

Lesson Title: Double Entry Note Taking: A Close Reading Strategy

Objectives and Standards

Students will:

- Identify ideas within a text, express their thoughts, and become more involved in the reading process
- Determine the “big ideas” of nonfiction text and connect to the text

Social Studies Content 2014 GED® Assessment Targets	Social Studies Practices 2014 GED® Assessment Targets
<p>Compare different sets of social-studies-related ideas and make judgments about how those ideas create meaning in different arguments. (SSP.3.d)</p> <p>Determine the meaning of words and phrases used in a social studies context. (SSP.4.a)</p> <p>Determine how authors reveal their points of view or purposes in historical documents. (SSP.5.a)</p>	<p>Determine central ideas, hypotheses, and conclusions. (SSP.2)</p> <p>Analyze events and ideas. (SSP.3)</p> <p>Analyze purpose and point of view. (SSP.5)</p> <p>Evaluate reasoning and evidence. (SSP.7)</p>

Materials

- Nonfiction text
- Paper

Instructional Plan

Overview

In this lesson students will learn how to use a note-taking strategy called the Double-Entry Journal. Double-Entry Journals are an excellent option for students when they are reading materials that cannot be marked, such as textbooks or class sets of books.

Process

Begin the lesson by sharing with students that using a double-entry journal is a way to closely read passages from a text in order to discover what individual words and sentences reveal about the author’s argument/position, supporting research and evidence, as well as making text-to-text, text-to-self, and text-to-word connections. Discuss that using a journal serves as an ongoing record of the reader’s responses to the text. It is one way to closely read with an investigative eye.

Introduce the Double-Entry Journal by asking students to divide a sheet of paper into two vertical columns by folding it lengthwise in half. The left side of the paper is for specific information from a text, such as a short passage, factual information, or a summary. The right column provides students with space to provide written responses to the text material that they have selected on the left side. This technique provides students with both factual material and their own reactions to that material.

Model for students how to use the Double-Entry Journal by reading a passage or statement from the newspaper, such as the number of deaths from the war in Afghanistan. Model what you think about this statement and how it connects to what you know about past conflicts or the area described.

As you model reading the text and completing the Double-Entry Journal, make sure to show students how you:

- Watch for repeating words or phrases
- Make notice of references in the text that provide insight into the main arguments of the author
- Continually question the author's arguments in the text
- Make predictions on how the argument of the author affects future events
- Take note of features of the text, such as graphics, research provided, etc.

Provide students with a nonfiction text and a piece of paper. You may wish to use a primary source, such as a quote from a historic document or one of the Amendments to the U.S. Constitution, or you may wish to use a short nonfiction article on a current or past historical event. Have students read the text, identify quotes, phrases, and/or graphics in the left hand column and respond to each in the right hand column.

It's important to remember that close reading is often a difficult skill for students and that they may not have had extensive practice in closely analyzing text. To better assist students in describing information in the right column, you may wish to have them label the right column:

- This reminds me of . . . (Supports background knowledge)
- I wonder (Supports questioning skills)
- I think (Supports making inferences)
- I am confused because (Supports clarification)
- I would describe the picture I see in my head as (Supports visualization)
- This is important because (Supports importance of certain information)

Other ideas are included on the *A Few Ideas to Get Started: Different Ways to Keep Double-Entry Journals* handout.

With practice, this strategy can help students who are struggling with challenging text or as a study technique to review for exams. Debrief the close reading of social studies text by having students share their ideas.

Sample Debriefing Questions

Have students answer the following questions regarding the use of Double-Entry Journals:

- How did using Double-Entry Journals assist you in better comprehending nonfiction text?
- What types of questions/answers were most useful for you to use?
- How would Double-Entry Journals be useful when reading nonfiction text on the GED® test?
- How can you use Double-Entry Journals in your daily life?

Assessments/Extensions

1. Have students use Double-Entry Journals for current events by reading and responding to newspaper articles or updates on the World Wide Web.
2. Transfer student use of Double-Entry Journals to other content area, such as fiction text and nonfiction text in the area of science.

A Few Ideas to Get Started: Different Ways to Keep Double-Entry Journals

Left Hand Side	Right Hand Side
Quotes from the text	Visual commentary (drawings, visual analogies, doodles)
Quotes from the text	Written reactions, reflections, commentary
Quotes from the text	Connections <ul style="list-style-type: none"> • Text to text • Text to self • Text to the world
Quotes from the text	Questions that I have are . . .
What the text says	This is what I know
What the text says	Why the text says this
Questions: "I wonder why . . ."	Possible answers: "Maybe because . . ."