Information overload?
SEM is Practice Driven

Three Reminders From Yesterday

Common Goals – Unique Means

All roads lead to Rome...

But there are many ways to get to Rome...
Overview of the Schoolwide Enrichment Model
Joseph S. Renzulli And Sally M. Reis
The University of Connecticut

1. What is Creative/Productive Giftedness and Why Is It Important?

2. Overview of the Major Theories For Developing Creative/Productive Giftedness

3. The Underlying Theory of Human Potential

4. Curriculum Modification Procedure For High Achieving Students

5. Enrichment Clusters

6. Infusion Of Triad Into The Regular Curriculum

http://gifted.uconn.edu/schoolwide-enrichment-model/semart/
The Schoolwide Enrichment Model

A Different “Brand” of Learning

School Structures

Service Delivery Components

The Regular Curriculum

The Enrichment Clusters

After School Programs

Comprehensive Strength Assessment Portfolio

Curriculum Modification For High Achieving Students [Compacting]

Enrichment Learning and Teaching

- TYPE I: GENERAL EXPLORATORY ACTIVITIES
- TYPE II: GROUP TRAINING ACTIVITIES
- TYPE III: INDIVIDUAL & SMALL GROUP INVESTIGATIONS OF REAL PROBLEMS

Regular Classroom

Environment In General

Resources

- GoQuest Learning System
  - Odyssey Learning
- Strength-Based Identification Instruments
- Curriculum Materials
  - (SEM-R; Mentoring Mathematical Minds (Project M3, M2)
- Staff Development Training Materials
- Evaluation Instruments

www.gifted.uconn.edu
### Continuum of Learning Theories*

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>Inductive, Investigative &amp; Inquiry Oriented</th>
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<tr>
<td>Deductive</td>
<td>Knowledge Application, High Engagement, Motivation And Enjoyment. J-I-T Content</td>
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<th>Outcomes</th>
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<td>Innovative Leaders</td>
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<td>People Who Make a Difference</td>
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<th>National Goals</th>
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<td>Increased Academic Achievement</td>
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<td>Higher Test Scores</td>
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<td>Technically Proficient Professional and Skilled Workers</td>
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*Both ends of this continuum are important, and schools should integrate them whenever possible to produce the best balance between the two models of learning.
The Service Delivery Components of The SEM

Lean Start Up Services

- Enrichment Clusters
- Curriculum Compacting
  For High Achieving Students
- Total Talent Portfolio for Each Student
- Infusing Types I, II, & III Enrichment
  Into the Regular Curriculum
- Grade Level Cluster Grouping
Extended Services

• GoQuest Internet Based Resource Program
• A Digitized Plan for Parent and Community Engagement [ASPIRE]
• Grade Level Cluster Grouping
• SEM-Reading
• SEM - MATH – M² (K – 2); M³ (3 – 5)
• SCIENCE – SEM - Science
• SEM-Technology
• SEM - SOCIAL STUDIES [Under Construction]
• SEM Pre-School/Primary [Under Construction]
• ?

Rome wasn’t built in a day!
Enthusiasm

For

Learning

The Goals of The SEM

Enjoyment

Engagement
Research shows that the 3 Es produce higher achievement scores than test-prep.

(Renzulli, 2004)
In the modern global economy, industrial, educational, and political leaders are increasingly looking for personnel with skills in imagination, creativity, and innovation. Educational leaders in all nations are beginning to realize an emphasis on creativity is the key to maximizing economic and cultural growth and social progress for all their citizens.

Enriching Students Pays Off: Evidence from an Individualized Gifted and Talented Program in Secondary Education

Adam Booij
University of Amsterdam and Tinbergen Institute
Ferry Haan
University of Amsterdam
Erik Plug
University of Amsterdam, Tinbergen Institute, IZA and UCLS
Free SEM Resources

Over 80 downloadable, reproducible Instruments, Planning Guides, Checklists, Evaluation Forms, and Other SEM Resources...

All a click away on your computer.

http://www.prufrock.com/Assets/ClientPages/sem.aspx
3. A Focus On Creative Productivity and Total School Improvement

How we differ from other gifted education and talent development models...

The Enrichment Triad Model

Curriculum Compacting For High Achieving Students
What is Creative/ Productive Giftedness and Why Is It Important?

A Few Examples...
An Example That Illustrates All Four of the Sub-Theories In Action

My name is Brooks McConnell. I am in the fifth grade at Norfeldt Elementary School in West Hartford, CT. Last fall I was watching The Katie Couric Show with my mom and noticed you and your son, Sam. I recall that Sam wanted to ride roller coasters but he couldn’t because of his disease, progeria. I wondered if there would ever be a way for kids like him to ride roller coasters? Well, I think I’ve figured a way out.
For a year long school project, my topic was roller coasters. When I saw Sam, I thought that a roller coaster simulator would be a nice addition to theme parks around the world. So, I constructed a simulator using objects from around the house. My simulator is a chair that has a back massager that vibrates your back. The rider would then put on a vest with weights in the pockets. The weights in the pockets would then simulate the weight transfers throughout a ride, meaning that the weights would come in and out during the ride. This is a way people like Sam can experience the ride because the regulated force is on the outside of the body, not the inside. The physical experiences would all go on in front of a visual roller coaster video. The sounds of the ride would be pre-recorded and played into headphones. The simulator would be located next to an amusement park’s most popular roller coaster.
TYPE III
INDIVIDUAL & SMALL
GROUP INVESTIGATIONS OF
REAL PROBLEMS

ROLL Coasters

STATISTICS
MANUFACTURING
PHYSICS AND
SAFETY

HISTORY
I have already sent the idea to three major roller coaster companies hoping they can expand on the idea. When I was searching the internet for your address so I could write to you, I heard about Sam’s passing. My mom and I were so sorry to read that. I would like to thank you, and him, for being such an inspiration to me and the world. Even though my simulator can’t be ridden by Sam, I am hopeful that other kids around the world with progeria or any other diseases that might prevent them from enjoying the thrill of the ride will get a chance to in the future.

Dear Bolliger & Mabillard,

The simulator that I created includes a video that is filmed the front seat of a roller coaster. The rider’s seat vibrates in order to simulate a rough chain lift. With my simulator, the rider wears a vest with weights in each pocket. Throughout the experience an operator adds and removes the weights in order to create the experience of different G-forces on the rider’s body. This concept of adding and subtracting weights on the outside of the body instead of the inside is meant to recreate the G-force experience.

Enclosed are photos of the roller coaster simulator that I created along with a model that I built. I hope you like this idea as much as I do. Thank you for your consideration.

Sincerely,

Brooks McConnell
The following is a listing of the names and schools for our middle school students who completed Type III Investigative work this year.

