

New

Name _____

Hr. _____

Due date _____

Advanced 12 (rev. term 1 '08-'09)

p.1

Your CLT topic: letter

Describe topic (or attach slip describing your topic right here):

CULTURAL LITERACY TIDBIT (CLT) RESEARCH PAPER (70 pts.)

Description:

There are several purposes of this research assignment:

A. TO BECOME THE CLASS EXPERT ON YOUR ASSIGNED CLT TOPIC(S)

- You are to become an expert on your "cultural literacy tidbits (CLT)." When the CLT topics come up in the context of our class curriculum, you will share your expertise. Your research, of course, must be accurate.
- The "tidbits" you have been assigned have been grouped together for a reason. Although you do not have to find the common thread, you may ask your teacher for this information if you will find it helpful in your research, your organization, or presentation of the material.

B. TO PRACTICE USING SOURCES CORRECTLY/EFFECTIVELY

- You are to familiarize yourself with the expert sources available to us when researching a fact of "cultural literacy."
- This paper also requires careful **ACKNOWLEDGING OF SOURCES AND ESTABLISHING THEIR CREDIBILITY**. This is done by citing the author's credentials and works **IN THE CONTEXT OF THE PAPER**. This is required ABOVE and BEYOND the usual citing of sources parenthetically in the paper and the works cited page. Susan M. Hubbuch, author of our text, Writing Research Papers Across the Curriculum, discusses this thoroughly on pp. 174-177, 180-186, and later on p. 205. You should always acknowledge the source of the idea in your paper by naming the person to whom the idea belongs, citing the author's credentials, and throughout your paper, "explicitly indicate which ideas belong to your source so that your readers know what is yours and what belongs to your source" (Hubbuch 180). Use phrases such as: "according to Dr. Eavan Boland, professor of English literature at Stanford University" and "as Ernest Jones, author of Hamlet and Oedipus, notes," and "Marty Teigen, an Advanced Placement History teacher at Eden Prairie High School, goes on to say," etc. If you know nothing more than that your expert wrote a certain article or book, at least say that.
- When possible, try your very best to find PRIMARY sources rather than SECONDARY sources. Certainly, tertiary sources should always be avoided.

Do NOT use any print or online encyclopedias.

This is a college-level research paper. You may use encyclopedias only to do your own preliminary background research, but it is NOT acceptable to include any of this research in your paper and cite any encyclopedias.

•Information should be drawn from a **variety of authoritative sources**. They do not all have to come from the library. Consult a history textbook, our literature textbook(s), magazines, reference books, history teachers, newspapers, biographies, anthologies, the Internet, etc.

NOTE: *As mentioned earlier, if you use an authoritative person as a resource, be sure to give his or her credentials! This will give your paper and the material credibility. You will follow the "personal interview" format for the works cited page if you use a person as a resource.*

•If a **web site** is used, it must be credible, and its credibility must be well-established in your paper. Be very careful about this. Stay away from home pages. And as a precaution, avoid any sites with a **.com** in the URL.

•Any number of **print analog** sources (database postings of articles originally appearing in print form) may be used in the paper.

•You must use **at least two sources** to find your information. You will, most likely, have to use more sources if you have several varied tidbits to research. It is **STRONGLY ADVISED** that **each tidbit** is verified in two sources, but this is not required.

•All sources you use must be parenthetically documented. Follow the correct MLA manuscript form (msf) for parenthetical documentation using hand-outs provided by your teacher.

•At least once in your paper, you need to include a **direct quotation**. You must know the manuscript form (msf) for a quote and how to cite it parenthetically.

NOTE: To check that you are using direct quotations in your sources correctly, we will be doing **documentation checks**. This means, you must turn in a photocopy/print-out of the page(s) of the source with the direct quotation. Highlight the direct quotation in your paper and label it "DOC. CHECK #1--DQ" in the margin. Then, highlight the direct quote on the photocopy/print-out. Write "DOC. CHECK #1--DQ" in the left margin next to the highlighted direct quote on this photocopy/print-out. Finally, next to the source's entry on your works cited page, write "DOC. CHECK #1--DQ" in the left margin and also highlight it. Staple the photocopy to the end of the paper (after the works cited page).

NOTE: *Make sure you thoroughly review the msf rules for direct quotations. This means knowing how to interpolate, use ellipses, and what to do if the original source has a grammatical error [sic], etc.*

•You must also demonstrate that you know how to **correctly paraphrase information** from sources and cite them correctly parenthetically. "Paraphrasing" means that the material you used was **not** quoted directly, but you have summarized it **in your own words**.

