Dialectical Journal

Dialectical journal writing allows students to interact with a text or non-text, encouraging participation and critical thinking. Dialectical writing journal is a two-step process: 1. Left side is the text of the topic, a quote, fact, picture, map, or statistic. 2. The right side is the interaction or thinking connecting to the text—a question, reaction, interpretation, prediction, or analysis.

Instructions:

Dividing a piece of paper in half, students copy an important passage, chart, map or photo on the left side. On the **right side**, they respond to the text by:

- asking a question
- analyzing (describing the various parts)
- interpreting (explaining the meaning)
- evaluating (explaining the value)
- reflecting (expressing personal thoughts or opinions)
- making personal connections
- creating a drawing or illustration
- relating to text or visual
- summarizing the text
- predicting the effect

Title of Source:_____

	Passage or Quotation from the Text/Visual	Student Response
1	The text might be a fact, quote, picture, or map	Student may make a reaction to the quote.
2	Quote	Student may make an analysis, question, or connection.
3	Text/fact	Student may ask a question, evaluate, or make a prediction.
4	Picture/graph	Student may interpret, question, or summarize.
5	Chart	Student may question, evaluate, or write a reaction

Topic: *World War II—Japan* **Class:** *World History*

1/2 **Passage or Quotation from the Text/Visual**	1/2 **Student Responses**
The Japanese brought up the tradition of self-sacrifice in hopes to put off their loss of war.	*Self-sacrifice was an "honorable" thing to do. The Japanese leaders knew this so they used it to their advantage. (analysis)*
These kamikazes will be rewarded as heroes.	*How many young men were persuaded into committing suicide for their country? (question)*
Kamikazes did this for pride and wrote letters to their families before death.	*I'm curious to know how their families felt about their sons or husbands becoming kamikaze pilots. (reaction)*
The kamikaze saw himself as the new samurai warrior who was devoutly loyal to the emperor.	*It is an honor to be brave and fearless, so the kamikaze saw themselves protectors of their emperor and traditions. (response)*
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.	*This could be similar to what might happen in the war with Iraq. We already know that they do suicide bombings. (connection)*
"They came like a plague of moths."	*In this simile, the Americans were referring to the Kamikaze pilots. (analysis)*

Dearie, K., & Kroesch, G. (2011). *The Write Path history/social science: Interactive teaching and learning teacher guide* (pp. 20–21). San Diego, CA: AVID Press.