

# **Understanding the Design and Background of Core Knowledge**

**Presenters:** Jason Peledge, Katie Duck, Kate Norris, Mystic Valley Regional Charter School, Malden, MA

## **I. Introduction**

- A. Skit involving common negative occurrences during professional development meetings
  - 1. Tardiness, correcting papers, talking
  - 2. Reasons for negative occurrences
- B. Video clip of a non-CK influenced school and effect on atmosphere

## **II. Benefits of Core Knowledge and what is learned in the book**

- A. Book gives specific details on how to integrate CK into curriculum
- B. Goals are attainable and visibly evident throughout school
  - 1. Facilitators share experiences
  - 2. Audience may share
- C. Teachers are more willing to participate because they know it works
- D. Video clip of CK influenced classrooms

## **III. Using the book as a tool for Professional Development**

- A. Connecting piece for new and experienced teachers
- B. Connecting piece for different grades
- C. Fun, interactive activity that teachers are more willing to participate in
- D. Faculty meeting is more interactive than directive—more attention paid and more accomplished by administration and teachers
- E. Video clip of CK school's success

## **IV. Q and A with Facilitators and Audience**

## **V. All available handouts are attached**

# Professional Development Day Project for 2002-2003

## “Schools We Need” by E. D. Hirsch, Jr.

### **Schedule**

October 23, 2002	Kindergarten First Grade	Chapter One Chapter Two
February 5, 2003	Second Grade Third & Fourth Grade	Chapter Three Chapter Four
March 5, 2003	Fifth & Sixth Grade Seventh Grade Special Education Specialists Spanish	Chapter Five Chapter Six
May 14, 2003	Eighth & Ninth	Chapter Seven

### **Instructions:**

Meet with the team and/or individuals on your assigned chapter.  
Develop a plan- split up the pages to be read and assign people to tasks.  
Create an agenda on times to reconvene to go over notes and create a presentation

### **Presentation:**

Length- 40 minutes total (20 minutes per chapter)

Ideas- Create an outline (large enough for all to see), or power point, or display board, etc.  
Ensure the presentation is interactive and present handouts to all staff.

# THE SCHOOLS WE NEED & WHY WE DON'T HAVE THEM

## THE KINDERGARTEN TEAM

NICOLE PROCOPIO  
SARAH WEATHERBEE  
HEATHER EMANUELSON  
LORRAINE FIORINO  
KELLY ABEL  
BRANDY BESSLER  
KAREN DOREY  
SANDRA HOLDEN  
NICOLE CATANZANO  
MICHELLE AMARI  
CYNTHIA SANTOSUOSSO  
IRENE BASTIANELLI

**K-12 education in the United States is the least effective educational system in all of the developed countries. Researches have found that American students have not been adequately trained to think individually. Foreign observers are surprised that people in the US grow up to be as competent as they are.**

### **Ideas of Education**

The U.S. tends to teach flexibly rather than rigorously. Despite public pressure for school improvements, there has been little movement toward rigor in American Education theories. Educational theories have been revised (old ideas dressed like new) but not changed. These new versions are based on Romantic anti knowledge proposals.

Society turns to educators for guidance and they keep hearing the same theories that have been failing for 75 years. The failure is proven through the research, which has shown that American school reform has not improved K-12 education over the past decade.

An example of a failed program in the U.S. is “Head Start. Head Start is the most fully studied reform, which has produced extremely disappointing long-term academic benefits. While early intervention programs in other countries that use national standards lead to permanent academic improvement, Head Start does not affect educational achievement beyond the 4<sup>th</sup> grade.

The author firmly believes there needs to be a national content standard pre K through 12, not just state standards.

### **Growing Social Injustice**

High levels of education lead to high levels of economic success. i.e. Doctors, with such a high level of education, make more money than someone with a high school diploma.

Recent trends of social promotion include promoting students to the next grade level because he or she has completed a grade. Educational attainment should be more than promotion to the next grade or getting a diploma; it should include academic mastery of subject matter. This is one of the factors that have led to educational inequality in society.

