Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Understanding Key Vocabulary in Graff’s, “Hidden Intellectualism”**

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| --- | --- | --- |
| **The word or phrase** | **Our prediction** | **Its meaning in the essay** |
| **Group 1**educational depth and weight (¶3)retrospect (¶8)interminable (¶9)to exploit its game-like element and turn it into arresting public spectacle (¶12)domain (¶16) |  |  |
| **Group 2**cogitations (¶3)it’s more complicated (¶8)philistine (¶9) intellectual thirst (¶11) school culture (¶11) |  |  |
| **Group 3**life of the mind (¶2)anti-intellectualism (¶5) negotiating this class boundary (¶6)public argument culture that transcended  the personal (¶12)a sociologically acute analysis on an issue (¶18) |  |  |
| **Group 4**book smart (¶6) egghead world  (¶9) propose a generalization (¶10)analysis (¶11)literacy training (¶16) |  |  |
| **Group 5** inarticulate (¶7) ambivalent (¶8) Adlai over Ike (¶8) rudiments of the intellectual life (¶10) school culture (¶11) |  |  |
| **Group 6**the trouble with this assumption (¶3)grist for their mill (¶3) the intellectual bit (¶8) invidious (¶14)see those interests through academic eyes (¶16) |  |  |