**Wednesday, May 23, 2012**

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In first grade Kylie Copenhagen invented a board game about ladybugs for a school science project. Today, “The Ladybug Game” is consistently one of the top-selling games at Target.com, where it competes with thousands of other games and puzzles. “The Ladybug Game” has also been a bestseller at some of the nation's largest retailers including Target and Toys R Us.

Kylie fell in love with ladybugs during a school science project. “In Mrs. Ditto’s class I learned that ladybugs are the coolest thing around,” says Kylie. “Since my friends liked them too, I invented a game about them. It’s fun for me to know that other kids love my game too. I receive an annual royalty payment for each game sold, and is well on her way to covering her college tuition.

The Ladybug Game has been a hit between parents and children ages three and up. It begins with a lively introductory story about the adventures of Ella Yellow, Rickie Red, Tommy Teal and Olivia Orange. The object of the game is for the first ladybug to find her way back home (a rosebush) after a windstorm launches them airborne and they land on a faraway dirt pile. The first ladybug to find her way “home” is the winner. Along the way, the ladybugs encounter various hazards such as tall grass, praying mantis’, aphids and ants. In addition to Target and K-Mart, The Ladybug Game is also available at Meijer, Go! The Game Store, Barnes and Noble, Borders Books & Music, Fred Meyer, Toys R Us and more.
Table Games: How to Make and Play Them

Marran, Ray J.

Type II: How-To Books

The Kobold guide to BOARD GAME DESIGN
by Mike Selinker

Rules of Play
Game Design Fundamentals

Katie Salen | Eric Zimmerman
THE YOUNG ENTREPRENEUR'S GUIDE TO STARTING & RUNNING A BUSINESS

TURN YOUR IDEAS INTO MONEY!
Ages 3-7

The Ladybug Game

A New Adventure Every Time You Play!

BUY NOW!
Contents
Gameboard · 4 Ladybug pawns and stands · 61 Aphid chips · 38 Ladybug cards (33 Moving cards, 5 Aphid cards) · 8 Praying Mantis passes

Download the rules (PDF)

Ages 3 & Up For 2-4 players
Eric Fossum

Two Major Interests as a teenager:
Photography
Computer Electronics

Student in a Connecticut SEM Program
Interested in computers and photography
Attended Trinity College in Hartford
Yale for graduate school
Worked at NASA’s jet propulsion lab where he used computer chips for photography
Started work on an invention just approved by the FDA (and that will make you very happy!)
February, 2015
Pill Camera to Check Colon
Approved by FDA
Overview of the Major Theories For Developing Creative/Productive Giftedness
Underlying Theory of Blended Knowledge

**Two Sources of Knowledge:**
- To-Be-Presented Knowledge
- Just-In-Time Knowledge

**Three Types of Knowledge**
- Received Knowledge (Content) (Lectures, Textbooks, TV, & Other Media)
- Applied and Created Knowledge (Application) (Research Projects, Investigative Learning Activities, Product & Performance Creations)
- Analyzed Knowledge (Process) (Labs, Debates & Discussions, Open-ended Problems, Creativity Training & Critical Thinking Exercises)

**Three Uses of Knowledge**
- Standard Comprehension & Achievement Test Scores
- Thinking & Creative Problem Solving, and Digital Literacy Skills
- Visual, Oral, Written, & Constructed Projects, Performances and Presentations

Applied To:
Input
- To-Be-Presented Knowledge
- Just-In-Time Knowledge

Output

Blended Knowledge
- Receiving Knowledge
- Analyzed Knowledge
- Applied and Created Knowledge

Applied to:
- Increased Academic Performance & Graduate School Applications
- Thinking & Creative Problem Solving Skills
- Digital Literacy
- Visual, Oral, Written & Constructed Projects, Performances and Presentations
Content Modifications
- More Material
- More Drill & Practice
- Easier Material
- Greater Depth & Complexity
- Student or Teacher Selected Enrichment Opportunities Related To A Topic or Unit of Study

Classroom Organization:

Grouping by:
- Interests, Skill Levels, Ability, Within & Across-Grade Cluster Grouping, Common Tasks/Projects, Complimentary Talents, Cooperative Learning

Technology
- On-line Courses
- Blogs, Wikis, Podcasts
- RSS Feeders, Screencasts
- Flickr, Twitter
- Social Networking Sites
- Renzulli Learning System

Learning/Teaching Styles:
- Lecture, Discussion, Peer Tutoring, Simulations
- Socratic Inquiry, CAI, Dramatization, Problem Based Learning, Guided & Unguided Independent Study

Expression Styles:
- Oral, Visual, Graphic, Manipulative, Artistic, Written, Multi-Media, Service, Combinations of the Above

( JSR: 1996)

Theory of Personalized Learning
Five Dimensions of Differentiation
I know what you’re thinking!

Give me a break!
How the hell can we accommodate all these things? I’ve got 26 students and a state curriculum to cover. Where will I find the time and resources for enrichment?

Let the machine do the heavy lifting.
Individualized Strength Assessment

3E. Internet Based Enrichment Resources

Resource Matching Search Engine
50,000 Enrichment Resources
Student Profile

This profile is for: Valerie

Valerie is a seventh grade student who has special interests and abilities in school. She described her grades as above average in math, above average in science, above average in reading, and above average in social studies. She seems to have several areas of interest. Her primary interest appears to be in writing. She seems to enjoy writing, and should have opportunities to develop skills in writing in a variety of genres, such as fiction and non-fiction, poetry, and journalism.

Valerie's second area of interest appears to be performing arts. She really enjoys various types of performing arts, such as music, dance or drama and may enjoy learning or helping to direct, manage the stage, or design sets!

Valerie's third area of interest appears to be in athletics. She seems to like physical activity and may be interested in learning about sports, nutrition, physical therapy, or sports medicine.

Valerie also has specific preferred instructional styles. Learning or instructional styles are the ways students like to learn and the strategies parents and teachers use to help them learn. Valerie has very clearly defined learning preferences. Her preferred instructional style is through technology which helps her to learn by using computer software, CD roms, videodiscs, and the internet. Her second choice of learning style is learning games that enable her to learn content by playing games or participating in activities with cards, board games, or even electronic games. These activities can be completed individually, in small groups of students, or in a whole class of students. Valerie also enjoys simulations that help her to learn content and skills through role-playing people or events. Valerie also likes acting, or pretending to be a character, and may like to study history by participating in simulations. For example, she may want to role-play Thomas Jefferson in the signing of the Declaration of Independence or Eleanor Roosevelt during World War II.

Valerie also has a preferred product style. That is, she has certain kinds of products that she likes to complete. Her first product choice is dramatic. She enjoys participating in theatrical performances, such as acting and role-playing. Her second choice of product style is musical. She enjoys listening, playing, and/or thinking about various forms of music. Valerie's third choice of product style is written, as she enjoys writing articles, stories, or other types of written products.