NOTE: To check that you are paraphrasing your sources correctly, we will be doing **another documentation check**. This means, you must turn in a photocopy/print-out of the page(s) of the source with the original material on it which you paraphrased. Highlight the paraphrased section in your paper and label it "DOC. CHECK #2--P" in the margin. Then, highlight the direct quote on the photocopy/print-out. Write "DOC. CHECK #2--P" in the left margin next to the highlighted direct quote on this photocopy/print-out. Finally, next to the source's entry on your works cited page, write "DOC. CHECK #2--P" in the left margin and also highlight it. Staple the photocopy to the end of the paper (after the works cited page).

All the sources you use must be typed up correctly on the "WORKS CITED" page. This page will be checked carefully for correct MLA manuscript form. Follow carefully the msf rules given in the packet provided in class. If the type of source you want to use does not appear in the works cited packet, you will need to consult your teacher. Be sure to do this well-enough in advance so that we can find the correct format. We might have to adapt a prescribed format for your source.

C. TO EMPHASIZE THE IMPORTANCE OF AVOIDING PLAGIARIZING

You may wonder why so much emphasis is made on this paper (and subsequent papers in this class) about proper use of sources. The reason is simple--we want to send you off to college thoroughly understanding not only how to use sources correctly but how to avoid plagiarism. In the MLA Handbook for Writers of Research Papers (5th ed.), plagiarism is discussed: "Derived from the Latin word *plagiarius* ("kidnapper"), plagiarism refers to a form of cheating that has been defined as 'the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own'" (Gibaldi 30). So, plagiarism is intellectually dishonest and, therefore, a form of thievery. It is an extremely serious offense and is dealt with accordingly. College instructors put plagiarism in the same category as cheating on exams, and it may, according to Joseph Gibaldi's MLA Handbook (5th ed.), carry "severe penalties, ranging from failure in a course to expulsion from school" (30). Plagiarism is often unintentional and often happens when students are careless in the research process. If you are sloppy and fail to make a record of the source of a piece of evidence fail to keep a complete record of the necessary bibliographic information for the source fail to keep track of the sources of your evidence in your drafts as you write and revise your paper, you are quite likely to document incorrectly, haphazardly, or write a paper that unintentionally plagiarizes.

According to Gibaldi's MLA Handbook (5th ed.), students should

during research and writing, guard against the possibility of inadvertent plagiarism by keeping careful notes that distinguish between your own musings and thoughts and the material you gather from others. Forms of plagiarism include the failure to give appropriate acknowledgment when repeating another's wording or particularly apt phrase, when paraphrasing another's argument, or when presenting another's line of thinking. You may certainly use other persons' words and thought in your research paper, but the borrowed material must not seem your creation. (30-31)

Forms of plagiarism which turn up the most frequently are the following:

- a. failure to give a works cited page
- b. failure to document with quotation marks and parenthetical documentation material copied directly from other sources
- c. failure to acknowledge paraphrased material
- d. use of others' work or ideas as one's own

For further, more-detailed information on the definition, consequences, and how to avoid plagiarism, read pages 161-166 in Susan M. Hubbuch's Writing Research Papers Across the Curriculum (3rd ed.) and/or pages 30-34 in Joseph Gibaldi's MLA Handbook for Writers of Research Papers (5th ed.). Both of these books are available from your teacher.

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D. TO EMPHASIZE THE MAINTAINING OF FORMAL "ACADEMIC" VOICE

- This is also an exercise in writing a paper at "near college-level." Sophistication of language, complex sentence structure, elevated vocabulary use are expected. Furthermore, because this is a formal report, you are to maintain a formal tone.
- Formal academic voice must be clearly established through effective word choice and sustained throughout the paper.
- The literary present tense should be used at all times.
- Sentence structure and vocabulary choices must be purposeful and well-crafted as well as show sophistication and variation.
- **CERTAIN WORDS ARE CONSIDERED TABOO IN THIS TYPE OF PAPER!**
You must not, except in direct quotations, use the first person. This means that you should not use personal pronouns such as *I, me, my, mine, you, your, yours, the use of the "understood you" as well as we, our, and ours*. Only third person pronouns should be used throughout the paper

C. TO FOCUS ON WHAT YOU INDIVIDUALLY NEED TO IMPROVE TECHNICALLY

- Technical aspects (mechanics, spelling, and manuscript form) will also factor heavily into your grade. You will be allowed to make corrections (called "BUYBACKS") ONLY on technical aspects after the paper is graded to improve the grade and work on your individual technical errors.

Advanced 12 (rev. term 1 '01-'02)

Overview of Requirements:

CONTENT--25 points

1. The paper must be given an original title which creatively reflects the content.
2. You will write an effective introduction which interests the reader in your topic and includes a purpose statement telling the reader what the paper will involve. The introduction must present the material in such an inviting and interesting way so that the reader cannot help but want to read on.
3. The introduction's controlling purpose statement must be effective, clear, follows order of paper, etc.
4. The CLT information must be accurate, in-depth, complete, well-organized, of quality, and related to our course work. Present the information in a fresh, insightful way which entices the reader to read on.
5. You will also need to write a summarizing conclusion which reminds your reader of what your assigned tidbits were, how they relate to our coursework, and brings a sense of closure to the paper.
6. Organization must be undeniably present. Choose your own organizational structure which naturally complements and enhances content. Transitions must be used effectively between and within paragraphs to promote coherence.

