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Margaret A. Hanscom

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AN AFFECTIVE AND COGNITIVE APPROACH
TO WRITING, GRAMMAR AND LITERATURE
WITHIN THE LANGUAGE ARTS CURRICULUM
OF AN URBAN MIDDLE SCHOOL

A Dissertation Presented
By
MARGARET A. HANSCOM

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of
DOCTOR OF EDUCATION

September 1986
School of Education
AN AFFECTIVE AND COGNITIVE APPROACH TO WRITING, GRAMMAR AND LITERATURE WITHIN THE LANGUAGE ARTS CURRICULUM OF AN URBAN MIDDLE SCHOOL

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By

MARGARET A. HANSCOM

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Dr. Kenneth Parker, Chairperson of Committee

Dr. Robert Maloy, Member

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Acknowledgements

I wish to acknowledge the very large support system with which I am most fortunate to be blessed. My family and friends have always actively encouraged my on-going academic pursuits. I thank them all for their contributions to this endeavor. In particular, I would like to thank:

both of my parents for instilling in me the desire to achieve and persevere;
my father, Joseph P. Horne, Esq., who continues as a model of academic excellence, for functioning as editor-in-chief of this document;
my husband, John Hanscom, for his technical expertise and tireless assistance in the production phase of this dissertation, and through whom I became computer literate as part of the doctoral process;
my brother-in-law, George Hanscom, for assisting with production and for providing so unselfishly of his time, office space, equipment and supplies;
my friend, colleague and fellow degree recipient, Dr. Russell Goyette, for his indefatigable optimism and coaching ability, spurring us both on to achieve this distinction.

Without their love, help and understanding, I would never have attained this honor.

I would like also to acknowledge the contributions and invaluable assistance of my committee members:

Dr. Robert Maloy,
Dr. Esther Terry, and
Committee chairman, Dr. Kenneth Parker.
ABSTRACT

AN AFFECTIVE AND COGNITIVE APPROACH
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OF AN URBAN MIDDLE SCHOOL
SEPTEMBER 1986

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The purpose of this dissertation was to design, pilot and assess a culturally sensitive, academically traditional approach to writing, grammar and literature within the language arts curriculum of an urban middle school. The study was intended as a model for curriculum design that both pursued excellence and fostered equality. The curriculum approach provided for both the cognitive and affective domains of curriculum content in ways that met the needs of urban schools in providing quality education to an increasing population of culturally different students.

The design included units of study in two components - the affective and cognitive domains. Included were
procedures, objectives, materials and techniques. Implementation of the model program took place from January to May of 1986. An assessment of effectiveness took place after completion of six units. The data collected and analyzed was both quantitative and qualitative in nature. The quantitative data consisted of pre and post holistic writing scores on a city wide standardized writing examination, issued from central administration but administered on the school level, and pre and post responses to an affective survey designed by the researcher to measure attitudes, perceptions and values. The qualitative data consisted of writing tasks collected during the program. These tasks were selected to reflect a representative sampling of the test population. The analysis included numerical data analysis and descriptive data analysis. Those results led to the following conclusions. Writing skills were generally improved according to the holistic scores on the pre and post test. There was a considerable increase in upper level scores. The affective survey was inconclusive, in that the expected responses after implementation of the program were received at the beginning of the program. The specific writing tasks assigned at the end of each unit reflected development in both affective and cognitive objectives.
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Chapter I

Introduction

The purpose of this dissertation was to design, pilot and assess a culturally sensitive, academically traditional approach to writing, grammar and literature within the language arts curriculum of an urban middle school. The curriculum approach provided for both the cognitive and affective domains of curriculum content in ways that met the needs of urban schools in providing quality education to an increasing population of culturally different students.

In this dissertation, a model program in language arts was designed, implemented, pilot tested and assessed. The design included units of study in two components - the affective and cognitive domains. Each unit included procedures and objectives. Materials and techniques were also included. Implementation of the model program took place from January to May of 1986. The pilot testing and assessment included data analysis of the results of city wide writing mid-term and final examinations, data analysis of the results of an affective survey administered to students before and after the program, and content analysis of selected students' daily writing journals and writing assignments given during the
The urban public school is charged with the responsibility of providing an education to an extremely heterogeneous population, encompassing all strata of society. In urban public schools, poor, non-white, non-Anglo students make up much of the population. Urban schools serve an overwhelmingly large proportion of America's minority, immigrant and low income students. City school districts serve approximately 11% of American public school children. City school districts also serve 29% of the nation's minority students, 21% of the nation's low income students and approximately 32% of all students of limited English proficiency. The urban school, then, serves as the primary vehicle for integrating newly arrived students of other cultures, as well as students who are less advantaged, into the mainstream of American life. How to accomplish this mission involves many urban school problems.¹

One of the problems that the schools encounter, centers around curriculum content. Curriculum is determined by the white, middle class strata of society, the established mainstream. This often causes conflicts in the value systems of the students the schools service.² In trying to provide access, should the
public schools stress the cognitive aspects of curriculum, or should the schools concentrate more on the affective? Should the schools emphasize strong subject matter offerings, based on a traditional basic skills oriented curriculum that would facilitate access to the mainstream? Or, should they stress the motivational, relating subject matter to life experiences, providing more for the socio-emotional needs of the culturally different student? At first glance the problem seems to be one of the modern urban school, but an examination of the literature reveals a long standing controversy in education, as the schools strive to provide the best education possible to the largest number of people.

In this dissertation, the curriculum approach that was designed, provided a synthesis of both the affective and the cognitive domains of curriculum content, in an attempt to meet the special needs of the non-white and culturally different student. The approach was designed to lead to middle class values and skills which would afford access to the mainstream, and at the same time maintain the dignity and worth of the individual within his own culture and environment.
Statement of the Problem

From the early educator and philosopher, John Comenius in 1632 to the modern educational philosopher, Mortimer Adler, educating all men to full human potential seems to be an issue of great concern, and the subject of much writing. Comenius, in The Great Didactic, (1632) writes that "all men should be educated fully, to full humanity...so that the whole of the human race may become educated..." Adler concurs in his recent treatise Paideia Proposal, (1982). In his title he implies through the use of the word pais or paidos, the general learning that should be in the possession of all men. His concern is for education for a democratic society. The running debate over curriculum content is linked to this concern. Educational philosophers have differed as to how to accomplish the best education for the greatest number of people. What to teach and how to teach it are curriculum issues that become more complex as society changes, and the schools change with it.3

The controversy over curriculum content can be traced back throughout much of western educational thought. Focusing on American education in the 20th century, the search for a balance of the affective and cognitive appears to be on-going. Progressivism in the early part of the century advocated concern for the affective in its
child-centered philosophy of curriculum. Toward the middle of the century, the philosophy of Essentialism with its emphasis on strong subject matter offerings and de-emphasis of the needs of the learner shifted the concern of curriculum content to the cognitive. Toward the latter half of the century with the humanitarian zeal of the 60's era, the shift changed again to emphasize the affective.

Much of what is seen in American education today is the result of that humanistic concern for the individual, which traces its roots back to Progressivism. The philosophy that guided this egalitarian effort of the 60's was a much needed response to confront the equality issue, and add a dimension of sensitivity to our schools. In that response, however, some of the concern for the cognitive was lost in the balance. The Essentialism of the 50's declined in influence and importance as the schools became the center for sociological change.4

In the language arts curriculum the trend back toward Progressivism translated into the following: experiments in teaching non-standard English, using film-strips and tapes in teaching literature to mitigate the reading problem; accepting drawings, collages and other means of communicating thoughts and feelings, in lieu of written expression; encouraging free writing and stream of consciousness, without regard to the conventions of
The result became an undereducated populace of all students. In our efforts to make reparation for the wrongs of the past, our expectations were implicitly lowered and the quality of education suffered from an unbalanced curriculum.

Now in the 80's with a new conservative trend in politics and education, there is the danger of going too far again in the opposite direction. Now, there is a cry for returning to standards and a back to basics, Essentialist curriculum. That there is a need for this return seems to be reality. There is the real, practical need to teach mainstream values and skills, but within the context of the humanity and sensitivity of the Progressives.

Equality was the dominant theme of education in the 60's and 70's as a response to a social issue. Excellence is the dominant theme of education in the 80's again in response to a social issue. There is fear, however, that a retreat from equality will occur in the pursuit of excellence; that a once egalitarian dimension to education would be abolished. There is fear that a conservative political administration would use the word "excellence" as an excuse for elitism in education.

In the pursuit of excellence it is not enough to pay attention to standards and requirements. In curriculum
planning, it is one thing to emphasize subject matter and what is being taught. But, as the Progressives have pointed out, there must be an effort to include students' interests and the subtleties of the learning process. The emphasis of excellence in education must be seen in terms of human reality, not bureaucratic reality. How to achieve that reality would seem to require attention in the schools. The answer to the problem is in the schools. The answer to the problem is in the reality of the lives of the students and the teachers, not in the current plethora of reports of the theoreticians and politicians.6

The design of a culturally sensitive, academically traditional curriculum represented an attempt to relate the practical "real world" to a theoretical framework and a philosophical foundation. The design was both pragmatic and philosophical in nature. The practical aspect of the dissertation concerned curriculum content in the urban middle school. The philosophical aspect was the Progressive/Essential dilemma. The study examined the question of how to provide a balanced language arts curriculum that met the needs of the culturally diverse student population in the urban schools.

The larger issue that this dissertation explored was how to educate for a democratic society, or, how to educate the largest number of individuals to their fullest
potential. This is the root of the affective/cognitive controversy and the Progressive/Essential dilemma. The history and philosophy of education point to trends that center on a basic moral and ethical argument over what to teach and the best way to teach it, that is, what to include in curriculum content. How to provide the best education possible for the constantly evolving democracy, and resulting change in student population as a result of that evolution, is the basis for that argument.

The literature examined concentrated on American education and traced some of the issues relating to the controversy, from the Progressive education movement in the early twentieth century to the current conservative trend. In the review, representative writers reflected the over-riding philosophy of each era. Lawrence Cremin, in his history, Transformation of the Schools, interpreted Progressivism and the philosophy of John Dewey. Arthur Bestor served as the key opponent of Progressivism and proponent of Essentialism. Charles Silberman was the spokesman of the 60's and 70's. The present trend toward a return to standards, requirements and basic skills was reflected in researchers such as Edmonds and Bennett, who contributed to the large body of literature on effective schools.

The argument that emerged from each of these movements centered around curriculum content. How can the
schools educate the most number of students to their fullest potential? Should schools offer a practical, utilitarian, child-centered curriculum as the Progressives suggested? Or, should they shift the emphasis from affective concerns to a rigorous, subject-centered curriculum, stressing cognitive concerns, in the Essentialists' vein?

The argument is still with us today. Even as political and educational conservatives stress a traditional academic curriculum, there are some who warn against going too far and robbing our schools of humanism, innovation and cultural diversity. Each movement has made a positive contribution to the historical and philosophical framework from which we draw, to plan for the future of education. Curriculum should, now and for the future, reflect a balance of those affective and cognitive contributions of each era.

The problem to be studied in this dissertation, therefore, is how to achieve that balance in a language arts curriculum that is both culturally sensitive and academically traditional, that is, both affective and cognitive in nature.
Statement of Purpose

The purpose of this study, was to design, pilot and assess a culturally sensitive, academically traditional approach to writing, grammar and literature within the language arts curriculum of an urban middle school. It was intended as a model for curriculum design that both pursued excellence and fostered equality. To develop such a model, it was necessary to focus on cognitive abilities and transmission of facts, but it was equally necessary to focus on affective development for both humanistic and motivational purposes.

As educators, it is our goal and responsibility to present facts, subjects or courses. But it is also our responsibility to teach students. It is our responsibility to assist students in expanding their awareness and in finding personal meaning. This means building on what is meaningful to the individual student, and developing a healthy self-concept in the individual student. Education in the affective domain involves the cultivation of emotion, a cultivation of feeling. Just as cognitive education is aimed at intellectual growth, affective education is aimed at emotional growth. The aim of affective education is positive self-image, self-fulfillment and the realization of human potential. Inherent in affective education also is the concept of
self within the larger context of society. It is important to develop the individual who feels good about himself within the context of his cultural heritage and within the context of the mainstream society.

In the pursuit of excellence, our concern as educators, then, must be both in the transmission of general knowledge and the nurturing of the human psyche. It is also our responsibility as educators, to provide the means of achieving human potential. Good solid instruction in the basic skills is a necessary ingredient for developing human potential. Equality is achieved through access. It is important to teach skills that are necessary for success in the academic and business worlds, in order to facilitate access. There is also the need to maintain high expectations for students of all backgrounds and capabilities, with the full belief that all students can and will master these skills.

Moving from the realm of the philosophical and theoretical to the real world of the classroom, this study offered an approach that presented a practical mainstream skill and at the same time attempted to engender a feeling of success and self-worth in the individual. The curriculum approach was designed to meet the cognitive and affective needs of the urban middle school student.
Significance of the Study

This culturally sensitive, traditional approach to a language arts curriculum would be of significance for teachers and curriculum planners in urban school systems, particularly those with a large majority of culturally different students. The curriculum approach designed and implemented in the study consisted of a program of skills development in language arts, that taught the practical mainstream value of writing for effective communication in addition to a literature program teaching values, attitudes and perceptions. The program provided for students' cultural identity and self-development in the simultaneously running literature units.

The urban middle school practitioner has a particularly difficult job in providing an education that not only promotes the cause of excellence, emphasizing acquisition of basic academic skills, but also maintains relevance for motivational purposes. The value system of the poor and the culturally different, who make up much of city school population, is often in conflict with curriculum offerings and presentation. To offer a practical skill which affords access to the mainstream, but to do so within the context of cultural sensitivity is the ideal for which to strive.

Adolescence is a critical time for identity, for
youngsters of any cultural background. It is a critical
time for shaping and molding attitudes and values. The
affective aspect of curriculum is crucial at this time for
all middle schools students. But, so too, is the
cognitive. The acquisition of basic skills is a necessary
ingredient in developing the young adult of any cultural
background into a literate, functioning member of a
democratic society. A curriculum that addresses the
self-concept, values, attitudes, social and emotional
growth, and at the same time provides for the development
of basic skills is of value particularly to the urban
middle school.

There is currently a great deal of controversy
surrounding the back to basics movement. There is concern
that the growing trend toward conservativism and
traditionalism in government and in education will
obliterate the gains of the 60's and 70's with regard to
equality and humanity. It would seem appropriate, then,
to maintain a conscious effort to foster cultural
diversity as a part of the curriculum in any inner city
school system that deals with an increasing number of
culturally different students. It is important to avoid
over-emphasis of the cognitive to the detriment of the
affective. In the increasing zeal for returning to
standards and emphasizing the basics, it is important to
remember the humanistic message of the 60's and attempt
to remain sensitive to the many cultures that the urban schools service.

However, at the same time the schools should provide an education that develops fundamental skills that lead to successful functioning in the mainstream society. A well rounded, balanced education emphasizes those skills that best fit the individual for economic and political independence. The ability to effectively write and communicate, the ability to seek out the best employment opportunities and the ability to actively share in the responsibility for local, national and world order, are skills that should be engendered. These are the skills that lead to access, equality and excellence in a democratic society. These are the skills that the program was designed to develop.

The curriculum program focused on Black - West Indian and African, Spanish, and Oriental cultures for the particular situation in which it was implemented. The idea, however, could be expanded through the use of different, culturally sensitive materials. The cognitive aspect of curriculum would remain the same. The affective aspect of the approach would vary with the culture. The basic message inherent in the program implies: master these skills in order to facilitate movement into the mainstream of American society. However, despite conflicting values and traditions, the dignity and worth
of the individual from any cultural background can be maintained and fostered through the sensitive selection of materials, techniques and activities, in the development of skills.

To teachers of urban youth this program was designed to offer a sequence of skills development to bring about effective communication through writing. It cut across the frequently confusing broad spectrum of the language arts curriculum and isolated the basic skills that lead to effective sentence writing, effective paragraph writing and effective composition and letter writing, quickly and efficiently. The process of writing was emphasized. At the same time structural analysis of the language was taking place through the process of writing, so that, this was a comprehensive language arts program, encompassing all strands of the curriculum.

This program was designed to bring all students to grade level mastery quickly. Success was a motivating factor. When good writing can be accomplished quickly and communication facilitated, then students can be motivated to write more.

The accompanying literature program was designed for developing self-concept, cultural awareness and identity and for fostering cultural harmony in an expanding world view.

To the urban school, this program of skills
development can offer a practical guide for teaching a basic skill, writing for effective communication. It can also offer several thematic units in literature that provide compelling writing topics, in addition to fostering cultural awareness, identity and harmony.

Implicit in the design of the curriculum is an ethic to be maintained in the planning of all curriculum material; that a balance of the affective and the cognitive is important to education for a democratic society.
Research Questions

From an investigation of the aforementioned issues, certain theoretical questions emerged. Those questions are reiterated from the general to the specific, from the larger philosophical issues of educational history, to the more pragmatic issues of the urban middle school. Those questions were as follows:

1. How can the schools best educate for a democratic society, that is, educate the largest number of individuals to their full, human potential?
2. How can the schools best educate for the constantly evolving democracy and the resulting change in student population?
3. Should the schools offer a child-centered, Progressive curriculum to meet the needs of a democratic society?
4. Should the schools offer a subject-centered, Essential curriculum to meet the needs of a democratic society?
5. In trying to provide a culturally diverse student population with access to the mainstream, should the public schools concentrate on the cognitive or the affective aspects of curriculum?
6. Should the schools emphasize strong subject-matter offerings, based on a traditional, academic
curriculum, mastery of which would afford access to the mainstream?

7. Should the schools stress the motivational, relating subject matter to life experiences, providing more for the socio-emotional needs of the culturally diverse student population of the urban middle school?

In an attempt to answer these theoretical questions the following statement was postulated:

A language arts curriculum approach designed to meet both the affective and cognitive needs of the culturally diverse student population of the urban middle school best educates for a democratic society by facilitating access to, and participation in, the established mainstream.

To investigate these theoretical issues the following research questions specific to the study were posed:

1. Did the pre and post results of city wide writing examinations indicate cognitive skill development in the test population?
2. Did the results of a pre and post affective survey indicate affective development in attitudes, perceptions and values?
3. Did descriptive analysis of writing samples derived from the test population during the program indicate cognitive and affective development?
Limitations

1. The study emphasized program design and implementation, rather than the collection of statistical data. This was an action-oriented research study, where the statistical analysis of test results was less important than the program activity and less meaningful than the content analysis of student productivity. Statistical data was presented in the form of holistic writing scores, however its relevance is diminished without the more qualitative descriptive analysis of student writing.

2. Implementation over a 12 to 15 week period afforded only a pilot assessment. Again the emphasis was on design and implementation rather than a detailed statistical assessment of effectiveness.

3. The program was not designed to offer specific lesson plans, but rather focused on objectives, materials and techniques for teaching a culturally sensitive, traditional approach to curriculum.

4. The findings from the evaluation of this program were not generalized beyond the selected urban middle school in which it was implemented.
Definition of Terms

Culturally sensitive: respectful of all cultures; respectful of the dignity and the worth of the individual within all cultures; perceptive to the needs and the values of those cultures outside of the mainstream.

Mainstream culture: the social, economic and political structure that represents the established order.

Traditional curriculum: those disciplines, basic and academic in nature, which have been the mainstay of the history of western educational thought.

Humanistic curriculum: curriculum that emphasizes the needs of the individual and the sociological and psychological welfare of the human being.

urban: pertaining to the city; connoting the economic and social problems associated with the inner city.

middle school: the transitional school between elementary and high school which houses, nurtures and educates the early adolescent.
affective: pertaining to feelings, emotions and attitudes, rather than thought.

cognitive: pertaining to the mental process by which knowledge is acquired; derived from an organized body of knowledge.

Progressive: relating to the philosophy of education which subscribes to the child-centered curriculum.

Essential: relating to the philosophy of education which emphasizes a rigorous, academic subject-centered curriculum.
Endnotes


5 Bertha Davis and Dorothy Arnof, *How to Fix What's Wrong with Our Schools* (New York: Ticknor and Fields, 1983) 51-2.


The review outlines a philosophical and historical perspective on curriculum development. It then addresses issues which lead to the practical application of that perspective; the design of a culturally sensitive, traditional approach to a middle school language arts curriculum for an urban middle school. Those issues include the study of affective and cognitive needs of middle school students; learning styles of culturally different thinkers; a traditional basic skills curriculum for students of differing cultural backgrounds; research in the field of children's literature; classroom based research in the teaching of writing; and evaluation of classroom data.

An historical review of educational philosophies reveals that an argument over curriculum content has long existed. Should the curriculum be child-centered and humanistic, or subject-matter centered, intellectual and academic? The Progressives in the 20's and 30's, emphasized the child-centered, humanistic, affective curriculum. The Essentialists who followed in the 50's, emphasized a rigorous, subject-matter, cognitive curriculum. The cycle was repeated again with the educational reforms of the 60's.
and 70's, again stressing humanism and the affective concerns of the curriculum. In the 80's we see a repeat of the 50's. The cry for excellence is heard in the new conservativism in education, which stresses rigorous curriculum, return to standards and cognitive emphasis.