As Valerie has a chance to consider some of her choices and think about what she really enjoys doing, it is our hope that these opportunities will enable her to fully develop her interests through the variety of exploratory activities in the Renzulli Learning System database. When she takes a virtual field trip to a museum, interviews a favorite author on the web, or explores an historical site on-line, she will be learning to further explore her interests and learning styles. These kinds of exploratory activities can introduce Valerie to new ideas and experiences and let her explore many possible interests.
A Renzulli Learning Systems Interest Assessment Example...
The Underlying Theory of Human Potential
The Three Ring Conception of Giftedness

Comprehensive Strength Assessment

- Academic Strength Assessment (Achievement Tests + SRBCSS)
- Interest Assessment (I-A-L)
- Learning Styles Assessment (LSI)
- Expression Styles Assessment (My Way)
- Assessment of Co-cognitive Functions (Leadership & Executive Functions)
Two Types of Identification Information

1. **Status Information** -- Anything you can put down on paper beforehand that tells you something about the student.

2. **Action Information** -- Student performance that you can only document when an activity is taking place or after it has happened.
2A. Underlying Theory of Human Potential – Comprehensive Student Strength Assessment

Imagination is more important than knowledge. 
*Albert Einstein*

The artist is nothing without the gift, but the gift is nothing without the work. 
*Émile Zola*

In Certain People
At Certain Times
Within Certain Circumstances
Target Populations

- Top 5% Identified by State Criteria
  - Group I

- 15-20% Identified by Achievement Levels and Non-Test Criteria
  - Group II

- 75-80% General Population
  - Group III

- Twice Exceptional Students
  - Group IV
Sir John Gurdon
Winner of the Nobel Prize In Medicine for his pioneering work in cloning and stem cells
As a 15-year-old schoolboy John Gurdon was told that a career in science was “ridiculous.” The following is a report by one of his teachers that he keeps over his desk to this day.

SCIENCE REPORT

NAME GURDON

Division D22  Subject Biology.

Place 18/18  18/18  15/18  Marks 231/550

It has been a disastrous half. His work has been far from satisfactory. His prepared stuff has been badly learnt, and several of his test pieces have been torn over; one of such pieces of prepared work scored 2 marks out of a possible 50. His other work has been equally bad, and several times he has been in trouble, because he will not listen, but will insist on doing his work in his own way. I believe he has ideas about becoming a Scientist; on his present showing this is quite ridiculous, if he can't learn simple Biological facts he would have no chance of doing the work of a Specialist, and it would be sheer waste of time, both on his part, and of those who have to teach him.

C. [Signature]
His work has been far from satisfactory. His prepared study has been badly learnt and several of his test pieces have been torn over. One such piece of prepared work scored 2 marks out of a possible 50. His other work has been equally bad, and several times he has been in trouble, because he will not listen, but will insist on doing his work in his own way. On his present showing this is quite ridiculous. If he can’t learn simple Biological facts he would have no chance of doing the work of a scientist, and it would be a sheer waste of time, both on his part, and those who would have to teach him. I believe he has ideas about becoming a scientist: on his present showing this is quite ridiculous.
Sample Identification Instruments and Identification Plan

- **Interests**
  - **Interest-A-Lyzer(s)**
    - 6. Image you have the opportunity to travel to a new and exciting city. You can select three places to visit. Mark your first, second, and third choice by placing a 1, 2, and 3 in the spaces below.
    - Art Gallery
    - Science Center
    - Professional Sport Training Camp
    - Ballet or Modern Dance
    - Historical Sites
    - Musical Concert
    - Stock Market
    - State Senate Meeting
    - Television Studio
    - Computer Center
    - Planetarium
    - Court Room
    - Telecommunications Center
    - Zoo
    - Symphony Orchestra
    - Stage Play
    - 3-Dimensional Multi-Media Film
    - Newspaper Office

- **Learning Styles**

- **Expression Styles**

- **Co-Cognitive Factors**

- **Identification System for Gifted Programs**
  - Step 1: Test Score Nominations
  - [Automatic, and Based on Local Norms]
  - 99th %ile
  - Step 2: Teacher Nominations
  - [Automatic Except in Cases of Teachers Who Are Over or Under Nominators]
  - 82nd %ile
  - Special Nominations (Case Study)
  - Alternative Pathways (Case Study)
  - Step 3: Notification of Parents
  - Action Information Nominations

- **Identifying Gifted and Talented Children**
- 95th %ile
Assumptions Underlying The Identification Of Gifted and Talented Students

Scott Brown
Joseph S. Renzulli
E. Jean Gubbins
Ching-Hui Chen
The University of Connecticut

Abstract
This study examined a national sample of classroom teachers, teachers of the gifted, administrators, and consultants from rural, suburban, and urban areas regarding their assumptions about the gifted identification process. Respondents indicated the degree to which they agreed or disagreed with 20 items that reflected guidelines for a comprehensive identification system. Five factors were derived from 20 items. Respondents favored the use of individual expression criteria, ongoing assessment, multiple criteria for identification, and consideration of contextual factors. Teachers of the gifted and respondents from urban areas were more likely to favor these strategies. The sample opposed restricting identification to the sole use of achievement or IQ scores.
Curriculum Modification Procedure For High Achieving Students

Curriculum Compacting
Modifying The Regular Curriculum For High Achieving Students

A “BELL CURVE” SEATING CHART.

Susan, please put away Moby Dick. It’s time for your silent “e” review sheet.

From *Get Off My Brain*, by Randy McCutcheon, illustrated by Pete Wagner
Curriculum Modification For High Achieving Students

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<th>Name</th>
<th>Age</th>
<th>Teacher(s)</th>
<th>School</th>
<th>Grade</th>
<th>Parent(s)</th>
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### Curriculum Areas to Be Considered for Compacting
Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.

### Procedures for Compacting Basic Material
Describe activities that will be used to guarantee proficiency in basic curricular areas.

### Acceleration and/or Enrichment Activities
Describe activities that will be used to provide advanced-level learning experiences in each area of the regular curriculum.