DOCUMENTATION--15 points

p.5

1. At least 2 sources must used.
2. Authoritative sources must be used. Credibility of authors/sources must be well-established.
3. No use of print or online encyclopedias may be used in the paper.
4. Information must come from a variety of sources.
5. Sources are mixed; overuse of one source and/or using one-at-a-time is avoided.
6. Two documentation checks will be included in the grading. You must provide photocopies/print-outs of one direct quotation source used in your paper and one paraphrased source. You are required to highlight the specific parts of the information you used right on your photocopies/print-outs **and** the corresponding places in your paper where these sources are cited **and** the corresponding works cited entries where these sources are cited. Use a different color highlighter for each doc. check.
7. These sources will be checked carefully in three ways:
 - a. that you have understood and used the sources' information correctly
 - b. that there is no evidence of plagiarism
 - c. that you have followed the correct manuscript form requirements in the citing of these sources

STYLE--10 points

1. The paper should present the information in a refreshingly creative way.
2. The sentence structure must clearly differentiate the student's own personal voice and style **from** the personal voices and styles of the authors of the sources the student consulted to write the paper. Sentence structure must be purposeful and well-crafted.
3. The paper must reflect a sophisticated tailoring of message to a clear audience implied through elements such as diction and tone and sentence variety.
4. Be consistent in the verb tense you choose. Verb tense can be present (as it's happening) or past.
5. The jargon (technical terminology appropriate to your CLT information) must be used effectively and, of course, correctly.
6. The paper seamlessly integrates any quoted material into the paper.

WRITING CONVENTIONS--20 points

1. Three to five pages (typed, New York or Geneva font, 12 point)
2. The paper must demonstrate control of conventions that is skilled in nuances and enhances the paper's purpose as well as employ varied prose strategies.
3. The paper must be technically accurate, showing clear evidence of editing. Observe all MLA manuscript form requirements.
4. Turn in a security copy of your final draft. Copies of the works cited page as well as the two documentation checks must be included.

Name _____ Hr. _____ Due Date _____

rev. term 1 '01-'02

CULTURAL LITERACY TIDBIT (CLT) PAPER QUIZ

1. How many sources are a minimum for your works cited page? _____
2. If you interview someone personally and want to use this person's information in your paper as an "authoritative source," what must you provide in your paper to give this information "credibility"?
3. What is stated regarding using encyclopedias for your research? _____
4. What is stated regarding using print analog Internet sources for this paper?

5. To be called a "direct quotation," do the words in the source you are using have to be found in quotation marks? YES NO (circle)
6. How many direct quotations are the minimum required for this paper? _____
7. Sometimes a writer has to modify or explain further the material provided in a direct quotation. Explain the use of each of these:
 - ellipses/ellipsis points [. . .] : _____
 - square brackets [] for interpolation: _____
 - [sic]: _____
8. You find a really fabulous direct quotation you would like to use for this paper. However, the source you found the quote in is considered a **SECONDARY SOURCE**. This means that the secondary source actually quoted it from another source, called a **PRIMARY SOURCE**. Your problem is how to cite your fabulous quote.

HINT: For help on this question, consult class hand-outs or the gray WRPAC text, p. 206 and p. 316 and middle paragraph on p. 185 through all of "Guideline 5" ending on p. 188. The parenthetical documentation section in the Survival Packet also addresses this.

- a.) Is there a way to cite it directly from the **SECONDARY** source in which you saw it?
 YES NO (circle)
 If you answered yes, explain how to do it here:

- b.) In order to use it, must you locate the quote in its original source? YES NO (circle)
 If you answered yes, explain how to do it here:

- 9. Suppose the following sentence appeared in your paper.
In 1850 a man who signed himself only "Angry" wrote a fierce letter on the subject to the editor of the Times (qtd. in Wallace 67).

Explain why the parenthetical documentation would have been done this way.

- 10. Is it ever permissible in parenthetical documentation to only cite a page number in the parentheses with no author or title?

YES NO (circle)

If you answered yes, explain how to do it here:

- 11. TRUE OR FALSE (circle)?

It is perfectly acceptable to let quoted material stand alone in your paper. You need not incorporate the quoted material in your own sentences.

- 12. Define plagiarism, give some examples, and explain why there is so much emphasis on it--even if it is so-called "inadvertent."

- 13. Two items MUST be photocopied or printed out, highlighted, and attached to your paper after the works cited page. One should be labeled "DOC. CHECK #1--DQ" and the other "DOC. CHECK #2--P."