Focusing on representative spokesmen from each educational movement, this historical review provides a philosophical foundation from which to view the issues and the controversies of education in the 80's. From this perspective and theoretical framework I draw the rationale for a culturally sensitive, traditional approach to a language arts curriculum for the urban middle school.

The Progressive Education Movement

The Progressive Education movement began as a humanitarian effort to apply the promise of American life and to fulfill the ideal of democracy. In an attempt to improve the lives of the citizens of this country, proponents of the movement advised and brought about the broadening of educational programs and the function of schools to include concern for health, vocation and quality of family and community life. Progressive Education was the culmination of Horace Mann's idea of universal schooling, for if the schools were to meet the needs of all those who were to be educated then education must be extended.\footnote{1}
Compulsory public education had to contend with a whole new array of problems. No more were the children of the rich and the literate the only ones attending the public schools. The schools had to change. Education was now more than just culturalization of language and literature. It now should include the whole panorama of human affairs. A more practical, utilitarian aspect needed to be added to the classical curriculum. John Dewey and Progressivism carried Mann's universal schooling one step further toward democratization. The schools now had to provide for the masses and at the same time turn out an informed and educated citizenry.

The history of the Progressive Education movement is a history of the United States during that era. The movement itself reflected the evolution of democracy in the United States. It had its genesis in the decades following the Civil War. It gathered political momentum during the decade before W.W. I. It impacted. It fragmented during the 20's and 30's and collapsed after W.W. II. If any attempt is to be made in defining the Progressive Education movement it can be done within the context of history.²

Cremen states that there is no definition of the movement. It meant many things to many people, but in terms of its historical significance it meant applying in the classroom, principles of the new research in psychology and the social sciences. It meant tailoring instruction to
the different kinds and classes of students now using the public schools. The cities of the 1890's were in a deplorable state. Living conditions and working conditions were cause for social concern. In the awakening of social conscience that characterized the era, the schools became an obvious target. The outmoded and rigid routines of 19th century education would have to change to give way to the new advances in the sciences of the human psyche.

Although it is John Dewey who came to be known as the "Father of Progressive Education," the movement began with the pediatrician and parent, Joseph Mayer Rice, who published a series of articles in the late 19th century. In 1891 Rice's study of schools and education revealed a bleak scene. In city after city public apathy, political interference, corruption and incompetence were conspiring to ruin the schools. The schools were not keeping pace with the scientific advances in sociology and psychology. Pedagogy took on more meaning. Teaching became a science.

But not all that Rice found on the educational scene was bad. In Indianapolis he found a group of progressive teachers trying to unify the curriculum. At Francis Parker's Cook's County Normal School he found examples of an all-sided curriculum, including nature study, art, social activities and the three R's. Originally prominent
in education circles in the Boston area, and former superintendent of schools in Quincy, Massachusetts, Parker ran the "child-centered" school in Chicago that John Dewey's children attended, before Dewey began his own school. Dewey was impressed with this school and used many of its ideas when he opened his own school.®

In 1896 John Dewey began his school carrying the "child-centered curriculum" even further. Not only was the traditional curriculum related to the child, but new concepts in subject matter emerged. Three types of subject matter were included in Dewey's curriculum: active pursuits or occupations (e.g. carpentry, sewing, and cooking); studies dealing with heritage or social life (history and geography); intellectual communication and inquiry (reading, grammar, arithmetic).7

By using children's natural instincts to question, explore and communicate, Dewey said schools should stimulate student interest and as a result, student effort in learning. This would be beneficial to children of all capabilities. A less formal curriculum and a more sensitive school climate that would take into account the many mental and tempermental differences among children would encourage them to participate more in the education process.8

The popularity of progressive methods spread after World War I, particularly in private schools and among the
college educated, who pushed for the acceptance of Progressivism in all school districts. In 1919, the "Progressive Education Association" was founded by Charles Eliot of Harvard, ironically enough, a man who had formerly proposed strengthening course content and academic requirements as a means of improving high schools. By 1938, *Time* magazine wrote a cover article approving Progressive education practices.9

Long before this, however, the Progressive movement began to falter. Interpreters of Dewey's philosophy extended his theories and, in many cases, misinterpreted his theories to the point where they became trivial and anti-intellectual.

William Heard Kilpatrick, professor of education at Columbia University was chief among those interpreters. His "project method" rejected the concept of studying subjects in organized capsules such as reading, spelling and arithmetic. The curriculum, if there was to be any was based on the "felt needs" of the child. In keeping with the motivational aspects of psychology, the child could decide what topics should be studied in school, based on his interests and feelings at the time. The project method centered around "learning by doing" in committees formed by children based on some stimulation provided in the classroom. For example, the teacher would bring a Navajo blanket to class to stimulate interest. Then the students
would learn about Indian life and culture by visiting museums and libraries, researching the topic. According to Kilpatrick the child should proceed as he wished. Dewey began the idea of self as related to subject matter. Kilpatrick extended the idea to the exclusion of all subject matter other than that to which the child's instincts lead him.¹⁰

Two other interpreters of Dewey's philosophy who did much to cause its demise were George Counts and Theodore Brameld. Both contributed to the growing reputation of Progressivism as a radical and anti-American movement.

Counts argued that the schools are such a powerful vehicle for shaping attitudes and developing ideas that they should be used as a forum for preparing students for the advent of democratic socialism. Throughout the 30's the ideas of social reconstructionism were food for thought among educational circles. Brameld, a Progressive educator endorsed "inducing and controlling changes in human relations and in the structure of social institutions."¹¹ By the 50's such sentiments were highly suspect and did much to denigrate the movement.

In two generations, however, The Progressive education movement transformed the character of American schools. It existed in many and varied forms throughout the country. From urban settlement workers to rural agrarians to business men's associations and trade unionists, all
aspects of society contributed to and drew from Progressive Education. The movement reflected the social philosophy of the time.  

The implications of the movement were far reaching. Not necessarily as a result of, but certainly part of the movement were the following: the rise of the social sciences, particularly psychology, which drew attention to the instrumental possibilities of the schools; an interest in humanizing an industrial civilization, which brought about such social concerns as school based meals and health services in the schools; the growth of industry, which fostered enthusiasm for vocational education and the development of practical trade skills; the beginning of government involvement in education with poor school districts first looking to the Federal government for help, and the government looking to the schools to nurture world fellowship and peace, after two world wars. This was the milieu in which the movement flourished.

What began as an attempt to fulfill the ideal of democracy was now viewed as detrimental and possibly threatening to the American dream. With the deepening concern over Communism culminating in the 50's, critics of the Progressive Education movement charged that the schools were not transmitting the wisdom of the race. High Schools were coddling young minds instead of strengthening them and colleges were surrendering to a utilitarian
There was growing dissatisfaction with the schools, giving rise to the philosophy of Essentialism.

**Essentialism**

In 1953, Arthur Bestor published his *Educational Wastelands*, followed in 1955 by *The Restoration of Learning*. Both represented what much of the literature of the time was saying about Progressive education. In 1957 the United States was shocked into reassessing its educational system with the launching of Sputnik. The nation was humbled and afraid, and although the event itself did not directly bring about the end of the Progressive era, it certainly drove home the fact that a revamping of the schools was necessary.

Actually there were many other factors brought to bear. At this time many of the ideas of Progressivism had taken hold. People were still arguing about stationery desks long after most of them were gone. There was a general swing toward conservativism. Post war America was very different from the one that gave birth to Progressivism. Automation now made vocational training take on a different character. There were new problems for the schools as to what to teach. The fundamental ability to think was now of utmost importance. The changing technology demanded workers skilled in adaptability and flexibility. No longer would people perform the same task
for a lifetime. A practical education would not do for the long term. A more encompassing education was necessary.\textsuperscript{14}

The scene was right for the Essentialists' attack of the Progressives. In the preface to \textit{Restoration of Learning}, Bestor argues (in language reminiscent of today) that the proponents of modern education are backward looking and anti-democratic, rather than progressive and egalitarian. He argued that schools and colleges were lowering their standards and watering down their curricula and generally trivializing education to meet the needs of the masses. Bestor, himself claimed to be a firm believer in universal, public, democratic education. He claimed that the United States was a wealthy enough nation, and indeed could not afford not to provide the best education possible for its future citizens. With the Progressive movement the public had lost faith in the educational system. We were no longer providing the best education. By restoring learning we would restore faith in our schools.\textsuperscript{15}

The lowering of standards began, understandably enough through rapid expansion of the public schools. The very noble idea of universal schooling is not quite so noble if lowering the standards is a part of that idea. We are denying the right of the masses of men considered uneducable by not providing rigorous, intelligent
training. We are making them socially adjusted to a mindless kind of life. Ignorance is a handicap and disciplined intelligence is a source of power. We find this sentiment in the writings of the founding fathers. Jefferson writes of the intelligent training that should be available to all citizens, poor or rich. According to Bestor, to water down the curriculum, is denying the innate dignity of man.\textsuperscript{16}

The republican system of government requires citizens who are highly literate, accurately informed and rigorously trained in the process of rational and critical thought. Self-government would be in danger of collapse if people could not handle the complexities of governing. The ideal of a disciplined intelligence is important for everyone, high school and college graduate alike. The fundamental powers of decision-making and action are acquired through the fundamental disciplines. The fundamentals of education are reading, writing and arithmetic. These are the keys to the other intellectual pursuits, science, mathematics, history, English and foreign language. These disciplines are essential in the modern world, as well as in the future. The fundamentals may be altered and at times added to, as new technologies develop and ideas changed. They do not remain static. But they must be taught to all people.\textsuperscript{17}

Bestor uses George Orwell's classic \textit{1984} to illustrate
the danger of disregarding the fundamental disciplines. He points out that in the novel, the enslaving of men's minds began with the undermining of history. Past experience was rendered meaningless by those in power. History was expunged and negated. Then language was attacked, by the debasing of speech until it no longer communicated reality of thought. With "Newspeak" and "Doublethink", language became a legitimate vehicle for non-truth, propaganda and manipulation. Then mathematics and logic were attacked by forcing victims of torture not only to assert, but to accept that 2+2=5.18

Bestor makes eight points in his attack of the Progressives:

1. Indispensable to education is the sound training in the ways of thinking in the formal disciplines, the traditional, proven bodies of knowledge. Moral conduct, social adjustment and citizenship will come through the disciplines.

2. Important values to education for all—scholar, scientist, businessman, farmer, are effective expression, a wide range of accurate knowledge, and the ability to think and theorize.

3. It is anti-intellectual and anti-democratic to reserve training in the fundamental disciplines for the minority of students preparing for the professions and higher education, while the rest of those
to be educated are subject to minimized intellectual aims.

4. The involvement of scientists and scholars outside of education in the curricula, is important. Changes in curriculum will affect society at large.

5. Intelligence through the disciplines is a way of thinking, not just a collection of facts. To simply teach facts and dates is not the way to teach history, for example.

6. Teachers should train and re-train in their own disciplines. Knowledge of subject-matter is the most important part of teacher training.

7. It is the responsibility (and the freedom) of teachers to discuss controversial subjects and have a firm grasp of that knowledge.

8. The freedom of teaching is not infringed upon by holding out for exacting standards for teachers.  

Progressive education was fine, argues Bestor, when it improved instruction through the use of psychological principles. The Progressives should have stopped there, however. They should have spent their energies improving instruction, instead of tampering with the curriculum. It was this tampering that produced the watered down anti-intellectual curriculum that characterized Progressivism. With its emphasis on pedagogy, rather than subject matter, the formal disciplines were overlooked and
often replaced with life problems and social adjustment issues.20

The concern for quality in education seems to have surfaced in the Essentialist movement at a time when national security was becoming an obsession. The place of democracy in the modern world, the education of those to carry out a democratic philosophy, and the safeguarding of those committed to democratic principles were all issues that the Essentialists addressed. In rhetoric sounding much like the cry for "excellence" we are hearing now, Bestor warned of the essential expenditure to ensuring future citizens against intellectual poverty and dependence. The mass of the population must be brought up to a certain minimum educational level. This is a democratic principle. But, that the able should be held down to this level is a perversion of democratic principles. American democratic education should have a qualitative as well as a quantitative aspect to it. The government must direct resources toward strengthening that quality. As a means of investing in the nation's talent the government should offer scholarships on the basis of competitive ability. He also suggests a state-wide system of examinations, in much the same way that back to basics proponents today are calling for competency examinations as a means of restoring standards. Exams are universally accepted means of measuring training and qualifications and
he urged that exams be studied and evaluated themselves, through the science of tests and measurements. 21

Bestor was perhaps, the most vocal and the most influential of the Essentialists, but not the first one to find fault with the anti-intellectualism of the Progressive movement. William Bagley was an earlier proponent of the "essentials", but did not look fondly back to the traditional schools of the past, with their rigidity and routine. He did, however argue for the disciplines of subject-matter as the only means to an aware and educated electorate. He agreed with informal learning as an adjunct to the essential and fundamental curriculum. 22

By 1955 two distinct camps had emerged with regard to educational policy making, but the big names in Progressive education were dead. Bestor's arguments were compelling and progressive die-hards could not convincingly refute them. Bestor was instrumental in the establishment of the Council for Basic Education which came into being in the year before the momentous launching of Sputnik. Bestor's exhortation to safeguard the intellectual freedom took on a greater significance. It became a national concern and an issue of national security. 23

The Progressive education movement still influences much of education today. The movement was criticized, attacked and held in check by the Essentialist movement of the 50's, only to revive again in the 60's and 70's.
The two movements, although completely opposite on the philosophical spectrum were both dedicated to the same ideal - to provide the best education possible to the greatest number of people. Both contributed to the humanistic endeavor of developing human potential and both attempted to educate for a democratic society. The means of accomplishing this end, however, were very different.

In Cremin's history of the Progressive movement, written in 1961, he attests to the fact that twentieth century school reforms added up to a great liberating force in democratic culture. The aims of the movement were lofty, and although its collapse was inevitable, there remained a timelessness about the problems raised and the solutions proposed. The Progressives caused an impact on education for the better; the schools became more humane, more aware of social problems and how to deal with them and more attuned to the needs of their new constituents. Those who now had access to the schools because of universal schooling were provided with a practical, useful education, as a result of the movement. But however much education was changed by the Progressives, there were still areas in need of reform. There still remained slum schools and rural schools untouched by the gains in humanity and sensitivity. Even in the wake of universal schooling, there still remained glaring educational inequalities along class lines.24
Cremin admitted the Progressive movement, for all its worth, lost its direction and clear-sightedness. He pointed out the need for drastic re-appraisal. But at the same time, he observed that, the authentic progressive vision remained strangely pertinent to the problems of mid-century America. He astutely summed up his history with the prognostication that the movement only awaited the reformulation and resuscitation that would ultimately derive from a larger resurgence of reform in American life and thought. This resurgence was already underway by the date of publication of Cremin's book, with desegregation, civil rights and civil liberties the issues of the day.

Arthur Bestor found the Progressive's means of educating the masses repellant and blatantly anti-democratic. He claimed that under the guise of sensitivity to the whole child the Progressives were ruining the entire American education system. The schools were now turning out many students incapable of responsible self-government and incapable of developing human potential, due to a lack of educational "Essentials." The Essentialists wanted a common curriculum in the sciences and the humanities. Then, as a society we would be ready to defend our way of life, perpetuate our way of life, and develop our own potential as human beings. Again the aims were lofty and ideal, and probably just what was needed to
reassess the course of American education.

In his last chapter of *Restoration of Learning* Bestor, eminent historian and educator, argues for a program in American studies to probe our own traditions, and to educate for a democratic society. He proposes (in an attack on the Progressives), not the narrow nationalism that would center on streamlined courses in Civics and Problems of Democracy, nor the vocationalists' job-training as an orientation to the American way of life, nor the pedagogues who would narrow their vision to make contemporary daily social adjustment the basis of American studies. He envisions, instead, a scholarly study of American civilization as a foundation for a genuinely liberal education. Our civilization was the result of many cultures. Our traditions go back to Greece and Rome, and to the Bible. The very documents of our heritage are the result of the 18th Century philosophical geniuses, and our political institutions go back as far as Aristotle. A study of American civilization that follows out these trails into other civilizations and other ways of looking at things cannot fail to be a liberating study. In this program he sees a new flowering of humanistic studies equally as profound as the great work of the past, but more alive with the compelling needs of the present.26

Those needs were the stern challenges of the post world war era. By 1955 man had developed the capability of
wiping himself off the planet. Bestor draws a parallel between that time and others in history. His view is optimistic. The vistas of the mind flowered in times like these. After the Spanish Armada came Shakespeare and Bacon's *Advancement of Learning*; after the Crusades came Dante and Giotto and the University foundations of western Europe; after the Persian wars came the flowering of Athens. Perhaps we were on the verge of another golden age of learning, if the Essentialists had their way. There were few who could refute Bestor's plea and it seemed as if the proponents of Progressivism were beaten.

The child-centered, informal and utilitarian curriculum advocated by the Progressives was in reaction to the starkness and rigidity of 19th century education. The subject-matter based, disciplined and rigorous curriculum propounded by the Essentialists was in reaction to the excesses of the Progressives. Both influenced education in America— but to what extent in either case?

The collapse of the Progressive education movement, was not the end of an era. Its philosophy provided the basis for even greater educational reform which carried us through the 60's and 70's. Those reforms came about in an effort to compensate for differences in educational opportunity because of race or economic background. The Essentialists' impact on curriculum matters may have been felt, but philosophically the Progressives were still being
heard. Social issues were still a concern. The golden-age of widespread intellectual growth was a concern but, so too, was the evolving democracy of our schools. More time was to be spent equalizing educational opportunity and sensitizing our schools, again to a changing constituency.

From trend to trend, the constant striving for the humanitarian ideal, brings us one step closer to it. In every movement there is a period of stagnation. Growth only takes place when there is change. To reverse directions often produces that change. To go forward we sometimes need to go backward; to take from the past that which has worked and combine it with the present as a means of dealing with the anticipated future seems to make sense.

Curriculum Reform In The 60's And 70's

Education in the 60's was well summarized and characterized by what Charles Silberman proposed in Crisis in the Classroom. Silberman pointed out that the reform movements of the 50's did not cause a great transformation of the schools. The Essentialists' message did not take hold to any great extent. Silberman observed that little different was going on in the schools in the early 60's despite the reform movements of both the Progressives and the Essentialists. Traditional methods of teaching—telling, questioning, textbooks and workbooks predominated in the schools, according to a study conducted by John
Goodlad in 1969, as cited by Silberman. (Interestingly enough, Goodlad draws the same conclusion in 1984.) Silberman concurred with this view and pointed out that the schools were a lot less hopeful than they were forty years before.  

Silberman saw the public schools as "grim, joyless places, governed by oppressive and petty rules, often intellectually sterile and esthetically barren." He attacked the traditional curriculum calling the minutiae of learning ridiculous and irrelevant. But even Silberman conceded that education must include a certain amount of training in almost every field. He agreed that there are skills that have to be mastered.

Schools could be humane and still educate well according to Silberman. They could be joyous places dedicated to individual growth and fulfillment, without giving up intellectual discipline and development. They could be both progressively child-centered and essentially knowledge-centered. They could teach the three R's, as well as aesthetics and morality.

Such schools existed, he asserted, in England, and advocated the transformation of our schools according to that model. The English Primary School was developed as a result of the Plowden Committee study in 1967. In accordance with the findings of that study, "free schools", "open schools", or "integrated day schools" were
established in England. These schools in some ways resembled the Progressive schools of the 20's and 30's. Silberman pointed out a distinction, however, in that the teacher in the English Primary school was very much in charge. This was not the case in many of the Progressive schools. In his chapter appropriately titled "It Can Happen Here", he proposed that American education adopt the informal classroom of the English Primary school and make it work. But even as he was advocating informal teaching he warned against getting caught up in the "vogue" of educational trends. Informal teaching requires careful training, teacher acceptance and commitment before it can be implemented. Silberman conceded that a good formal teacher is better than a bad informal one. Both training and support are necessary.

Silberman also cautioned against the pendulum of informality and child-centeredness swinging too far. He warned against the anti-intellectualism that characterized so many of the Progressive schools of the 20's, 30's, and 40's, but finding the right balance, he cautions, is not easy. There will always be tension in determining educational objectives - between concern with the transmission of basic skills, intellectual disciplines and bodies of knowledge, and concern with the development of the psyche. Finding the right balance is not easy or
obvious. As we have seen the Progressives went too far in one direction, while the Essentialists recommended a swing much to the opposite. Now Silberman, while advocating a return to the principles of Progressivism, cautioned against going too far again.

A sampling of the literature of the era echoes the sentiments of Silberman. Open education became the answer to curriculum reform. Traditional curriculum was de-emphasized. At Marcy Open school (1973-1974), Aldrich reports on a Minneapolis public school program that gave students the freedom to be creative, to pursue their own interests, to take more responsibility for learning and to increase their understanding of individual rights and the rights of others. A survey of Free and Freedom schools (1971) by Bruce Cooper included schools and programs that refrained from "institutionalized coercion," de-emphasized traditional curriculum, encouraged self-motivation, and emphasized individual abilities and character rather than formal training in the recruitment of teachers. The "humanistic" teacher was sought rather than a subject specialist. Sidney Drumheller called attention to a need for restructuring the teachers role in the educational process, as well as restructuring the traditional curriculum in order to provide students with more time and attention.