- [ ] Check here if additional information is recorded on the reverse side.
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<thead>
<tr>
<th>CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING</th>
<th>PROCEDURES FOR COMPACTING BASIC MATERIAL</th>
<th>AGGREGATE ACTIVITIES AND OR ENRICHMENT</th>
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<tbody>
<tr>
<td>Holt Basic Reading Series - Levels 3-6, as determined by Holt level tests. Alison has mastered most of the comprehension and phonetic objectives at these levels.</td>
<td><strong>Component Words</strong> - <strong>Level 9</strong> Teacher's Manual pages 202 and 293-294. <strong>Level 8</strong> Teacher's Manual pages 222-223, 246, 311. Check proficiency by Holt Level 9 test and reading consultant-made test for these plural forms not covered in the Level 9 test. Compound Words - Level 9 Teacher's Manual pages 77, 267. Check for proficiency - Level 9 test page 9 (compound words). Pronouns - Level 9 Teacher's Manual page 325. Check for proficiency - Level 9 test (language skills) page 9.</td>
<td>Alison with the opportunity to read independently and use instructional games and records. Alison will be provided time to work in her classroom on a Type III activity (independent study).</td>
</tr>
<tr>
<td>Math - As determined by placement test, Alison is eligible for the advanced curriculum. She will take 4th grade math program in the 2nd grade classroom.</td>
<td></td>
<td>Talcott Mt. Science Center Alison will participate in Science programs presented in school—Crystals, weather, forest life, aerial photos and mountains, snow, planets and constellations.</td>
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</tbody>
</table>

Sustainability

Check here if additional information is recorded on the reverse side.
Enrichment Clusters

“Keeping Track: How Schools Structure Inequality”
Jeannie Oakes
For all my life I had no idea what my passion was until I started the enrichment clusters. I got in to photography and started taking lots of pictures. My favorite times of day to take pictures are sunrises and sunsets. My dream is to travel the world visiting places like lakes, oceans, mountains, meadows, and more. I was so glad we started enrichment clusters and I wanted you to know it was a great idea because I found who I really was!
Enrichment Clusters In Action

http://www.prufrock.com
1. The Basics of Enrichment Clusters
Enrichment Clusters – What Are They?

Enrichment Clusters are non-graded groups of students who share common interests and come together during specially designed time blocks to pursue these interests.

The main rationale for participation in one or more clusters is that students and teachers want to be there.
Eight Major Guidelines For Enrichment Clusters

1. NO UNIT OR LESSON PLANS

2. Specially Designated Time Blocks Each Week (6 to 8 weeks)*

3. Cross-Grade Grouping

4. Students Select Clusters and Creative and Investigative Projects Within the Cluster

5. Using the Methodology of The Practicing Professional

6. Teacher Serves as “Guide-On-The-Side” Rather Than “Sage-On-The-Stage” [The 25% Rule]

7. “Academicize” The Topic

8. Focus on: Product – Outlet – Audience
• **Six Key Questions For Your Cluster**

1. What do people with an interest in this topic of area of study **do**?
2. What **products** do they create and/or what services do they provide?
3. What **methods** do they use to carry out their work?
4. What **resources and materials** are needed to produce high-quality products and services?
5. How and with whom do they **communicate the results** of their work?
6. What steps need to be taken to have an **impact on intended audiences**?
• What Does it Mean To Be A Guide-On-The-Side?
Q: If I don’t have lesson plans, then how do we get started?

A: BELIEVE IT OR NOT, YOU ALREADY HAVE THE SKILLS!
**SPORTS**
- Soccer
- Football
- Field Hockey
- Gymnastics
- Basketball
- Baseball
- Softball
- Swimming
- Diving
- Track and Field
- Etc.

**Science – Math – Technology**
- Robotics Competition
- Math League
- Science Fair
- Computer Club
- Technology Group
- Rocket Club

**Written, Visual, and Performing Arts**
- Drama Productions
- School or Class Newspaper
- Band
- Creative Writing Workshop
- Yearbook
- Chorus
- Computer/Graphic Design
- Fashion Design
- Video/Filmmaking

**Clubs/Extracurricular Activities**
- Future Problem Solving
- National History Day
- Science Fair Coach
- Mock Trial
- Model UN
- Outward Bound
- Community Service Group
- 4-H
- Junior Achievement
- Invention Convention
- Boy Scouts/Girl Scouts
- Photography Club
- Future Farmers of America
- School or Church Service Clubs
THREE QUESTIONS....

1. Who came?

2. What did the students do (not learn)?

3. What roles did you play?
Your Roles and Responsibilities
For Facilitating These Groups

List the roles you fulfilled in addition to, or in place of, instructor and disseminator of information?

- General Contractor
- Conductor (as in a symphony)
- Consultant
- Counselor
- Accountant, Fund Raiser
- Operations Manager
- Business Agent
- Forager/Scavenger
- Therapist, Confidant
- Advocate
- Production Manager
- Secretary
- Internet Detective
- Recorder (for young kids)
- Talent Scout/Referral Agent
- Etiquette/Fashion/Grooming Advisor

- Librarian
- Taxi Driver
- Coach
- Producer, Director, Stage Manager (as in a play)
- Press Agent
- Talent Scout
- Arbitrator/Peace Maker
- Auditor
- Supply Sergeant
- Transportation Coordinator
- Caterer
- "Fixer" (something like a lawyer)
- Friend
- Editor
- Collaborator

These are some of the skills that define the role of what we call "The-Guide-On-The-Side"
2. Teachers’ BEST Guide-On-The-Side Tools

Authentic Methods, Investigative Tools, and J-I-T Content

Two Kinds of Knowledge:
- To-Be-Presented Knowledge
- Just-In-Time Knowledge

A. Using “How-to” Books
B. Using Data Gathering Instruments
A HISTORY BOOK WITHOUT ANY FACTS!

• How – To Books
# Scrapbook Reader’s Review

**Creator of the Scrapbook:** ____________  **Scrapbook Title** ____________

**Reader of the Scrapbook:** ____________

<table>
<thead>
<tr>
<th>A.</th>
<th><strong>Facts about the Subject’s life.</strong></th>
<th><strong>Documents from which you deduced these facts.</strong></th>
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**B.** In the space below, describe one of the most interesting documents included in this scrapbook about life during the Reconstruction era. What did you learn from it and the comments the writer wrote about it:

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**C.** In the space below summarize what you admire about the subject’s life. What were the greatest difficulties he or she faced and his or her greatest accomplishments?

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**D.** In the space below describe three things you think the creator of this scrapbook did effectively. Describe one thing you think they could have been improved, and tell why.

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**Photo Analysis Worksheet**

**Step 1. Observation**

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
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**Step 2. Inference**

Based on what you have observed above, list three things you might infer from this photograph.