You must also mark where these sources occur in the actual margins of your paper and on the works cited page.

Explain what this is all about and why we are doing this below:

- 14. How many points will you lose for not turning in these photocopies/print-outs? (See grading sheet.) _____

- 15. TRUE OR FALSE? You are required to turn in an outline for this paper.

- 16. Let's say you do not find all the information to cover everything listed about your assigned topic. Look at the grading sheet.

What is the maximum number of points you will lose on the paper? _____

- 17. Give several examples of transitional words/phrases you might use to promote "coherence" in your paper. _____

- 18. How can you get 1 extra credit point on your paper? _____



19-21. **Here's how the buybacks work.** Look carefully at the point breakdown for each category on the Grading Sheet. The entire paper is worth 70 points. Let's say your paper is graded. Your PRELIMINARY SCORE is 45/70.

• You received 30 out of 30 points for **Content**.

• You received 10 out of 10 points for **Style**.

Writing Conventions is divided in this way:

5 points is for the **Manuscript Form** and 15 points is reserved for mistakes made in the **Technical** category.

• You received 5 out of 5 points for **Manuscript Form**.

• Your major deductions came in the **Technical** category. You actually made 40 technical errors.

19. For these 40 technical errors, how many **TECHNICAL POINTS** were deducted? _____

Of course, you decide to make corrections or "buybacks." To recapture ALL the technical points you lost, you must do all 40 buybacks. After doing all the buybacks, you find you only did 20 of the 40 correctly. OOPS!

20. How many **TECHNICAL POINTS** will be recredited back to you on your paper? _____

21. And finally, what is the FINAL SCORE and GRADE on your paper? $\frac{\boxed{\quad}}{70} = \boxed{\quad}$
grade score

22. You have until _____ (what time?) the day the paper is due to turn it in with no late penalty.

23. If you are absent (legitimately excused or on a field trip, etc.) the day this or any other major paper is due and do NOT turn in the paper on the due date, will it be counted a day late (less 10% or -7) if you turn it in the next day? YES NO (circle)

24-25. Everything must be placed together **IN YOUR WRITING FOLDER** in the following order:

on top: "slip" given to you originally with your exact topic described

next: grading sheet with all student sections filled out ahead of time

next: the paper itself

24. next: _____

25. next: _____

last: photocopy/print-out of DOC. CHECK #2-P

NOTE: Also turn in your **SECURITY COPY** separately (**NOT IN YOUR WRITING FOLDER**).

Jot down any additional questions you have about this paper here:

ADV 12 CLT PAPER GRADING SHEET (70 points)

STUDENT(S) COMMENTS ON DOING THIS PAPER:
What worked? What didn't? What challenged you? Of what are you proud? What might you have done differently? What have you learned? Share what you'd like. WRITE YOUR RESPONSE BELOW.

/25 CONTENT

- 1. **TITLE**
The paper must be given an original title which creatively reflects the content.
- 2. **INTRODUCTION**
-1 to -2 identification of research topic in an effective, interesting, and engaging manner
- 3. **INFORMATION**
-1 to -2 controlling purpose statement is effective, clear, follows order of paper, etc.

/25 CREDIBILITY OF SOURCES

- Circle problems:
• At least 2 sources are used.
- Authoritative sources must be used. Credibility of authors/sources is well-established.
- No use of print or online encyclopedias
- Information from a variety of sources
- Sources are mixed; avoids overuse of one source and/or using sources one-at-a-time

/10 CORRECT DOCUMENTATION/CITATIONS

- 1. **DOCUMENTATION/CITATIONS** are provided for virtually all material in this section that needs to be cited. In other words, credit is given where credit is due.
- 2. **PHOTOCOPIES/PRINT-OUTS** of the pages of Doc. check #1--DQ and Doc. check #2--P are turned in with paper [and] on time.
- 3. **DIRECT QUOTATION doc. check (doc. check #1--DQ) PROBLEMS (circle):**
• Direct quotation isn't quoted exactly as it appeared in the original
• Quoted material stands alone. No effective lead-in statement is present.
• In-text acknowledgement of author (w/ credentials) of direct quotation is not given; proper credit.
• Material isn't found in the original.
• Interpretation of the original material is inaccurate.
• Other problem(s):

PARAPHRASE documentation check (doc. check #2--P) PROBLEMS (circle):

- Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
- Interpretation of the original material is inaccurate.
- In-text acknowledgement of author (w/ credentials) of paraphrase not given; proper credit.
- Material isn't found in the original.
- Other problem(s):

All other direct quotations are done correctly. PROBLEMS (circle):

- Direct quotation isn't quoted exactly as it appeared in the original
- Quoted material stands alone. No effective lead-in statement is present.
- In-text acknowledgement of author (w/ credentials) of direct quotations not given; proper credit.
- Material isn't found in the original.
- Interpretation of the original material is inaccurate.
- Other problem(s):

