

Adding Depth and Complexity to Type III Studies: The Schoolwide Enrichment Model

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Two Targets For Promoting Depth And Complexity Into The Learning Experiences For Gifted and Talented Students

1. Any And All Prescribed Or Teacher Developed Curriculum



2. Individual And Small Group Student Selected Projects

Continuum of Learning Theories*

Pedagogy

ive &

High
n
Content

Skills

rance,
rdner,
er,
ng

n Sciences,
ters
Difference



**Lesson
Learning
Giftedness**



**Creative
Productive
Giftedness**



*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.

Target 1: Any And All Prescribed Or Teacher Developed Curriculum

**Use Infusion To Add Enrichment
Activities To Prescribed Curriculum**

How Infusion Works





**U. S. States
And Capitals**

**Today's Theme
Words**

**Selection
Infusion
Extension**

**Multiplication
Tables**

The Standards (Outcomes) Based Curriculum

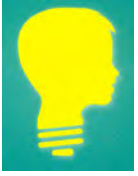
**If you would persuade, you
must appeal first to **interest**
rather than intellect.**

**Benjamin Franklin
American statesman and inventor**

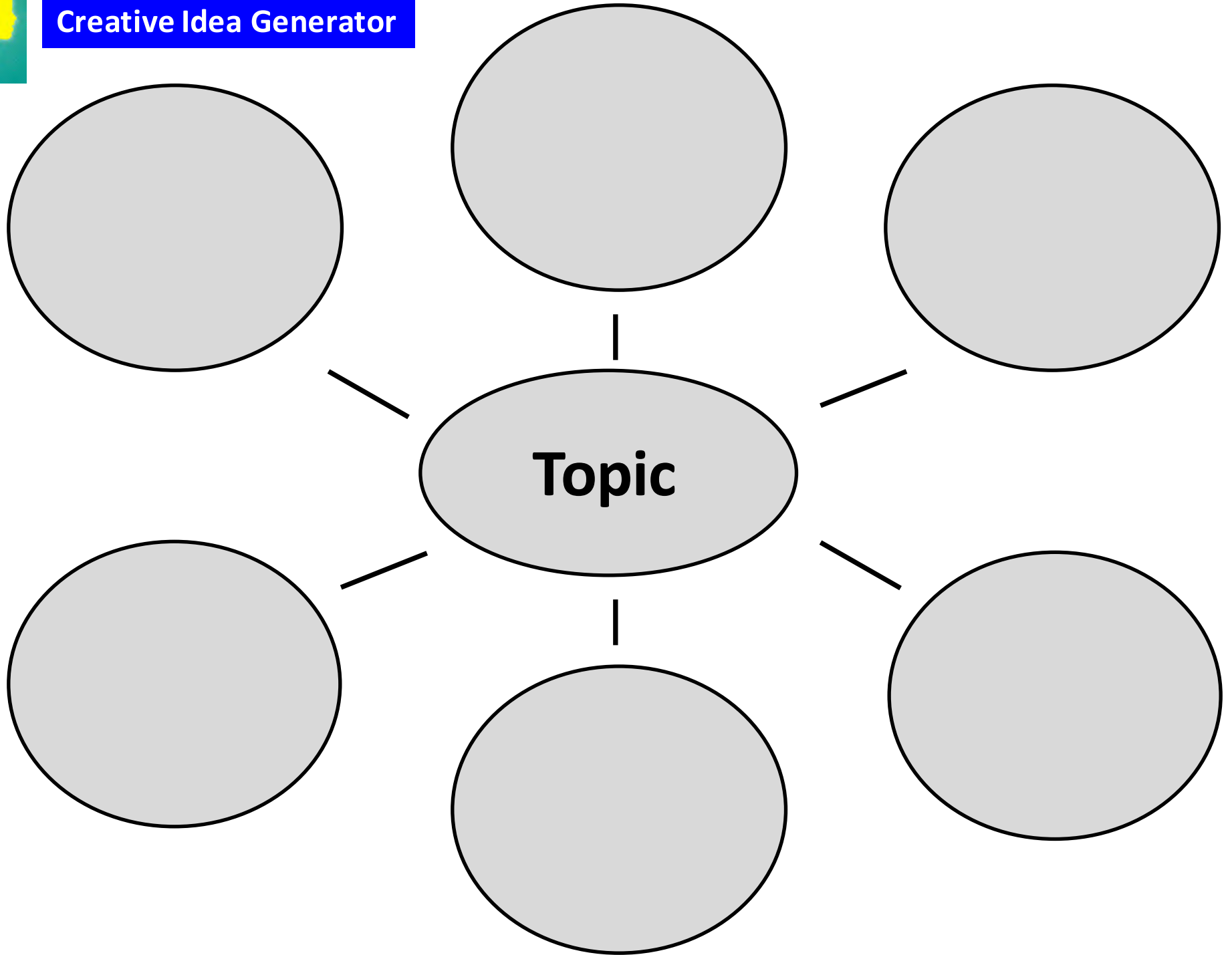
Teacher
Creativity ...