The mood in the schools was extravagantly Progressive
as schools became the vehicle for promoting and attaining social equity. The answer for all our national problems came down to a single word, according to President Lyndon B. Johnson. That word is education. And so began the decades of more federal involvement in education than ever before, all in the hopes of advancing this country toward a greater degree of that still elusive ideal of democracy for all of its citizens.

Compensatory programs, under federal auspices abounded. Huge amounts of money went into programs for the low-income, disadvantaged student. Sociologists and educators turned their attention to the unique problems of the poor and the minority. Compensatory programs were expanded to higher education as this kind of student gained greater access. City University of New York reported to the Board of Higher Education in 1969, on an open admissions policy that also took into account the restructuring of the traditional curriculum to ease the implementation of open admissions. In 1972 Bracy deemed such programs efforts in the right direction, but called for more modifications in the curriculum and lighter academic work loads for disadvantaged students.

Summerhill, by A.S. Neill became an influential model for many schools to follow. As Silberman did, Neill advocated the English free school, using a particular school as the subject for his very successful book.
Summerhill had remained a Progressive school since 1924 and had operated along strictly child-centered lines. Neill's approach provided for all childhood activity to be voluntary; that young people need only be left alone to connect with their creativity. It became "in" to talk about Summerhill and try to emulate its philosophies, particularly when developing programs to educate the urban poor.

The open space philosophy, the relaxation of rigorous standards, the flexible and anti-traditional curriculum approach varied in degree and application from place to place. The general tenor of the era was felt in many schools and districts throughout the country. What was the result of this social and educational experiment?

The literature cites many gains in increasing the Progressive goals. Curricula were designed for the high school student who found the traditional curriculum irrelevant for psychological or cultural reasons. Deprived youth were offered programs such as the "Prep school for the Poor", a residential program focusing on pre-vocational goals and de-emphasizing traditional curriculum for these students for whom such a curriculum was thought irrelevant. Multi-cultural curricula such as that proposed by Franklin were developed to better meet the needs of minority group students. Franklin showed positive results when investigating student achievement in
a culturally oriented music program for black students. \textsuperscript{43} In a British study, earlier arguments used in establishing the free schools were used to make the schools more sensitive to the changing needs of the population and in developing a "multi-bias" approach to allow educational opportunity for every variety of student talent. \textsuperscript{44} Mini-courses were offered as alternatives to structured and prescribed courses of study. The effects of such mini-courses were studied in the hopes that greater gains be made in both cognitive and affective areas. \textsuperscript{45} The affective domain became an area of concern and the subject of much investigation, as student emotions and feelings were once again emphasized as part of the learning process. \textsuperscript{46} In the Progressive spirit, a life-centered core curriculum was found to better serve the needs of modern society and to be more relevant to students than the traditional curriculum. \textsuperscript{47}

Healy concludes that the reforms of the 60's and 70's are certainly worth preserving. He cites as positive gains widened access, integration of minorities and women and better relations with students. He does point out a need, however, for a more structured curriculum and a return to values. \textsuperscript{48}

The schools became desegregated, on a larger scale. Programs to compensate for the culturally disadvantaged were instituted. Bilingual education and ethnic curricula
were introduced. The mentally and physically handicapped were provided for. Student rights greatly empowered children with legal recourse.

While the schools were moving ahead on a continuum of Progressivism, Coleman and Jenks issued two reports that would purport the ineffectiveness of schools in general and cause educators to reconsider their efforts. The oversimplified message of both reports was that efforts to compensate for cultural differences and lower socio-economic disadvantages were virtually unsuccessful.\(^49\)

The general effect was to negate the value of education and turn public opinion against the schools. Negative press reported declines in test scores, skill development and a breakdown of discipline. The public came to disregard the schools in the 70's as they perceived their growth in Progressivism and decline in effectiveness.

**Curriculum Design for the 80's**

Fortunately for education, twelve years later (1978), Ron Edmonds' conclusion entirely contradicted Coleman's earlier study. Edmonds concluded that family background neither causes nor precludes instructional effectiveness. His findings supported the fact that schools do make a difference, lending credence to a host of other studies that show certain schools and certain classrooms do have a
positive impact on learning.\textsuperscript{50}

In examining the characteristics that have emerged from much of the research on effective schools, it becomes apparent that there is a returning trend toward traditional values, norms and standards in terms of both behavior and curriculum. There is a common strain running throughout these characteristics of effective schools, as summarized by Sewall:

1. School-wide emphasis on cognitive learning. Basic skills, with a special emphasis on reading, are stressed.
2. High Expectations. Individual differences may alter expectations, but there is a firm belief that all students can master basic skills and use them to grasp the rudiments of history, civics and science.
3. Orderly and structured classrooms and schools. Emphasis is on classroom procedure and routine to minimize time off task. Whole class instruction is often the norm.
4. Strong leadership. Principals and department heads structure the environment and the curriculum. They also monitor that structure.
5. Evaluation. Testing and grading is frequent, and used to assess pupil progress and staff effectiveness.\textsuperscript{51}

Across the Atlantic another study was conducted two
years earlier which concluded that a great amount of learning was lost when informal, less traditional techniques were used. In 1976 Bennett, et al. tested classes for cognitive and affective outcomes in schools in Lancashire, England, finding in every variable that greater learning resulted when traditional methods were used. In more traditional classrooms, where teachers stressed academics and basic skills there was more time on task. The result was more learning. Bennett recommended increased curricular definition, planning and direction. Bennett's study, even though the researchers admitted predisposition against the informal classroom, found data to corroborate the efficacy of traditional over progressive methods. Bennett further faulted educational researchers (Silberman, in particular) who attack formal and traditional methods in the absence of evidence against them. He comments:

On both sides of the Atlantic innovation is being urged without research... It is strange logic which dictates that we can afford to implement changes in organization and teaching which have unknown and possibly deleterious effects on the education of the nation's young.\textsuperscript{52}

The research on effective schools then, seems to indicate a model of reform which includes among other things, a return to traditional norms. Some educators and parents seem to be calling for a more structured learning
situation.

When parents in Cupertino, California became dissatisfied with the non-traditional, unstructured education offered in their districts elementary schools they created the Academics-Plus alternative program. The program is a back to basics approach using a traditional curriculum emphasizing reading, writing, and other language skills, as well as math, history and other standard subjects. The classroom environment is structured, with one teacher in charge of a mixed ability group. Student conduct and appearance are more stringently controlled than in non-traditional classrooms. The program has received strong support and endorsement from parents and the school board, but suffers some criticism from some educators. Proponents of the program believe that this basic, conventional form of education is only one style of education that is not necessarily appropriate for all students and conclude that districts should offer more than one alternative. 53

Henry Myers was one of the earliest and most outspoken proponents of basic, fundamentalist education. He describes what he sees as an invasion of illiteracy, the departure from discipline and the lack of patriotism rampant in today's schools. The responsibility for these problems, he believes, lies with the boards of education, teacher's unions, the tenure system, innovative curriculum
(such as the new math and the new grammar), federal funding for schools and the prohibition against failing students. He calls for a return to the basics, which he defines as conventional instruction, traditional curriculum, strict discipline (including dress codes), and inculcation of patriotic values. He describes his experience in helping to establish the John Marshall Fundamental School in Pasadena, California and includes a description of other "back to basics" programs across the country.54

Ruffra describes the program of two back to basic schools in Jefferson County, Kentucky. The two schools, one elementary and one high school, are alternative programs. The emphasis is on traditional curriculum, patriotism, respect, competition, and citizenship. Recitation, drill, and homework, along with "no-nonsense" discipline, are important elements of the programs. More traditional, back to basic programs are planned for Jefferson County.55

There is growing concern at the college level for the abilities and knowledge base of entering students. Perspectives concerning the need to reform high school and college curricula and college admission standards are considered in Casteen's article on raising academic expectations. He cites the history of the trend away from standards. Until the early 60's, most U.S. Colleges
offered a traditional curriculum with emphasis on certain skills, such as writing and arithmetic reasoning and also on communicating certain basic cultural values. Beginning about 1960, the traditional curriculum was displaced by the general education curriculum which allowed students to choose from within broad categories what kind of competence they wanted to develop. There was general reaction against mathematics, science and foreign language. Requirements disappeared in many schools. Casteen presents the Southern Regional Education Board's views on the need for more quality. The board is trying to redefine the core academic competencies that ought to be taught in high school and construct an academic curriculum that will prepare students for college.56

With growing conservativism in government and society in general the schools are an obvious reflector of the trend. Reaffirming Reagan administration policies on education and educational reform, Terrell Bell proposes three priorities and four performance goals for American education over the next five years. These goals focus on literacy, mathematics skills, civic instruction, the "new basics," standardized test scores, drop out rates and professional incentives for teachers.57

The Office of Vocational and Adult Education finds that today this country is facing awesome challenges. Technology is changing all aspects of life, while work
force requirements shift rapidly, swelling the numbers of workers who need to be retrained. At the same time, information technologies are creating changes in the automated office. Higher level literacy is required for most workers in this sector. As the economy moves from an industrial to an information base, the mass educational approach designed to turn out productive workers for industry is no longer deemed appropriate. Rather, education for the future must be improved. Not only must schools emphasize the basics, they must expand the traditional curriculum to include communications, higher level problem solving skills and scientific and technological literacy. Programs to train workers for these jobs must be designed and implemented quickly if the United States is to compete in the international marketplace of the new global economy. Educators at all levels should cooperate to provide their students with higher levels of mathematics, language, science and computer literacy skills, along with critical thinking and reasoning skills.58

The new conservative trend sounds much like the Essentialists' arguments for more rigorous standards, structure, and sequential acquisition of solid subject matter. But there is concern that in such a return we will "de-humanize" our schools and undo all that the Progressives gained. Pharis and Martin warn against the
"jingoism of the simplistic Moral Majority" replacing humanism in our schools. Kincholoe focuses in his article on the views of the New Right spokesperson Alice Moore and presents the philosophy of the New Right as it relates to teaching. He expresses fear that the balanced curricula, innovative teaching methods and cultural diversity will disappear from the public schools, should the New Right prevail.

We see illustrated in this Essential/Progressive dilemma, the larger issue of educating the masses for a democratic society. Educational reformers in the 80's are proposing a number of ways to educate for the future of democracy. Of those reformers, Adler seems to best combine the spirit of Progressivism with the standards of Essentialism. Mortimer Adler is particularly concerned with education for a democratic society. His 

Paideia Proposal offers a means of providing a quality education to all students, regardless of background and economic status. This is significant to large urban school systems whose "quality of education" is often questioned. Adler's proposal is currently being implemented in pilot programs in several urban school systems. The issue is how to educate the most number of people to their fullest potential to make them not only functioning, but productive members of society in the 21st century.

Adler advocates, in a larger sense, a school-wide
curriculum (actually system wide and eventually nation-wide) encompassing twelve years of basic schooling common to all. This curriculum would fully serve the needs of society now, yet prepare students for the future. His curriculum would stress what is common and fundamental to all of humanity, rather than the ways in which we differ.62

The Paideia Proposal addresses the issue of educating for a technological society by providing for the following:

The productive use of more leisure time. By opening up the realm of arts and humanities to all, man will be able to grow mentally, morally and spiritually through self-development.

Preparation for varied and changing tasks. In much the same way Bestor argued against specialized job training in the industrial society, Adler now points out the problems inherent in job training for a technological society. We can no longer educate or prepare for jobs that we will do for the rest of our lives. All we can effectively educate for is:
1. earning a living
2. duties of citizenship
3. self-development and continuation of learning.

School is only a phase in the educative process. We must provide the tools of learning. Schools must give the
introduction to learning, the skills of learning and the stimulation to continue learning. These will promote the general welfare of the country according to Adler.63

What Dewey set out to do in the early part of the century, to educate for a democratic society, has now evolved into a more encompassing task. Democracy is now more inclusive. We now must educate for the truly universal suffrage we did not have then. The vote did not exist in 1916, even in the law, never mind in practice, for women and blacks. Thus, education must now address the issue of democratic reality and must provide for newly acquired rights and responsibilities of citizenship. In order to educate for a democratic society there must be provisions for those members of society who will no longer be required to do the routine tasks that robots and computers will do. We must educate for a society that is protected by technologically advanced weaponry, so we must turn out people who can use it. We must also guard against the "general culture," being lost. The culture of humanity, and what is common to all of us, our roots in world-wide civilization will vanish, unless the concept of culture is carried on. The pursuit of happiness is contingent to a large degree on the degree to which we can make a good life and that is dependent on schooling. The more education, the better the chances of attaining a quality life. These are the goals and the objectives of
The Paideia Proposal.

The means to achieve those goals and objectives is through:

1. A required course of study for all; the same curriculum, but provisions for tutoring all who lag behind.

2. Advancement through mastery, not solely through chronological age.

Adler proposes three kinds of learning and teaching:

1. **Acquisition of organized knowledge** which would encompass literature, arts and humanities. This type of learning would require didactic teaching, or lecture method.

2. **Skills**, such as reading and writing skills would be taught through a "coaching" technique similar in manner to the coaching of athletic skills.

3. **Understanding** which would include values, morals and basic principles of philosophy to be taught through the Socratic method of questioning.

Paideia from the Greek *pais* or *paidos* means the upbringing of a child in the sense of pedagogy or pediatrics. In an extended sense, the word is equivalent to the Latin *humanitas* signifying the general learning that should be in the possession of all human beings. Mortimer Adler proposes changing the curriculum of the public schools to provide educational equality for all.
He proposes a traditional subject-based curriculum for all students. This would be a one track system. Only in this way, claims Adler can we have true democratic education in our schools.65

Adler joins a group of reformers in the 80's who feel that curriculum change is necessary. Many of them such as the Federal Commission on Education, call for more traditional academic schooling as an aspect of that change.

That there is a need for curriculum change in the 80's is accepted by educational experts. The much argued decline of the S.A.T. scores is not the only indicator of the need. In surveys conducted between 1971 and 1981 by the N.A.E.P. several trends were revealed:

1. Academic troubles usually started in fifth or sixth grade and usually intensified through high school. Achievement during junior and senior high in virtually all subjects declined. In elementary school, performance remained steady and in the case of reading improved.

2. Achievement in abstract problem-solving and reasoning plunged dramatically. After 1973 the ability to compute did not decline according to a study done in 1978. What did decline, was the ability for students to think through problems, to understand a given set of facts and apply
mathematical solutions. And in a similar vein, reading assessments done from 1970 to 1980 show that inferential comprehension declined in 13 to 17 year olds. Students who did well on N.A.E.P. multiple choice tests in some cases, could not formulate their ideas in sentences and paragraphs. Researchers concluded that students were failing to master the higher faculties of analysis and critical thinking.

3. Student knowledge of the structure and function of government declined sharply. In 1976 only 42% of eighth graders could explain the basic meaning of democracy, and only 36% of twelfth graders understood how presidential candidates are selected. Four years earlier more than half of the group taking the test could answer the questions correctly.

4. Between 1969 and 1974 the coherence and quality of student writing deteriorated. In the later seventies, partly because of these findings, language, grammar, and composition enjoyed renewed emphasis.

5. Time spent doing homework declined. By 1978 over two-thirds of high schools seniors spent less than five hours per week doing home work. Only 6% spent more than ten hours. Those students who spent the most time on homework and the least time watching television scored the highest on N.A.E.P. tests.

6. A steady decline in science achievement occurred
among 17 year-olds.\textsuperscript{66}

Susan Skean calls for "back to basics" in real life, as well as in school. She observes that declining achievement test scores indicate not only an inability to achieve success in school, but also indicate real life failures, as well. She observes that it is frightening that so many of these healthy young people are incompetent in so many ways. The idea that it is only in school that they are incompetent is a myth. In real life situations, on their paper routes, on the sports fields and courts, at McDonalds counting change, youngsters reveal their inability to add, subtract, reason, discuss, make decisions, solve problems, set goals, read, see another point of view, or make decisions.\textsuperscript{67}

That we may not be graduating our students with the skills necessary to get a job is demonstrated by Terrell and Terrell. This study indicated that job applicants who speak "black English" may be getting fewer job offers, shorter job interviews and lower pay, than applicants who speak standard English. The researchers concluded that those who advocate studying and encouraging blacks to speak black English may be running the risk of reducing black students' marketability. For those who prefer to encourage sensitivity to cultural identity by teaching black English, a more appropriate strategy might be to teach both black and standard English. However, it was
observed, that by giving recognition to the form, by encouraging and accepting its use, we may be handicapping the students' ability to compete.\textsuperscript{68} That we may be graduating students from our schools who are ill equipped and unable to participate fully in a democratic society is a growing concern.

To address that concern, modern educational researchers, reformers and philosophers such as Goodlad, Sizer, and Boyer are offering ways of restructuring the schools and curriculum to accomplish quality education for an increasingly democratic society. A number of commission reports that have recently come on the educational scene also address the issue.

The subjects, course content, and skills taught in our nation's schools are part of the substance of the recommendations on upgrading curriculum in the current plethora of reports. Also, prevalent in many of the reports, is the theme of establishing standards, both in terms of number of courses and achievement. Minimal focus is placed on differentiating between the college and non-college bound student.\textsuperscript{69}

Several of the reports addressing curriculum delineate a list of subjects required for graduation from high school and / or admission to college, in an attempt to return to standards and requirements. Most of the reports address mathematics, sciences and technology, and
one, *America's Competitive Challenge*, focuses primarily on mathematics and science requirements.  

Goodlad's *A Place Called School* proposes a better balance within the school curriculum and addresses individual student curriculum. It particularly emphasizes the theme of upgrading curriculum, while decrying the youth culture powerfully preoccupied with itself again echoing the return to standards theme. *Action for Excellence* includes a broad recommendation that state legislation on education and individual school systems should strengthen the public school curriculum to make the academic experience more intense and more productive. To achieve this the task force recommends that the states and school systems establish firm, explicit and demanding requirements concerning discipline, attendance, homework, grades and other essentials of effective schooling. Some reports stress simplification of curricula and recommend emphasis on basic skills requirements. Simplification does not necessarily mean a shorter list however, as some of the reports go well beyond the basic or core curriculum.

Some of the basics that are suggested reflect a return to traditional academic requirements. They recommend that all students seeking a diploma be required to lay the foundations in the Five New Basics: (a) four years of English; (b) three years of mathematics; (c)
three years of science; (d) three years of social studies; (e) one half year of computer science. Academic Preparation for College, which focuses primarily on curriculum, outlines in depth the basic academic competencies of reading, writing, speaking and listening, mathematics, reasoning, and studying. Making the Grade recommends core components in the curriculum. They are the basic skills of reading, writing, and calculating; technical capability in computers; training in science and foreign languages; and knowledge of civics. The task force also recommends, however, continuing federal support to provide special education programs for the poor and the handicapped, maintaining the humanism of the Progressives and the 60's. Since its focus is on special populations of students and their learning needs, it strongly urges categorical programs funded by federal efforts and impact aid for high concentrations of immigrant and/or impoverished groups. Boyer's High School states that language is the first curriculum priority and recommends that high schools help all students develop the capacity to think critically and communicate effectively through the written and spoken word. The second curriculum priority is a core of common learning; a program of required courses in literature, the arts, foreign language, history, civics, science, mathematics, technology, and health. Boyer also proposes a new
Carnegie unit for community service, again maintaining elements of the Progressives. The choice of traditional curriculum or course descriptions defined by competencies is more than a matter of style, especially for adherents of competency designations who espouse radical curricular change. A Study of High Schools would require different kinds of teaching formats that would induce higher order thinking skills, such as reasoning, imagining, analyzing, and synthesizing. These are what Sizer refers to as the new basics.\textsuperscript{72}

The upgrading of traditional course content and the stress on curricula that center on intellectual skills, seem to be recurring themes throughout the reports and the recommendations of the 80's. But we also see a concern for not losing sight of the humanity and sensitivity that came into the schools in the 60's and 70's.

In an attempt to implement some of those recommendations, while maintaining the philosophical perspective of an affectively and cognitively balanced curriculum, this dissertation offers an approach to a middle school language arts curriculum that is both academically traditional and culturally sensitive. This approach attempts to do what the Progressives advocated and all that the reformers of the 60's and 70's advocated in terms of meeting the needs of the child and maintaining a humanistic sensitivity. But it also attempts to do what
the Essentialists advocated and stress standards, demand basic competencies and emphasize traditional subject matter. In this political, philosophical and social milieu, it seems to make sense to base curriculum on the reality of the mainstream value system. In order to do this, it is not necessary or desirable to negate the social and emotional needs of the individual. A culturally sensitive, traditional approach to a language arts curriculum attempts to address what in the past has been an excess in either direction.

Narrowing the focus from the philosophical to the pragmatic, two studies are cited dealing with the particular problem of educating non-white youngsters for the mainstream. One is a program recommended for elementary students involved in a traditional curriculum which is based on cultural congruence and sensitivity. The other is a program for higher education which claims to impart standard English as a skill in one or two semesters, combining a back to basics paradigm with a culturally oriented approach.