Economic class more than race currently determines educational and economic achievement in the US.

No student is going to get an equal education unless we change the way money is allotted to schools.

## **Premature Polarization**

The split between liberals and conservatives has infected the debate over public education to such an extent that thinking clearly about the issues is difficult.

Political liberals in the US advocate greater equality in per pupil spending among different school districts within the state.

Conservatives are opposed to moving money from one district to another.

Only practical way to achieve liberal view of social justice is to pursue conservative educational policies.

This theory is not new. In 1932 Communist Gramsci was the first to see consequences of new education, which stresses life relevance and naturalistic approaches over hard work, and transmission of knowledge.

Relationship between educational progressivism and social progressivism is opposite.

Educational progressivism is a means for preserving student's social status.

Best practices of educational conservatism are the only means where disadvantaged children can get knowledge and skills that can help them improve their condition.

Book argues that the best guide to education is observation of practices that have worked together with an understanding of why they worked and are successful.

## **From Cultural Literacy to Core Knowledge**

Education would be more effective if every student learned the same information, and therefore students would be more effective citizens.

The term cultural literacy was too broad of a word so the author simplified it to core knowledge.

“Core knowledge better describes the chief aim of the reform, which was to introduce solid knowledge in a coherent way into the elementary curriculum.” E. D. Hirsch

Core knowledge has spread to more than 200 public schools in 37 states. Many other schools have taken some of the curriculum from core knowledge and are using them in their schools.

Everyone needs to be on the same level in each grade and functioning as a small society. This will help the students develop into contributing members of society.

By teaching core knowledge, beginning in kindergarten, we are providing all students the same background knowledge that will enable them to progress through out the core knowledge sequence.

### **The Nature Of The Enemy: Ideas, Not Persons**

Teachers should not be blamed for failing to translate knowledge in the classroom. Society should attack the “controlling system of ideas” in the US that prevents reform in public schools.

This needs to be done to make public schools a fair learning environment for every student.

Starting at the university level, there needs to be a standardized form of education for teachers.

## Ideas of Education

- *The US tends to teach flexibility rather than rigorously.*
- *American schools reform has not improved K-12 education over the past decade.*
- *An example of a failed program in the U.S. is Head Start.*

# Growing Social Injustice

- *Trends of social promotion*

# Premature Polarization

- *Traditional vs. Modern*
- *Merely verbal vs. Hands-on*
- *Premature vs. Developmentally appropriate*
- *Fragmented vs. Integrated*
- *Boring vs. Interesting*
- *Lockstep vs. Individualized*

## From Cultural Literacy to Core Knowledge

- *Students need to learn the same information.*
- *“Core Knowledge better describes the chief aim of reform, which was to introduce solid knowledge in a coherent way into the elementary curriculum.”*

*E.D. Hirsch*

## The Nature of the Enemy: Ideas, Not Persons

- *Teachers are NOT the enemy*
- *Starting at the university level, there needs to be a standardized form of education for teachers.*

And Now.....

Mrs. Fiorino will demonstrate  
a Science Lesson

*Boring vs. Interesting*

In closing...

Mrs. Amari will demonstrate  
a Math Lesson

*Traditional vs. Modern*

**ON TO**

**CHAPTER I**

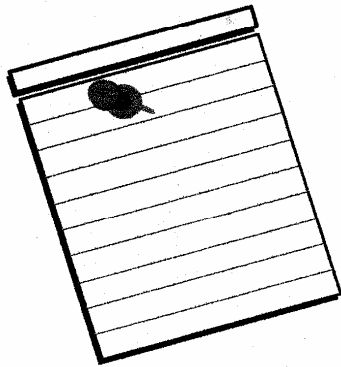
# The Doubles Rap

It's the doubles baby, lets go, lets go  
It's the doubles baby, and we start with zero

$0+0=0$	oh!
$1+1=2$	oooh!
$2+2=4$	More!
$3+3=6$	Kicks!
$4+4=8$	That's great!
$5+5=10$	Again!