- 
- 
- 

**Step 3. Questions**

A. What questions does this photograph raise in your mind?

- 
- 
- 

B. Where could you find answers to them?

- 

**Designed and developed by the**

**Education Staff, National Archives and Records Administration, Washington, DC 20408.**

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**Fig 3.2 Photo Analysis Worksheet**
How to Make Your Science Project Scientific
Revised Edition
Thomas Moorman

A Student’s Guide to Conducting Social Science Research
Barbara Benedict Suther
Howard E. Purvis
Jennifer W. Schrader

Research Comes Alive
Guidebook for Conducting Original Research with Middle and High School Students
Gina D. Schrack and Alane J. Starko

www.creativelearningpress.com
Sample Resources
From the How-To Data Base at
www.renzullilearning.com
The importance of How-To Books
How to Have Sex in the Woods

Luann Colombo
Data Gathering Instruments

Think Data/Think Instruments
Antibacterial soaps are no better than regular soap. Experts have relied on for years. But that hasn’t stopped millions of Americans from swapping up the supposedly superior germ killers—now 70 percent of the market. Part of the problem was the lack of rigorous studies to back up the experts’ claims. But last week at the annual meeting of the Infectious Diseases Society of America, Elizer Laron, associate dean for research at Columbia University’s School of Nursing, came up with the goods. In a randomized, double-blind, controlled study, the soap used to most frequently wash hands—was surveyed 224 New York City health workers. Half were given ordinary liquid soap for a full year and the other half received antibacterial soaps. All participants had dirty hands cultured for germs at the beginning of the study and at the end of the study. The results? At the outset, all participants had the same bacteria—over 800,000 colonies. “That’s within limits,” says Laron. “People can have up to 10 million bacteria on their hands.” By the end of the study, the bacteria revealed that they had just 900,000 or less. It didn’t matter whether they used antibacterial soap or not. The differences were that they were taking more time to wash their hands thoroughly, more frequently the soap, and no new foreign bacteria during the study. Why didn’t antibacterial soap work? Dr. Stuart Levy of Tufts University, author of The Antibiotic Paradox. “Most people wash their hands for three to five seconds.” Unfortunately, results of another study on hand soap found that everyone washed for less than a minute. A better solution for people with allergies or frequent colds is to use an alcohol-based soap, which kills germs by drying them out. Last week the CDC recommended these washes over the past few years. We’re still waiting for the doctor’s order.
Data Gathering Instruments And Techniques

- Interview
- Questionnaire
- Rating Scale
- Observation Record
- Sociometric Devices
- Salt Analyzer
- Metal Detector
- Dissecting Kit
- Biofeedback Monitor
- Maze
- Thermometer
- Barometer
- Litmus Paper / pH meter
- Blood Pressure Monitor
- Color Blind Test
- Pedometer
- Respiratory Flow Meter
- Camera
- Tape Recorder
- Video Recorder
- Water Test Kit
- Oxygen Analyzer
- Magnifier
- Microscope
- Telescope
- Eye Chart
- Scale
- Ruler
- Tape Measure
- Voltmeter
- Amp Meter
- Ohm Meter
- Light Meter
- Sound Meter
- Spectroscope
• The Magic 3s Of A Successful Cluster Facilitator
• The Magic 3s of Great Enrichment Cluster Products

• Start with 2 or 3 exciting Type I’s that show what professionals in a particular area of study actually do in their work.

Examples: Visiting Speakers, DVDs, Field Trips, History and Discovery Chanel, and Web Sites are just a few ways to build up interests and begin to create a professional orientation toward a product orientation. Professionals provide products or services.
BRAINSTORM!

• Brainstorm at least 3 formats that the final product might take.

Examples can include:

  Constructed, Published, Presented, Displayed, or Social Action Activities.
HOW-To-Books 😊

• Get at least 3 How-To Books that relate to the topic and show teachers and students how practicing professionals do their work.

  For Example: Make movies, start a business, build bridges, write stories or poems for publication, fashion design, prepare art work or photography for a public exhibit, develop a school museum for others to visit, prepare a mock trial for presentation to others, design a playground, develop a social action project to save a local historical site, endangered species, or recycling campaign, prepare a cookbook or guide book for gardening, etc..
Look For Places Where Students Can Publish, Present, Or Display Their Work

• Look on the Internet or in the Contests and Competitions data base in GoQuest to see if there are 3 or more places where student work can be submitted.
For the “Guides on the Side”

• After the first few cluster meetings teachers should never be talking to the whole group more than a 3rd of the time. Their role advising, giving feedback, suggesting human, print, and digital resources, and helping students identify and make connections with possible out-of-school audiences.
How To Write A Charismatic Cluster Description

• 100 words or less
• Convey the essence of the cluster to captivate the students
• Avoid using the word “LEARN!” at all costs 😊
• Look for verbs that convey ACTION rather than transferring and assimilating information
• Avoid using the words “class” or “club”

Here are some suggestions to get you started...
Some Questions to Pose...

• “Do you like to express your feelings by writing poetry or short stories?”
• “Are you concerned about finding better ways to protect wildlife?”
• “Would you like to try your hand at designing fashions for teens?”
• “Have you ever thought about entering a model airplane contest?”
• “Would you like to create your own comic book super hero?”
• “Have you ever considered starting a small business on the Internet?”
• Could our school produce its own weekly (monthly) television show?”
Here Are Some Examples of Cluster Descriptions
• Would you like to become a “Dumpsite Detective” and uncover ways to reuse our trash?

• Would you like to see worms at work reducing our lunchroom garbage?

Join **The Recyclers** and become an expert in converting trash into **treasures**!

Be a Mother Nature Super Hero and Save the World!
The Great Debaters

Are you strong willed, with strong opinions and love to express yourself verbally? Do you have views or issues that you think are not being addressed? Then you need to... Debate About It! Come and learn how to effectively have your opinion heard! You are the voice of the future!
Would you like to be a detective? Investigate crimes?

Have you ever wondered what it takes to solve a crime?

If investigating a crime, gathering evidence, and solving mysteries strike your curiosity then this is the cluster for you! Join The Crime Scene Detectives.
Jr. Lego League’s Climate Connections

What can we do to save the world? Come to this cluster to conduct research about global climate change and the problems it presents. Then, we will begin an exploration of physical science and technology elements using Legos in the search for solutions.
3. Scheduling Enrichment clusters

Ugh!
# The Period Exchange Schedule

<table>
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<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<tr>
<td><strong>Week 1</strong>&lt;br&gt;Enrichment Clusters&lt;br&gt;Math&lt;br&gt;Language Arts&lt;br&gt;Social Studies&lt;br&gt;Etc.</td>
<td>Reading&lt;br&gt;Enrichment Clusters&lt;br&gt;Language Arts&lt;br&gt;Social Studies&lt;br&gt;Etc.</td>
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# The Half Day Schedule

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<td><strong>Week 2</strong>&lt;br&gt;Reading&lt;br&gt;Math&lt;br&gt;Language Arts&lt;br&gt;Social Studies&lt;br&gt;Etc.</td>
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Power hour inspires students to follow their passions

By Jessica Jordan
jjordan@gainesvilletimes.com
POSTED Sept. 28, 2009 1 a.m.

1 video in Multimedia.

At most schools, teachers toss students’ paper airplanes in the trash. But West Hall Middle School teacher Beverly Walters champions students who make the most aerodynamic paper airplanes.