The Hollins article chronicles the Marva Collins story which has been popularized on television and in the press. For educators, however, there is much to be learned from and emulated in her techniques. Reasons given frequently for her success are many aspects of effective schools: positive reinforcement, a traditional
curriculum, adequate time on task, high teacher expectations, high motivation, good discipline, love and just plain good teaching. Hollins' analysis includes "cultural congruence" as a significant factor; the relationship between the curriculum and the pupil's cultural experiences outside the school.73

For political and economic reasons, Marva Collins utilized the traditional curriculum. Ms. Collins recognized traditional skills are a means to greater access. She chose to demonstrate pupil progress through standardized achievement testing, emphasizing a pragmatic approach and easier access to the mainstream. The determination of curriculum content was modified to include cultural heritage, values, life experiences and problems of the pupils. Culturally sensitive literature was used. Ms. Collin's classroom climate fostered characteristics of the traditional black family: cooperation, flexibility, collective responsibility, and strong adult leadership. Competition was minimal. A cooperative learning effort was fostered, but the teacher was very much in charge. Spoken grammar was occasionally corrected, but the children were permitted to use familiar language patterns as a communication vehicle. Ms Collins employed the frequent use of poetry combining rhythm and syntax, to familiarize the students with standard English patterns of speech. She also used features of the Black
church, not only to reinforce values, but also to relate to culturally familiar experiences. Thus, choral and responsive reading, audience participation, use of analogies, identification of morals and personal messages, were all employed as classroom techniques. Ms. Collins' organization and sequence of instruction related knowledge to three things: 1. what would be learned, 2. how it would be learned, and 3. how it related to other learning, present, past and future. Hollins' paper attempts to identify those aspects of black culture that can be incorporated into the traditional curriculum to facilitate cultural congruence.

Similarly, but in higher education, Mary Rhodes Hoover proposes a culturally appropriate method which combines the "back to basics" paradigm with a culturally oriented approach. This approach has proven successful in black colleges, in improving the reading level of students, two years per semester and giving them standard English as a skill in one or two semesters.

The program is basic skills oriented, but as the author points out, some attempt has been made to maintain balance in utilizing cognitive and affective components, thus self-concept is an important part of teaching basic skills. Content of the skills course include:

- Critical reading. Vocabulary skills, word attack, words in context, study of roots and affixes,
paraphrasing and summarizing are all skills taught in this area.

-Introduction to public English. Grammatical patterns of standard English to make students bidialectic in reception (most are proficient in this) and in production. Structured and controlled organization of writing, and research writing techniques are taught. Topics of themes are kept controversial and interesting. Group writing is a step in this process.

-Distribution of skills, these skills cut across the content area for reinforcement in all disciplines.

-Attached labs for students needing assistance in problem areas.

-Tutors. Minority students are found to have the cognitive style called "field dependent" - motivated by people - thus small group (for peer motivation) tutoring was employed.

-Culturally appropriate philosophy and technologies study sessions, rap sessions, speakers' programs, debates and discussions centering around black cultural themes were used.

The self-concept was guarded by using such techniques as:

- Conveying a positive attitude and expectations
- Use of non-deficit terminology. Non-blaming language
for use with minority and low income students, guarding against use of stereotypical language that alludes to a perceived non-academic predisposition of minority and low income students was used.

-Group approach

Structure in composition writing is stressed, with traditional topic sentence, thesis statements and use of specifics rather than generalizations in supporting topics, are taught. It is important to demonstrate to students who have been led to believe that they are products of a "hang loose" culture where anything goes, that exactly the contrary is true; that black culture is very organized in its verbal channels. One of the speeches of Malcom X, "Ballots or Bullets" is analyzed to demonstrate the use of specifics in speaking and writing. (Malcom outlines the problems of black people in three categories: economic, political and social.) The lyrics of blues and disco songs are also used as examples of organization and use of specifics.

It is important to stress themes in Afro-American culture such as:

Affirmation- the history of achievement to affirm the fact that black culture was important in the development of civilization from the Egyptian pyramids and the science of mathematics, to the black involvement in the development of this country
Survival—this theme is illustrated in the character of the folkloric hero, the trickster that is so common in all African and West Indian folklore.\textsuperscript{75}

In designing a culturally sensitive, traditional approach to a language arts curriculum, it is important to be aware of differences in learning styles inherent in social class. Because of these differences there is often cultural conflict in many curriculum offerings and teaching techniques. There are differences in poor and middle class thinkers that must be accounted for in teaching style. Cohen found that analytical thinking is prevalent in the middle class child, where relational thinking is found in the poor child, whose frame of reference is often less structured and less organized. There are no differences in ability, but there are differences in the way individuals think and learn. Schools often do not take these differences into account, with regard to curriculum and teaching techniques.\textsuperscript{76}

Bennett finds that differing world views and cultural expectations affect how teachers and students relate to one another. We should teach by cueing into those characteristics that strongly affect the way a person learns. In designing curriculum, and in the classroom setting we should address the following issues and
findings:

Cooperation rather than competition is an aspect of non-white cultures. Speaker/listener relationships involve more interchange and participation in non-white cultures. Oral tendencies are more prevalent and important in non-white cultures. Use of words and verbal abilities is an important aspect of non-white cultures. Standard English is often not the primary dialect of non-white cultures. Sensitivity in teaching this is the key.

In their article "Effective Schooling in Desegregated Settings" Bruce Hare and Daniel Levine examine what we know about learning style and linguistic differences in culturally different students. They suggest that teaching techniques and instructional strategies be sensitive to the individual student because of linguistically based differences in learning styles. The public schools can not only accommodate but capitalize on the pluralism of our richly diverse nation. But how can we make our schools at once instructionally effective and democratically responsive as public education should be? We can do so, with high expectations as well as cultural sensitivity by the middle class educators and policy makers in meeting the educational needs of the urban
underclass. There can be excellence and democracy in education.  

Boykin refers to possible differences in learning style between black and white students as the "psychological / behavioral verve." He finds that because of differences in behavioral patterns of low status black students, they learn verbal concepts better through an instructional method that utilizes movement rather than passive learning.  

Lewis investigating Hispanic home environments points to "overstimulation" and a mismatch of the home and school environment. This is important in accounting for low academic performance and frequently accounts for the easily distractible and inattentive student.  

In the Collins study on linguistic differences the evidence was inconclusive as to non-standard dialect being the source of reading problems. He does, however find that the schools' response to cultural differences contributes to perpetration of social inequality in our society.  

Barbara Shade investigated cognitive patterns among black children and found that the Afro-American cognitive or perceptual style preference emphasizes person rather than object orientation. She found this to be common among economically disadvantaged students in general.  

Previously, Ramirez and Casteneda found that the
learning style of Hispanic children is more "field dependent" than Anglo children. That is they are influenced more by personal relationships, praise or approval from authority figures.\textsuperscript{83}

Havighurst in his study on race and ethnicity as related to learning style found many variables. American Indians, for example are more concerned with peer reaction than Anglo students, thus oral response may be a problem.\textsuperscript{84}

Kim finds that the Oriental child, taught not to be overt or expressive finds it difficult to express emotions, feelings and thoughts in American classrooms.\textsuperscript{85}

Educators striving for effective schools should be familiar with cultural characteristics that influence learning styles and incorporate techniques to account for those differences. In that way it is feasible to be both Progressive and Essentialist, philosophically, and apply both affective and cognitive learning objectives, pragmatically.

At the root of the Progressive / Essential controversy is the affective cognitive question. Much of the literature of the 70's greatly emphasized affective objectives in curriculum development. Recently the literature on effective schools is re-emphasizing cognitive objectives. In examining the definitions of both it seems
obvious that the curriculum of the middle school should be a blending of cognitive and affective goals and objectives.

Cognitive objectives emphasize remembering or reproducing something which has been learned; objectives which involve the solving of some intellectual task for which the individual has to determine the essential problem and then reorder given material or combine it with ideas, methods or procedures previously learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials. Affective objectives emphasize a feeling tone or emotion, and a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena, to complex but internally consistent qualities of character and conscience.86

How is this blending of cognitive and affective objectives accomplished in the middle school language arts curriculum on which this study focuses? The cognitive, or developmental skill aspect of the curriculum remains standard if we are going to teach to mainstream expectations. Literature on the other hand imparts insight, feelings and values, or the affective aspect of curriculum. Literature according to Burton should be thematic so that it can relate to life concerns. Through
literature we should be teaching values, attitudes and understandings, all part of the affective domain. Through the inclusion of both skill development and thematic literature the affective and cognitive objectives of curriculum can be met.

Corroborating the need for middle school educators to be highly aware of both affective and cognitive objectives in learning, is the Curtis study, which found that principals prefer teachers at the middle school level to be pedagogists as well as subject matter specialists. Teachers should be attuned to the special problems of adolescents and particularly sensitive to their social and emotional needs in attempting to provide an education.

Middle school youth are just developing meaningful and cooperative relationships with their peers. Adult identity declines in this period of early adolescence. Adolescents are now dealing with reasoning, sympathy, love and morality. As teachers at the middle school level, we need to nurture that sense of morality and guide the development of a sense of ethics. Middle school curriculum should reflect the special needs of the adolescent.

Literature has long been a means of developing a sense of ethics and morality in education. Myth and folklore, in particular, as the roots of culture, are extremely didactic in nature. Hughes outlines Plato's
advocacy of myth as an essential part of a child's education. The myths and legends which Plato proposed as the ideal educational material for his young citizens can be seen as large scale accounts of negotiations between the mind and reality, the conditions under which ordinary men and women have to live, in pursuit of truth. The accounts of the gods and goddesses parallel the moral and ethical choices which all mortals have to make in any society, in order to live a good life. The myths are tribal dreams of the highest order of inspiration and a source of truth at its best.  

There is a world wide tradition of using stories as educational implements in a far more deliberate way than even Plato suggests. In his many publication of Sufi literature, Idries Shah indicates how central to the training of the sages and saints of Islam are the traditional tales. Sometimes the tales are no more than small anecdotes, sometimes lengthy and involved adventures such as those collected into the Arabian Nights. Shah interprets eastern philosophy for the western world through the tales. He also researches the commonality of world myth. He demonstrates that a limited number of traditional tales are found at every time and every place in the world. They are the truly universal cultural form. For example, the saga of William Tell believed for centuries to have been an historic event was in existence
in virtually the same form as a Norse Tale, three hundred years before Tell lived. Another example is the Cinderella story which has been counted in as many as three hundred different versions, from the Black Forest of Germany to the plains of the North American Indian.⁹¹

Children's response to the moral value of literature is discussed in an article by Nicholas Tucker. Children often react favorably to the harshness of justice in the tales of Grimm because this simple expiatory kind of justice is an easy way to see morality. A second stage of moral justice is the development of the idea of reciprocal justice. If someone in the fairy story says something bad, then it follows that he or she should be struck dumb. Reasonable justice follows with the idea of restitution and reform developing, as the stories become more complex. Moral value is considered by some critics to be a measure of literary value. Literature can be used to teach higher order values such as social justice, cultural harmony, love of humanity and world order. Culturally sensitive poetry, biography and other readings, multi-cultural folklore and myth, as well as the classics in children's literature, can be a means of fostering affective growth.⁹²

The role of children's literature in preserving cultural distinction is discussed by James Fraser. In the post colonial era, immigrant people came to North
America and recognized cultural identity as an issue. These immigrants sought to establish institutions for the preservation of their cultural distinctiveness, yet maintain contact with the larger society which surrounded them. Of course, language is a primary factor in preserving cohesiveness of any cultural group. So too, is dialect. In the diversity of ethnic groups that settled in this country, a heritage of folk literature developed. The role of children's literature as a part of that development is obvious in the rich assortment of tales and legends that are part of every child's upbringing, whether they be distinctively cultural, or part of the great melting pot.  

Philip J. McNiff, past Director of the Boston Public Library, speaks of the opportunity we have through children's literature and libraries to make groups aware of the contributions to American culture of individual ethnic groups. Now, as America continues to attract numbers of people seeking political and economic freedom, the "melting pot" grows. Now, as an evolving democracy gives voice to previously disenfranchised cultures and sub-cultures within American society, there is concern for providing appropriate children's literature for this social phenomenon. McNiff commits library resources to supplying children's literature that will keep alive a cultural interest for all generations of culturally
diverse people, attesting to the value of children's literature in maintaining cultural cohesiveness.94

Folklore as a tradition in children's literature is an excellent means of fostering cohesiveness and commonality of culture. The folktale refers to the unwritten literature of a people since the tales have been handed down from generation to generation in the oral tradition. The legends, tales, proverbs, songs, rhymes and riddles are part of early moral and ethical development of children of all cultures and can be an effective vehicle for teaching more than individual justice and simple moral codes. They can be used for the more complex issues of racial harmony and social justice.

In the United States we have a rich diversity of ethnic groups to share in the folk tradition. The immigrants from Central, Northern and Southern Europe, the Negroes, the Orientals and the Latin Americans have all brought their folktales with them, giving us a colorful mosaic of folk literature that has resulted in an excellent source of children's literature. From the Nursery rhymes of the early grades, to the fairy tales, fables and hero legends of the middle grades, to the legends, myths and epics of the upper grades, the folktale is part of the child's literary heritage. His culture and the culture of his ancestors speak to him. In the myths and tales, the teacher has an abundant resource for
increasing literary awareness, appreciation and history. The folktales serve as a means of teaching values and ethics associated with a widening world view. The motifs and patterns of the human condition become obvious through an examination of multi-cultural myths and tales.95

The ability to communicate ideas is a highly valued skill in our society. There is continuing public and professional concern over the evaluation and teaching of writing in our public schools. Evidence of the cause for this concern includes declining scores on national tests such as the American College Testing Program, the Scholastic Aptitude Test, and the National Assessment of Educational Progress. All point to a virtual crisis in writing in America. In a report done under the auspices of a Ford Foundation Grant, Donald Graves found that the problem with writing is the fact that so little of it is done anymore. He feels that reading has been overstressed to the detriment of writing in the curriculum.96

Donald Graves has done much work on the development of "process" in writing. Graves work for the Committee on Research, National Council of Teachers of English, led to his concepts and theories on writing curriculum. He advocates in process writing, the steps of pre-writing, drafting and revision. In the process of writing the student eventually takes more control and relies less on teacher intervention.97
Although an accepted authority on state of the art in writing curriculum today, Graves is not without his critics. Myra Barrs writes of the dilemma confusing process and pedagogy. Barrs' criticism relates to the fact that the process method becomes little more than the pedagogy that Graves seeks to eliminate. Rigid adherence to the steps of the process method can be highly dogmatic and interventionist in nature. She cites case studies that Graves and his associates have documented, where spontaneity and children's literary intuitiveness are subjected to the rigid steps of process. Barr contends diversity of writing behavior can be paralleled in the classroom, that there is no right way to teach writing because it is not a uniform process, but an individual and unpredictable one. Thus, the process of writing, when it becomes a method, is a pedagogical canon, in and of itself.

In his response to Barrs, Graves points out that he, along with most researchers agree, rather than disagree as to teacher intervention in children's writing. He believes as Barrs does, that teacher intervention should be at a minimum, and should take the form of writing conferences with the student. In his more recent work representing a more balanced and researched view, he outlines conditions that lead to good writing: surround the children with literature, publish children's writing,
provide children with access to each other, provide direct teacher/student involvement in the form of writing conferences.99

A summary of the research on writing curriculum indicates that much of it is remarkably similar. Researchers have discovered that students learn to write by writing and getting constructive feedback; that the process of writing, including pre-writing, drafting and revision must be repeated to obtain results; that process includes producing, shaping and ordering ideas, not simply correcting grammatical errors; and that a strong relationship between oral and written language exists. Additional findings include: that frequency of writing in and of itself is not associated with the improvement of writing; that there is a positive relationship between good writing and increased reading experiences; that teachers should give greater emphasis to the careful guiding of a limited number of papers, rather than the hurried production of a great number of papers; that there is some evidence that sentence combining practice is an aid to syntactic fluency; that quality of students' writing is not affected by positive or negative criticism, but positive comments are more effective that negative in promoting good attitudes toward writing.100

Focusing on the teaching of poetry writing as part of the curriculum, several techniques are suggested in the
Bizzaro outlines three methods of teaching poetry writing as found in Jacobs; the models approach, the methods approach and a combination of the two. The models approach attempts to stimulate writing by requiring students to read a poem and then create one. The activities approach provides for a suggested topic or activity that will lead to a topic. It is the combination approach that most closely resembles the process of writing that professional writers rely on. The author analyzes his own writing in this regard and finds that he teaches poetry in a manner consistent with the way he composes. He makes the following observations: pre-writing is essential; revision serves to keep focus on topic; use of language bridges or words to facilitate the flow of thought, later to be changed in revision; revision takes looking at several drafts; only after something is satisfactorily expressed is it time to worry about correctness, punctuation, spelling and sentence structure.  

In researching the field of any aspect of education and curriculum, teachers often develop a distaste for research as a part of an artificial world that has no connection to the real events of the real classroom. Writing of that dilemma, Sharon Rich cites a course in which classroom teachers are meeting with writing researchers, developing questions, gathering and analyzing
data and writing up their findings. The implications of the study are that future teacher researchers need opportunities to conduct and follow-up on their research; that their research is something that is not a part of a university course but an organic process that continues in classrooms every day; that the data is qualitative and reflective of real events in real classrooms thus more meaningful to real practitioners.¹⁰²

More specifically with regard to the analysis of data in writing research is the article by Wilkinson, Barnsley, Hanna and Swan. This article dealing with the assessment of writing tasks is used as guide for the presentation of data in this dissertation. The Wilkinson, et. al. article incorporates the use of affective and cognitive evaluation of data. Selected writing tasks were used as representative of the ability levels of the students studied. These writings were compared to attempt to discern development, but development was assessed for cognitive and affective growth. Developing as a writer included quality of thought, of feeling, and of moral stance manifested in the writing, as well punctuation, spelling, grammatical correctness and style. In this study, cognitive growth represented movement from an undifferentiated world organized by mind, from a world of instances to a world related by generalities and abstractions. Affective development is seen as being in
three movements; one towards a greater awareness of self, a second towards a greater awareness of neighbor as self, a third toward an interengagement of reality and imagination.\textsuperscript{103}

The review, then, covers topics which provide a theoretical basis for proposing a culturally sensitive, traditional approach to a language arts curriculum in the urban middle school. Those topics are the Progressive / Essential curriculum controversy, historically delineated from the early twentieth century to the present; current thinking in curriculum development; and the cognitive and affective needs of the urban middle school student, particularly with regard to culturally different middle school thinkers; children's literature; classroom based research in teaching writing and the evaluation of that data.

3 Cremin, 22.
4 Sewall, 21.
5 Cremin, 4, 5.
6 Cremin, 134.
7 Cremin, 140.
8 Cremin, 140.
9 Sewall, 22.
10 Sewall, 23.
11 Sewall, 24.
12 Cremin, 26.
13 Sewall, 30.
14 Cremin, 145.
16 Bestor, 342.
17 Bestor, 372.
18 Bestor, 56.
19 Bestor, 7, 8, 9.
20 Bestor, x.
21 Bestor, 356.
22 Sewall, 30.
23 Sewall, 31, 32.
24 Cremin, 242.
26 Bestor, 347.
27 Bestor, 350.
29 Silberman, 5.
30 Silberman, 208.
32 Silberman, 264.
33 Silberman, 322.
37 Sewall, 37.


40 Sewall, 41.


49 Sewall, 47.


51 Sewall, 139-140.


62 Adler, 5.

63 Adler, 8.

64 Adler, 10,11.

65 Adler, 17.

66 Sewall, 4,5.


70 Gross, 60.

71 Gross, 61.

72 Gross, 62.


74 Hollins, 37-40.


77 Christine Bennett, "Teaching Students as They Would be Taught: The Importance of Cultural Perspective," *Educational Leadership* January (1979) 139-145.

78 Bruce R. Hare and Daniel U. Levine, "Effective Schooling in Desegregated Settings: What Do We Know About


Fraser, 193.


100 *Elementary and Middle School Handbook for the Teaching of Writing*, Boston Public Schools, (1985) 255.


Chapter III

Methodology

The methodology chosen for the study included designing a curriculum program, piloting the program and conducting an assessment of its effectiveness. The affective and cognitive approach to writing, grammar and literature incorporated the use of culturally sensitive materials and techniques with a standardized, mandated language arts curriculum. It was implemented in keeping with the traditional philosophy of emphasizing mainstream academic skills.

Overview of the Chapter

This chapter includes the curriculum approach with a rationale, suggested methods and materials, and six units with procedures and objectives in the affective and cognitive domains. It then presents the methods chosen for conducting an assessment of the effectiveness of the pilot program.

The 12-15 week program of English skills development for grade seven, combined both the Progressive and the Essential philosophies of education and applied those philosophies to a language arts program in a culturally
diverse urban middle school. It was intended that the program teach traditional basic skills, but maintain cultural sensitivity through the use of selected materials and techniques. The program consisted of procedures for each unit and both cognitive and affective objectives. Suggested materials and techniques were also included. The cognitive objectives were in keeping with the mandated system wide curriculum. The affective objectives emphasized cultural identity and development of self concept within the cultural context. Implementation of the program took place over a 12 - 15 week period. An assessment as to its effectiveness took place, after implementation.

In philosophy and practice, the language arts curriculum objectives of the mandated system wide curriculum leave methods and materials up to the individual teacher. To bring all students to minimum grade level competency in the basic skills is the objective and the long term goal. The affective aspects of curriculum are the concern of the individual teacher. Motivational techniques, relating curriculum to life experience are problems with which the individual teacher must cope.

The methods and materials of the program then, were based cognitively on what would generally be taught in
that particular time frame, in line with the sequence of skills as determined by the individual teacher and the curriculum objectives. A city wide standardized final examination was also a determining factor.