Brush, brush, brush your teeth.  
Brush them every day!  
Happy, healthy teeth you'll have  
If it's done this way.

Floss, floss, floss your teeth.  
Floss them every day!  
Using the string to clean between,  
Keeps the plaque away



## First Grade Presentation

### Chapter Two Definitions



Intellectual Capital- Intellectual capital is the knowledge and skills a person possesses. It is the "key" to American competitiveness and prosperity. It operates in almost every aspect of our society to determine social class, success or failure in school, and even psychological and physical health.

Spiral Curriculum- General objectives are defined and carried through several grades in school. New levels of information are added in each grade as the child progresses through school. More and more knowledge is gained.

Common Curriculum- Every student is given an equal chance to excel. They will learn all aspects of reading, math, and writing. One famous President that encouraged implementing a common curriculum was Thomas Jefferson.

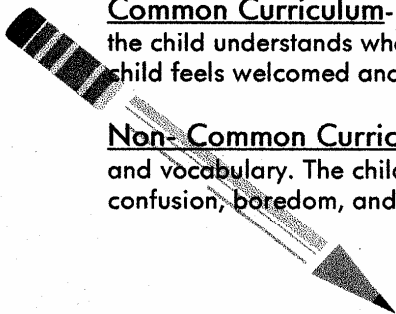
Shared Knowledge- A child has the ability to learn something new and apply it to something that he or she already knows. Lack of shared knowledge holds back progression of learning and creates boredom and confusion in the classroom.

Background Knowledge-

#### Common Curriculum vs. Non Common Curriculum

Common Curriculum- A child possesses knowledge. At the start of school, the child understands what is being taught and gains more knowledge. The child feels welcomed and comfortable with other students.

Non-Common Curriculum- A child arrives at school lacking knowledge and vocabulary. The child can not apply new things. The child will feel confusion, boredom, and not have any motivation to learn.



Talk about Grade 2 here – insert handouts from the conference presentation

## Presentation by Grade 3

### Developmentalism and other Naturalistic Fallacies

- ❖ Romanticism in early childhood believes that early childhood should be a time of joy and play. Children should not be pushed into reading or learning any concrete information until they are ready. They think children should wait until they are developmentally ready, which could be six or seven years old or sometimes even later.
- ❖ French schools have a major effect on development in early childhood. When disadvantaged children attend their school at age 2 their academic performance by grade six or seven equals that of highly advantaged children that have not attended preschool until age four. If advantaged children also attend preschool at age two, they continue to retain their academic lead in later grades, but in that case all children are performing at a very high level.
- ❖ E.D. Hirsch states that American's believe that children should not be expected to comprehend abstract/symbolic concepts or master skill or content that can be acquired more easily later on. He believes that this can be proved incorrect through the example of learning a foreign language at such an early age is more beneficial than later in childhood.
- ❖ The two naturalistic fallacies that E.D. Hirsch states are:
  - 1) Natural Age
  - 2) Holistic Learning
- ❖ E.D. Hirsch believes that developmentalism supports the idea of Drill and Practice style of teaching.

## **Presentation by Grade 4**

1) E.D.Hirsch shows evidence that French preschools who support Developmentalism are at an advantage over American schools. Why?

ANSWER: They start learning organized lessons at the age of 2. While Americans believe that it is too young to learn complex lessons.

2) True or False:

E.D.Hirsch believes that Developmentalism supports the idea of the “drill and practice” style of teaching.

