



TOPICS for JOURNAL WRITING

- What is the most beautiful thing you've ever seen?
- Have you ever been in love? How do you know?
- What is the hardest truth you've ever learned?
- What is your greatest dream in life?
- Does history repeat itself? Why or why not?
- If someone were to guess what kind of person you are based on your handwriting, what do you think they would predict?
- Make up an alter ego for yourself. Give him or her a name, and then describe his or her qualities, looks, etc.
- If you could invent one thing to make your life easier, what would it be?
- Who is your hero? What do you admire about him or her?
- What is the greatest lesson you've ever learned?
- How would you feel if your best friend got something that you've really wanted? How would you respond?
- Do you prefer to donate time or money to those in need? Why?
- Do you find it difficult to make new friends? Why or why not?
- What is the best day of the year? Why is it so special to you?
- What does your dream house look like? Describe it in detail.
- Do you remember much of your past? Why do you think that is?
- What is the greatest gift you could ever receive? What would make it so special?
- How would you describe yourself to someone who had never met you? Write your description as though you were a character in a book or a movie.
- Do you regularly remember your dreams? Write about your most vividly remembered dream.
- Write about your most cherished memory of all time.
- What does it mean to be a good friend? What type of friend are you?
- Do you think of yourself as a cool person or a warm person? Why?
- What is the most interesting thing about you? Why? Is it a trait you share with other people, or is it something that is unique to you?
- What is the greatest mistake you've ever made?
- If you could visit one destination in space, what would it be? Why?
- How old were you when you first knew what you wanted to do with your life? How did that feeling evolve over time?
- What is your greatest fear? Do you think it is realistic or not? Why?
- Write about a time when you learned something new about yourself.
- What is your most deeply held belief?
- If you could have any one question answered, what would it be? Who could answer it for you?
- Do you think you would like being a parent? Why or why not?
- Who is your celebrity crush? What do you find appealing about him or her?
- Write about a time when you felt pure joy.
- Write about a time when you made something up as you went along.
- If you were to have a mantra, what would it be? When would you use it?

High School Journal Topics For Writing

JA Banks



High School Journal Topics For Writing:

Writing Prompts for High School Subha Malik, 2017-11-04 Best for students Writing Prompts For High School is an interesting and inspiring activity journal with over 100 thought provoking things to write about Writing Prompts for High School is aimed to provide you with over 100 things to write about for fun and self exploration This writing journal will help high school students to pull in their prior knowledge and personal experiences to write about topics that interest them You will be amazed to know that you will no longer fight for writing ideas In this journal you will find a lot of inspiring fun questions and writing prompts all aimed at journal writing for high school This journal is crafted in such a way to get high schoolers think in a new and refreshing way and it also lets them gain a deeper understanding of their inner self while having fun On the whole the questions and writing prompts within this unique journal are meant to provide students with a simple yet integrative pastime

Using Journals With Reluctant Writers Scott Abrams, 2000-05-11 I loved the book and the soulful responses it generated from my reluctant writers Dee Conklin Ph D Teacher Reno Sparks Indian Colony Reno NV This journal program is authentic and gets students to write Because the journal topics reflect current issues my students respond positively And I get great insight into their lives Carol Popowich Resource Teacher Marshall Alternative High School Bend OR This is a book that is sorely needed I m impressed with the mature way the topics are presented to the students Rob Owens Teacher Washburn Rural High School Topeka KS This is one of the best books I have seen on topics for writing All students could benefit from this not just the reluctant writer Carol Miller Intervention Specialist Mineral Ridge High School Mineral Ridge OH Inspire your students to communicate and reflect through writing Using Journals With Reluctant Writers is an effective language arts tool for teachers especially those who teach at risk alternative and special education students Designed to inspire even the most reluctant writers journal topics are followed by non revealing non threatening exercises to introduce writing as a means of expression and to allow students to test teacher reactions Positive teacher responses then encourage students to move on to material that require more personal reflection and further elaboration Whether using the journals for daily practice or weekly assignments teachers can effectively lead students through critical thinking self discovery and ultimately more relevant and proficient writing Each chapter begins with a topical thought provoking quote and concludes with suggested videos and related readings that can be used for more comprehensive assignments Using Journals With Reluctant Writers also assists teachers and students in creating a complete language arts portfolio Highlights of this teacher s guide include Topical chapter opening quotes that instill deeper self reflection Multiple questions for each topic to encourage more in depth responses Suggested readings for more comprehensive assignments Suggested videos for each journal topic students relate well to videos Flexible format for daily entries or weekly assignments 45 journal topics for weekly assignments throughout the academic year An essential resource for any teacher who wants to motivate students to write well and write often while thinking critically about their own lives and choices