The affective aspects of the curriculum were stressed by means of teaching methods and materials. The objectives of the 12 week program were written for cognitive and affective goals. The remaining three weeks consisted of review, and completion of objectives, before end of term.

The program was measured for effectiveness after 15 weeks of implementation. Effectiveness depended on the degree to which the stated goals and objectives were met. The writing final examination given system wide was used to test cognitive gains. Interpretation of the data was both quantitative and qualitative. The holistic writing score for each individual student was reported and compared with a previous score (writing mid term examination score). A content analysis of differences in individual writing was also included. An affective survey given before and after the implementation of the program was administered to test affective gains. The survey was field tested by a panel of middle school practitioners. Content analysis of student daily logs and writing tasks for the six units, was used for assessing affective gains.
The program was broken down into two components: Writing for effective communication, an important mainstream skill; and thematic literature, also important for its implicit values, attitudes and understandings. Grammar was included as an aspect of the writing component, for teaching, as well as assessment purposes.

From the research literature that was reviewed certain characteristics of a culturally sensitive curriculum emerged. The program incorporated those characteristics into the teaching techniques listed in the philosophy. Those characteristics are summarized and displayed on the following table. The culturally sensitive techniques are correlated to the research articles.

Table 1
Characteristics of a Culturally Sensitive Curriculum

<table>
<thead>
<tr>
<th>Author</th>
<th>Theme</th>
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</thead>
<tbody>
<tr>
<td>Hollins, Hoover</td>
<td>Basic Skills Approach</td>
</tr>
<tr>
<td>Hollins</td>
<td>Good Discipline</td>
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<tr>
<td>Hollins, Hoover,</td>
<td>Emphasis on Self Concept</td>
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<tr>
<td>Ramirez and Casteneda</td>
<td>Field Dependent Learning Style</td>
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Table 1 (continued)

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoover</td>
<td>Motivation Through Cultural Themes</td>
</tr>
<tr>
<td>Hollins, Ramirez and Casteneda</td>
<td>High Expectations</td>
</tr>
<tr>
<td>Hoover, Bennett</td>
<td>Use of Non-Deficit Terminology</td>
</tr>
<tr>
<td>Hoover</td>
<td>Affirmation of Cultural Experiences</td>
</tr>
<tr>
<td>Hoover</td>
<td>Survival</td>
</tr>
<tr>
<td>Havighurst, Lewis</td>
<td>Oral Tendencies</td>
</tr>
<tr>
<td>Bennett</td>
<td>Movement Rather Than Passive Learning</td>
</tr>
</tbody>
</table>

Applying the philosophical perspective of Essentialism and Progressivism, the following curriculum approach was developed and implemented in the study. Combining the research on culturally sensitive techniques and learning styles, with research on the urban middle school, and including, current thinking in curriculum design with specific regard to writing curriculum, this approach was designed to meet the cognitive and affective needs of the culturally diverse urban middle school. The extent to which it met those objectives was the heart of the research design.
Design and Implementation of
A Culturally Sensitive, Traditional Approach:
A Language Arts Program

Rationale

The curriculum approach emphasizes the process of writing as its cognitive component. Structured writing, standard English and traditional grammatical constructions is the basis of the program. Analytical grammar is taught as part of the writing process. Grammatical constructions are presented as a review skill, not for the first time. Each grammatical construction is presented to be used, particularly in the assigned writing. The emphasis is on use, not grammar in isolation.

Writing gives students the need and the motivation to learn the conventions of language. It stimulates and refines the thought process by subjecting standards of proper syntax and conventions of grammar to communication of thought. It demands exactness not as necessary in other forms of communication, so not only is writing a vehicle for communicating thought, but also a means of acquiring precision of coherent thought. A systematic sequential presentation of writing skills efficiently maximizes the teaching of the writing process. Students are encouraged to write if they achieve success with presenting their ideas in a logical, coherent manner,
acceptable to themselves, to their peers and to their teachers.

This curriculum is not a specific program of day to day lesson plans, but a suggestion for a sequence of skills, objectives, materials and techniques. The curriculum is broken down into two components: cognitive and affective. Procedures for each unit, objectives, materials and techniques are presented for each component. The units are open ended, but a suggestion of a two week time frame is made.

The curriculum, then, is a model for a particular sequence of skills to be taught, and particular values and attitudes to be engendered. The philosophical justification for this presentation is based on the arguments for both Progressivism and Essentialism, humanism and traditionalism, and equality and excellence.

The cognitive component cuts through the extensive Language Arts Curriculum to identify a pragmatic and useful skill, that is, writing and communication. The program is designed to bring students to grade level mastery and beyond. The writing midterm examination provides an assessment, to serve as a preliminary diagnostic tool. The affective component makes use of culturally sensitive materials and techniques to provide a sympathetic and nurturing backdrop for the presentation of
cognitive skills.

The affective component of the curriculum is a simultaneously running unit of literature, organized thematically. The literature selections are chosen for their relation to cultural sensitivity and awareness, and also to provide topics for writing assignments.

Erich Fromm has said that the fundamental approach to human personality is the understanding of man's relation to the world, to others, to nature and to himself. The themes of each unit have been selected to foster these affective goals, moving from developing a self identity to a widening world view. Thus, it begins with the theme of affirmation and achievement and the development of self; and moves to myth and folklore as the foundations for cultural heritage; to Poetry as an expression of the philosophical tenet of beauty; to the classics, extending beyond to a larger civilization of global significance. The affective component of the curriculum emphasizes sensitivity to the individual within the context of cultural identity, and at the same time fosters intercultural understanding, the recognition of and willingness to live in and be effective in a pluralistic society.

During the writing program, the students keep a daily journal where they may record their thoughts and feeling
on class discussions and activities in an informal and nonstructured manner. At the end of each two week unit, students are required to produce a written task based on both the affective and cognitive components. Materials for the two components are derived basically from the recommended texts. Some supplementary material is used; outside reading, audio-visual aids, etc. Suggested Materials are included in Appendix A.

Suggested techniques for the teaching of writing to culturally diverse students include the following:

1. Use the overhead or chalkboard to display samples of professional or student writing. Discuss the sample for structure. Use a multi-sensory approach; after the visual display, the discussion appeals to the auditory; then have the students underline the topic sentence and controlling ideas throughout the writing for kinesthetic reinforcement.

2. Emphasize structured writing in words of song lyrics and works of multi-cultural authors. Appeal to students' experiences and cultural identity. Point out the highly organized and structured verbal channels of minority language patterns.

3. Recognize the bidialectic issue. Standard English patterns should be taught with sensitivity and use of non-deficit terminology. The distinction should be
made between appropriateness of formal and informal occasions, both in speech and writing.

4. Confer with students on an individual basis. Student conferences are helpful at all stages of the writing process. In the prewriting phase it encourages the student to articulate the story before putting it on paper. In the drafting phase, major errors can be pointed out. In the final draft, the positive can be accentuated, guiding the student through the graphics to make the final product something to be proud of. Praise and encouragement make students feel secure in their output.

5. Have the students keep writing folders so that a progression of writing ability can be seen. Success is highly motivating.

6. Use peer editing and peer conferences. At all stages of the writing process it is helpful to discuss the work, not only with the teacher, but with others involved in the same endeavor. Peer cooperation is a large part of the multi-cultural learner's style. Classmates discussing either a writing idea or a piece of writing can offer a great deal of insight to one another.

7. Publish and display good writing for positive reinforcement. The school newspaper, local
newspapers and publications that specialize in publishing student work are good forums for student achievement. Bulletin board displays, the more prominent the better, utilizing student writing and illustration of that writing produce excellent results. Students try much harder when they know they are performing for the public.

8. Assign writing tasks that students can relate to. Experiential writing produces the best results, whether you draw on the actual experiences that a student has had, or you provide the experience through reading or audio-visual media. Assign writing tasks that have meaning and relevance to an experience. Relate assignments to class work, discussion, reading and viewing experiences.
The Cognitive Domain

Writing mechanics and introducing the paragraph

Procedures: The first step in writing is organizing thoughts into sentences. The mechanics of writing, using good graphics, cursive writing, correct capitalization and punctuation, the sentence and the paragraph as groups of sentences are presented in an overview of things to know before we begin the process of writing. The sentence as the smallest unit of thought, leads to the development of a paragraph. The topic sentence as the lead-in sentence of the paragraph is stressed, as is maintaining a central theme. Writing as a process begins with the pre-writing phase, the planning stage of writing, where students explore possibilities for topics and begin gathering data, information and details on that topic and arranging it in logical order.

Objectives

Students will develop skill in:

Mechanics - Using correct capitals; Using correct punctuation; Using cursive writing; Using good graphics.

The Craft - Writing topic sentences and lead-in sentences; Pre-writing - Collecting and focusing ideas; Organizing around a central theme.
Affective Domain

Affirmation

Procedures: Beginning with the positive emphasis of achievement and cultural identity the theme of affirmation is the focus for this literature unit. The materials chosen stress the exultation of strengths and virtues of minority cultures. They emphasize minority contributions to the development of civilization. This theme is tied closely to high expectations and role identification with high achieving minority group members. The stories themselves stimulate discussion in analyzing content, values and attitudes, leading to the development of a positive self image, within the context of cultural heritage, and within the larger context of the total society.

Objectives

Students will develop a positive self image through role identification.
Students will develop an increasing appreciation for their own cultural heritage.
Students will develop an awareness of the contributions of minorities to the development of civilization.
Students will develop an awareness of minority achievement.
Students will develop an understanding and acceptance of self, worth, strengths, and potentialities. Students will develop an appreciation for their own and others' strengths and abilities without infringing on the rights of others.

**Writing task:** Choose a figure in Black History, or any other minority culture. What did that person do to achieve fame and recognition? Give some background information about the person. Make it a very short summary of why that person is important. End with a statement about why you admire that person and tell what you are inspired to achieve because of what that person has achieved.

Cognitive emphasis: capital letters, punctuation, graphics

Affective emphasis: developing self-concept and cultural identity
Unit 2

The Cognitive Domain

The sentence and paragraph using details and examples

Procedures: This unit begins with an analysis of the sentence as a unit of thought. Writing as an expression of thought demands the use of standard sentence patterns, clearly set off by capital letters and end punctuation, however these mechanics are not enough. The sentence must express a complete thought, thus, complete sentences, kinds of sentences, avoiding fragments and run-on sentences are stressed in this unit. The craft of writing the developing paragraph emphasizes sequence of details and examples. Re-writing or revising is presented as the next step in the process of writing. Refining language and organization of ideas are be developed as skills.

Objectives

Students will develop skill in:

Language Structure - Identifying kinds of sentences; Identifying complete subjects and predicates.
Mechanics - Avoiding sentence fragments and run-ons; and non-standard sentence structure.
The Craft - Prewriting; Writing with clarity and sequence; Showing knowledge of subject; Staying focused on topic; Revising.
Affective Domain

Myths

Procedures: The study of myth is an excellent way to portray the universality of the human experience. The simple, easy to understand messages in the myths are used to stress the harmony and unity of mankind. The parallel between African myth, indeed, all myth and modern religious belief is drawn. Myth is a forerunner to religion. Creation myths and Explanatory myths are used, and parallels to Biblical stories are drawn. The myths, with their religious and mystical overtones underscore the universality of man and his world. From the Greeks and Romans, to the tribes of Africa, to the American Indians, the stories are remarkably the same, yet uniquely different. All are attempts to define and make sense of the nature of man's creation and existence.

Objectives

Students will develop an understanding and appreciation of the uniqueness of their own cultural heritage.

Students will develop an understanding and appreciation of the similarities of all cultural backgrounds.

Students will understand and appreciate their own culture in relation to other cultures in the world.
Students will acquire the social willingness to live in a pluralistic society, with an appreciation for the value of all cultures.

Writing task: Write a myth of Creation. Begin with the sentence starter, "In the beginning of the world there was ...." Some of the things you might choose would be fire, ice, water, nothingness, space, chaos or confusion. Explain who your supernatural beings would be. Describe their characteristics. What happens to cause the gods or goddesses to establish life on earth? What does man do to cause the conditions under which he lives today (e.g. a perfect or imperfect world)?

Cognitive emphasis: complete sentence, topic sentence
Affective emphasis: cultural awareness and appreciation
Unit 3

Cognitive Domain

Nouns, pronouns; subject of a sentence; narrative paragraph

Procedures: Analysis of the parts of the sentence begins with the subject - the noun or pronoun. The mechanics of using both parts of speech, singular, plural and possessive forms are presented. So too is Subject/Verb structure of the sentence. The writing component consists of relating an incident using details arranged in sequence, spacial order and chronological order.

Objectives

Students will develop skill in:

Language Structure - Identifying parts of speech in a sentence - noun and pronoun.

Mechanics - Avoiding subject/verb disagreement; Using correct singular and plural forms; Using correct possessives and contractions.

The Craft - Prewriting; Writing with clarity and sequence; Showing knowledge of subject; Organizing ideas around a theme; Revising.
Affective Domain

Folklore

Procedures: The folklore unit emphasizes the theme of survival. The "Trickster" figure typified by brer Rabbit survives despite overwhelming odds through cunning and craftiness, after overcoming a much stronger and more powerful adversary. The Negro folktales of Uncle Remus are presented and the psychological value of this hero trickster to the southern Negro slaves will be pointed out. The tales themselves, in African, West Indian and South American form, to have survived the forced social upheaval of slavery exemplify this same survival theme. Again, the theme of universality is stressed in the African Wonder Tales. These are stories of humor, cunning and native wisdom, traits which are prevalent in all folk cultures. Several minority cultures are represented in the tales; Black, Spanish, American Indian and Oriental.

Objectives

Students will understand and appreciate their own folk heritage in several aspects of expression—tales, songs and aphorisms.

Students will understand and appreciate other ethnic folk cultures.

Students will understand and appreciate their own identity with respect to their own and other folk cultures.
Students will develop a capacity for forming satisfying relationships with others on the basis of folk culture as a common element.

**Writing task:** Tell a folktale or a fairy tale. Your tale must have imaginary characters with magical powers. It can be a story you remember from your childhood, either told to you when you were small or something you have read. You can use a combination of some of the things that happen in the different stories to form your own version of the tale. Remember what happens in some of the classical stories like Cinderella, Sleeping Beauty, or Hansel and Gretel. Tell your story in chronological order, that is, the way it happened in time.

**Alternative task:** Tell a fable. Use animal characters to teach a lesson. End your story with the ending "The moral of the story is..." Choose from the following list of proverbs:

- Honesty is the best policy.
- You can't judge a book by its cover.
- Actions speak louder than words.

**Cognitive emphasis:** nouns and pronouns, narrative sequence

**Affective emphasis:** cultural awareness, appreciation, uniqueness and survival
Unit 4

Cognitive Domain

Verbs, Predicate and Descriptive Paragraph and Creative Poetry

Procedures: The second component of the sentence is the predicate. The study of verbs is the basis of this unit. Analysis of the use of verbs in the sentence is included. Identification and use of correct tense and subject verb agreement is emphasized. Creative poetry writing is also an aspect of this unit.

Objectives

Students will develop skill in:

Language Structure - Identifying parts of speech - verbs and diagraming relationships; Identifying tenses in sentences.

Mechanics - Avoiding subject/verb disagreement; Using correct tenses.

The Craft - Prewriting; Writing with clarity and sequence; Showing knowledge of subject; Staying focused on topic; Beginning paragraph strongly; Concluding paragraphs effectively; Organizing ideas around a theme; Revising.
Affective Domain

Poetry

Procedures: The beauty and emotion of the poetic experience through the eyes of the poet is treated as an aspect of this unit. Black and other minority poets' works are represented. So too are the works of poets who treat inner city themes. The educated person appreciates beauty and develops aesthetic interests in artistic expression. That expression can take unusual forms. The inner city student should be made aware of the beauty around him. Creative poetry is presented in this unit as a means for student expression. The Japanese Haiku and Tanka poetic forms are used for two reasons; as a means of representing the Oriental culture, and as a simple way of sharing in the creation of poetic expression.

Objectives

Students will appreciate and understand the poetic expression of beauty and the human experience.
Students will develop an aesthetic awareness of the contributions of their own culture.
Students will be inclined to look for beauty in nature and humanity.
Students will develop an appreciation and understanding of the poetic form and an ability to express themselves creatively.
Writing Task: Write a Japanese Haiku or Tanka poem. Use the Spring season as your topic. Try to create a mood, a short, fleeting moment that captures the feeling of a spring day. Remember to count the syllables: 17 for Haiku and 31 for Tanka. Follow this outline:

Haiku

5
7
5

or

Tanka

Begin by listing words that appeal to the senses and remind you of spring. Concentrate on verbs like "leap," "waft," "pop," "spring." Build your poem around that action, for example, "gentle breezes waft," or "spring blossoms pop." You may illustrate your poem.

Cognitive emphasis: verbs, creative poetry
Affective emphasis: aesthetic awareness of creative expression
Unit 5

Cognitive Domain

Adjectives, adverbs and the composition

Procedures: To complete the simple sentence with modifiers for both nouns and verbs, the adjective and adverb are presented. Having written and analyzed the parts of the sentence, and the paragraph, the students now move on to the composition. The three paragraph composition is developed, emphasizing introduction, body and conclusion.

Objectives

Students will develop skill in:

Language Structure - Identifying parts of speech - adjectives and adverbs and diagraming relationships.
The Craft - Prewriting; Writing with clarity and sequence; Showing knowledge of subject; Staying focused on topic; Beginning paragraph strongly; Concluding paragraphs effectively; Organizing ideas around a theme; Revising.
Variety of Writing - Writing frequently; Many kinds of writing.
Affective Domain

The Classics

Procedures: Universality of cultural experience from the point of view of a particular culture, cultural affirmation, achievement and survival are themes that run through the literature units. Now the general culture, the culture of all humanity is presented as an opportunity for expanding awareness. Selected classics in children's and young adult literature are offered for a broadening world view.

Objectives

Students will develop an appreciation and understanding of literature that is universal in theme and nature.

Students will understand and appreciate their own cultural heritage within a larger world view.

Students will develop an appreciation and understanding for the aesthetic value of great literature.

Students will understand and appreciate the commonality of humanity, despite the diversity of humanity.

Writing task: Write a composition about a fictional hero from the classics. Arrange your paragraphs in the following manner:
Paragraph 1. Introduction
Describe the hero. Write one or two sentences telling what he/she looks like. Write one or two sentences telling what personality traits the hero has.

Paragraph 2. Body
What does the person do in the story? Describe that action that makes him a hero.

Paragraph 3. Conclusion
What is "universal" about the hero? Why is the heroic action something that is appealing to all cultures, all times and all places.

Cognitive emphasis: adjectives and adverbs, the composition

Affective emphasis: expanding world view of a universal, global society
Unit 6

Cognitive Domain

Preposition, Letters

Procedures: The function of the preposition and the phrase in the sentence is stressed, as another means of adding information to the sentence, and further modifying the subject and the predicate. Also emphasized is the use of the prepositional phrase as a means of varying sentence structure. Letter writing is an important practical skill, whether for social or business purposes. Well written letters, conforming to the conventions of style often reflect the educational level of the person writing. Social and business correspondence is an aspect of this unit.

Objectives

Students will develop skill in:

Language Structure - Identifying parts of speech - preposition and diagraming relationships.
Mechanics - Using correct form for a friendly and business letter, including addressing the envelope.
The Craft - Prewriting; Writing with clarity and sequence; Showing knowledge of subject; Staying focused on topic; Beginning paragraph strongly; Concluding paragraphs effectively; Organizing ideas
around a theme; Revising.

Variety of Writing - Writing frequently; Many kinds of writing.

Affective Domain

The Classics, continued

Procedures: A longer time span is necessary to deal with the length of some of the literature selections and to provide adequate time for the shared inquiry and discussion aspect of the classics unit. The unit focuses on interpretive reading; that is inquiring into the author's meaning of a particular reading selection. Arriving at one's own interpretation is not dependent on prior knowledge. Original ideas are encouraged; there are no right or wrong answers. Teachers and students share in the discovery of meaning in such classics as the works of Hans Christian Anderson, Charles Dickens and Rudyard Kipling.

Objectives

Students will understand and appreciate the positive experience of interpreting a great piece of literature.

Students will strive for excellence in the realm of arts and humanities.

Writing task: Write a letter to a famous author. In your letter tell why you like the work of that author. Mention
what books you have read, if more than one, or tell
something about one of the books that you really like.
Make the letter a personal one. You may tell the author
something about yourself that you think would be
interesting. Maybe something that happens in the story
can compare with something that happened in your life?
Maybe you would like to write the kinds of stories or
books that this person writes. You may also write what
you do not like about the story or stories. You may
suggest alternative events or endings. Close your letter
with a polite comment, ending on a positive note.

Cognitive emphasis: prepositions and letter form.
Affective emphasis: continuing expanding horizons,
interpretation of literature and the desire for
excellence and achievement.
Assessment

Instrumentation

To assess cognitive gains which students made after implementation of the curriculum program the city wide writing examination was used. This writing examination is given to all grade seven students to test objectives mastered from the mandated language arts curriculum. All grade seven students were previously administered the city wide mid term examination in writing in January. For purposes of this study this score constituted the pre test score.

