

1 KIDS REACT TO $2+2=5$ (COMMON CORE) [originally published in YouTube on 1st
2 June 2014]

3 Retrieved at:

4 https://www.youtube.com/watch?v=d1Ubjg_o8vg

5 Here mainly the 1st speaker (the chief narrator) does the main talk, while 2nd, 3rd,
6 etc. speakers' narrations (as excerpts from the respective videos) are inserted at
7 the specific point in the original video to support the 1st speaker's narration.

8 1st speaker: Felix made eight birthday invitations with hearts. He made some
9 more with hearts. He made seventeen invitations in all. How many invitations had
10 hearts? Irini has a favorite day of the week. She chose this day because it is the
11 only day that has an i in it. What is Irini's favorite day of the week? Show your
12 work in the tank. (a tank shape is shown in the video alongside the question)
13 Make the sentence less wordy by replacing the underlined word with a possessive
14 noun phrase. 'The commands of government officials must be obeyed by all'
15 (here 'the commands of government officials' are underlined in the video). These
16 problems and countless more like them have shown up online in recent months.
17 They are examples from worksheets, tests, homework assignments and other
18 materials developed under the United States Common Core K through twelve
19 educational standards an initiative designed according to the Common Core
20 official website; to provide a set of high quality standards in mathematics, in
21 English language, arts and literacy. Its critics however, see it very differently. A lot
22 of that criticism has been directed at examples of overly complicated, baffling,
23 impossible and utterly meaningless questions and activities that have been
24 developed to meet the standards or on controversial statements like those of
25 Amanda August a curriculum developer in Chicago suburb who was berated for
26 seeming to imply that under Common Core math; three times four equals eleven
27 would be an acceptable answer.

28 2nd speaker (Amanda speaking; this is a part of a separate video, embedded in the
29 1st video at this point): But, even under the new Common Core, even if they said
30 'three times four was eleven', if they were able to explain their reasoning and

31 explain how they came up with their answer, really upwards and oral explanation
32 and they showed in the picture but they just got the final number wrong? Were
33 really focusing on the how and the why of the answer (at this point somebody in
34 the audience says 'to explain' and Amanda continues her talk saying 'o yea,
35 absolutely, absolutely..' waving her hand towards the commenter in the
36 audience. We want our students to compute correctly, but the emphasis is really
37 moving more towards the explanation.

38 [Full video: Common Core: $3 * 4 = 11$ is okay – Longer retrieved from:
39 <https://www.youtube.com/watch?v=DW0VxxoCrNo>] (Published on Jul 19, 2013)

41 1st speaker: Common Core defenders argue that the questions and arguments
42 showing up online for example are the individual school boards interpretation of
43 the standards and do not reflect the Common Core themselves; they also point
44 out that August was not saying that the teachers wouldn't correct students
45 incorrect answers, only that greater emphasis will be placed on showing the
46 process by which students deduce those answers. More serious criticism of
47 Common Core; has been leveled at the standards themselves and their
48 development by a host of critics including professors of education,
49 mathematicians and former members at the Department of Education, the
50 largest teachers' union in the country and countless other professionals. Some of
51 the most impassioned critiques however, come from the affected students
52 themselves. One notable example is Ethan Young; a high school senior who spoke
53 out against Common Core at the November 6th 2013 meeting of the Knoxville
54 county school board regular meeting.

55 3rd speaker (Ethan Young, speaking; this is a part of a separate video, embedded in
56 the 1st video at this point): Here's the history of Common Core. In 2009, the
57 National Governors Association and the Council of Chief State School Officers
58 partnered with Achieve, Inc., a non-profit that received millions in funding from
59 the Bill and Melinda Gates Foundation. Thus, the initiative seemed to spring from
60 states, when in reality it was contrived by an insular group of educational testing
61 executives with only two academic content specialists. Neither specialist

approved the final standards, and the English consultant, Dr. Sandra Stotsky, publicly stated she felt the standards left students with an empty skill set, lacking literary knowledge. While educators and administrators were later included in the Validation Committee and Feedback Groups, they did not play a role in the actual drafting of standards. The product is a (quote) "rigorous preparation for college and career." Yet, many educators agree that "rigorous" is a buzzword; these standards aren't rigorous, just different - designed for an industrial model of school.

