Student examples of Part 3 Reflection, Part 4 Rhetorical Analysis, and Part 5 Notable Quotables

**Reflection**

**Student Example 1**

Part 3 Reflection:

I agree with Berliner’s point of view, and I believe that Matt Cadwell’s statement on page two of the text is important. Cadwell believes that “School kills curiosity. When do children get to ask questions about things that interest them? As soon as they are at primary school, they have to be quiet and learn. It’s not the teachers’ fault. They have too many things to do” (pg.2). I think this statement is important because I also believe that when kids start primary school, their curiosity is silenced. Another part of Cadwell’s statement that I agree with is that the goals that teachers set for students can sometimes discourage the children’s curiosity. When children start primary school, they realize that they need to work hard and get good grades to succeed. To help them do this, teachers give them lots of goals to achieve. Some kids might not ask questions or follow their interests because they want to focus on meeting these goals. This also goes back to the main idea that students who do well in school are often less curious. High-achieving students take their education seriously and might only ask questions about topics that will help them reach their goals.

**Student Example 2**

I agree with the information the author “Wendy Berlin” presents, because she’s not only giving you her opinion on why “Schools Are Killing Curiosity” but she’s also stating facts and giving you evidence from other authors. What I learned from the text was children are born curious and that teachers need to lean more on developing curiosity and how it can be even more important. I also learned that curious children perform best and that the number of questions a toddler can ask can seem infinite and that we should be emphasising curiosity more. The article also says that researchers children at the age of 14 months to five years old found they ask a averge of 107 questions an hour. I strongly agree with the quote on the article where it says “American researchers in 2013 were found less to be curious, because they saw curiosity as a risk to their results.” The reason why I agree is because a lot of the times chlidren and students are afraid to ask a question because their either going to get shut down or stopped. For example when Zoe asked a question and she got stopped from her teacher because it had nothing to do with the lesson, this is an example why children and students think their questions are a risk to their result. If I can ask the author a couple of question I would ask what inspire her to write this article? Did she go something like this growing up? What are the results today? Did you see or hear any chnage after you published your article?

**Student Example 3**

Part 3 Reflection:

The Guardian article “Schools Are Killing Curiosity: Why We Need To Stop Telling Children To Shut Up And Learn” by Wendy Berliner I agree with Berliner that schools should stop telling students to Shut Up And Learn. Not with all the ideas the article retains. Yes I think that curiosity is very important but what I see is school as more a place to learn how to function in a society as well as the base of how things work and introduce new studies. There is info that  Berlinger provide from many different studies for example research from Susan Engel “Even worse, as they got older the children gave up asking altogether.” This data could have many variables to them, not only that if the topic does not interest the students there not going to ask questions they are going to try to get through it as fast as possible. The studies provide by Wendy Berliner they use to give a sense of  the author  opinion that  school are Killing Curiosity. I Think that people just stop being curious or as the more answers the student gets the more they understand they can connect the dots. I think it was a little silly of  14 months to five years old and comparing them to 10 to 11. Of course a 5 year old will ask a bunch of questions but because they haven’t been alive for very long there a lot they don’t know about not only how many of the questions if they were given to 10 years and up could answer. Curiosity isn’t killed by school, it is that as people grow their curiosity calms down as they get older.

**Student Example 4**

I agree with Berliner’s claim in this article that schools are killing curiosity. I’ve experienced the scene that she demonstrated in the beginning of her article, while in the middle of a lessons I’ve asked a questions somewhat but not entirely related to the material, I’ve been shot down numerous times. I can also attest to the research that Berliner quoted from Susan Engel stating, “Even worse, as they got older the children gave up asking altogether. There were two-hour stretches in fifth grade (year 6) where 10 and 11-year-olds failed to ask their teacher a single question.” For the past three to four your years of my education I’ve lacked the initiative to ask questions in class and participate as opposed to my earlier years. Contrary article and research the non answering of my questions did not “kill my curiosity”, it simply made me hesitant to express myself within the classroom.

