

## Double Entry Journal Project

### Instructions

While you read *William Shakespeare's Star Wars: Verily, A New Hope*, you will complete a Double Entry Journal. For each Act of the play, you will write ONE entry, for a **total of FIVE entries**. Each entry is technically due when the Act itself is due to be read, so consult your separately given reading schedule.

Entries can be handwritten. However, if you type it, there's a chance for **extra credit!**

1. Download and use the Word document template uploaded onto Edmodo. Do NOT use this template if you plan on handwriting your entries; the boxes as is will not be enough room!
2. If you type all five entries, you will receive 5 extra credit bonus points. Please note this is all or nothing. If you only turn in four entries, or type four and handwrite one, you will receive NO extra credit points.

Each entry will consist of a left and right side. **On the LEFT side**, write a quote of at least two lines from the Act. Be sure to identify the Act, Scene, and line numbers.

**On the RIGHT side** is your response analysis. The passage you pick should focus on ONE of the following topics:

- "Proves" ONE overall theme of the play. Remember, themes are full, arguable sentences.
- Creates ONE overall tone. What diction, figurative language, etc. achieves this tone?
- Uses language in a stylistic way that creates meaning. How is it stylistic? What meaning is created from the author's choices?
- Reveals characterization; in particular, how ONE character is changing over time. Analyze how he/she was, and how he/she is now. How do you know?
- Compare/contrast to how this moment in the play is handled in another *Star Wars* version: movie, audio-only radio theater, etc. How is it alike? Different? Is it better or worse? Why?

**After clarifying which of the above your passage does, your paragraph response should explain how it does so.** A particularly insightful analysis will look at the play as a whole, putting the current passage in context of the entire text (using previous passages and Acts and/or future ones!), and therefore showing more analysis of the play's "big picture." You should not summarize. Avoid making personal connections or reflections (for example, writing why you like or dislike the quote) -- in fact, keep "I" out of it! In addition, try to mix up different topics for your different entries.

### Sample journal entry—

<p>Act Two, Scene 1: lines 186-190</p> <p>C-3PO:          "Where am I? Have I ta'en an ill-tim'd step?          In dreams have I seen visions of my death -          Ten thousand soldiers pranc'd upon my grave          And I, alone to face the murd'rous mass,          Could only weep at my untimely end."</p>	<p>This passage shows an ironic tone. Words like "ill-timed," "death," "grave," "murd'rous" and "untimely end" seem to point to a pessimistic or tragic situation, but irony is created from who is saying it: a <u>droid</u> who currently is "broken in pieces." Obviously, a human in pieces would truly be dead, but only C-3PO could prattle on and on (and on) about being dead while being alive, yet disassembled. In addition, the ironic technique of hyperbole is used with C-3PO's overexaggeration of "ten thousand soldiers." (Situational irony was seen earlier in I:iv with the droids as well; C-3PO storms off and leaves R2-D2, but gets reunited anyway when both are captured by Jawas.) What on the surface seems like a tragic situation but is actually humorous irony is further highlighted by Obi-Wan's later rueful aside "This droid will quickly stretch his welcome thin" (line 198). Obi-Wan could only make such a joke if the situation was more ironic than serious.</p>
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Name \_\_\_\_\_ Due Date \_\_\_\_\_

*William Shakespeare's Star Wars: Verily, A New Hope* DEJ Project: 100 points

Your DEJ will be graded holistically and overall based on the following criteria:

SCORE on SBG scale:	Assessment criteria:
<b>1</b> <b>70 pts</b>	All or nearly all summarization. Little to no attempt at literary analysis (no point made, no evidence) ("What's your point? So what?"). Little or no detail, unfocused. <b>If student has only three entries, automatically a 1. **NOTE: If you only have 1 or 2 entries, you will receive a zero.</b>
<b>2</b> <b>75 pts</b>	Although may have summarization that needs to be shortened, there is some attempt at literary analysis; however, it needs to be more specific (point made with general evidence) ("Not sure I'm convinced of your point"). Some detail given. At least a few entries focused. Entries consist of only one or two different topics (for example, only theme and characterization). Responses and quoted passages tend to be short. <b>If the student only has four entries, automatically a 2.</b>
<b>3</b> <b>85 pts</b>	Effective literary analysis with some specific evidence to back up point(s) ("I see your point"). At some point in DEJ project, attempts to put passage(s) into bigger context of overall play. Most entries focused; some points may need to be clarified. Some attempt to connect response directly to words or phrases from quoted passage. Entries consist of three or more different topics. Could be more persuasive; may need more evidence or stronger explanations. Responses tend to be at least a paragraph (3-4 sentences).
<b>4</b> <b>90 pts</b>	Literary analysis is persuasive, thorough, and focused ("You've convinced me"). Evidence is specific, showing close reading of text; this would include text quotes in most responses. In multiple entries, effectively put passage(s) into bigger context of overall play. One or two minor issues may need clarification. Responses tend to be two paragraphs (or several long sentences).
<b>5</b> <b>100 pts</b>	Literary analysis is persuasive and insightful ("I never thought of it that way!") Evidence is specific and extensive, showing close reading and has several text quotes in all responses. Ties into "big picture" of overall play with depth; specific and insightful evidence how/why. Responses tend to be lengthy.

**The difference between a 4 and 5? Besides perhaps an issue below to clarify, a 5 tends to have a longer analysis (quantity), have more insight, and more depth of analysis (quality).**

<b>EVIDENCE</b>	In your right side analysis, you use little or no direct connections to the text evidence. Be sure to at least pick out phrases or words from your quoted passage on the left to "back up" what you assert on the right.
<b>DETAIL</b>	You may assert something (for example, an overall tone), but your explanation lacks enough detail to explain WHY that is true.
<b>FOCUS</b>	In one of your entries, you focus on more than one character, tone, theme, etc. Concentrate on just one topic, so you can go deeper and in more detail. (Of course, a <i>different</i> entry may discuss a completely different character, tone, theme, etc. if you wish.)
<b>BIGPIC</b>	Think bigger picture and scope; discuss about significant parts of the play before (and perhaps even after) the passage you are currently analyzing. Is your theme or tone only true if you look at just your chosen passage, or does it hold up against multiple parts of the play? Your analysis may make the text selection seem random or frivolous. Is it really an important, revealing quote, or just a "So What?" moment?
<b>SUMMARY</b>	Too much summarization and paraphrasing of the passage, not enough analysis. Don't just retell what happens in the passage.
<b>VARIETY</b>	There is not enough variety in your responses; for example, perhaps you only discuss theme and characterization. In your five responses, try to discuss at least 3 different topics.