ANSWER: True

3) Name the two Naturalistic Fallacies that E.D. Hirsch states.

a) Natural Age

b) Holistic Learning

*“Tonight on ER after an earlier visit to his doctor, Mr. I-gor returns to the hospital in a panic. He is not progressing and still questions his earlier test results. Dr. Dolittle, Dr. Livingston (I presume) and Dr. Frankenstein encourage him not to shoot the messenger. They have revived some old methods of treating the problem.”*

**The Schools We Need. By E.D. Hirsch (Ch. 6, Section 1) “Shooting The Messenger.”**

In this section: Hirsch advocates for the return of standardized tests. While he says there is a place for non-standardized tests, he believes that overall the objective method of testing is fairer. It serves as a more accurate assessment and acts as a greater incentive to students to learn.

Prior to the 1960’s :

- method for evaluating student’s performance and progress was primarily the use of standardized tests. \_ - - students were given either a letter grade or percentile grade.

In the 1960’s-70’s :

-methods came under attack and were replaced with more subjective testing methods.

- the emphasis was “ learning for learning’s” sake, and less competition by students to get an “A.”

- the students’ evaluations became more narrative or Pass/Fail in nature.

- arguments against standardized testing continued, NEA (National Education Association) said they were outmoded and no longer tested what currently needs to be taught; they were biased and contained complex language and obscure vocabulary..

- in the 1970’s SAT scores began to decline sharply. (The SAT is an example of a standardized test.)

Hirsch calls it a “War” against standardized tests and says the attack is:

“mainly a disheartened, scapegoating attempt to **shoot the messenger** (emphasis added) that is bringing the bad news. Educators would hardly be so preoccupied with attacking standardized tests, and blaming them for the ineffectiveness and inequity of American schooling, if those machine-scoring messengers were bringing less depressing bulletins, or if educators had workable ideas about how to make the results better.

”

## **Definitions of standardized vs. subjective tests:**

“*standardized test*” is used broadly

- to refer to objective tests, such as fill-in-the-blanks and multiple-choice tests.
- to refer to norm-referenced tests, which may be any form and which provide percentile rankings for a pool of test takers.
- to refer to criterion-referenced tests, which may be of any form and which provide absolute scores.
- \* Hirsch uses the term to refer to “any objective, or combination of objective and performance tests, that yields the same score for the same performance, no matter who is doing the scoring.”

## **Hirsch says objective tests are necessary to**

- achieve excellence and fairness.
- act as an incentive for teachers and students. Ex: Students who take courses for a grade study harder and learn more than those who took courses for intrinsic interest alone. They learn much more when grades are given, and tests and grades contribute to effective learning and teaching.

\*\* Hirsch argues against Pass/Fail or narrative type report cards and is in favor of grades

## **“subjective tests”**

- *are performance based tests or “authentic” assessment techniques*
- *do not require students to select their answers from given alternatives, rather they require students to construct answers, perform, or produce something for evaluation. .*
- *defeat negative test preparation effects associated with multiple choice tests*
- *give teachers clear models of acceptable outcomes*
- *have a positive influence on instruction and learning*
- *measure higher order skills*
- *lay bare examinees’ thinking processes*
- *will motivate unmotivated students*

\*\* Although Hirsch argues whether these “authentic” tests are either accurate or fair, he does believe that there remains a strong need in the classroom for non-standardized tests of all sorts.

# ER

Opening Scene: A backdrop that reads “Emergency Room”. A long table with a sheet on it that can be an ER “gurney.” Two doctors in lab coats with name labels, stethoscopes, blood pressure cuffs, or whatever.

Set: Mrs. Mahoney’s room-with the whiteboard and one of the long lab tables.

Characters: Dr. Dolittle (D-RF). Dr. Livingston, I presume (L-AH) and Dr. Frankenstein (F-CI).

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## Scene I:

**L and D:** (Mumbling to each other) “Gee, it’s a slow night.”

(F wheels in Mr. I-gor in a wheelchair)

**L:** What seems to be the problem?

**F:** We’ve got an MCAS failure here. The patient is in a panic. And his parents!!! They’re devastated.

(They put him on the table.)

**L:** Let’s have a look. (Use stethoscopes, cuffs, hammers his knee)

**D:** I remember him. He was here a few days ago. We ran some very subjective tests and then rated him on a Pass/Fail basis.