**Student Example 5**

Part 3 Reflection

After reading “Schools Kill Curiosity,” I completely agree with the author’s argument that the education system can stifle curiosity and creativity in students. To combat this, I think that project-based learning is a fantastic solution. By allowing students to work on real-world problems and giving them the freedom to explore their own interests and ideas, they become more engaged in their learning and are encouraged to think creatively. Additionally, incorporating more creative subjects like art, music, and drama into the curriculum could help to foster a sense of curiosity and promote innovation. I believe that we need to shift away from a rigid, standardized education system and instead create an environment that encourages exploration and creativity.

**Student Example 6**

**Part 3: Reflection**

In “Schools Kill Curiosity,” Berliner argues that traditional education doesn’t encourage curiosity in students. I agree with this idea because schools often prioritize memorization and testing over cultivating a love for learning and exploration. This was evident in my personal experience as a student. In 2016, while attending school in Burkina Faso, I asked my history teacher why we were learning mostly about Western culture instead of our own heritage. He told me that if I wanted to pass his class, I had to follow the curriculum. I stopped asking questions and focused on getting good grades, which is an example of how schools can hinder curiosity. Reading this article made me realize how important curiosity is in education and how it can benefit our personal growth. I believe that teachers should prioritize fostering curiosity in their students.

Rhetorical Analysis

**Student Example 1**

Part 4 Rhetorical Analysis:

Berliner writing style is objective with a bit of a persuasive writing style with a serious tone. All of Studies Berliner used gave a general direction to her opinion which was not shown in the article.  The primary audience of Berliner would be parents but most of the general public mostly draw attention to the problem of “Schools Are Killing Curiosity” The article is an educational narrative. That what I think Berliner is Credibility writer of “How to Succeed at School Separating Fact from Fiction” and “Great Minds and How to Grow Them: High Performance Learning” That is what makes Ms. Berliner, she is deeply invested in Education of  young people, Two books and many articles at The Guardian . Here is why I think The Guardian Credibility. The Guardian, a British news website, began as a print newspaper in 1821. The print edition is published in London, and the online newspaper was launched in 1999.

**Student Example 2**

Part 4 Rhetorical Analysis:

The article written by Wendy Berliner is meant for everyone to read, but especially for people who know about education. Berliner is not only a writer, but also a CEO of a group that helps share educational research. She wrote the article to help people understand what is good and bad about education. She chose to publish the article in The Guardian, a British newspaper with a section about education, to make it more credible. Berliner wants people to be more aware of what works and what doesn’t work in education.

**Student Example 3**

Part 4- Rhetorical Analysis

The article “Schools Kill Curiosity” employs a persuasive writing style to argue that the education system often fails to promote curiosity and creativity in students. As an opinion piece or editorial, the author can express their beliefs on the topic and uses statistics to appeal to the reader’s emotions and logical reasoning. The author’s credentials are not stated, but they show a deep understanding of education through using specific examples. The article’s overall purpose is to raise awareness about the negative effects of the current education system and to advocate for changes that will better support students’ natural curiosity and creativity. .

**Student Example 4**

Part 4: Rhetorical Analysis

The Guardian article, “’Schools Are Killing Curiosity’: Why We Need to Stop Telling Children to Shut up and Learn,” by Wendy Berliner, is a feature piece. The audience is the general reading public. The purpose of this article is to inform. The author’s writing style is factual. She employs research facts to back up her claim. This piece has a logical tone. Berliner successfully persuades readers by using the appeal of logos. Berliner is a credible source because she is the author of a book titled “How to Succeed at School. What Every Parent Should Know.” The guardian is a reliable source because they were rated the most trustworthy online UK newspaper brand – ranked as such by 73% of regular readers. The guardian’s values include encouraging a welcoming and open culture, standing up for what they think is right rather than what seems convenient, and aiming for perfection to serve their audience’s interests.