The High School Journal ,1919

Writing to Make a Difference Chris Benson, Scott Christian, 2002 The student projects presented in this book demonstrate a powerful approach to teaching writing one that requires no special equipment or resources and can be adapted for students of any age The key is getting students involved in action research and in writing about issues that are important to them and their communities Written by public school teachers these chapters describe projects covering a variety of issues including avoiding teenage health risks preserving oral histories fighting racism investigating environmental hazards decreasing instances of teen pregnancy and much more Based on a process model of writing instruction these projects will show teachers how to engage their students while also teaching the basic skills that appear in educational standards and assessment frameworks

Liminal Spaces of Writing in Adolescent and Adult Education Jin Kyeong Jung, Mellinee Lesley, Rene Saldana, Julie Smit, 2022-03-03 Liminal Spaces of Writing in Adolescent and Adult Education addresses the persistent gap in writing reform at the middle secondary and post secondary level Through an examination of useful and liminal writing the book explores the intellectual and creative space where structured expectations verge with individual imagination in writing The premise of the book is built around a multiplicity of ways to invite adolescent and adult students to enter into states of liminality where they are encouraged to experiment with style form genre and voice Through research featuring the perspectives of adolescents classroom teachers teacher educators graduate students and literacy researchers the book offers numerous insights into fostering a liminal and useful approach to writing instruction Each author takes the reader through a journey of finding the liminal as teachers writers and researchers Taken together this tapestry of perspectives puts forth the argument that liminal moments are necessary caveats to explore in order to cultivate fully actualized writing where students are in control of structures and traditional writing expectations but also free to imagine new ways of breaking with conventions and being as writers Thus the book argues liminal writing is critical in bringing about sustained writing reform

Resources in Education ,2001-04

The Journey of an Immigrant Khetam Dahi, 2012 Khetam Dahi captures the often ignored voices and painful experiences of Syrian migrant children and families In a simple yet honest and powerful prose Dahi through the eyes a child turning adolescent narrates the everyday existence of immigrant and working class families Although the family faced extreme hardships and poverty their love for each other and determination to succeed served as a catalyst to infuse them with optimism and a love for life Her inspirational journey of breaking through despite all obstacles certainly lets readers vicariously experience her joy and sorrow regrets and hopes Dahi s artfully weaved narratives provide young adult learners an opportunity to become personally enmeshed in her stories but most importantly it creates a space where students can feel free to relate relive and learn The simple language makes this book an excellent choice for reluctant readers and ESL students especially because the author includes many exercises to give students the opportunity to share their own experiences and identify with the characters in her stories

Practical Ideas for Teaching Writing as a Process Carol B. Olson, 1996-02 Contains a collection of specific classroom strategies

suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated *Academic Writing for Geographers* James A.

Tyner,2023-08-21 There are many how to books on writing for academics none of these however relate specifically to the discipline of geography In this book the author identifies the principle modes of academic writing that graduate students and early career faculty will encounter specifically focusing on those forms expected of geographers that is those modes that are reviewed by academic peers This book is readily accessible to senior undergraduate and graduate students and early career faculty who may feel intimidated by the process of writing This volume is not strictly a how to or step by step manual for writing an article or book rather through the use of real concrete examples from published and unpublished works the author de mystifies the process of different types of scholarly pieces geographers have to write with the specific needs and challenges of the discipline in mind Although chapters are thematic based e g stand alone chapters on book reviews articles and books the manuscript is structured around the concept of story telling for it is the author s contention that all writing whether a scientific study or more humanist essay is a form of story telling **The Young Composers** Lucille M

Schultz,1999-04-28 Lucille M Schultz s *The Young Composers* Composition s Beginnings in Nineteenth Century Schools is the first full length history of school based writing instruction Schultz demonstrates that writing instruction in nineteenth century American schools is much more important in the overall history of writing instruction than we have previously assumed Drawing on primary materials that have not been considered in previous histories of writing instruction little known textbooks and student writing that includes prize winning essays journal entries letters and articles written for school newspapers Schultz shows that in nineteenth century American schools the voices of the British rhetoricians that dominated college writing instruction were attenuated by the voice of the Swiss education reformer Johann Heinrich Pestalozzi Partly through the influence of Pestalozzi s thought writing instruction for children in schools became child centered not just a replica or imitation of writing instruction in the colleges It was also in these nineteenth century American schools that personal or experience based writing began and where the democratization of writing was institutionalized These schools prefigured some of our contemporary composition practices free writing peer editing and the use of illustrations as writing prompts It was in these schools in fact where composition instruction as we know it today began Schultz argues This book features a chapter on the agency of textbook iconography which includes illustrations from nineteenth century composition books as well as a cultural analysis of those illustrations Schultz also includes a lengthy bibliography of nineteenth century composition textbooks and student and school newspapers

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