**F:** Hmmm, We need to re-assess the situation. Let’s have a consultation. I’ll get his files and previous test results.

(They move to an area to the side, where there are three chairs and a sign that reads “Consultation Room.” They each have a file folder. They sit down and open up the files.)

**D:** I can see these Pass/Fail evaluations don’t tell us much. They clearly did not act as any type of incentive for Mr. I-gor to do his best.

**L:** Maybe we should think about a more objective approach and way to test him.

**F:** I agree. Let’s consult Hirsch.

(They take out a made up “Big Book” that reads “Schools We Need” by E.D. Hirsch. They take out the big dusty book, slam it on the table and begin looking through it coughing and dusting away at the pages.)

**D:** Very interesting.... (points to some highlights from text about objective tests) and reads:

“Standardized tests...it is used to refer to objective tests, such as fill-in-the-blanks and multiple-choice tests; it is used to refer to norm-referenced tests, which may be any form and which provide percentile rankings for a pool of test takers; it is used to refer to criterion-referenced tests, which may be of any form and which provide absolute scores. It is to mean any objective test, or combination of objective and performance tests that yields the same score of the same performance, no matter who is doing the scoring.”

**L:** I think I know just the environment for Mr. I-gor: MVRCS!!!!!!

**D and F:** Yes !!!!!

**L:** Let's have a talk with Mr.I-gor.

**F:** Yes, he needs to know where he stands.

(Make the rabbit fall onto the floor.. The rabbit now has a water pistol here)

**D:** Mr. I-gor, we've consulted about your test results and performance. Please, put down the water pistol, Mr. Igor. You don't need to shoot the messenger.

**F:** We agree with Dr. Hirsch, an expert in the area. We think you need far greater incentives.

“Studies have shown that if you are required to take the kind of tests where your evaluator scores you on the same basis as other test takers, you are far more likely to have an achievement incentive, they are useful for monitoring your progress and remedy your deficiencies, as well as monitoring classrooms, schools and districts. Without effective monitoring neither good teaching nor good administrations is possible. Above all these objective tests are necessary to achieve excellence and fairness and are needed for academic fairness and social equity.”

**D:** Yes, and we are prepared to recommend a magnificent institution: MVRCS!  
What do you think?

(Mr. I-gor nods emphatically. Hopefully his eyeballs pop out.)

**L:** He seems satisfied.

**D:** Yes.

(Pause)

**F:** Good, then it's settled. (goes over and pats him on the shoulder)

**F:** Now, Mr. I-gor.....about that hump....we have some nice band-aids with some really fun patterns to cover that up for right now....

(Wheels out Mr. I-gor....voice fades....D and L follow behind laughing to one another)

**Mr. I-gor :** (a cartoon bubble appears over him that reads: "What hump?")

## **T.V. Guide: ER**

Tonight on ER after an earlier visit to his doctor, Mr. I-gor comes back to the hospital in a panic. He is not progressing and still questions his earlier test results. The doctors encourage him not to shoot the messenger. They have revived some old methods of treating the problem.

## Presentation by Grades 8 & 9

### *The Schools We Need* Presentation – Script Episode VII: The Search for a Core Curriculum

**Scene I: E.D. Hirsch, as narrator:** In a world much like ours, in a school much like ours, Romantic thinkers came together to try and overcome the long-standing and successful Enlightenment educators. They felt education was not “fun” enough, and began telling students that learning the basics was not important so long as you enjoyed your experience and learned whatever you felt was important to you. As a result, test scores fell and the world’s universal I.Q. dropped. People couldn’t read, write, or add, but they felt good about themselves and that was what was seen as most important. Over the course of history, humans went back to being selfish animals with no concept of how to escape their downtrodden world while an elite group took them over and turned them into mindless droles. This is the account of that world, and how one small group of Revolutionaries said enough was enough. They wanted to learn.