... Inspires Student Creativity

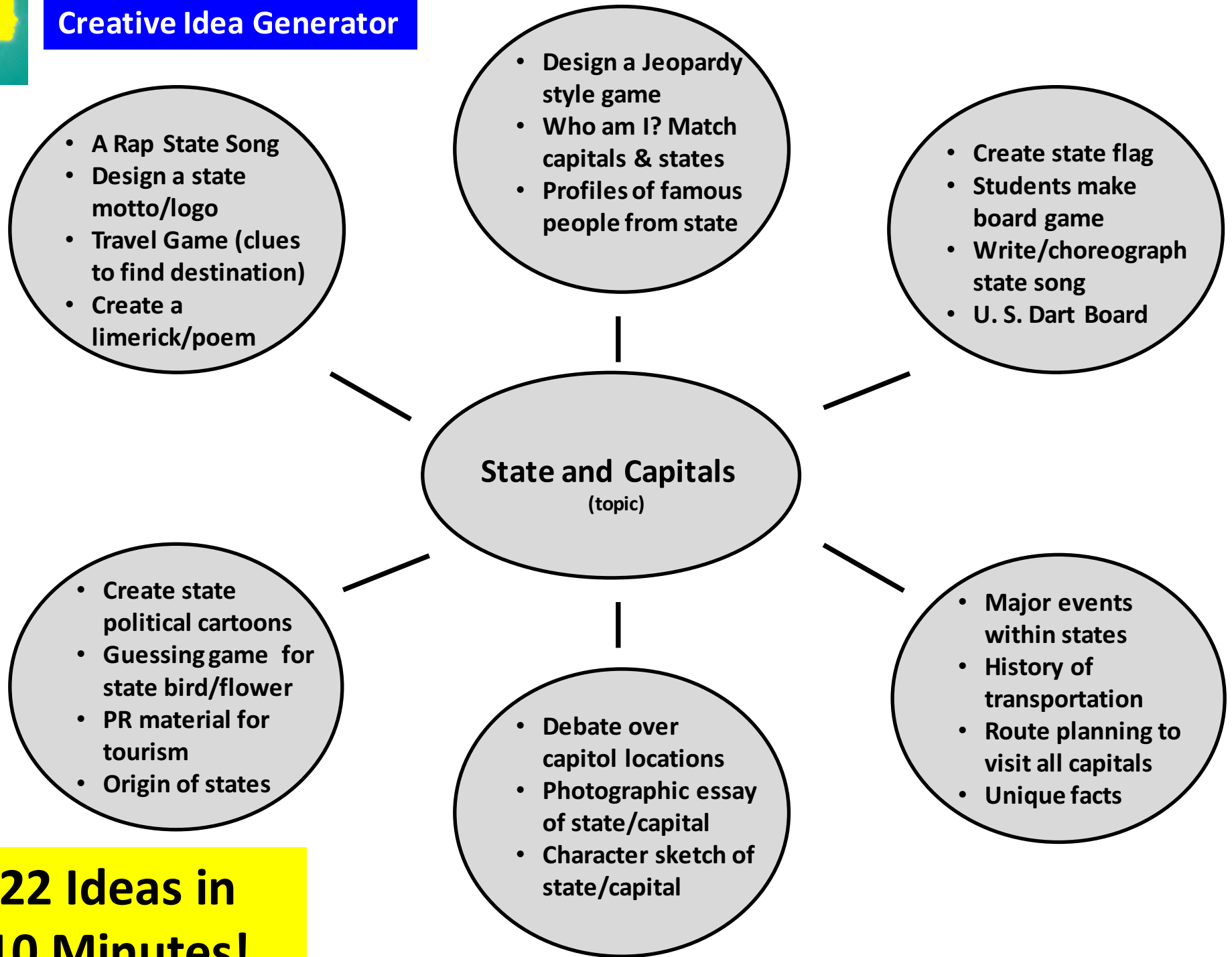


Creative Idea Generator





Creative Idea Generator



**22 Ideas in
10 Minutes!**

Example of Infusion in Practice

New Jersey resembles an Indian head.

Minnesota looks like a chef's hat.

Louisiana is shaped like rain boots.

Iowa looks like a face.



Ten minutes of brainstorming with a group of teachers

- A Rap State Song
- State Shapes made out of play dough
- Travel game (find clues to get to destination - like Carmen Sandiego)
- Route planning to get there (most efficient way to visit all capitals)
- Who am I? game to match states and capitals
- Students make board games
- History of transportation determining capital location
- Character sketch of state and capital
- Photographic essay of state/capital using Internet photos
- Create a flag based on information researched about the state
- Create political cartoons and original songs about the state and capital
- Debate over a better city for a state capitol
- Design a state motto/logo
- Create a limerick/poem
- Design a Jeopardy-style game to learn capitals and states using given supplies and time limit
- Write a song/poem/limerick that students can sing about capitals and states
- Profiles of most Famous men/women from the state
- Write/choreograph state song
- Guessing game on state bird/flower
- PR material to get tourists to state
- A dart board (more points for smaller states)
- Origin of state/capital names
- Debate over better capitol locations
- Major events that took place in the state (Wright Brothers @ Kittyhawk)

TeacherCreativity

24 Ideas in 10 Minutes



Name: _____

Date: _____

The Great State Geography Challenge Quiz No. 1

Draw a line to match the state name to its corresponding interesting feature.

State Name

Interesting Feature

Alaska

It was the first state to allow women to vote.

California

It is the birthplace of the ice cream cone.

Connecticut

It is so large that it covers as many square miles as the other five New England states combined.

Georgia

Its economy is so large that if it were a country, it would rank seventh in the entire world.

Kentucky

Home of the first Krispy Kreme doughnut store.

Maine

One out of every 64 people have a pilot's license.

Missouri

Home of the world's largest office building, The Pentagon.

North Carolina

Has more than \$6 billion in gold underneath Fort Knox.