The fun happens during West Hall Middle's Patriot Power Hour — the first class of the day, where students' interests are matched with teachers' passions. The result is an hour of guided exploration where students discover how the lessons they learn in science, language arts or math can be applied to real-world jobs.

Both students and teachers say they are invigorated by the opportunity to learn and teach what they want.
5th and 6th graders used math, science and language arts to create a fictional engineering company, designed a battery-powered car and then pitched their prototypes to a toy company.

“...the young person thinking, feeling, and doing like the practicing professional, even if at a more junior level than adult professionals.”
Infusion Of Triad Into The Regular Curriculum
Enrichment Infusion In Regular and Advanced Classes

How Infusion Works
Your Curriculum

A More Attractive Main Course

We cannot direct the wind but we can adjust out sails.

Why Infusion???
Injecting Enrichment Activities Into Any and All Regular Curriculum Topics

Guidelines For Infusion

1. Not always a single, predetermined correct answer
2. Something kids *do* rather than sit and listen
3. Something that is fun for most kids
4. Something that has various levels of challenge to which interested students can escalate
If you would persuade, you must appeal first to interest rather than intellect.

Benjamin Franklin
American statesman and inventor

Today’s Theme Words
Selection
Injection
Extension

The Standards (Outcomes) Based Curriculum

Your Magic Enrichment Infusion Device
States & Capitals
State and Capitals (topic)

- A Rap State Song
- Design a state motto/logo
- Travel Game (clues to find destination)
- Create a limerick/poem

- Design a Jeopardy style game
- Who am I? Match capitals & states
- Profiles of famous people from state

- Create state flag
- Students make board game
- Write/choreograph state song
- U. S. Dart Board

- Create state political cartoons
- Guessing game for state bird/flower
- PR material for tourism
- Origin of states

- Debate over capitol locations
- Photographic essay of state/capital
- Character sketch of state/capital

- Major events within states
- History of transportation
- Route planning to visit all capitals
- Unique facts

22 Ideas in 10 Minutes!
New Jersey resembles an Indian head.

Minnesota looks like a chef’s hat.

Louisiana is shaped like rain boots.

Iowa looks like a face.
Injecting Enrichment Activities Into Any and All Regular Curriculum Topics

The Rules (Apply as many as possible)

1. Not always a single, predetermined correct answer
2. Something kids *do* rather than sit and listen
3. Something that is fun for most kids
4. Something that has various levels of challenge to which interested students can escalate
The most important thing that teachers can do to promote enrichment in any and all learning situations

Become more creative themselves by coming up with creative teaching ideas to make a topic more interesting.
If you would persuade, you must appeal first to *interest* rather than intellect.

Benjamin Franklin
American statesman and inventor

**Today’s Theme Words**
- Selection
- Injection
- Extension

**The Standards (Outcomes) Based Curriculum**

**Your Magic Enrichment Infusion Device**
The Standards
(Outcomes)
Based Curriculum

Your Magic Enrichment Infusion Device

U. S. States And Capitals

Today’s Theme Words
Selection Injection Extension

If you would persuade, you must appeal first to interest rather than intellect.
Benjamin Franklin
American statesman and inventor
State and Capitals
(topic)

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Example of Infusion in Practice
I asked her and everybody asks me...

American History
Kenyon portraying Guion Bluford
The First African American Astronaut

Night of The Notables

Jackie Robinson  Harry Houdini
Ada Lovelace  Amelia Earhart
Nelson Mandela  Meriwether Louis
Bill Gates  Princess Diana
Steve Jobs  LeBron James
Ella Fitzgerald  Gabrielle Douglas
Ludwig van Beethoven  Mae C. Jemison
Michelle Obama  Helen Frankenthaler
Amelia Earhart  Malcolm X
Rosa Parks  Sacagawea
Roberto Clemente  Louis William Tomlinson
Benjamin Franklin  Coretta Scott King
Sally Ride  Anne Frank
Laura Bush  Martin Luther King, Jr.
Guion Bluford  Helen Keller
Willma Rudolph  Sacagawea
Tony Hawk  Roberto Clemente
Helen Keller  Muhammad Ali
Anne Frank  Annie Sullivan
Marian Anderson  Albert Einstein
Maya Angelou  Mary Tudor
Have you ever had this thought?

hmmmm...
and yet another
day has passed
and I did not
use Algebra
once... very
interesting.
Barbie Dolls Teach Algebra

Algebra 1 students use formulas and calculations to prevent Bungee-jumping Barbies from cracking their heads in a plunge off the top of the football stadium.

The freshman worked on the data derived from attaching rubber bands to the feet of each Barbie and recording how far she would fall with the addition of each additional rubber band.
n = 15

- Student Guess
- Computer Fit
  r = 0.99
  \[ y = 24.8x + 45.37 \]

- Remove Points
- Move Points
High School Infusion in an AP Physics Class

The Weather Balloon Project - Failure is Not an Option

High-school physics teacher Raymond Cirmo describes how he challenged his AP Physics B class to apply everything they learned to launching a video camera as high above the earth's surface as possible and recording the journey there and back.
The Role Of Technology In Infusion

Two Quick Examples

1. Unit on the U. S. Constitution

2. Unit on Ancient Egypt
**Required Topic: Study of The U. S. Constitution**

**Directions:**
Review the resources Renzulli has selected for you, and answer these questions:
1) Who was our country's first constitution called? 2) What are the main parts of the Constitution? 3) Describe the proceedings of the Constitutional Convention? 4) How much can you learn about the proceedings of the Constitutional Convention? 5) What did the Constitution mean to the people who wrote it? The Constitution must prevail in a society if the people hoped to maintain a free society.

**Required Activities To Review:**

<table>
<thead>
<tr>
<th>Enrichment Activity Title</th>
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<th>Enrichment Activity Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitutional Knowledge</td>
<td>Constitutional Knowledge</td>
<td>Constitutional Knowledge</td>
</tr>
<tr>
<td>Celebrate the Constitution</td>
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<td>Celebrate the Constitution</td>
</tr>
<tr>
<td>Madison's Notes Are Missing!</td>
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</tbody>
</table>

**Activities Matched To Your Profile:**

<table>
<thead>
<tr>
<th>Enrichment Activity Title</th>
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</thead>
<tbody>
<tr>
<td>A Revolutionary WebQuest</td>
</tr>
<tr>
<td>Ask a Civics Question</td>
</tr>
<tr>
<td>Jeffersonian Era</td>
</tr>
<tr>
<td>Understanding the Constitution</td>
</tr>
<tr>
<td>The New Nation</td>
</tr>
<tr>
<td>Constitutional Knowledge</td>
</tr>
<tr>
<td>1980 Election: Subjective Memories</td>
</tr>
</tbody>
</table>