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6. All other paraphrased material is done correctly.
 PROBLEMS (circle):
 • Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
 • Interpretation of the original material is inaccurate.
 • In-text acknowledgement of author (w/ credentials) of paraphrased material is not given proper credit.
 • Material isn't found in the original.
 • Other problem(s):

10 STYLE
 1. FORMAL ACADEMIC VOICE AND TONE
 PROBLEMS (circle):
 • Formal academic voice must be clearly established through effective word choice and sustained throughout the paper.
 • The paper maintains an objective, not a persuasive, tone.
 • The literary present tense should be used at all times.
 • Sentence structure and vocabulary choices must be purposeful and well-crafted as well as show sophistication and variation.
 • Author's voice is distinct from the sources' voices and seamlessly integrates any quoted material into the paper.
 • The style should reveal sophistication, precision, and purposeful use of language appropriate to a college level for a research paper.

2. LANGUAGE
 5 PROBLEMS (circle):
 • The sentence structure must clearly differentiate student author's voice and style from the authors' voices and styles.
 • Uses complex over simple sentence structures.
 • Diction reflects a sophisticated tailoring of message to a clear audience.
 • Diction is precise.
 • Avoids the use of slang, colloquialisms, and informal speech mannerisms.
 • Avoids overly simple word choices; vocabulary is near "college level."
 • Avoids overuse of linking verbs.
 • You must not, except in direct quotations, use the first person. You should not use personal pronouns such as *I, me, my, mine, you, your, yours, the use of the "understood you" as well as we, us, our, and ours.*
 • Sentence variety reflects a sophisticated tailoring of message to a clear audience.
 • Be consistent in the verb tense you choose.
 • The jargon (technical terminology appropriate to your CLT information) must be used effectively and correctly. Terminology is precise and clarified.

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20 WRITING CONVENTIONS
 You can buy back up to /20 "writing convention" pts. by making corrections
 by due date

MANUSCRIPT FORM
 (total pts. of) REGULAR MSF (manuscript form) ERRORS (-1 each)
 (total pts. of) MSF DOCUMENTATION SPOT CHECKS (-1 each)

DIRECT QUOTATION DOCUMENTATION CHECK #1--DO
 PROBLEMS (circle):
 • incorrect msf of the direct quotation (DO)
 • incorrect use of the parenthetical documentation of the direct quotation
 • incorrect use of ellipsis points in square brackets [...] for omissions, square brackets for interpolation, [sic] for errors in the originals
 • other problem(s):

PARAPHRASE DOCUMENTATION CHECK #2--P
 PROBLEMS (circle):
 • incorrect msf of the paraphrased citation
 • incorrect use of parenthetical documentation of the paraphrased citation
 • other problem(s):

see
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 pp. 189-19
 WRPAC

TECHNICAL ASPECTS
 (total pts. of) TECHNICAL ASPECTS
 specific errors:
 • AWKWARD word choice [awk (-1)]
 • AGREEMENT faulty subject-verb agreement or pronoun-antecedent agreement [agr (-1)]
 • CAPITALIZATION [csp/lc (-1)]
 • EXACT WORD word chosen is not precise or correct to convey clear meaning [ew (-1)]
 • FRAGMENTS [frag (-2)]
 • HOMONYM ERRORS [H (-1)] AND [H] no excuse (-2)
 • MISPLACED MODIFIER [mm (-1)]
 • PUNCTUATION--COMMAS [pc (-1)]
 • PUNCTUATION--APOSTROPHES [pa (-1)]
 • PUNCTUATION--OTHER [pend] AND [psc] AND [pud] AND [pq] AND [pd/h] AND [sy] ALL OF THESE ARE (-1)
 • PRONOUN CASE [pro case (-1)]
 • REFERENCE UNCLEAR [ref (-1)]
 • RUN-ONS [ro (-2)]
 • SPELLING [sp (-1)] AND [sp] no excuse (-2)
 • TENSE [t (-1)]

2.13

+ / 1

EXTRA CREDIT

You may earn up to one extra credit point on this paper for using five extra-credit vocabulary words correctly. **BOX**, bold, or highlight them in the paper.

/ -1 off total

SECURITY COPY NOT ATTACHED

/ 70

TOTAL = PRELIM. GRADE

However, if you receive full credit for buybacks your new score would be 70 grade

Do buybacks carefully! They are due on _____ and cannot be redone!

TEACHER COMMENTS:

Grading Scale 7

- 65 - 70 = A
- 63 - 64 = A-
- 61 - 62 = B+
- 58 - 60 = B
- 56 - 57 = B-
- 54 - 55 = C+
- 51 - 53 = C
- 49 - 50 = C-
- 47 - 48 = D+
- 44 - 46 = D
- 42 - 43 = D-
- 0 - 41 = F

+ positives

- suggestions

English Prof Calls for 'Cultural Literacy' ...

