

**Roselle Park Middle School**  
**Summer Reading 7<sup>th</sup> Grade Project Assessments & Double Entry**  
**Journal**

Each student will be given the opportunity to select one Project Assessment to complete on their choice novel. Although we encourage students to read more than one novel, they will only complete the assessment activity for one book. They will not be awarded credit for additional novels.



**Project Assessment Options-Complete One**  
**Book Jacket**

You will design a book jacket outlining several elements of fiction based on the novel you read. This will need to be done on small poster board folded into three sections. Overall appearance, spelling, grammar, etc. are important.

Front cover: Include pictures, title, and the author. Do not use the current front cover of the novel as your book jacket.

Inside flaps (3)

Describe 3 main characters in detail on 1 flap.

Write 1-3 paragraphs about the plot of the story on inside flap.

Describe the resolution, story ending on third inside flap.

Back cover: Recommendations-Explain why you like/hated the novel and why you would or would not recommend this book to a friend.

**Poster Advertisement/Video Advertisement:**

You are the author of this book. You want to sell it to the publisher. Create an advertisement that would include all necessary information as well as eye/ear catching slogan for the book. Do not use the current front cover of the book as your advertisement.

**Song Lyrics**

Write a song about your book. Include in the lyrics important details about the book, what the character/characters learned or base your song on the theme of the book. Write the lyrics as a songwriter would. Create a refrain and at least four stanzas to the song.

### **Be an Author/New Ending**

You are the author of the book, but have decided you don't like the last chapter of the book. Change the ending to make it how you would like it to end. Make it teach the characters in the story something different from what they learned. It should be at least 3 typed pages in length and follow the writing style of the author.

### **Dear Diary**

Create three typed one-page journal/diary entries written from the point of view from one character. You should write one entry to describe the "character's" feelings from the beginning of the novel, the middle of the novel and the end of the novel. The entries should share details about the story that will prove that you read the book.

### **Board Game/Video Game**

You are creating a new board game or video game for the book. Describe in detail the rules of the game, the character pieces, the game board or video setting in detail. If you are doing a game board, create the game board and all the pieces.

### **Sales Talk**

Persuade the class to buy the book. Use the major events that occur in the book, character quotes/statements and the major themes in the novel to explain the story.

### **Scrap Book**

Create a scrap book of items/pictures/symbols that could belong to a character in your book. Be sure to include in your scrap book captions that give detail to why you have chosen the items/pictures/symbols. Your scrap book could be in the form of a notebook/photo album/scrap book.

### **Newspaper**

Write a newspaper of at least 3 pages that gives information about your book. Be sure your paper has a title, a front page with index. Include in your newspaper articles that relate to your book/characters/events.

## **Double Entry Journal-Directions/ Sample and Template**

### **Double Entry Journal**

**Directions:** As you read your summer reading book, you will complete a Double Entry Journal. In the left column/page of your notebook, choose a quotation, word, phrase, or paraphrase/summarize a section of the text that strikes you while reading. Be sure to include the page number. On the right side, respond to the text in your own words using the Responding to Literature Sentence Leads sheet as a reference (see attached). You can pick something that catches your eye, seems important, or confuses you. You can pick something that might be symbolic or foreshadow a future event in the book. Make as many copies of the template needed/complete on a computer or write in a notebook. **Complete an entry for at least every one chapter of text or more often if needed.** A sample and blank template are attached\*\*\*\*\*Also see attached Responding to Literature Sentence Leads.

### A Sample Double-Entry Journal

From the source (text) MUST HAVE PAGE NUMBERS FOR EVERY ENTRY	Sample Responses
<p><b><u>DATA:</u></b></p> <p>DIRECT QUOTES (PAGE #)</p> <p>INDIRECT QUOTES (PAGE #)</p> <p>SUMMARIES</p> <p>DEFINITIONS (PAGE #)</p> <p>SETTING (PAGE #)</p> <p>CHARACTERIZATION (PAGE #)</p> <p>SEQUENCE (rising action/falling action) (PAGE #)</p> <p>CLIMAX (PAGE #)</p> <p>PROBLEM (PAGE #)</p> <p>SOLUTION (PAGE #)</p>	<p><b><u>RESPONSE:</u></b></p> <p>Questions.....</p>
<p>STATISTICS (PAGE #)</p> <p>CONCEPTS/THEORIES (PAGE #)</p> <p>GRAPHS (PAGE #)</p> <p>SURVEY RESULTS (PAGE #)</p> <p>EXPERT OPINIONS (PAGE #)</p>	<p>My Predictions.....</p>
<p><b><u>NON-FICTION COULD ALSO INCLUDE:</u></b></p>	<p>Connections.....</p> <p>Text to text</p> <p>Text to self</p> <p>Text to world</p>
	<p>Images.... Draw pictures</p>
	<p>Reflections....</p>