**Student Example 5**

**Part 4: Rhetorical Analysis**

The author “Wendy Berlin” tone and attitude towards this article is she seems to be very intrigue about the topic, because she’s giving you all these kinds of sources and other’s input about why “Schools Are Killing Curiosity.” Wendy Berlin’s motive of writing this article is to spread awareness to not only teachers and parents but to everyone. Her target audience are people around the world who come across her article and I dont believe there is a specfic audience she’s targetting, I believe it’s for anyone. The genre of this article is a feature piece. She’s gatthering all these points and information and putting it into one and explaining and trying to make people know why “Schools Are Killing Curiosity.” She’s also trying to make awareness to people.

**Student Example 6**

I believe in this article Wendy Berliner is trying to persuade the reader. She uses key points on how schools are killing curiosity. Three points mentioned in the article are children are born curious, curious children performed best and children curiosity becomes less overtime. The language she uses throughout the article and the research she’s done it makes the reader think if what she is saying is true. The article, ” School Kills Curiosity”, is meant to reach any audience to spread awareness of the main idea. It is a news article and Wendy Berliner is an author herself, so for the reader you would know her sources are credible.

**Student Example 7**

I believe the authors purpose is to change how childern behave during schools. Since childern are not actively being creative in schools they dont have any questions about their curiosity. The intended audience could be teachers and parents. Berliner reveals her article is informative. Shes trying to show us why and how schools are killing curiosity.

**Student Example 8**

**Part 4 Analysis**

Wendy Berliner’s article is persuasive. She effectively makes his point by weaving together evidence from a wide range of sources to create a compelling argument for why the current educational system is not conducive to student learning and creativity. She also uses vivid language and vivid imagery to engage the reader and drive her point. Her intended audience is teachers and parents of young children. The genre is a news article, so it is showing the readers new research being done that helps to convey her overarching point of the article “Schools are killing curiosity.” By being a news article, it can reach a broad audience and help to build awareness of the main idea. Wendy Berliner the author is an award-winning education journalist and the CEO of the Education Media Centre which is a charity set up to improve understanding of education research and evidence. As well as the Co-Author of “How to Succeed at School: Separating Fact from Fiction.”

Notable Quotables

**Student Example 1**

Part 5:

“How well they behave, and how they perform seem much more important to many people in the educational communities. Often educational bureaucracies have shunted curiosity to the side.”

“Further, the researchers found that when it came to good school performance, the ability to stay focused and, for example, not be distracted by a thunderstorm, was less important than curiosity”

“As soon as they are at primary school they have to shut up and learn. It’s not the fault of teachers. They have so many targets to meet.”

**Student Example 2**

Part 5- Notable Quoteables

“Promoting curiosity in children, especially those from environments of economic disadvantage, may be an important, under-recognised way to address the achievement gap. Promoting curiosity is a foundation for early learning that we should be emphasising more when we look at academic achievement.” Paragraph 7

“When you visit schools in many parts of the world it can be difficult to remember they are full of active, intellectual children, because no one is talking about their inner mental lives.” Paragraph 11

“When teachers teach young children not to ask questions, it is not surprising that high-performing students studied by American researchers in 2013 were found to be less curious, because they saw curiosity as a risk to their results” Paragraph 12

**Student Example 3**

Part 5 Notable Quotables

“Promoting curiosity is a foundation for early learning that we should be emphasizing more when we look at academic achievement,” by Dr. Prachi Shah, a developmental and behavioral pediatrician at Mott, (pg. 1).

“School kills curiosity. When do children get to ask questions about things that interest them? As soon as they are at primary school, they have to shut up and learn. It is not the fault of teachers. They have so many targets to meet,” by Matt Caldwell, the headteacher of the nursery school, (pg. 2).

“We do need to find some time for questions during the day. There is not enough time in schools for creativity and following up on curiosity,” by Paul Howard-Jones, professor of neuroscience and education at Bristol University, (pg.2).