*Students are in classrooms doing meaningless tasks aimed at teaching them the topics of the classroom. Perhaps one room is working on the biscuits and jam task of learning about the Underground Railroad or are trying to understand the meaning of **why** there is multiplication in the world in order to more fully grasp their multiplication facts or other such ideas. Vader enters along with some of his fellow Romantic thinkers to survey the classrooms, while also keeping an eye out for the The Schools We Need book.*

**Vader:** The students seem to be learning in such a fun way, yet they are truly learning nothing. Now we can keep full control over these mindless droles. Yes, soon everyone will love the Empire but know nothing of how it works.

**Henchman:** Yes, it is quite excellent.

**Vader:** Have we found the *The Schools We Need* text. It is the only hope of the Enlightenment thinkers....Wait...I sense the force...it is near.

*Meanwhile, R2 is seen exiting the building with the book.*

Yes, we must get that book before it is too late. If it ends up in the hands of the Revolutionaries, our students may one day become sound in the basics and have a better grasp of our curriculum. We must not let that happen!

**Scene II:** *Luke, a student at MVRCS, comes home disappointed that another day of school has passed and he still cannot add or subtract without his calculator. A man enters, Obi Won, with the Core Knowledge Curriculum and the Schools We Need books. Soon Luke is learning what the empire has been doing and all of the information he has been kept from learning. He studies hard and soon understands the Enlightenment way and his addition and subtraction facts.*

**Luke:** I hate school; I can't add or subtract without this stupid calculator so that every time it breaks, I'm left hopeless.

**Obi-Won:** There is hope; the force is strong within you.

**Luke:** What force are you talking about? I don't know what force is. In my science class, we talk about how pretty the planets are and draw pictures of them with fake stories about going to them. We don't have to know what force is or how it works. You're crazy old man!

**Obi-Won:** The force of wanting to learn is strong within you. Here, take these books. They will teach you all that you need to know and how you can make school more enjoyable and be able to learn at the same time.

**Luke:** How can these help? *He begins to read some of them.* Oh my Yoda, look at all that has been kept from us. I thought two plus two equaled four, but we were always taught to think why that was rather than whether it was true or not. Now everything makes sense. *He throws the calculator away. Continues to read more.*

**Obi-Won:** Yes, my son. These can help you to become stronger in mind and spirit. Continue to study them for you will need them most when the Romantic thinkers confront you. They make their way of learning look like so much fun, but really they keep you from learning anything at all. I foresee you will be confronted by the most powerful of all forces; use these as your force against him.

*Obi-Won begins to give Luke Romantic principles that Luke must argue against using a variety of quotations from the The Schools We Need book. As they are doing this, Han and Chewie arrive. They are principals from distant schools who have been overtaken by members of the Romantic empire. They seek to help Luke fight against the forces.*

**Han:** Hello, my name is Thomas Mann. This is my friend Chewie; he is a democratic theorist from France. We believe in a common curriculum that is centered on learning a core knowledge of material rather than abstract principles designed to "integrate" cross-curricular theories.

**Chewie:** *The sound Chewie makes.*

**Obi-Won:** I am Thomas Jefferson. I originated the idea of common schooling long ago, but the Romantic empire has taken over since then and you three are our only hope. We must attack the empire at its strongest hold and all other schools will follow suit. We must invade the planet of MVRCS!

**Scene III:** *Vader and some other henchman are meeting at one end of the school devising a plan to conquer the Revolutionaries. As they meet, Han, Chewie, Luke, and Obi-Won enter the building secretly and begin heading to different classrooms using the The Schools We Need books to enlighten the teachers and students. Soon, students and teachers begin to practice basic skills. Vader, sensing the force, leaves the meeting and enters the hallway to meet his match. Obi-Won, separating himself from the group, goes off to meet Vader.*

**Chewie:** *pressing the buzzer to enter the school*

**Han:** We're supposed to enter by surprise you Romantic thinker. No matter how great your curriculum has been, you Frenchmen have never properly learned strategy.