**Activities Matched To Your Profile:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Ben's Guide to the U. S. Government</td>
</tr>
<tr>
<td>A History of US: Revolution</td>
</tr>
<tr>
<td>Our America</td>
</tr>
<tr>
<td>Constitution of the United States</td>
</tr>
<tr>
<td>Benjamin Franklin: An Extraordinary Life</td>
</tr>
<tr>
<td>Creating the United States</td>
</tr>
<tr>
<td>The Scales of Justice</td>
</tr>
<tr>
<td>Flashcard Exchange</td>
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</table>
Teacher Use – Teaching a unit on Ancient Egypt
### I. Cognitive Thinking Skills

<table>
<thead>
<tr>
<th>A. Creative Thinking Skills</th>
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</thead>
<tbody>
<tr>
<td>B. Analytic, Problem-Solving &amp; Decision-Making Skills</td>
</tr>
<tr>
<td>C. Critical and Logical Thinking Skills</td>
</tr>
</tbody>
</table>

### II. Character Development and Affective Process Skills

<table>
<thead>
<tr>
<th>A. Character Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Interpersonal Skills</td>
</tr>
<tr>
<td>C. Intrapersonal Skills</td>
</tr>
</tbody>
</table>

### III. Learning How-To Learn Skills

<table>
<thead>
<tr>
<th>A. Listening, Observing, &amp; Perceiving</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Reading, Notetaking, &amp; Outlining</td>
</tr>
<tr>
<td>C. Interviewing &amp; Surveying</td>
</tr>
<tr>
<td>D. Analyzing &amp; Organizing Data</td>
</tr>
</tbody>
</table>

### IV. Using Advanced Research Skills & Reference Materials

<table>
<thead>
<tr>
<th>A. Preparing for Research &amp; Investigative Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Library &amp; Electronic Reference</td>
</tr>
<tr>
<td>C. Finding &amp; Using Community Resources</td>
</tr>
</tbody>
</table>

### V. Written, Oral, and Visual Communication Skills

<table>
<thead>
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<th>A. Written Communication Skills</th>
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<tbody>
<tr>
<td>B. Oral Communication Skills</td>
</tr>
<tr>
<td>C. Visual Communication Skills</td>
</tr>
</tbody>
</table>

### VI. Meta-Cognitive Technology Skills

- The ability to identify trustworthy and useful information
- The ability to selectively manage overabundant information
- The ability to organize, classify, and evaluate information
- The ability to conduct self-assessments of web-based information
- The ability to use relevant information to advance the quality of one’s work
- The ability to communicate information effectively
Recycling (b)

What could you make out of these items?

cans

bags

old spoons
Study the figures below and see if you can group them together according to characteristics they have in common. You can use each figure as many times as you wish. An example is given below.

Common characteristics
furry things

Figures
G, N, O

Middle Grade
Another Point of View (a)

Do you remember the story about the three little pigs? In that story, the wolf is depicted as a mean and evil character, but few people have ever told the story from the wolf’s point of view. Imagine that you are the wolf in this story. Retell your story in a way that will let the reader to understand how it feels to be the big bad wolf. A few lines are written to help you get started. Use the back of this page if you need more space.

The Three Little Pigs
by
I. M. A. Wolf

It's not easy being a big bad wolf. I don't have very many friends, and everybody runs away when they see me coming.
Imagine that you are walking through a tropical jungle. All around you are things you can see, hear, and smell. In the spaces below, list the things your senses tell you about the jungle. After you have listed the sights, sounds, and smells, write a paragraph describing your walk through the jungle. Use the back of this page if you need more space.
Type III Enrichment: Individual and Small Group Investigations of Real Problems

What Makes A Problem Real
What Makes a Problem Real?

1. Personalization of Interest
2. Use of Authentic Methodology
3. No Existing Solution or “Right” Answer
4. Designed To Have an Impact on an Audience Other Than or In Addition to the Teacher

“...the young person thinking, feeling, and doing like the practicing professional, even if at a more junior level than adult professionals.”
TYPE III ENRICHMENT:
Building the Curriculum Around the Student

Begin Development of Management Plan

Interview With Facilitating Teacher

Problem Finding and Focusing

Student(s) With An Idea, Or Interest & A Commitment to Pursue An Individual Or Group Project

Human and Material Resources--Teacher as a Managerial Assistant

Finding Appropriate Outlets For Students' Work

Feedback, Encouragement, Editorial Assistance, Shoulder to Cry on

Focus on the Methodology or How-To-Do-It in a Particular Field

Manicure, Revise, Rewrite, Polish Product

Finding Appropriate Audiences for Students' Work
Type III Study of Victorian Architecture In An American City
### MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

<table>
<thead>
<tr>
<th>NAME</th>
<th>small group</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE</td>
<td>4-6</td>
</tr>
</tbody>
</table>

**TEACHER**  
Judith M. Johnson  
**SCHOOL**  
Ellenville Central School  
**Progress Reports**  
**Following Dates**

#### GENERAL AREA(S) OF STUDY
- Check all that apply
  - Language Arts
  - Social Science
  - Personal and Social Development
  - Social Studies
  - Art
  - Other (Specify)

#### SPECIFIC AREA OF STUDY
- Write a brief description of the problem you plan to investigate. What are the main questions of your investigation?

1. **What was Ellenville like in 1876?**
   - From the past to the present.

#### INTENDED AUDIENCES
- Who is interested in this topic? What are their interests, needs, and goals?

#### INTENDED PRODUCTS AND OUTCOMES
- What will you produce as a result of your investigation?

### GETTING STARTED
- What are the first steps you should take to begin this project?
- What data will be needed to solve the problem? If you do not have the data, how will you obtain it?

1. **Letters to Preservation Information Sources.**
   - Identify and contact sources of information relevant to the topic.

2. **Obtain maps from Village Clerk's Office, Town Clerk's Office, U.S. Geological Survey (existing maps, and any available old maps dating from 1830 to present).**

3. **Locate existing Victorian structures - Map them on a recent map.**
   - Identify and mark the locations of existing Victorian structures.

4. **Visit town historians with a tape recorder.**
   - Interview town historians and record their insights.

GENERAL AREA(S) OF STUDY (Check all that apply)

- Language Arts/Humanities
- Social Studies
- Mathematics
- Science
- Music
- Personal and Social Development
- Art
- Other (Specify)

SPECIFIC AREA OF STUDY
Write a brief description of the problem that you plan to investigate. What are the objectives of your investigation? What do you hope to find out?

1. Who were my ancestors?
2. What were they like?
3. Where did they live?
4. Why did they come to America?
5. What were their traditions?
6. In what historical time period did they live?
INTENDED AUDIENCES

Which individuals or groups would be most interested in the findings? List the organized groups (clubs, societies, teams) at the local, regional, state, and national levels. What are the names and addresses of contact persons in these groups? When and where do they meet?