Since the emphasis is on the process of writing, rather than the analysis of language structure, mastery of the language arts objectives of the city wide curriculum were tested through the use of language in the writing test. The writing examination was then scored holistically on a scale of 1 to 8.

The same writing tasks are required city wide of all grade level students for mid term and final. Appendix B represents the specific tasks required from grade seven level students for the mid term and final exams. The tasks were scored by trained holistic scorers to determine pre and post scores. These scores were used to provide the data for the test population in a pilot assessment of
mastery of the cognitive objectives of the curriculum program implemented in the study.

Holistic scoring is a widely used method of evaluation for student writing. It is used to score all writing examinations in the urban school district in which the study was conducted. The following is an explanation of the holistic scoring method that was used in the data collection. ²

Holistic Scoring

Holistic scoring is a quick, impressionistic scoring process that provides for ranking a writing product on overall quality. The whole of a piece of writing is assumed to be greater than its parts. The positive aspects of the piece are emphasized rather than the negative.

Scoring is done by carefully trained teachers, thereby producing reliable results. Training sessions involve three steps:

Chief reader's preparation stage whereby the reader identifies a group of papers to serve as a range of achievement for the total set of papers to be scored. These papers are assigned a score according to a four point scale: 4= superior, 3= good, 2= fair, 1= poor. A zero may be given if the writing presents a special problem, (e.g. if the paper is entirely off topic). Two
Scorers read each paper, each one assigning a score of 1 to 4. The possible range of scores a student may receive is 0 to 8, from lowest score to highest score.

Scorers' training involves synchronization of the group. This is accomplished through a reading of the range finders and a trial scoring by all scorers. This should involve a quick, immediate and independent judgement based on overall impression. When all scorers have judged the first paper, the results are compared to the results of the chief reader. Any discrepancies are discussed. Through the repeated discussion of the succeeding range finders scorers come to internalize those features that determine the established range.

The scoring session determines the scores of the bulk of the papers. Each paper is given an identification number to ensure its anonymity. Scorers read papers only once and very quickly to determine a score. Papers are read by a second scorer who does not see the score of the first reader. These scores are added together. The scores are determined according to the four point range, thereby reaching a total of eight possible points that a particular paper could receive. Any discrepancies in scoring are adjudicated by the chief reader.

Scoring should be conducted in a controlled setting, and each exercise should be completed in a single day.
The chief reader evaluates the scoring session from time to time to see if there is a shift in scoring decision standards, that is if too many discrepancies are resulting. If so, then recalibrating the group is necessary.

The scores for the pre and post writing examination were determined in this manner.

To assess the affective gains which students made after implementation of the program, a pre and post survey was developed, field tested and administered to determine students' attitudes, values and perceptions with regard to three areas:

- achievement and excellence
- cultural identity and self concept
- cultural awareness and appreciation

Appendix C represents the pre and post survey that was administered to the test population.

Data Collection

Given the pilot nature of the assessment a variety of techniques were employed in the collection of data and later in the analysis. Michael Patton has observed that multiple methods and the process of triangulation contribute to methodological rigor. For that reason the data collected was both quantitative and qualitative in nature.
Quantitative data

Quantitative data consisted of writing scores for 52 students on a city wide mid term writing examination, administered in January. The scores were determined holistically by trained unbiased scorers. Post scores on a city wide writing final, administered in May, were also determined for the same group of students by the same scorers. These scores were intended as a measure of cognitive growth, that is, development of writing skills. An affective survey of fourteen questions was also administered to this same group of students before the program and after the program to determine affective growth, that is, growth in attitudes, perceptions and values with regard to cultural awareness and sensitivity.

Qualitative data

Six writing tasks were required of this group of students throughout the program. The writing tasks were assigned at the end of each two week unit. The assignments were based on the cognitive and affective objectives stressed in each unit. Daily journals were also kept by the students to record their thoughts and feelings during the program. Due to the unstructured nature of journal writing this data was intended only as an indication of affective objectives. The affective survey was designed simply with agree and disagree choices.
to allow for the ability level of the students, however comments were encouraged. Those comments were handled as a separate set of collected data.

Appendix D represents the pre and post data that was collected for both holistic writing scores and the survey data.

**Data Analysis**

Methodological triangulation proposes multiple methods to study the same program. Multiple methods were used in the data analysis, depending on the nature of the data. 4

The procedure used during data analysis consisted of three distinct steps: Quantitative analysis for the cognitive domain; Relationship analysis for the qualitative data in the affective domain; and finally a combination of both qualitative and quantitative data for simultaneous analysis. The three steps are detailed below:

The first step, quantitative analysis for the cognitive domain, was structured using the personal computer program Lotus 1-2-3. 5 A simple data base was formed by creating a computer record for each student in the test population. Each record consisted of four data elements: an anonymous student number; holistic score; class section identifier; and race. The objective was to establish the basic efficacy of the cognitive scores and
to communicate the results in a graphic format. The process resulted in a frequency distribution of the holistic scores for validating a normal distribution. The score data was then combined with class section identifier to reveal any differences among the sections. This validation procedure was repeated when the post score data became available. Pre score data was then subtracted from post score data yielding a set of score differences which depicted the quantifiable change in cognitive development over the course of the program.

Step two, the qualitative data in the affective survey, demanded a different approach. A second data base was developed this time using the personal computer data base program Paradox. Responses to the affective survey by student number were recorded with each of the fourteen survey questions entered as independent variables for each student in the test population. This second data base was selected because it provided a relational organization among all survey questions thereby facilitating inquiry on the basis of survey question number. The affective survey data consisted of three subgroups: Questions 1, 2, and 3 form a subgroup which surveyed the student's attitude toward achievement oriented personal values; Questions 5 and 6 were directed toward developing some data on the individual's cultural
identity and family background; and the remaining questions were indicative of developing social values. Using Paradox, every combination of grouped questions were explored before any conclusions were drawn.

In step three, the relational structure of the database enabled further analysis by combining the quantitative result of step one with the qualitative result from step two. The database was queried for combinations of pre and post score/survey trends. The combined data was read and analyzed for patterns of thought reflecting affective development. The patterns which emerged are discussed in findings and conclusions. Appendix D, Tables 7 and 8 reflect the pre and post survey responses from each student.

Population

The population to be tested was selected to correspond to the school population, in terms of racial and ethnic breakdown. Four seventh grade language arts classes were used. The classes are homogeneously grouped, to some extent, by reading score. Reading ability tends toward below grade level. Sections C and F are respectively higher in reading ability, while sections D and E are respectively lower in reading ability. Two of the classes (D and E) contain a portion of resource room students. Resource room students were not included in the
test population.

The original test population consisted of 70+ students. A pre data base was constructed with this number. Due to a high mobility rate and student absences many students had an incomplete profile. The data base was then adjusted when those students for whom post data was unavailable were deleted from the original population. Only those students for whom an entire profile was available were included, resulting in the final total population of 52. Figure 1 illustrates the racial, ethnic breakdown of the 52 students who took part in the study. Appendix E presents further analyses of the test population.

TEST POPULATION

By Race and Ethnicity

Hispanic (13.4%)

Oriental (7.7%)

White (3.5%)

Black (73.1%)

Figure 1
Endnotes


2Elementary and Middle School Handbook for the Teaching of Writing, Boston Public Schools, 14.


4Patton, 157.


Chapter IV

Findings

The original theoretical questions postulated in this dissertation were very broad, philosophical questions regarding education for a democratic society. In narrowing the focus and applying it to the real world of the classroom the question was asked: did the affective and cognitive approach to writing, grammar and literature within the language arts curriculum of an urban middle school best educate for a democratic society? Did such a curriculum program facilitate access to and participation in the mainstream? This was the theoretical basis behind the design of the program. By offering a program which focused on an essential mainstream set of skills, but within the context of cultural sensitivity the affective and cognitive needs of the urban middle school student were met. In meeting those affective and cognitive needs in one aspect of the curriculum (writing / language arts) it was hoped that the best education possible in that key area was achieved. Assuming that success in the program was indicative of future success, the program was geared to producing literate, functioning, achieving, well-adjusted individuals, willing and able to participate
in the mainstream of a democratic society. Success in the program, then, was an attempt at proving the working theory: that a language arts curriculum approach designed to meet both the affective and cognitive needs of the culturally diverse student population of the urban middle school best educates for a democratic society by facilitating access to and participation in the established mainstream.

This theory was tested in two ways: through an examination of the performance of the test population on a city wide writing examination given before implementation of the program and after implementation of the program, and through an analysis of an affective survey also given before and after the program. Effectiveness of the program was determined by assessing how well the stated objectives of the six unit program were met. Objectives were written in both the cognitive and affective domains. The degree to which the cognitive objectives were met was determined by pre and post scores on the writing examination. The degree to which the affective objectives were met was tested by an analysis of a pre and post survey of attitudes, perceptions and values.

The primary thrust of the research, then, was in two areas:

1. Results of pre and post holistic scores, ranging
from 0 to 8 on the city wide writing examination;

2. Results of a pre and post survey determining students' attitudes, perceptions, and values regarding cultural identity, achievement, awareness, and appreciation.

The research was further supplemented by a descriptive examination of several of the six writing tasks produced by the test population at the end of each unit. These writing tasks were analyzed for cognitive and affective exposition. Selected sample student writing tasks and discussion follow in this chapter.

The findings were divided into qualitative and quantitative results.

Quantitative Data Analysis

Results of the Pre and Post Writing Examination

Figures 2 and 3 present pre and post holistic scores on the city wide writing examinations. The holistic scores range from 1 to 8 in ascending order of competency. A score of one is the lowest score, while a score of 8 is the highest. As Figure 2 indicates, in the pre test the number of students scoring in the 2 range was nine, one from section D, two from section F, two from section E and four from section C. There were four students scoring in the 3 range, one from each of the four
sections. Thirteen students scored in the 4 range, with four from F, four from E and five from C. There were none from section D. The largest number of students, fifteen, scored in the 5 range. The breakdown was five from D, three from F, three from E and four from C. Seven students scored in the 6 range, with three from D, one from F, one from E and two from C. There was one student from section D scoring in the 7 range and a total of three scoring in the 8 range, with one from D and two from C, but no representation from the other sections.

Figure 3 indicates that in the post test, the number of students scoring in the 2 range was reduced to two, one from section E and one from section C. The number of students scoring in the 3 range was reduced to three, with one from F, one from E and one from C. The number of students scoring in the 4 range fell from thirteen to ten, with four from section D, three from section F, one from section E and two from section C. The number of students scoring in the 5 range was thirteen, with five from D, one from F, three from E and four from C. Scoring in the 6 range were eight students, two from F, three from E and three from C. The largest increase was seen in the 7 range with ten students scoring in that range, two from D, three from F, one from E and 4 from C. The number of students scoring in the 8 range doubled, with six students scoring in that range, one from F, one from E and four from C.
Figure 2

Figure 3
Table 2 summarizes the frequency of students scoring in the 1-8 ranges in the pre and post tests. Section C experienced the greatest increase in upper level scores, moving from ten at range 4 and below in the pre test to fifteen at 5 and above in the post test. Section E had nine students scoring in the 4 or below range in the pre test.

**Table 2**

Pre and Post Frequency of Scores by Section

<table>
<thead>
<tr>
<th>Section/Score</th>
<th>Pre Data</th>
<th>Post Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Students</td>
</tr>
<tr>
<td>D1</td>
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<td>D2</td>
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<td>D5</td>
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</tr>
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<td>D6</td>
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</tr>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>D8</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>12</strong></td>
</tr>
<tr>
<td>F1</td>
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<tr>
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<td>0</td>
</tr>
<tr>
<td>F3</td>
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<td>1</td>
</tr>
<tr>
<td>F4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 2 (continued)

|   | F5 |   | F6 |   | F7 |   | F8 |   | Total |   | E1 |   | E2 |   | E3 |   | E4 |   | E5 |   | E6 |   | E7 |   | E8 |   | Total |   |
|---|----|---|----|---|----|---|----|---|-------|---|----|---|----|---|----|---|----|---|----|---|----|---|-------|---|
|   | 3  |   | 1  |   | 0  |   | 0  |   | 11   |   | 0  |   | 2  |   | 3  |   | 1  |   | 1  |   | 1  |   | 11   |   |
|   | 1  |   | 2  |   | 0  |   | 1  |   |       |   | 1  |   | 1  |   | 1  |   | 1  |   | 1  |   | 1  |   |       |   |
|   | 0  |   | 3  |   | 3  |   | 3  |   |       |   | 3  |   | 1  |   | 3  |   | 1  |   | 1  |   | 1  |   |       |   |
|   | 0  |   | 1  |   | 1  |   | 0  |   |       |   | 1  |   | 1  |   | 1  |   | 1  |   | 1  |   | 1  |   |       |   |
|   | 0  |   | 1  |   | 0  |   | 4  |   | 18   |   | 0  |   | 5  |   | 4  |   | 2  |   | 2  |   | 3  |   | 18   |   |
|   | 0  |   | 4  |   | 1  |   | 4  |   |       |   | 4  |   | 4  |   | 3  |   | 4  |   | 4  |   | 4  |   |       |   |
|   | 0  |   | 2  |   | 2  |   | 4  |   |       |   | 4  |   | 4  |   | 4  |   | 4  |   | 4  |   | 4  |   |       |   |
|   | 0  |   | 2  |   | 2  |   | 4  |   |       |   | 4  |   | 4  |   | 4  |   | 4  |   | 4  |   | 4  |   |       |   |

Total 18 18
test and eight students in the 5 and above range in the post test. Section F reversed scores with seven in the 4 and below range in the pre test and seven in the five and above range in the post test. Section D experienced the least success with only two students scoring in the 4 and below range in the pre test, increasing to five students scoring at the 4 and below in the post test. From its relatively high number of students scoring at 5 and above in the pre test, section D fell to only seven students scoring at 5 and above.

In the pre test twenty six students scored at four or below, and twenty six scored at five and above. In the post test the number of students scoring at 4 and below was reduced to fifteen, while the number of students scoring at five and above increased to thirty seven.

The largest number of students, twenty eight, clustered around the middle scoring range of 4 and 5 in the pre test with thirteen students on the lower end in the 2,3 range and eleven students in the upper ranges in 6,7 and 8. In the post test, twenty three students clustered around the middle range of 4 and 5, however twenty four students moved into the 6,7 and 8 range, while only five fell into the 2 and 3 range.

Figure 4 reflects the change in each scoring category. Range 2 decreased by seven; range 3 decreased by three; range 4 decreased by three and increased by four.
gaining one student scoring in that category. Range 5 decreased by three and increased by one. Range 6 decreased by four and increased by one. Range seven experienced the largest shift, increasing by eight with no change in the number leaving the category. In range 8 the change was two, with a drop of one and an increase of four students scoring in that category. The upper level scores gained the highest number of students scoring in those categories, with the largest gains in range 7 and 4. The lower scores lost the highest number of students. The graph, then, shows the change in the number of students in each marking category.

PRE / POST DIFFERENCES

![Graph showing pre and post differences in student scores](image)

Figure 4
Results of the Pre and Post Affective Survey

The affective survey was considered both quantitative and qualitative in nature. As a starting point the data was subjected to quantitative analysis. To test the affective objectives of the program a survey was developed to test attitudes, values and perceptions in three areas: personal desire for achievement and excellence, cultural identity, and cultural appreciation and awareness.

Questions 1, 2, and 3 dealt with the desire to attain personal excellence and achievement. These questions reflect the reality in which urban middle school students see themselves in terms of access and success. Is it feasible for the student to aspire toward excellence and achievement within the environmental context? Does the desire to excel outweigh possible social and economic parameters? Is motivation spurred on by academic success? Does the student perceive high expectations of the established mainstream as demonstrated by school authority figures?

Questions 5 and 6 set the scene for the desire to excel, focusing on students' ability to deal with personal identity. Are students aware of and proud of cultural heritage and family background? Does heritage, a sense of family, and cultural identity contribute to self concept and personal identity?

Questions 4, 7, 8, 9, 10, 11, 12, 13, and 14 reflected
appreciation and awareness of all cultures, including one's own. In this sense there may have been an overlapping of perceptions and attitudes, with cultural identity. It was felt that if students were comfortable with their own cultures, then identity and self concept would be fostered. It was the intent of this set of questions, to reflect a tendency toward a greater socialization and appreciation of all cultures in a developing world view.

Pre data and post data was quantitively analyzed on the affective survey according to the response pattern expected by the researcher at the end of the program. Table 3 reflects that expected response pattern and the number of students corresponding to that pattern, on the pre and post survey.

Table 3
Results of the Affective Survey According to the Model Response Pattern

<table>
<thead>
<tr>
<th>Question</th>
<th>Expected Response</th>
<th>Pre Data</th>
<th>Post Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree</td>
<td>50</td>
<td>51</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>42</td>
<td>38</td>
</tr>
<tr>
<td>3</td>
<td>Agree</td>
<td>47</td>
<td>44</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>47</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>Agree</td>
<td>42</td>
<td>42</td>
</tr>
</tbody>
</table>
As the table indicates there were few differences in the pre and post survey responses. Many students responded according to the preconcieved model of expected responses in the pre survey. These were the answers expected at the end of the program. Therefore the number of responses in the pre survey did not yield any important differences.

There was unanimous agreement in question 12, stating that it is important to give everyone a chance. This was seen as indicative of agreement with cultural awareness and appreciation of all cultures, both before and after the program. Question 14 yeilded a high number of expected responses; 51 in the pre and 50 in the post survey. This question was also indicative of agreement
with cultural awareness and appreciation.

There was strong agreement on question 1, with 50 in the pre survey and 51 in the post survey agreeing that they wanted to be the best at whatever they decided to do in life. This was interpreted as strong agreement on the issue of desire for achievement and excellence. Both before and after the program this elicited strong agreement.

Questions 5 and 6 on family background and cultural heritage yielded a relatively low number of expected agree responses on both the pre and post survey.

Qualitative Data Analysis

Results

The optional comments on the affective survey were considered qualitative data. Again the questions were loosely grouped according to the three areas of organization.

Comments on Pre Survey

Questions 1, 2 and 3
1. I want to become the best at whatever I decide to do.
2. I think I can do anything I want to do with my life.
3. I like school because I learn what I need to help me succeed in life.

Comments on question 1, 2 and 3 in the area of excellence and achievement were overwhelmingly positive in
the pre test. Most students answered in the affirmative as to their desire to achieve and do well in any endeavor they might choose. Only a few expressed doubt in the established system commenting on question 2 which dealt with choice of endeavors:

"No I don't think I could do that."

"What if I want to go to college and my parents don't have the money."

Most students saw school as being important to their success in life. The few dissenting comments expressed both cynicism and realism:

"School doesn't teach me anything I need to know."

"I want to be a business man and this school doesn't teach you how to go about that."

"I disagree because you don't learn everything you need to succeed."

Questions 5 and 6

5. My family history (parents, grand parents, aunts, uncles — where they came from and what they do) is important to me.

6. I know about my cultural heritage and ethnic background.

Questions 5 and 6 dealing with cultural heritage and family background elicited the least amount of enthusiasm and the fewest comments. Most students expressed little knowledge of and little interest in family background and only slightly more interest in
cultural heritage. Typical comments were:

"Because I don't care about the past only the present."

"Their history can't help me."

"They don't tell me about my background."

"My grandmother and grandfather died before I could find out."

Those who did express some interest seemed to be giving pat answers that they felt they should give regarding family background, such as:

"It's best to know."

"I think I should know."

"They are part of me."

"I would like to know."

Questions 4, 7, 8, 9, 10, 11, 12, 13, 14

4. I like people who are different from me because I can learn from them.

7. Most of my friends are like me; the same race, religion, culture.

8. All people in the world are basically alike, even though they may be a different race, religion or nationality.

9. It's the differences in people that cause trouble. It would be better if all people were the same.

10. Discrimination does not happen anymore. People are treated fairly and equally now.

11. Young people are not as prejudiced as older people.
Young people would get rid of wars, hatred and prejudice.

12. It is important to give everyone a chance. If you get to know somebody you might like him/her.

13. Classes in school would be better if everyone was of the same race religion or nationality.

14. We can learn many things from people who are different.

These questions dealt with socialization and acceptance of other cultures in relation to one's own. These questions elicited the most amount of interest and more students felt compelled to comment, whether it was to restate the fact in an affirming manner, or to violently disagree. Several of the question overlapped, but answers were most consistent on individual surveys. Virtually all affirmed the belief in basic humanity. Some had touching comments to make on questions 9 and 13 which pointed out differences and asked for preferences as to a uniform culture. Comments were overwhelmingly in favor of a pluralistic society and celebrated the differences among us:

"If everyone was the same there would be no fun in the world."

"If everybody were the same it would be boring."

"Then you wouldn't have social studies."

"If God wanted them the same he would have made the same."

Some comments on questions calling for a mono-cultural
society were very realistic and full of insight:

"If people were alike they would still fight over who would lead."

"If that were true the same things would still happen."

"If everybody were the same it would still be trouble."

"I think it would cause more trouble if everybody were the same."

The question which caused much commenting, and expectedly so, was question number 10 which stated that discrimination does not happen anymore. Comments were the most vehement:

"That's a lie."

"That's not true."

"It happens in South Africa and many other places."

Interestingly enough, two students chose to interpret this question along broader lines than race and ethnicity and commented:

"Not true, teenagers are treated differently."

"Women are still treated poorly."

