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

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

|  |  |  |
| --- | --- | --- |
| **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) |  |  |