We Americans need to make some very specific changes in our educational system if we are to attain universal literacy at a high level. Such literacy is necessary for greater economic prosperity as well as for greater social justice and more effective democracy.

The literacy I am talking about is not mere word-decoding skill, but "cultural literacy"—the network of information that all competent readers possess.

Young people today lack cultural literacy because in the elementary schools we treat reading and writing as empty skills, independent of specific knowledge. Teaching youngsters to decode elementary reading material—or even specific, job-related texts—doesn't make them literate with respect to newspaper or other writings addressed to a general public.

Understanding this, a group of us doing research on literacy were not surprised to encounter community college students—in Richmond—who had trouble understanding a passage about Grant and Lee. It wasn't that the students were stumped by Bruce Catton's vocabulary, they were just ignorant of the identities of Grant and Lee!

The comprehending reader brings to a text appropriate background information. It need not be detailed or precise. In the



E.D. Hirsch, Jr., is a professor of English at the University of Virginia. This material is adapted from his book Cultural Literacy: What Every American Needs To

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case of the passage on Grant and Lee, it would probably have been enough for the students to know six facts—that America had had a Civil War, that the two sides were the Union and the Confederacy, that Grant and Lee were respectively the top generals, and that the Union won.

Traditionally we have expected our children to receive such background information in school, but that is no longer so. Granted, school isn't the only place children can learn, but it is the most important controllable influence on what our children know and don't know about our literate culture.

Cafeteria-style secondary education ("take-as-much-as-you-want-of-what-ever-courses-look-good"), combined with the unwillingness of our schools to place demands on students, has resulted in a steady diminishment of commonly shared information between generations and between young people themselves.

I call this approach "educational formalism." This is the theory that any suitable content will inculcate reading, writing, and thinking skills. The truth is it won't. You can't inculcate higher order reading, writing, and thinking skills in young people without giving them some common content.

The total quantity of commonly shared information that the school needs to impart is less daunting than one might think, for the crucial background knowledge possessed by literate people is often hazy and limited in extent.

Preschool is not too early to start instruction in the literate national culture. Fifth grade is almost too late. By fifth grade, disadvantaged children who are able to decode and pronounce individual words in a passage are fre-

Baudelaire
Bavaria
Bay of Biscay
Bay of Pigs
bayou
bear market
beat about the bush
Beatitudes (text)
Beatles, the
beau coup
Beauty and the Beast
Beauty's but skin deep.
bee in one's bonnet
Beethoven, Ludwig van
Beggars can't be choosers.
beginning, in the
beg the question
behaviorism

Bethlehem
Better late than never.
Better safe than sorry.
Beverly Hills, California
Beware the Ides of March.
Bible Belt
bibliography
bicameral legislature
big bad wolf
big bang theory
Big Ben
big board
Big Brother
big business
Big Dipper
bigger they come the harder they fall, The
big-stick diplomacy
bilateralism
Bill of Rights
Billy the Kid
biochemical pathways

beat things in life are free,

The

bele noire

Berlin, Irving

Berlin Wall

Bermuda

Bernhardt, Sarah

beats things in life are free,

The

bele noire

Berlin, Irving

Berlin Wall

Bermuda

Bernhardt, Sarah

beat things in life are free,

The

bele noire

Berlin, Irving

Berlin Wall

Bermuda

Bernhardt, Sarah

beat things in life are free,

The

bele noire

Berlin, Irving

Berlin Wall

Bermuda

Bernhardt, Sarah

beat things in life are free,

The

bele noire

Berlin, Irving

Berlin Wall

Bermuda

Bernhardt, Sarah

beat things in life are free,

The

bele noire

quently unable to gain a sense of the piece as a whole. They miss central implications and associations because they don't possess the background knowledge necessary to put the text in context. If in the early grades our children were taught texts with cultural content rather than "developmental" texts, much of the specific knowledge deficit of disadvantaged children could be overcome. Besides, children enjoy learning catalogues of information. It helps authenticate their membership in adult society.

It is true that many items of literate culture are arbitrary, but that does not make them dispensable. And though some items change from one generation to another, stability—not change—is the chief characteristic of cultural literacy.

The more stable elements of our national vocabulary—such as George Washington, the tooth fairy, the Gettysburg Address, Hamlet, and the Declaration of Independence—have persisted



for a long time. In the appendix to this book, two colleagues and I have made a provisional list of more than 4,000 such items that literate Americans tend to know. Such elements of the national vocabulary are at the core of cultural literacy, and for that reason are the most important contents of schooling.

TODAY'S QUOTE

> "The world belongs to the energetic."
— Ralph Waldo Emerson, author

Variety

P.K.