That so many students answered in the positive response pattern according to the preconcieved model was not surprising to the researcher. It is the researcher's belief that after ten years of desegregation, students in this urban setting are sensitized to the race and
ethnicity issue and that social progress is being made. Even if students are responding with answers that are expected of them, that would seem to be a step in the right direction. In a school system torn by racial strife in the early years of desegregation it is heartening to see what may be an indication of progress.

Most edifying comments were:
"Class with everyone different is like having a big family."
"Everybody in the world is family."

Comments on Post Survey

Comments in the post survey varied very little from those in the pre survey. Again most comments were simple reaffirmations of the original statement:
"Color doesn't matter."
"I wouldn't want people the same, then I couldn't learn from them."

There was little change in the areas of achievement and excellence, but as mentioned, most students responded positively in the pre survey. Comments also were generally similar. One interesting interpretation of question 2 (I think I can do anything I want in life) was:
"It's not my decision, its my mother's."

Another indicating a sense of realism was:
"No, there are certain rules."

Again on question 5 and 6 regarding family background
and cultural heritage there was little interest and commenting. Those few comments were often negative:

"What they came from is their business."

"Because nobody ever told me much about myself.

Even after studying the achievements, myth and folklore of various cultures, discussing them in class and writing about them, students still failed to internalize the knowledge and consider it part of their cultural heritage. One particular exercise included drawing a family tree. Students regarded this as an academic exercise which they enjoyed, but they again failed to internalize. As a group they did not respond as expected in the post survey, on these questions.

Many students felt compelled to comment on question 7 regarding the "sameness" of one's friends. Comments listed their culturally diverse friends, proudly proclaiming:

"I have an Indian friend and he teaches me things."

"I have a Puerto Rican friend."

"I have friends who are Jehovah's Witnesses."

This question generated many comments indicating the students' need to make that point particularly clear; that they all have "all kinds of friends" of every race, religion and nationality. One comment expressed indignation at the suggestion that race, religion or
ethnicity might be a condition of friendship:

"I don't consider anyone 'different' at all."

In response to question 13 calling for classes in school to be made up of the same type of students, students overwhelmingly rejected this idea as discriminatory:

"That's just plain prejudice. "(confusion in terminology, but the sense is clear)

"It's just the bigots who would want that."

"That would be showing prejudice."

Despite the positive tone of most student comments there was some negativism indicated in question 10 stating that prejudice and discrimination does not happen anymore:

"It will never happen."

"No it's not true."

"I do wish people would be nicer to one another."

One student qualifies his negativism with the comment:

"It happens, but not at school."
Writing tasks

The writing tasks represented a further aspect of qualitative interpretation. Where comparison of test scores and expected answers on a prepared survey may not reflect an entirely accurate indication of the ways in which affective and cognitive objectives were met, a description of individual writing may offer more insight. Human behavior does not always lend itself to quantified analysis.

The writing samples that follow were not selected to demonstrate growth or any pattern of movement in skill development. Rather, they served to illustrate different ways in which affective and cognitive objectives were developed by individual students in each of the units. For this reason, the tasks were not scored holistically, as were the pre and post test samples. This assessment of unit objectives was not a testing device, but a tool for teaching. It was intended as a diagnostic and prescriptive planning device for individual student and group needs.

The selected writing tasks were chosen to reflect a representative sampling of the test population in terms of class section, boys/girls, and racial/ethnic breakdown.

The Wilkenson study concluded that teachers of language are concerned with more than just the cognitive
skills of spelling, punctuation and the mechanics of writing; that a developmental process in children's writing is reflected in the thoughts, emotional and moral stance shown by the writer; and that assessment is often used as a teaching device and not always as a testing device.¹

The writing tasks in this study served such a purpose. In choosing the tasks that were examined an attempt was made to select those tasks which were representative of the range of abilities within the test population. All tasks demonstrated some aspect of development in both the cognitive and affective objectives of the units.

How were cognitive objectives demonstrated in each task? How were the affective objectives demonstrated? Each task was assigned and examined according to a specific emphasis for that particular unit. Table 4 identifies the task and the cognitive and affective thrust of the unit:
Table 4
Tasks With Associated Cognitive and Affective Emphasis

<table>
<thead>
<tr>
<th>Task</th>
<th>Cognitive</th>
<th>Affective</th>
</tr>
</thead>
<tbody>
<tr>
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Task #1 Black History

Student profile: Black male, low ability group.

Dr. Charles Drew

Blood plasma research

Charles Drew was a famous surgeon. I admire Dr. Drew because he was a doctor of blood. I have a blood disease called Sickle Cell Anemia. Knowing about Dr. Drew makes me want to be a Sickle cell specialist.

Charles was in an accident with his car. First he was badly bleeding, then he was unconscious. After a while, he died. Dr. Drew discovered many ways to solve problems, many lives were saved by blood transfusions. I hope to save lives and be a good doctor just like Dr. Drew.
Task #1 Black History

Student profile: Black male, low ability group.

In Figure 5, the student shows good progress toward organizing thoughts into sentences. Sentences are complete, begin with capital letters and end with correct punctuation. There is one run-on sentence: "Dr. Drew discovered many ways to solve problems, many lives were saved..." There are some spelling errors and the student uses brackets instead of quotation marks. The student specifically asked for permission to print his final draft because he was uncomfortable with cursive writing.

There is a general focusing on a theme, with most of the ideas organized around the central theme of Dr. Drew's contribution to society.

The affective objectives are reflected in the student's personal identification with the topic. Not only does the student identify with Dr. Charles Drew as a role model, but as an individual dedicated to blood research. Obviously, this appeals to the student because of his own health problem. He finds this aspect of the biography compelling and noteworthy. The student displays a healthy self-concept and certainly aspires toward excellence. He has accepted his self worth, his strengths and potentialities, while displaying an awareness of minority achievement.
Benjamin Banneker

Benjamin Banneker was an
Amisntor and a 'Mathematical
Wizard'. I admire him because
of the way he made the first
wooden clock, and wrote uncle James
letters to Thomas Jefferson! His
contribution to society is being
An inventor and a Mathematician.
So am inventor. I made almost of thing
in the old days. I want to be like
him, am inventor to show people
how to make better rocket ships,
and show to invent new cars.
That way I will contribute
something important like

Benjamin Banneker.

Figure 6
Student profile: Black male, low ability group

In Figure 6, the student shows an ability to write complete sentences, beginning with capital letters and ending with correct punctuation. He even incorporates the use of a very sophisticated exclamation mark to emphasize a point. He does use unnecessary internal capital letters.

He demonstrates an ability to organize and focus on a central theme. His organization is logical and follows a progression; he states the reason for his own personal admiration for Benjamin Banneker, Banneker's contribution to society in general, and the inspiration he derives from Banneker. He states a fact and then explains with added detail: "His contribution to society is being an Inventor and a Mathematician. As and inventor he made alot of things in the old days."

Affectively he demonstrates a positive self image and a desire to achieve. He shows imagination and creativity: he is able to make the tranference from Banneker's colonial times to the present delineating that which contributed to society in Banneker's day, wooden clocks; and that which is important in our time, rocket ships and new cars.
Task #2 Creation Myth

Student profile: Vietnamese female, low ability group

The Two men in the mountain.

In the beginning of the world, there was happiness. In the first year of Vietnam, there was no fighting and killing. There were no people living in the mountains. It was quiet, there was no sound in the mountains.

Until one day, there were two people born in the mountains, and their names were Tran Nhan Ton and Tran Hung Dao. The goddess made them. Because the earth was in quiet. They were living in the mountains, they didn't have clothes to wear or food to eat. They went to fishing to catch fish, and they grew corn and vegetables to eat. They lived near the braces at the bottom of the mountain, there were so many trees and grass in the mountains.

Then one day, the soldiers came, they cut all the trees down. Tran Nhan Ton saw lots of people; they were cutting all the trees, and Tran Ton and Tran Dao went to talk to them, why are you cutting all the trees in the mountains. They didn't say anything. They kept on cutting the trees, after that, they were fighting and killing. The two men had power for fighting with them. Finally, the soldiers said they would never come to the mountain again. The world was never the same.
Task #2 Creation Myth

Student profile: Vietnamese female, low ability group

In Figure 7, the student displays obvious and understandable problems with language structure and mechanics. There are many incomplete and run-on sentences, but the problem seems to be more one of punctuation than sentence "sense." Thoughts are presented in sentence patterns, but the punctuation is incorrect.

The student writes with clarity and sequence and stays focused on the subject, narrating the story to its logical conclusion.

Uniqueness of cultural heritage is expressed as the student relates a variation of the Adam and Eve myth of creation in a Vietnamese setting. The student has drawn her own parallel from the various myths studied and displays an appreciation and knowledge of the several cultures studied. She seems to have an understanding of the basic, universal human condition; forces of good and evil colliding to produce an imperfect world.

Student profile: Black male, low ability group

In Figure 8, one can see that the student's mechanics are good, but there are problems with logical progression. Subject / verb structure with proper punctuation is prevalent, but his ideas are somewhat scrambled. His narrative account stays focused on topic,
Task #2 (continued)

Student profile: Black male, low ability group

Creation myth

In the beginning of the world there was A god and a
goddess. When the earth began, there was only creatures and
gods. They were called creatures of the forest and the gods
of the sky. The gods and the creatures fought each other. When
this god was young he fell in love with this pretty goddess
and her father was the king god. In those days they had to
ask the god if he can marry one of his daughters. He had
a choice the oldest and the youngest, so he picked the youngest
But he was scared because he loved the goddess so much. He asked
the king god, and he said yes and they got married, a few
years later the king god died and it was said that whoever
was to marry one of his daughters he would be second in
command. He was named Zeus and his wife was named
Pandora. Zeus was now the mighty god. He had the power that
could do anything and he was always right he was never
wrong. If he was to be king he must lead his troops into
battle. Pandora didn't want him to go the battle. He told her
not to worry cause he would destroy the creatures of the
forest and when he get back there will be a feast. He went
to battle for days and finally Zeus won. A few years later he
decided there should be life on earth so. He put life on earth.
but at times his sequence is out of order.

The content is imaginative and cuts across all cultures. He seems to be preoccupied with the supernatural, giving an extensive account of the lives of the gods and goddesses and a very short and perfunctory account of the creation of earth at the end of his narrative: "So he put life on earth." He shows an appreciation of and knowledge of many cultures, incorporating different elements from several of the myths studied; the creatures of the forests and the creatures of the sky from Indian myth, the names, Zeus and Pandora from Greek myth.

Task #3 Folktale or Fairytale

Student profile: Black female, upper ability group

Technically well presented, this piece of writing in Figure 9 exhibits correct sentence structure, spelling and mechanics. All sentences are complete with correct punctuation. The student uses singular and plural forms correctly and employs the use of contractions correctly (wouldn't). She uses correct subject / verb agreement.

The student narrates with clarity in a sequential pattern, although a few events are out of sequence. She adds, "The duel was to see whose magic powers were strongest." after the announcement that a duel was to take place.
Task #3 Folktale or Fairytale

Student profile: Black female, upper ability group

The Two Trolls

Once upon a time there lived an old troll. He was the richest troll around. He also had magical powers. He change into anything he wanted. He boasted about his powers. But there was one other troll who claimed to be the most powerful troll. So when he heard about his boast he was very angry. He challenged the first troll to a duel. The troll accepted to save his pride. Everyone told him he was foolish, but he fought anyway. On the day of the duel everyone tried to stop him but he wouldn't listen. The duel was see whose magic powers were strongest. While they were battling, a strange thing occurred. Their powers went out of control, self the powers had a mind of their own. The battle continued until both of their powers ran out. With their powers gone they lost their riches. The two trolls became poorer all because of pride and power.

Figure 9
The student shows an upper level facility with vocabulary: troll, boasted, challenged, battling, paupers.

The student chose to write a fairy tale reminiscent of the general culture, foregoing mention of any specific minority culture in her story. She draws upon her childhood knowledge of fairy tale figures and chooses to use trolls as her main characters.

Student profile: White female, low ability group

Technically imperfect, the composition in Figure 10 exhibits many examples of incorrect sentence structure: "The only way he could see a unicorn if he went to the castle where the Wizard lives." She uses run on sentences: "Nobody goes there this Wizard has powers he could do anything." Her graphics are good, but she, too has chosen to print instead of using cursive writing.

She narrates the story sequentially. Although it is never mentioned, one has to make the assumption that the unicorn is being kept prisoner by the Wizard and wants to escape to go the hills where presumably other unicorns live. The student exhibits a great deal of imagination. The plot she creates is elaborate and well concieved. Details, however, need more explication.

The character of the unicorn is an unusual choice, and again from the general culture. This student has also
Student profile: White female, low ability group

Once upon a time there was a boy named Oliver and he loved unicorns. He always wanted to see one. But his mother said, there's no such thing as a unicorn, so he went to get a book of unicorns and the only way he could see a unicorn was if he went to the castle where the wizard lives. Nobody goes there, this wizard has power. He could do anything. But Oliver had to go see a unicorn. But he needed to get a real one. He made a raft and went to the castle. And when he got there, he had to climb a big tree into the castle. He went down stairs to a big room where he saw this beautiful unicorn. When he saw it, that's when the wizard came in and caught him. The wizard was big and mean looking. Oliver was very scared. And the wizard said find me three dragons or I'll turn you into a donkey. The wizard said you have until tomorrow to do it. So the boy saw that the unicorn was wings and could talk. The unicorn said if you get me to the hills I'll give you three dragons. So the boy gave the wizard three dragons and the unicorn took Oliver to his home. And Oliver showed the unicorn where he could find the hills with his friends. And Oliver lived happily ever after.

Figure 10
chosen a fairy tale figure rather than a character from folk culture.

Note: There was general concurrence on the way all students chose to handle this assignment. There seemed to be little interest in choosing to write about a folk culture hero. Wizards, unicorns and trolls seemed to have more appeal than the folkloric "trickster," or animals with human characteristics, as in the fables.
Task #4 Haiku poetry

Student profile: Black female, upper ability group.

Spring flowers blossom
The early sun sheds its light
Beautiful spring day!

Figure 11
Task #4 Haiku poetry

Student profile: Black female, upper ability group.

In Figure 11 the student has followed the strict Haiku organization of 5,7,5 syllables per line of poetry. She uses verbs effectively to convey her image: "Flowers blossom," "sun sheds its light."

She shows an aesthetic appreciation of nature and natural phenomena, calling to mind the ritualistic celebration of spring in the maypole ceremony, suggested through her illustration and vaguely hinted at in her poem.

Student profile: Indian male, upper ability group.

The writing sample in Figure 12 shows that the student has also strictly adhered to the 5,7,5 syllables per line rule of Haiku poetry. He uses verbs in adjectival form: "blooming flowers," "buzzing bees," "budding leaves." He effectively creates an image of "trees groaning to life," using an unusual verb to convey his meaning.

He demonstrates an aesthetic awareness of beauty in the rebirth and regeneration associated with Spring. He instinctively suggests in both of his poems a concept that goes beyond the superficial citing of the natural growth cycle and celebrates the renewal of life.
Task #4 (continued)

Student profile: Indian male, upper ability group.

Budding, early stages
First appearance, Spring, growing to life
Pods, burning, full

Figure 12
Task #5  Character from the Classics

Student profile: Black female, upper group.

The student in Figure 13 shows an ability to organize the material into well ordered paragraphs and ultimately into composition form. Her introductory paragraph deals with a description of the Emperor, introducing the reader to his outward characteristics, while the second becomes more insightful and analytical, citing his psychological characteristics. Her final paragraph indicates the consequences of these psychological characteristics. She also narrates the story sequentially, in chronological order. She has few errors in mechanics.

She shows an ability to understand classic human traits: greed, conceit, wisdom and folly. She delineates these traits as they are exhibited in the story. She demonstrates an appreciation of universal themes and is able to interpret a story in universal terms.
Many years ago there lived an emperor who was so fond of fine new clothes that he spent all his money on being elaborately dressed. He was handsome and tall, and was always well dressed in the latest fashion. His favorite gown was embroidered with gold on the neck, arm, and at the bottom. The emperor also had an outfit for every day of the week.

The emperor was not conceited. He had an excessively high opinion of himself, alone. No one else was as good. One day two tailors came to town and pretended that they were weavers. They claimed to have a special material that was magical. People who could see it knew it was the most beautiful material in the world. Those who could not see the special material were either stupid or not fit for their posts. Although the emperor could not see the material he pretended that he did. He ordered a suit of clothing to be made from this cloth. When the only the emperor became less foolish. He found all of his stupidity in having a procession dressed in the new suit made from the special material. He was really dressed in nothing at all, for all of his subjects thought the spectacle was unkingly.

Figure 13
Student profile: Black female, upper group.

In Figure 14, the student also organizes the story into paragraphs and ultimately into composition form, with each paragraph contributing to the unifying theme. She demonstrates a use of adjectives and adverbs: "tall and handsome man", "latest fashions", "magical cloth", "chose story mainly because..." She stays focused on the narration of the story.

The student also demonstrates an appreciation and understanding of very human and universal characteristics. She points out the more generalized conclusion that there are a lot of people like the Emperor in this world. The student shows an understanding of the commonality of human nature.
Task #5 (continued)

Student profile: Black female, upper group.

The Emperor

There once lived an emperor, who was very tall and handsome man. He was only interested in clothes for himself. He always wore the latest fashions and spent hours in his wardrobe choosing what to wear.

One day two swindlers arrived, pretending to be weavers. They told the emperor about their magical cloth. They would weave this cloth in return for gold. Knowing the would do anything for clothes he trusted them. The weavers to him the cloth would separate the wise from the stupid and people who are not fit for their post. In reality there was no material at all. When the king wore a suit of this material at his next special occasion, he was very embarrassed. He was really dressed in nothing at all.

I picked this story mainly because its one of my favorites from childhood. The emperor in this story was very conceited didn’t care about anyone else but himself, but there are a lot of people like that. I like this character because he is real.
Task # 6 Letter to author

Student profile: White male, low ability group.

In Figure 15 the student follows correct letter form, organized into the five main parts, each part punctuated correctly. He has problems with graphics in terms of his handwriting and printing. He stays focused on the subject in the body of the letter and separates ideas into paragraphs.

He demonstrates an understanding and appreciation of the literary form, the fable. He alludes to the idea of authorship and focuses on Aesop's questionable status as author. His resolution of the problem in his own mind is insightful: Aesop must be "real" because he writes about real truths.

Student profile: Hispanic male, upper ability group.

The student in Figure 16 also uses standard friendly letter form correctly punctuating the main parts. He does however neglect to include one of the main parts of the letter, the closing. He organizes his ideas into paragraphs, staying focused on subject matter.

He demonstrates an ability not only to interpret the literature he has read, but draws a relationship between it and the bibliographic information he has learned about the author.
Task # 6 Letter to Author

Student profile: White male, low ability group.

345 Freeport Street
Dorchester, Mass 02123

May 8, 1986

Dear Aesop,

I like your fables very much. They are very interesting. I like to read everyday, one fable a day. I liked The Fox and The Crow, The Lion and The Mouse, The Fox and The Stork. I especially liked The Tortoise and The Hare. Because of the lesson it taught.

There was no proof that you were ever a real person. But I believe the legends about you, your animal stories remind about people we all know. We see their actions and human nature. You know so much about people you have to be real.

Sincerely

Figure 15
Task #6 (continued)

Student profile: Hispanic male, upper ability group.

Dear Leo Tolstoy,

I am a student from America. I would like to ask you a few questions about your writing. Do it hard to write plays, novels and stories in Russia? How did you get the idea of putting humorous parts into your serious writing? I heard your book War and Peace is a great book. When can I get a copy?

I read your story Equal Inheritance and I learned how important it is to have an education and a trade in life. You should have something to fall back on if your plans do not succeed. Now I know why they tell me to spend my money wisely.

You teach many good lessons in your stories. I would like to hear from you.

Figure 16
Journals

Throughout the program the students were required to keep daily journals to record in an unstructured manner their thoughts, feelings and perceptions with regard to class discussions and writing assignments. They were encouraged to concentrate on a particular theme for a week at a time, but not required to do so. They could write about anything they so wished. Journal writing was a preclass activity. Since sentence structure, mechanics and grammar were not a concern in the journals, they were examined only for affective objectives.

The two journal pages that are exhibited in Figures 17 and 18 were not chosen because they were representative of the entire group. Rather, they were chosen because they indicated some aspect of the objectives of the program. The pages were excerpted from the journals of two students in the low ability group, one black female and one hispanic female.

The first student whose work is exhibited in Figure 17 wrote her page in response to the journal starter, "In the future..." School is obviously important in her life. Studying hard, working hard toward a goal, to go to college to establish herself in a career; these are all important to this student. She perceives play as non-productive, as she juxtaposes her values against her brothers who just want to "play." Her page reflected the
February 4, 76

* My Picture *

"In the future I will go to school and get good grades. Most all of my teachers like me. My mother usually says, "It's not time to play, play, play. It's time to read and at least and study because play, play, play, won't give you a good life. So choose who want to have a good life afterwards. Choose who have to study and go to college and get a job so she can go back because they like to play at school sound better. He has to yell at them to do their work because they always like to play all the time. They never do their school work. If he rather yells at them. Well really only care likes to do his homework.

Figure 17
values of achievement and excellence.