Virginia

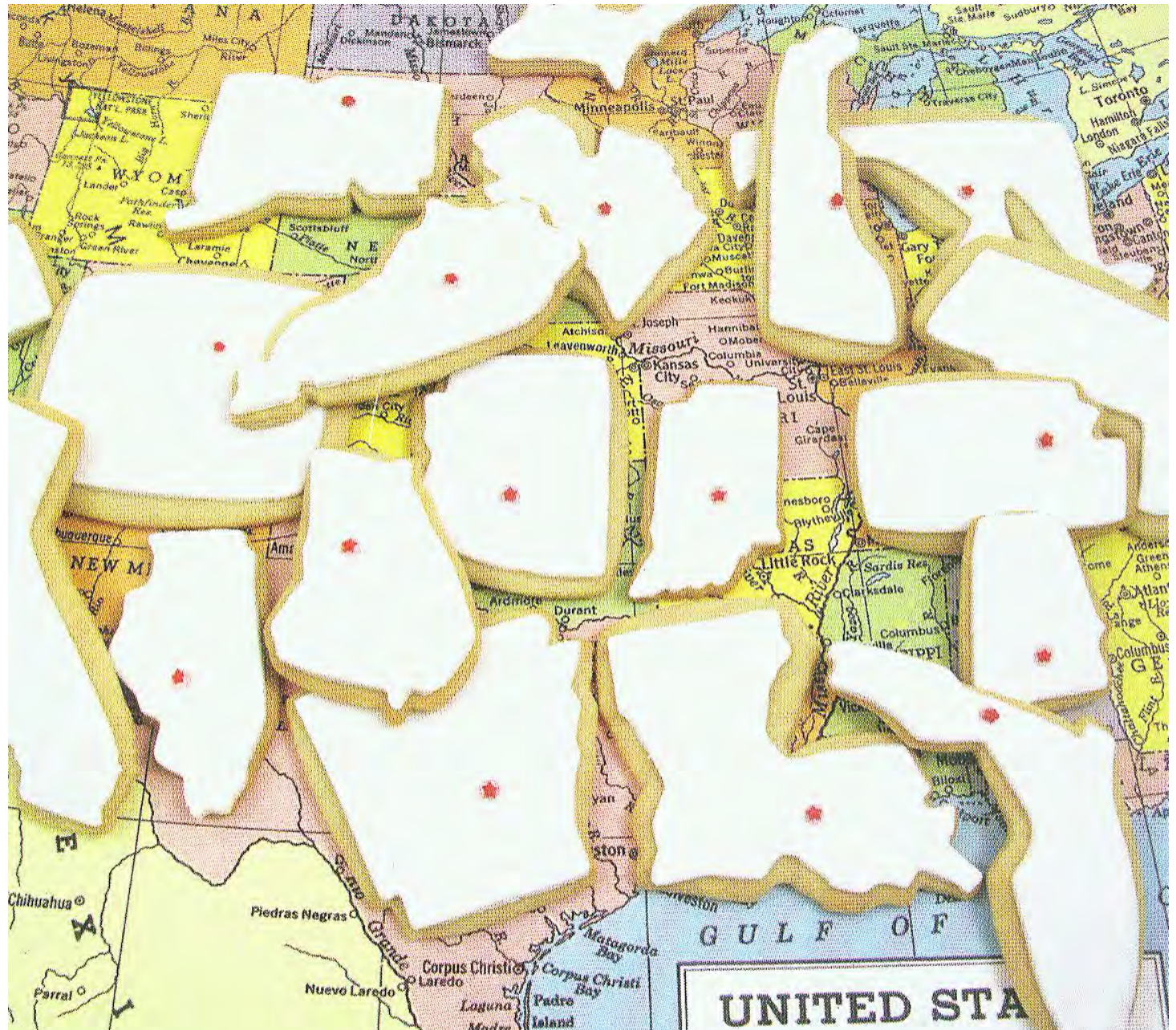
It was here, in 1886, that pharmacist John Pemberton made the first vat of Coca-Cola . . . interesting!

Wyoming

The Frisbee was invented here at Yale University.

**Best Extension
to come out of
this activity.**

**I asked her
and everybody
asks me...**



<http://www.cheapcookiecutters.com/products/united-states-cookie-cutter-set>

Using Differentiation For Two Math Questions

1. How much is 6×4 ?
2. How many different ways can you make 24?



How Many Ways Can I Make 24?

Addition

$$23 + 1 = 24$$

$$22 + 2 = 24$$

$$12 + 12 = 24$$

etc.

Subtraction

$$25 - 1 = 24$$

$$34 - 10 = 24$$

$$124 - 100 = 24$$

etc.