1. Ellenville Public Library and Museum
2. Town historian - Katherine Terwilliger
3. Ulster County Historical Society
4. Victorian Society in America
5. National Trust for Historic Preservation
INTENDED PRODUCT(S) AND OUTLETS

What form(s) will the final product take? How, when, and where will you communicate the results of your investigation to an appropriate audience(s)? What outlet vehicles (journals, conferences, art shows, etc.) are typically used by professionals in this field?


2. Presentation to Village Board of Trustees (Maps - Photo Portfolio - List of Renovation Possibilities)

3. Display photos at Ellenville Art-in-the-Square in August.

4. Design and build a model of a Victorian living room, using only furniture and objects discovered in Ellenville homes. Display at Ellenville Public Library.
METHODOLOGICAL RESOURCES AND ACTIVITIES

List the names & addresses of persons who might provide assistance in attacking this problem. List the how-to-do-it books that are available in this area of study. List other resources (films, collections, exhibits, etc.) and special equipment (e.g., camera, transit, tape recorder, questionnaire, etc.). Keep a continuous record of all activities that are a part of this investigation.

1. Persons
   - Katherine Terwilliger
   - Patricia Clinton, Laurel Terrace, Ellenville, N.Y. 12428
   - Marlin Diamond, Ellenville Public Library

2. How-to-Do-It books


Collections - private and public
Antique Shops and flea markets.
Old letters, Postcards
Books such as Victorian Glass
Examples of old houses - Roosevelt Home at Hyde Park, N.Y., Vanderbilt Mansion.

4. Special equipment
   - 35 mm. camera, tripod, telephoto lens
   - black-and-white film (Plus-X and Tri-X)
   - darkroom facilities and equipment
   - telescope and binoculars
   - tape recorder
GETTING STARTED

What are the first steps you should take to begin this investigation? What types of information or data will be needed to solve the problem? If "raw data" how can it be gathered, classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?

1. **Letters to Preservation Information Sources, Preservation Funding Sources, each of the intended audiences** (Outline our objectives, ask for assistance)

2. **Obtain maps from Village Clerk's Office, Town Clerk's Office, U.S. Geological Survey** (get recent maps, and any available old maps dating from 1830 – to present.)

3. **Locate existing Victorian structures – Map them on a recent map. Key this map to a chart listing current addresses, present owners, condition. Locate and Map Victorian structures existing 100 years ago. Indicate on map those structures still in existence.**

4. **Visit town historian with a tape recorder. Ask about previous surveys which may have been done and location of material. Ask for personal recollections. Ask about persons to interview.**
**Completed By Students With Teacher Guidance**
GETTING STARTED

What are the first steps you should take to begin this investigation? What types of information or data will be needed to solve the problem? If "raw data", how can it be gathered, classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?

1. Invite local genealogists to share their family trees and charts
2. List names of all known ancestors on ancestry chart
3. Interview family members using tape recorders
4. Collect old photos, family artifacts, heirlooms, etc. from family
5. Compile biographies
6. Write a lineal account using data that has been documented from primary sources
INTENDED AUDIENCES

Which individuals or groups would be most interested in the findings? List the organized groups (clubs, societies, teams) at the local, regional, state, and national levels. What are the names and addresses of contact persons in these groups? When and where do they meet?

1. Family Members
2. Local Historical Society
3. Town Libraries
4. Genealogical Societies
5. State and National Archives
INTENDED PRODUCT(S) AND OUTLETS

What form(s) will the final product take? How, when, and where will you communicate the results of your investigation to an appropriate audience(s)? What outlet vehicles (journals, conferences, art shows, etc.) are typically used by professionals in this field?

1. Ancestor Charts
2. Family Trees
3. Lineal Accounts
4. Family History
5. Family Archives
6. Magazine
7. Cookbook
METHODOLOGICAL RESOURCES AND ACTIVITIES

List the names & addresses of persons who might provide assistance in attacking this problem. List the how-to-do-it books that are available in this area of study. List other resources (films, collections, exhibits, etc.) and special equipment (e.g., camera, transit, tape recorder, questionnaire, etc.). Keep a continuous record of all activities that are a part of this investigation.

1. How-to-Do-it-Books — See annotated bibliography

2. Libraries — Connecticut State Library
   — Connecticut Historical Society
   — Center for Connecticut Studies
   — New England Genealogical Society

3. Collections — The Peoples of Connecticut Multiculture Ethnic Heritage Studies Series - Old Sturbridge Village
   — Collections of letters, diaries, autobiographies, census lists


5. Materials — Tape recorders, cassettes, cameras, slide projectors, old photos, memorabilia, old maps, documents, family trees, diaries, tax lists, artifacts, family bibles, genealogies

6. Other Resources — Antique shops, Old Sturbridge Village court houses, cemeteries, church of Latter Day Saints Library, National Archives, churches


8. Genealogical Researcher — David F. Stoddard, Somers, Conn.
TYPE I ENRICHMENT  
General Exploratory Activities
Learn about new topics  
and interest through:  
Guest Speakers  
Internet, Facebook, Twitter  
Visitations & Virtual Field Trips  
DVDs & Videos  
Computer Programs  
Interviews  
Casual Conversations  
Books, Magazines, Television  
Dynamic Curriculum Experiences  
Letter Writing  
Observation of The World  
Around Us

TYPE II ENRICHMENT  
How-To Training Activities
Creativity & Critical Skill Training, Training in  
Research Skills, Independent and Self-directed  
Learning Skills, Affective Skills, Communication  
Skills, Time Management and Executive  
Function Skills, and Methodology Skills in  
Various Topics and Disciplines.

TYPE III ENRICHMENT  
Individual & Small Group  
Investigations of Real Problems
Students become “experts” through hands-on activities that  
use creativity and research skills to solve real-world problems.  
Creative products are shared with appropriate audiences.

“The young person thinking, feeling, and doing like the  
practicing professional, even if at a more junior level.”

Theory Into Practice

REGULAR CLASSROOM  
ENVIRONMENT
Important point about Type I Enrichment

**Type I: Debriefing**

What did you find interesting about the presentation?

Did this presentation raise any questions in your mind?

What else would you like to know?

Where could we find more information about this topic?

Are there any careers that this presentation makes you think of?

What good ideas can you share about projects, research studies, creative writing, etc. that might be used to learn more about this topic?

Would anyone like to meet with me individually to explore possible follow ups to this Type I?
Type I Enrichment Follow-up
Interested Students
Q: How do we develop creative/productive giftedness?
A: Use the concept or ORE.
What Makes For an Outstanding SEM School?

- Ownership
  You build it your way...

- Faculty Energy, Creativity, & Pride

- Knowledge
  About the Model

- Teacher & Administrator Trust

- The Culture Of the School

- Attitude
  Is Everything

Everybody’s in the game