### Sample Double Entry Journal

**Example 1** Walker, Alice. "The Flowers." New York: Harper, 1985.

"The air has a certain keenness, the sun is warm, each day is beautiful and experienced as a golden surprise." (18)

"The Flowers" is a story about a little girl picking flowers. She strays from home and experiences something that propels her into adulthood. (summary)

The little girl is considered "dark brown" and she is watching "white bubbles" that "disrupt the very thin layer of black soil." (24)

The little girl feels good in the sun and is oblivious to what is happening around her. Nothing exists for her but her song. Why?

The story is divided into two parallel sections. The first section uses light and positive expressions/vocabulary.

Walker seems to focus on the dichotomy of black and white.

### Sample Double Entry Journal

**Example 2** Case, John. "Capital Punishment." Viewpoints. Ed. Louis Auterback. 2<sup>nd</sup> ed. Boston: Little Brown, 1972 49-52

In 1995, the crime rate rose by 12%. In 1994, the number of criminals sentenced to death row rose by 3%. (50-51)

"Most criminals who participate in premeditated, violent crimes do not care about the consequences of their action." (50)

"If I had known that I would be sentenced to death, I would have thought twice" (52)

These statistics seem to imply that capital punishment did not deter violent crime in our country.

Why not? I need to find some more facts and details about this. Perhaps it is due to the psychology behind the criminal mind.

This conflicts with the other information presented in this article. He does not say that he wouldn't have committed the crime. But it is implied. I can use this for the pro-death penalty side.

### Double Entry Journal Template

Chapter Title:

Pages Read:

Summary of Chapter/Quote/Sequence/etc.

Response To Text:

Connections/Predictions/Reflections/etc:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Responding to Literature: Sentence Leads

### Make a Prediction (Remember to include details that support your prediction.)

- I predict that...
- I wonder...
- I think that...
- I wonder why...
- I wonder how...
- Since this happened \_\_\_\_\_, then I think the next thing that is going to happen is ...
- Reading this part makes me think that this \_\_\_\_\_ is about to happen...
- I wonder if...

### Ask a Question (and try to answer it).

- Why did...
- What's this part about...
- How is this \_\_\_\_\_ like this \_\_\_\_\_...
- What would happen if...
- Why...
- Who is...
- What does this section \_\_\_\_\_ mean...
- Do you think that ...
- I really don't understand this part here ...
- What does this mean...
- How did this section of my book make me feel?

### Clarify Something.

- This makes sense now...
- Now I understand...
- No, I think it means...
- I agree with you. This means...
- At first I thought \_\_\_\_\_, but now I think...
- This part is really saying...
- The big ideas or issues in this book are...
- I'm not sure, but...

### Make a Comment (Use details to support them).

- This is good because...
- This is difficult because...
- This is confusing because...
- I like the part where... because...
- I dislike the part where... because...
- My favorite part so far is...

- I think that... because...
- I think this setting is important because...
- This part is very realistic/unrealistic because...
- I think the relationship between \_\_\_\_\_ and \_\_\_\_\_ is interesting because...
- I like/dislike (name the character) because...
- The character I most admire is \_\_\_\_\_ because...
- If I were (name of character) at this point, I would...
- I wish \_\_\_\_\_ would have happened because....
- I wish the author had included...
- My opinion of (name the character) is...
- I noticed while reading that I ...
- I love the way...
- I can't believe...
- If I were...
- I like the way the author...
- I felt sad...
- I was so happy...
- This story teaches...

### Make a Connection.

- This reminds me of...because...
- This **event** made me think of ...because...
- This **character** makes me think of...because...
- This **setting** reminds me of...because...
- This **character** reminds me of somebody I know because...
- This character reminds me of myself because...
- This character is like (name of character) in (title of book) because...
- This scene reminds me of a similar scene in (title of book) because...
- This part of the story makes me think about \_\_\_\_\_ because...
- This situation reminds me of a similar scene in (title of book) because...
- This is similar to...
- The differences are...
- I also...
- I never...