Nevertheless, Common Core emerged. Keep in mind the specific standards were never voted upon by Congress, the Department of Education, State, or local governments, yet, their implementation was approved by forty-nine states and territories. The President bribed states into implementation via Race to the Top, offering \$4.35 billion taxpayer dollars to participating states; \$500 million of which went to Tennessee. And, much like No Child Left Behind, this new program promises national testing and a one-size-fits-all education - because, hey, it worked really well the first time.

While I do admire some aspects of the Core, such as fewer standards and an emphasis on application and writing, it is hardly going to fix our academic deficit. If nothing else, these standards are a glowing conflict of interest and lack the research they allegedly received. Most importantly, the standards illustrate a mistrust of teachers, something I believe this county has already felt for a while.

[Full video and the transcript: Tennessee Student Ethan Young: "We Need Change, But Not Common Core" retrieved from:
http://blogs.edweek.org/teachers/living-in-dialogue/2014/01/tennessee_student_ethan_young_.html] (Published by Anthony Cody on January 13, 2014 6:49 AM)

1st speaker: As Young mentioned only two academic specialists participated in the drafting of the standards and neither of them actually approved the standards that were eventually drafted, both specialists' education professor Dr. Sandra

Stotsky and Stanford mathematician Dr. James Milgram now travel the country warning parents of the complete inadequacy of Common Core for preparing American students for college entry or for the necessary skills to compete in the 21st century.

4th Speaker(Dr. Sandra Stotsky speaking; this is a part of a separate video, embedded in the 1st video at this point): we have to understand that there were obviously certain ideas about what common core was designed to.. get...by the time they finish coming up with the standards that would determine college readiness.. The students will enter... a community level college (some body listening said ah at this point) and have guaranteed for them that they pass a test that will determine college readiness standards ...we have guaranteed for them a quite a variety of freshman courses. That was the basic idea between, before college readiness standards. That they would supposedly insure that students were college ready. And, if I refer to the two groups who would normally get together in almost any common sense similar situation; those who teach college freshmen math or English and high school teachers of math or English were for the most part not at all pleased. That was the basic problem which started the common core.

[full video: Dr. Sandra Stotsky Testifies Against Common Core in Wisconsin retrieved from https://www.youtube.com/watch?v=W_lgnSbfIEs Published on Oct 19, 2013)

5th speaker(Dr. James Milgram speaking; this is a part of a separate video, embedded in the 1st video at this point): in twenty o nine I was appointed to the Common Core validation committee and as was mentioned (gesturing towards the person who introduced him to the audience) I was the only actual mathematician and indeed the only member at the entire committee which was does, which was overseen the development of the one of the most important works in education ah in many many years and I was the only one ah with a PhD in content and not in education. I'm so, I took upon myself to try to get the best possible document in mathematics. However, at the end as has been mentioned (gesturing again, towards the person who introduced him to the audience) I could

123 not sign of on the document in that had resulted because it's not internationally
124 benchmarked and indeed there is no research behind it. In particular, there is no
125 guarantee whatsoever that any of these courses will work. The most dramatic is
126 these of course is the purely experimental geometry course which, a the only
127 evidence for that is back in nineteen seventies for a couple of years the Russians
128 used and developed a course, a very much like this and it was so.. roundly
129 condemned by the teachers by the students I'm indeed by the whole country,
130 that it disappeared after two years.

131 [Full video: Dr. James Milgram - Common Core Forum Baton Rouge LA
132 02/20/2014, retrieved from: <https://www.youtube.com/watch?v=FluV9qOmsGM>
133 Published on Mar 23, 2014]

134 This is not the end of the video and the 1st speaker continues