**Obi-Won:** Enough bickering. *They get the door open and enter.* You all go to a different classroom and begin enlightening the classrooms. I have a meeting to attend, and it's not for an IEP.

In one classroom...

**Luke:**  $2 + 2 = 4$ ;  $2 + 3 = 5$ ;  $2 + 4 = 6$  and so on; each time he gives a fact, the students repeat after him. Repetition is the key to remembering key facts and skills.

**Student:** So knowing why  $2 + 2 = 4$  is not important?

**Luke:** It can be useful to know, but you will not be able to remember that fact simply by knowing why it is true. You must practice the fact sufficient times to have it become inherent. Once you learn a group of facts, you can group them together, (a process known as chunking), and only then will you be able to learn new material.

**Student 2:** So that's why I can't go past my 3's in multiplication and can only do them with my calculator?

**Luke:** Exactly.

**Teacher 1:** Thank you for your help. We are now enlightened.

**Luke:** Excellent.

In a different classroom...

**Han:** *holding up the text of Schools We Need...* So as you can see, it is more important to learn first the different types of poetry before you can begin to comprehend why they are different or how they make you feel. You cannot understand why they are written if you don't know how they are written.

**Teacher 2:** I foresee our class as having more enlightened discussions from now on. Thank you!

**Student 3:** Can we read an example of a haiku?

**Teacher 2:** Why yes we can; it's so great that you know what a haiku is. Now you can compare them and create them on your own! You have such a breadth of knowledge that teaching will become easier and more enjoyable!

**Class:** And so will learning about them!

In a different classroom...

**Chewie:** *making the Chewie noise*

**Teacher 3:** Yes, that makes so much more sense to teach basic facts about history before asking the students why they happened. I don't find myself giving answers to the students and their answers enlighten our discussions. Thank you so much. By the way, because of the common schooling, our new student is right on pace with everyone, and has not fallen severely behind leaving me to make up the slack with my limited planning time. Thank you democratic theorist from France.

**Chewie:** *the noise Chewie makes*

## **Scene IV: Meanwhile, in a hallway on the other end of the classroom, Obi-Won comes face to face with Vader.**

**Obi-Won:** It is no use; the Enlightenment thinkers are too strong for your Romantic babbling. Our students will learn!

**Vader:** No, your basic education is no match. The reason our curriculum has not worked is because you have not given it enough time and the assessments are unfair. We must first teach the children how to learn before they can. They each learn at their own pace. The ideas have never been properly tried.

**Obi-Won:** *Now seeing that Luke has caught site of this argument, he pretends he is overmatched and falls. His body disappears but his voice is overheard in the background... Use the book Luke; use the book.*

**Luke:** "We cannot afford any more decades dominated by ideas that promote natural, integrated project learning over focused instruction..."(Hirsch 216)

**Vader:** "The natural way of learning is envisioned as taking place in a lifelike setting with a lifelike goal..."(Hirsch's view of Romantic theory 217)

**Luke:** "[This approach] turns out not to motivate all students equally."(Hirsch 218)

**Vader:** But our teachers have yet to be "properly trained and certified" in our curriculum processes.

**Luke:** It was found that "uncertified persons, plopped into the classroom without having taken education courses, got results that were as good as those obtained by certified and experienced teachers." (Hirsch 230)

**Vader:** Nooooooooooooo! *He falls.*

**Luke:** *Running through the halls...* Teachers, you are free to teach the basics principles of your fields again. Students, you can learn how things happen as well as why. We shall all learn equally again and cut back on the economic and social biases that divide us and prevent us from getting equal opportunities in the real world.

**Scene V:** *All students sit in the cafegymnasium awaiting the presentation of the ceremonial signed copy of The Schools We Need. They rise as Luke, Han, and Chewie walk down the aisle and are presented the copy by Leah. After the presentation, all applaud and turn to the camera to say: "Thank you E.D. Hirsch!"*