The student work exhibited in Figure 18 was written in response to the journal starter "My best friend(s)...." She describes the beginning of her friendship with two students in her class, one Vietnamese girl and one black girl. The account is a simple narration of events that lead to the quite natural conclusion of friendship among the three girls. The sentiments expressed are indicative of cultural acceptance and appreciation of cultural diversity. This occurrence is the natural outgrowth of the commonality of the situation; that is, three young girls sitting in close proximity at the beginning of a new school term, when friendships are formed. Race and ethnic background are transcended and common humanity prevails.
March 24, 1986

* My friends *

"When I first went to school the teacher told me to sit in a table so I went and I sat with Ha. Ha was doing her work and I was was doing my. I ask her what is your name she said Ha Chau and I said my is Margaretta. Ha was talking to me but I did not say nothing. When we went home Ha said see you in school. When I went to school Ha was not in yet. The teacher said to me you are going to sit with Shauna until I put you in other sit. When Ha come in she said why I was not siting in the table with her. I said because the teacher sat me with Shauna. But Ha was not mad when I said Ha this is Shauna and Shauna this Ha. They became friends. That is how I met Ha and Shauna. And now we are good friends."

Figure 18
Endnotes

1 Albert R. Wight, *Affective Goals of Education* (Salt Lake City, Utah: Interstate Resource Service Center, 1971) 8.

Chapter V

Summary and Conclusions

The purpose of this dissertation was to design, pilot and assess a culturally sensitive, academically traditional approach to writing, grammar and literature within the language arts curriculum of an urban middle school. The study in curriculum design and evaluation was the result of the researchers's belief that culturally diverse urban school students are best served by a curriculum that is academically demanding, traditionally oriented, but at the same time sensitive and humanistic in its implementation. Urban school students have problems ranging from economic disadvantage to conflicts with the mainstream in terms of language, values and expectations. The language gap, conflicting value systems and expectations of the mainstream are areas that demand sensitivity and understanding on the part of the educator. Problems in the large urban school system in which the study took place were further complicated by court ordered desegregation, the early years of which were traumatic and often violent. A decade later the violence has subsided and the trauma lessened, but the social message should be remembered.
In this post desegregation era it is appropriate to maintain a conscious effort to foster cultural diversity and take advantage of the pluralism in our schools, to capitalize on the resource of diverse cultures in the city schools. This country has a heritage for assimilation and acceptance. The "melting pot" concept makes us a unique society. The schools serve as the means of achieving that concept; as the socializing agent that facilitates the process of assimilation.

The study was undertaken in an attempt to provide an approach to an intact curriculum that would afford the urban middle school student the means needed for functioning in a democratic society. Acting on our responsibility as educators to provide a way of achieving human potential, to turn out individuals who are capable of participating in and enjoying the benefits of a constantly evolving democracy, it is necessary to focus on the cognitive, as well as the affective development of the individual. Good solid instruction in the basic skills is necessary for developing human potential. In order to achieve equality through access it is important to develop skills that will lead to success in the academic and business worlds. There is the real, practical need to teach mainstream values and skills, but at the same time there is the need to maintain the dignity, self worth and cultural identity of the individual.
In the review of literature, conflicting philosophical arguments over curriculum content were delineated. This conflict was seen as an attempt to find the best way to educate for a democratic society. The study represents a practical attempt to act upon the philosophies of Progressivism and Essentialism and put them to work in a real situation, to mesh the two arguments, to counter with a workable curriculum approach that is both humanitarian and traditionally skills oriented. It was hoped that in addressing the cognitive aspects of curriculum this approach would provide some of the skills necessary to function in an evolving democratic society. It was also hoped that in providing for the affective aspects of curriculum, this approach would provide the psychological support system necessary for dealing with assimilation into the mainstream of that society.

Summary

The study began with the design of an approach to a language arts curriculum that would meet both the affective and cognitive needs of the urban middle school student. The curriculum approach was implemented at the selected urban middle school after securing permission from central administration, district administration and
school based administration. Consent was also secured from the parents of the students who were involved in the program. Appendix F represents the pertinent literature regarding this process.

Implementation of the pilot program took place from January to May of 1986. An assessment of effectiveness took place after completion of six units. The data collected and analyzed was both quantitative and qualitative in nature. The quantitative data consisted of:

1. Pre and post holistic writing scores on a city wide standardized writing examination, issued from central administration but administered on the school level.
2. Pre and post responses to an affective survey designed by the researcher to measure attitudes and perceptions regarding the program.

The qualitative data consisted of:

1. Writing tasks from each unit, from two selected students (providing a total of 12 tasks) that were examined for affective and cognitive objectives. The selection of student writing tasks reflected a representative sampling of the test population.
2. Optional comments from the pre and post survey that were grouped according to the objectives of the program, then analyzed for characteristic responses within those groups.
The data was analyzed objectively according to quantitative methods and subjectively according to qualitative methods. The data included numerical data and descriptive data. Those results led to the following conclusions.
Conclusions

The conclusions were drawn in answer to the research questions posed in chapter one.

1. The writing skills were generally improved according to the holistic scores on the pre and post test. The findings indicate that of the 52 students in the test population 54% scored at range 4 and below in the pre test and 29% scored at range 4 and below in the post test. In the pre test 46% scored at range 5 and above, while 71% scored at range 5 and above in the post test. Although these results are not necessarily solely due to the program, they do reflect a considerable increase in upper level scores.

2. The affective survey was inconclusive in that the expected responses after the implementation of the program were received at the beginning of the program. The values, attitudes and perceptions that students held at the beginning, were much the same as those at the end of the program. The researcher believes that this occurred because of the intensity of sensitivity to the racial issue in the urban public school district in which the study took place. During 11 years of desegregation much time effort and many resources were devoted toward
developing a conscious awareness of attitudes, values and perceptions that foster racial harmony. The demonstration of those attitudes, perceptions and values, was considered to be a positive outcome of the program. Although the students may already have demonstrated the affective objectives of the program, it was important to focus on them for reinforcement. These objectives should be fostered, particularly in the culturally diverse environment of the urban setting.

3. The specific writing tasks assigned at the end of each unit reflected development in both the affective and cognitive objectives.

Cognitive Development:
Descriptive analysis indicated improvement particularly with regard to structure and organization into sentences, paragraphs, composition and letter form. Most students wrote within the organized structure that was assigned. Many wrote in complete and correct sentences, with general improvement in graphics and organization.

Affective Development:
In the writing tasks, students also demonstrated an appreciation and understanding of many different cultures, including their own and the general world
culture of humanity. Students demonstrated a healthy self concept in their writing, often expressing the desire to excell and achieve. That self concept was often extended to group identity and to personal identity with mankind as a whole. The writing often reflected a transcendence of differences in race, culture and nationality, but at the same time it demonstrated a pride in cultural inheritance.

4. Although the curriculum approach in this study represented a very small segment of the general curriculum, there was some success in educating for a democratic society, in that important mainstream skills were developed. Writing for effective communication is a skill necessary for success in participatory democracy. The ability to use accepted language form empowers the individual with a necessary tool for working through the established structure to ensure an enfranchised status in a democratic society.

Recommendations

Given the philosophical and the pragmatic nature of the dissertation, the researcher has chosen to divide the recommendations into two areas: philosophical proposals and classroom based research.
Philosophical proposals

1. In continuing the concept of educating for an evolving democracy, it is recommended that a study be undertaken that projects into the not too distant future and investigates the implications of teaching writing for an information based technology. According to John Naisbitt, author of Megatrends, because of the changing media, the world's democratic societies are shifting from representative democracies to participatory democracies. In a society where people have as much information as, and as fast as the politicians do, there is no need for representation.¹ As people participate more fully in the issues that impact their lives, there is a greater need for the development of effective communication skills. Not only will there be a greater need for teaching communication skills, but the methods for teaching and indeed the skills themselves will change in an information based technology.

2. In further investigating the Progressive / Essential controversy, it is recommended that a comparative study be considered that compares the work of Dewey, Bestor and other Progressives and Essentialists to the current reform reports and
recommendations in education. Sewell offers insight into the Deweyan literature of the 20's and 30's, and suggests several Essentialist tracts from mid-century. It is the researcher's belief that an investigation of that literature would provide some interesting parallels in the current reports and recommendations.

3. The issue over cognitive and affective objectives is applicable in all academic disciplines. Wight has observed that all cognitive activity is accompanied by affective activity of some sort, and that affective awareness is processed cognitively. We act as total organisms, therefore it is useful in planning educational outcomes to consider the two domains as part of educational outcomes. A study in curriculum design that offers insight into the combining of affective and cognitive concerns in any subject or discipline may be useful. Therefore a study in this area is recommended.

Classroom Based Research

1. It is recommended that the case study method be used to investigate the progress of an individual student throughout the program. Many times results are more useful if they are not objectively measured, according to Patton who suggests the case
study method when there is the desire to document individualized outcomes rather than measuring quantitative, standardized outcomes for all participants. Use of descriptive analysis of student writing as it develops in successive assignments throughout the program would provide interesting data with regard to skill development, as well as affective development.

2. To continue the program for a longer period of time is recommended. Over the course of a year it would be possible to conduct a more intensive and thorough investigation of program effectiveness with more sophisticated numerical data analysis, in addition to providing more descriptive data for analysis.

3. A study using observational data with regard to the various steps of the writing process may be useful. The researcher may observe and record student (or teacher) behaviors during the four phases of the writing process: pre writing, drafting, editing, final draft. The outcome of such a study may provide useful information regarding how the skill is imparted, practiced, internalized and developed.

In summary, the research recommends that there are several key issues to be concerned with, in terms of the more general area of curriculum design:
-that curriculum reflect a combining of the theoretical and the philosophical, with practical "real world" issues of the classroom;

-that curriculum include affective development, as well as cognitive skill mastery;

-that curriculum emphasize traditional, mainstream skills, but provide for cultural diversity and sensitivity to facilitate the process of assimilation;

-that curriculum educate for a constantly evolving democratic society.


3 Michael Patton, Qualitative Evaluation Methods, (Beverly Hills, Calif.: Sage Publishing, Inc.) 64.
Appendix A

Suggested Materials

The materials used in this program were derived from the recommended text book list issued by the selected urban school system in which the study was conducted. Some supplementary materials were utilized, but all are readily available from educational publishing houses and library services. Audio visual materials are also readily available from their respective vendors.

Recommended Texts:

**Building English Skills, Red Level**
McDougal, Littell, 1984

**Literature, Red Level**
McDougal, Littell, 1982

**Reading Literature, Red Level**
McDougal, Littell, 1985

Supplementary Material

**Cultural Affirmation**

**Great Negroes Past and Present**, Russell L. Adams.
What Manner of Man: A Biography of Martin Luther King, Jr., Bennett. Johnson Publishers, 1980

Hispanic American Contributions to American Life, Franco. Benefic Press, 1973

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Japanese Tales and Legends, McAlpine, Helen and William. Walck, 1959

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The Long Tailed Bear and Other Indian Legends, Belting. Bobbs, 1961

The Girl Who Married a Ghost and Other Tales From the North American Indian, Curtis. Four Winds, 1978

Book on Greek Myths, D'Aulaire. Doubleday, 1962

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Vendor: Warren Schloat Productions, Inc.

Pleasantville, New York

Minorities Have Made America Great

They Have Overcome

Japan: Study in Depth

Africa

Vendor: AVI Associates, Inc.

New York, New York

Children of Central America and the Caribbean

Vendor: EyeGate House, Inc.

Jamaica, New York

Puerto Rico: A Regional Study

Living in China Today

Authors of Many Lands and Many Times

The Middle East: A Regional Study
Vendor: Encyclopedia Britannica Educational Corporation
Chicago, Illinois
Folk Stories From Other Lands
Indian Cultures of the Americas

Vendor: Coronet Instructional Media
Chicago Illinois
Tales from Japan
American Indian Legends
Greek Mythology
American Folklore
Seeing India

Vendor: National Geographic Society
Washington, D.C.
Lands and People of Asia

Vendor: Imperial Film Company, Inc.
Lakeland, Florida
Arts of Japan
Indian Crafts of the Southwest
People of South East Asia
Appendix B

WRITING

LEVEL SEVEN

Directions: Duplicate for each student, or display on the blackboard or overhead projector, the following directions for the writing assignment.

Plan a perfect day for yourself. Start with the time you get up until the time you go to sleep. What will you do; where will you go; will you be with anybody; what and where will you eat; will you buy anything (if so, what); will you see anything "special"? Why do you want to do these things? Don't worry about money or transportation, but be realistic in terms of what you can do in one day.

Lead students through the writing process by following these general procedures:

Motivation and Pre-Writing

Initiate a group brainstorming session after the introduction of the topic so students can help each other to formulate a main idea and a list of supporting details. This activity will generate ideas and help students to get words on paper.

Rough Draft

Have students state their main idea and organize and refine their information from the pre-writing stage.

Revision

Instruct students to improve their organization, content, clarity, usage and mechanics.

Final Copy

Have students incorporate revisions and produce a finished product.
DIRECTIONS FOR TEST ADMINISTRATION

WRITING SAMPLE
LEVEL 7

GENERAL DIRECTIONS

Be sure you have:

- an ample supply of white composition paper for the draft and final copies.
- several dictionaries available.
- independent work for the students who finish early.
- instructed students to record their name, room number, and grade on the BACK of the writing sample. The compositions should be written on the front side of the paper only and continued on a second sheet if necessary. Staple both sheets together.

WRITING SAMPLE

- Duplicate for each student, or display on the blackboard or overhead projector, the following directions for the writing assignment:

You have been given the chance to nominate someone for TIME magazine's "Man or Woman of the Year" award. Write a composition telling whom you would nominate and explain why you consider the person to be worthy of this honor.

- Lead students through the writing process by following these general procedures:

<table>
<thead>
<tr>
<th>1st Sitting</th>
<th>Motivation and Pre-Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initiate a group brainstorming session after the introduction of the topic so students can help each other to formulate a main idea and a list of supporting details. This activity will generate ideas and help students to get words on paper.</td>
</tr>
<tr>
<td></td>
<td>Rough Draft</td>
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<tr>
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<td>Have students state their main idea and organize and refine their information from the pre-writing stage.</td>
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<table>
<thead>
<tr>
<th>2nd Sitting</th>
<th>Revision</th>
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<tbody>
<tr>
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<td>Instruct students to improve their organization, content, clarity, usage, and mechanics.</td>
</tr>
<tr>
<td></td>
<td>Final Copy</td>
</tr>
<tr>
<td></td>
<td>Have students incorporate revisions and produce a finished product.</td>
</tr>
</tbody>
</table>

SCORING PROCEDURES

- The samples will be scored in the school using a holistic procedure.
- After the samples have been scored and returned, record and bubble in the score on each student's answer sheet in the area labeled "Section I". It should be a number between 00 and 40.
Appendix C

Agree or Disagree with the following statements.
If you want to make comments, please do so.
Circle A for Agree, D for Disagree

1. I want to become the best at whatever I decide to do. A or D
   comment

2. I think I can do anything I want to do with my life. A or D
   comment

3. I like school because I learn what I need to help me succeed in life. A or D
   comment

4. I like people who are different from me because I can learn from them. A or D
   comment

5. My family history (parents, grand parents, aunts, uncles - where they came from and what they do) is important to me. A or D
   comment

6. I know about my cultural heritage and ethnic background. A or D
   comment

7. Most of my friends are like me; the same race, religion, culture. A or D
   comment

8. All people in the world are basically alike, even though they may be a different race, religion or nationality. A or D
   comment

9. It's the differences in people that cause trouble. It would be better if all people were the same. A or D
   comment

10. Discrimination does not happen anymore. People are treated fairly and equally now. A or D
    comment

11. Young people are not as prejudiced as older people. Young people would get rid of wars, hatred and prejudice. A or D
    comment

12. It is important to give everyone a chance. If you get to know somebody you might like him/her. A or D
    comment

13. Classes in school would be better if everyone was of the same race religion or nationality. A or D
    comment

14. We can learn many things from people who are different. A or D
    comment
Table 5
Holistic Writing - Pre Data Grouped by Score

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Table 6
Affective Survey Responses - Pre Data by Section

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18 Students This Section
### Table 6 (continued)

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| D | A | A | A | A | A | A | D | A | D | A | D | A | D | A | A | 4 |
| D | A | A | A | A | A | A | D | D | D | A | D | D | A | A | A | 8 |
| D | A | A | A | A | A | A | D | A | A | D | A | A | D | A | A | 14 |
| D | A | A | A | A | A | D | A | A | A | D | D | A | A | A | A | 1 |
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| D | D | A | A | A | A | A | D | A | A | D | D | A | A | A | A | 9 |
| D | A | A | A | A | A | A | D | A | D | D | A | A | A | A | D | 6 |
| D | A | D | A | A | A | A | D | D | D | D | D | D | D | D | A | 2 |

12  Students This Section

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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| E | A | A | A | A | A | A | D | A | D | A | A | A | A | A | A | 47 |
| E | D | A | A | D | D | D | A | A | A | D | A | D | D | A | D | 42 |
| E | A | A | A | A | A | A | D | A | D | A | D | A | D | A | D | 43 |
| E | A | A | A | A | A | A | D | A | A | D | A | A | A | A | A | 44 |
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| E | A | D | A | D | A | D | D | D | A | A | A | A | A | A | A | 37 |
| E | A | A | A | A | A | A | D | A | D | D | D | D | D | D | A | 48 |
|   | E | A | A | A | D | D | A | A | D | A | A | A | A | A | A | A | A | A | A |
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| F | A | A | A | A | A | D | A | A | D | D | A | D | A | A | D | 32 |
| F | A | A | D | A | A | A | A | D | D | D | D | A | D | A | 34 |
| F | A | A | A | A | A | A | A | D | A | D | A | A | D | A | D | 25 |
| F | A | A | A | A | A | A | D | D | D | A | A | D | A | D | A | 18 |
| F | A | A | A | A | A | D | D | D | D | A | A | D | A | D | 23 |
| F | A | A | A | D | A | A | A | A | A | D | D | A | D | D | D | 28 |
| F | A | A | D | A | D | D | D | D | D | A | A | A | A | D | A | 26 |
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| F | A | A | A | A | A | A | D | D | D | D | A | A | A | A | D | 33 |
| F | A | A | A | A | A | D | A | A | D | D | D | D | D | A | A | D | A | 35 |
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|   |   | 11 Students This Section   |

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   | 52 Total Students   |
Table 7
Holistic Writing - Post Data Grouped by Score

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13 Students in Group

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8 Students in Group

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Table 8

Affective Survey Responses - Post Data by Section

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12 Students This Section

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**52 Total Students**
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52 Total Students
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9 Students in Group

| D       | F   | 16      |

9 Students in Group
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7 Students In Group

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52 Total Students
Table 11
Test Population Grouped By Section And Race

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15 Students in Group

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2 Students in Group

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1 Student in Group
Table 11 (continued)

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<td>1 Student in Group</td>
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</table>

52 Total Students
Ms. Margaret Hanscom  
5 Surrey Lane  
Canton, MA  02021

Dear Ms. Hanscom:

I am pleased to inform you that your research proposal entitled "An Affective and Cognitive Approach to Writing, Grammar and Literature Within the Language Arts Curriculum of an Urban Middle School" has been approved by the Office of Research and Development. Please develop a detailed work plan for your study, share it with Principal Abbott for his approval, and submit it to my office. You may initiate your research at a convenient time after that.

We expect your research to be conducted in the manner described in your proposal. Any deviations need to be approved by this office. If the study is not completed by May, 1986 please send us a progress report and date you expect the study to be completed (copy to Mr. Abbott). Upon completion you should provide Mr. Abbott with a copy of your final report, and file a second copy with my office. Again, congratulations, and best of luck with your research.

Sincerely,

Yohel Camayd-Freixas, Ph.D.  
Director

cc: William Abbott, Principal
Dear parent,

As a student in my language arts classes, your child will participate in a study that I am conducting for graduate research purposes. As part of this program I will conduct writing exercises and use reading materials that will address cultural identity and cultural differences. The 12 to 15 week program will in no way interfere with the regular language arts curriculum. It is intended to enhance and supplement the regular curriculum. This is an intensive grammar, writing and literature program that, hopefully, will improve your child's score on the criterion referenced final examination in language arts.

A questionnaire on values, attitudes and perceptions regarding cultural identity and cultural differences will be administered before and after the program.

Writing assignments and questionnaire responses will be analyzed for their content. This analysis and results of the language arts final examination scores will be used in my research. I will not, however, use the names of any of my students in this regard.

A list of reading materials, writing assignments and the questionnaire will be available to you. If you have any questions please feel free to call me at the school (825-9201). Thank you for your interest and support.

Sincerely,

M. A. Hanscom

I give my child permission to take part in this study. I understand that I can withdraw my consent and discontinue participation at any time without prejudice to my child. I further understand that the University of Massachusetts, under whose auspices this academic research is undertaken, is not liable for any medical treatment should any physical or psychological injury result from participating in this program.

Signature: ____________________________
Date: ________________________________
Bibliography


Brown, Joan G. and Alvin W. Howard. "Who Should Teach at Schools for the Middle Years?" *Clearing House* January (1972).


Guttman, Allen *Who's in This With Me? The Individual and His Group*. Washington D.C.: Teacher and Student


Reading/Language Arts Elementary and Middle School *Curriculum Objectives.* Boston Public Schools: 1982.


