

LA 3.5: Worksheet - Which Type of School

Directions: Read the descriptions of what constitutes classroom work in four different types of schools. Then match each description to one of the following types of schools:

- working-class
- middle-class
- affluent professional
- executive elite

Type of school:

- work is creative activity carried out independently
- students are asked to express and apply ideas and concepts
- individual thought and expressiveness, expansion and illustration of ideas, and choice of appropriate method and material
- products should show individuality
- students work sitting or standing up at their desks, at benches, or on the floor
- there is not much grammar, but there is punctuation (e.g., "Where you put commas depends on how you say the sentence; it depends on the situation and what you want to say.")
- right or wrong doesn't matter as much as discussing

ideas

- students can leave the room
- students have a fair amount of say over what happens in class

Type of school:

- work is following the steps of a procedure, mechanical and rote, with very little decision making or choice
- teachers rarely explain why the work is being done or how it connects to other assignments
- students are asked to copy off the board the steps as notes and study notes
- work is not evaluated in terms of right or wrong, but according to whether the students follow the right steps
- language arts courses focus on rules not on punctuation as a decision-making process
- teachers make all the decisions without including students in the decisions
- rarely are directions preceded with “please,” “let’s,” or “would you”
- students continually resist the teacher’s orders and work itself; a constant murmur of talk

Type of school:

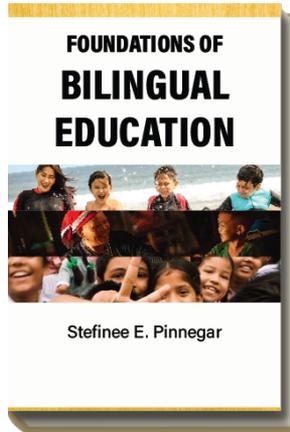
- working is developing one’s analytical intellectual powers
- primary goal of thought is to conceptualize rules by which

elements fit together in systems and then to apply these rules in solving a problem (e.g., “Schoolwork helps one to achieve, to excel, to prepare for life.”)

- students are encouraged to express disagreement
- there is discussion about current social issues and problems
- only occasional creative writing, instead the focus is on the structural aspects of a story, graded on how well developed the story was, not on expressiveness or artistry
- no bells in the school; it’s up to students to control themselves

Type of school:

- work is getting the right answer; if students get enough right answers, they get good grades
- answers are found in books or by listening to the teacher
- most lessons are based on a text
- discussions don’t involve a critical perspective of what is given in a text
- work tasks do not require creativity; creativity is just for fun and entertainment
- evaluation has to do with amounts of information and neatness of copied work
- teachers honor bells in the school
- doing well gives rewards, such as a good job or entrance to college



Pinnegar, S. E. (2019). *Foundations of Bilingual Education*. EdTech Books. Retrieved from https://edtechbooks.org/bilingual_education

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