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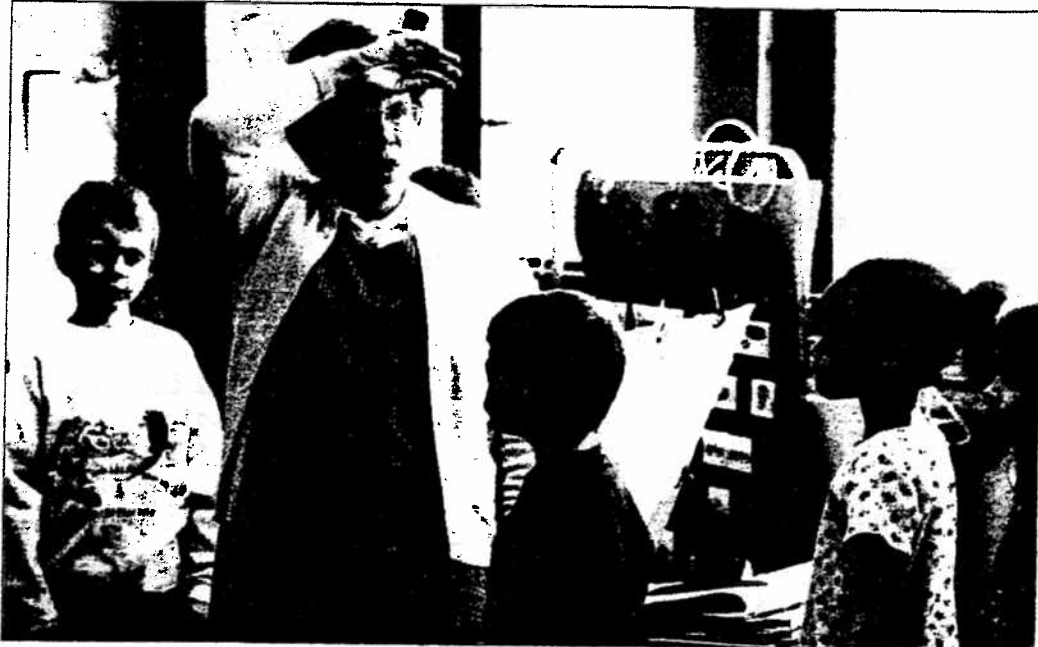
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Education reformer E.D. Hirsch's back-to-the-facts, core-knowledge movement inspires schools — and criticism.



Star Tribune photos by Bruce Shapiro

Diane Thoelke, a first-grade teacher at Randolph Heights Elementary in St. Paul, takes her students through a history lesson. Randolph Heights uses the core-knowledge curriculum in social studies, geography and parts of other courses.

The core of the matter



Star Tribune photo by Duane Braly

In his books and curriculum guides, E.D. Hirsch Jr. spells out exactly what he believes kids need to know.

By Norman Draper
Star Tribune Staff Writer

E.D. Hirsch Jr. harks back to his elementary school days with a quote memorized and retained for 64 years:

"In sooth, I know not why I am so sad, it wearies me, you say it wearies you. . . ." The citation is from Shakespeare's "The Merchant of Venice," and Hirsch and his fourth-grade class at Lennox School, a public school in Memphis, read it in the 1930s.

"I still remember the thrill," said Hirsch, an author, University of Virginia professor and founding father of the core-knowledge curriculum, the nation's most prominent back-to-the-facts education overhaul movement. "That was fourth grade. Nobody would think of doing that now."

But Hirsch says that's exactly the sort of thing that elementary school pupils should be doing nowadays.

The 73-year-old educator, who was in the Twin Cities recently to spread the core-knowledge gospel, has been a rallying point for more than a decade for those who believe that schools have strayed too far from what they should be teaching: a knowledge-based course of study loaded with facts, figures and required reading. Hirsch's books — "The Dictionary of Cultural

Literacy," "Cultural Literacy" and the series that purports to tell you "What Your [Kindergarten through Sixth-Grader] Needs to Know" — have been big sellers.

Those books have created a movement aimed at teaching core knowledge. Nationwide, 1,100 schools have adopted at least part of the core-knowledge curriculum devised by Hirsch and his associates. In Minnesota, 19 public and private schools use it, including six schools in St. Paul and three in Rochester.

In his books and curriculum guides, Hirsch lays out exactly what he believes kids need to know. He says first-graders should be familiar with, among other things, the continents and major oceans, Daniel Boone's Wilderness Road, the Code of Hammurabi and the saying, "Hit the nail on the head."

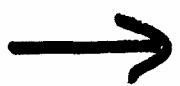
Fourth-graders should know about the "five pillars" of Islam, the Battle of Bunker Hill and sculptures by Yoruba artists. For sixth-graders, there are Tammany Hall's "Boss" Tweed, the art of Winslow Homer, the French Revolution, and positive and negative integers.

