you are doing this in a notebook, simply fold the paper in half to create two columns. If you're typing your journal, you may insert a table and add additional cells as needed. The left side should be labeled 'Passage' and the right side should be labeled 'Response'

| PASSAGE | RESPONSE |
|---------|----------|
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- The 'Passage' side should include a **direct quotation** from the assigned reading that catches your attention for a particular reason. A direct quotation can be narration OR dialogue. *Don't forget to include the page number!* Please note that *The Glory Field* has a lot of symbolism and foreshadowing. Many of your annotations and entries should be related to the meaning of those symbols.
- The 'Response' side should include **your** thoughts about the selected passage. The response column can include: your own opinions, disagreements, interpretations, connections, questions, challenges, predictions, summaries, etc. In effect, you are "talking to the text" as you construct each response.

- **How long should each response be?**

- The goal of this activity is to help you think critically about what you're reading. **In order to be an effective tool, it is essential that your responses are meaningful.** While the length of your responses may vary, the right column should show evidence of deep thought.

**Please see the sample double entry journal on the back of this page.

| Touching Spirit Bear | | Double Entry Journal | |
|--|--|--|--|
| Passage | | Response | |
| <p>"Anger welled up inside Cole... Pretending to aim toward the waves, he spit so the wind would catch the thick saliva and carry it back" (5).</p> <p>(Teacher's Note: Because I am using the author's words, I have put the entire passage in quotation marks. Also, the page number must be included for each entry.)</p> | | <p>The initial pages of the book start to paint Cole Matthews as a defiant teenager. This passage shows that Cole has no respect for Edwin and Garvey, the two men who seem to be trying to help him. <i>What events from his life have contributed to the anger he seems to be holding on to?</i></p> | |
| <p>"His white-walled room was bare except for a bed with a gray blanket, a toilet without a cover, a shelf for clothes, a cement table, and a barred window facing onto the center group area. The place smelled of cleaning disinfectant" (7-8).</p> <p>(Teacher's Note: Because this passage spills onto a second page, I must be sure to include both page numbers.)</p> | | <p>This detailed description of Cole's detention cell helps me to visualize where he is being detained and it also reminds me of the way jail is portrayed on television. Based on this passage, I find it difficult to imagine myself living in such a place for an extended period of time. However, when I consider the alternate – isolation on an Alaskan island – the idea of a detention center sounds much more appealing. Although some of his freedoms have been restricted, Cole's basic needs are being met while in the detention center.</p> | |
| <p>"Cole couldn't believe his parents were letting this happen to him... Why was he even alive?" (13).</p> <p>(Teacher's Note: I have not included the entire quotation to which I am referring because it is a larger chunk of text. Instead, an ellipsis [. . .] is used to connect the first few words and the last few words of the passage being addressed.)</p> | | <p>I think this passage gives the reader crucial insight into Cole's upbringing and the fact that he has a strained relationship with his parents, particularly his father. Up to this point, his parents have continued to bail him out of the trouble he gets himself into, but they have decided to handle things differently this. Perhaps letting him deal with the consequences on his own is exactly what he needs to change his behavior.</p> | |

Helpful Hints:

- Complete this as you read.
- Don't focus only on *what* is happening in the text; instead, challenge yourself to remark on the writer's style (use of literary devices, how a character is revealed, etc.)
 - For example: Select an example of figurative language that catches your attention. In your response, explain why the author may have included this.
- Include a variety of responses – if you're doing only questions and predictions, you need to mix it up!
- Include passages that you think are worth discussing when we meet together in a class.
- Your final journal will be assessed on neatness, organization, timeliness, and thoughtfulness.
- Don't stress over this assignment. – If you manage your time wisely, this assignment should be very manageable. If you seem to struggle with this assignment, consider contacting Mrs. Akujobi and/or your guidance counselor to discuss if Accelerated English is a good fit for you.

Contact Ms. Akujobi with any questions about the assignment. She will do her best to help (even over the summer). akujobid@carliseschools.org