CORE continues on E4:

— Hirsch's philosophy provokes strong reactions.

ALSO INSIDE:

> A sample of core-knowledge



(P. 16)

CORE from E1

Educators differ over core knowledge requirements

Hirsch and his fact-based teaching philosophy provoke strong reactions. He's attacked as an elitist, a self-elected arbiter of what all children should know. Anyone who has pored over a Hirsch book must wonder how any child could digest all that material. And his ideas fly in the face of today's prevailing education doctrines: that each child should be treated as an individual with a unique learning style, and that it's not what you know but what you can do.

"I'm delighted that my daughter loves Greek plays and Shakespeare, but not everyone is going to feel that way," said Lee Galda, a University of Minnesota professor of children's literature. "You don't know what book is going to entice a reader. You can make educated guesses, but you can't know for sure. Rather than looking at it as, 'These are books children must read,' I prefer to see books as resources from which children can select."

But Jeremiah Reedy, a classics professor at Macalester College in St. Paul, sides with Hirsch. What core knowledge does, said Reedy, is drive a stake into the '60s-driven anything-goes education mentality I've always been on the left, so

Core knowledge sequence sampling

These excerpts, posted at http://www.coreknowledge.org by the Core Knowledge Foundation, represent a sampling of what is taught.

- Kindergarten: Visual arts
Painting: Line and color in such works as Pablo Picasso's 'Le Gourmet' and Mary Cassatt's 'The Bath.'
First grade: World history
Early civilizations: ancient Egypt, including the Nile River, pyramids, mummies and animal gods.
Second grade: American history
Civil rights, including Susan B. Anthony and the right to vote; Jackie Robinson and the integration of major-league baseball; the Rev. Martin Luther King Jr. and equal rights, and Cesar Chavez and migrant workers.
Third grade: Math
Geometry: Identify lines as horizontal, vertical, perpendicular, parallel; identify polygons and angles; compute area in square inches and square centimeters.
Electricity: Identify electricity as the flow of electrons; static electricity; electric circuits (closed, open and short); using electricity safely.
Fifth grade: American history and geography
Westward exploration and expansion: Daniel Boone; the Louisiana Purchase; Lewis and Clark and Sacagawea; American Indian resistance to westward expansion.
Sixth grade: Language arts
Fiction and drama: 'Dr. Jekyll and Mr. Hyde,' 'The Odyssey,' 'Julius Caesar,' 'The Secret Garden.'

this was the crazy thing." Hirsch's intent was to give low-income and minority students a tool to succeed: a lexicon of facts and figures that the nation's well-educated elite has. But critics couldn't stomach the idea of one course of study for all, especially one grounded in Western civilization and weighted with works by white males. Hirsch answered that criticism by adding material to the core-knowledge curriculum. In an effort to show that he's not in it for the money, he gives the royalties from his books to the Core Knowledge Foundation, a Virginia-based

nonprofit that oversees the core-knowledge movement. The foundation has an annual budget of about \$2 million, \$200,000 of which comes from Hirsch's book royalties, foundation president Connie Jones said.

The Minnesota scene

At Randolph Heights Elementary School in St. Paul, core knowledge is used in social studies and geography, and in parts of other courses, said Principal Joanne Ventura. The school council and the staff decided to go with Hirsch's approach, and you can see the changes.

For instance, the old social-studies curriculum would have had the school's first-graders studying their homes and families. "It didn't have a lot of meat to it," said school librarian Carol Dye. "Now they're learning American history. . . . I think it's more relevant in our life to know American history so you can become a good citizen."

Beth Tierney's third-grade class recently was studying Romulus and Remus and the legend of Rome's founding. The shelf under the classroom bulletin board was lined with books about Rome. Words such as "patrician," "plebian" and "republic" were banded about. "My kids love this," Tierney said. "They know things I didn't know in third grade."

So do parents, she said, re-

lating a dinner table discussion one parent had told her about. One parent's first-grader and junior high-age child had a disagreement over which river was longer, the Nile or the Mississippi. The first-grader argued correctly that the Nile was longer.

Randolph Heights uses core-knowledge curriculum because the district encourages its schools to adopt what works best for them, said St. Paul schools curriculum director Renie Willard.

But Willard herself is lukewarm about Hirsch's ideas. "If a school is floundering and has no curriculum. . . . I think core knowledge can be a good help," she said. "In other circumstances, it's another layer of responsibilities, and I think it adds to the 'inch-deep-and-mile-wide curriculum' we're often accused of having in the U.S."

Said Hirsch: "There are people who are still very, very resistant to . . . anything that seems to be uniform and Euro-centric. But what has happened in a grass-roots way is teachers are talking to one another and parents are talking to one another. . . . So I think the intellectual persuasion of teachers [to use core knowledge] has happened."

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