Multiplication

$$6 \times 4 = 24$$

$$8 \times 3 = 24$$

$$12 \times 2 = 24$$

etc.

Division

$$48 \div 2 = 24$$

$$96 \div 4 = 24$$

etc.

Addition + Sub

$$20 + 5 - 1 = 24$$

$$30 - 10 + 4 = 24$$

$$10 + 10 + 5 - 1 = 24$$

etc.

Addition + Mult.

$$10 + 2 \times 7 = 24$$

$$3 \times 10 - 6 = 24$$

$$4 \times 5 + 4 = 24$$

Mult + Division

$$6 \times 8 \div 2 = 24$$

$$12 \times 12 \div 6 = 24$$



Subtraction

Advanced

$$4^2 + 4^2 - 8 = 24$$

$$\sqrt{4} + \sqrt{4} + 20 = 24$$

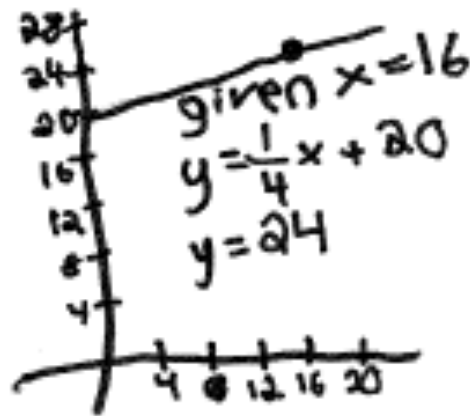
$$4! = 24$$

$$11000_2 = 24$$

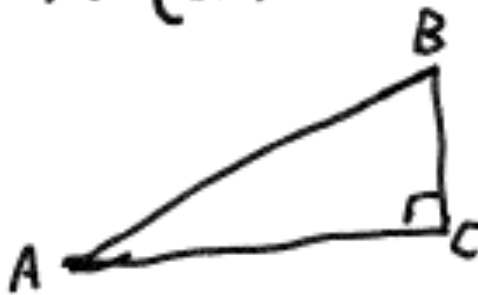
Riemann
Zeta-Function

$$\zeta(-2) = 24$$

$$\sum_{n=1}^{\infty} n - 4 = 24$$



$$\bar{x} = \{20, 40, 18, 22, 20\} = 24$$



If $\angle B = 66^\circ$, then
 $\angle A = 24^\circ$

$${}_4P_4 = \frac{4!}{(4-4)!} = 24$$

Finding Resources For Infusion

Directions

Review the resources Renzu was our country's first constitution called? 2) What are the r Government? 3) Describe the proceedings of the Constitutional Convention? 4) How mu must prevail in a society if the people hoped to maintain a fre

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Directions

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Directions

Review the resources Renzulli has selected for you, and ar was our country's first constitution called? 2) What are the r Government? 3) Describe the Fifth Amendment. 4) How mu proceedings of the Constitutional Convention? 5) What did E must prevail in a society if the people hoped to maintain a fre

Required Activities To Review:

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution -](#)

[Madison's Notes Are Missing!](#)

Required Activities To Review:

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution -](#)

[Madison's Notes Are Missing!](#)

Required Activities To Review:

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution](#)

[Madison's Notes Are Miss](#)

Required Activities To Review:

Enrichment Activity Title

[Constitutional Knowledge](#)

[Celebrate the Constitution - The Game!](#)

[Madison's Notes Are Missing!](#)

Activities Matched To Your Profile:

Enrichment Activity Title

[Ben's Guide to the U.S. Gov](#)

[A History of US: Revolution](#)

[Our America](#)

[Constitution of the United St](#)

[Benjamin Franklin: An Extra](#)

[Creating the United States](#)

[The Scales of Justice](#)

[This Nation](#)

Activities Matched To Your Profile:

Enrichment Activity Title

[Celebrate the Constitution -](#)

[Stand Up for Your Rights](#)

[Are You Smarter Than a Fift](#)

[The Patriot Papers Activities](#)

[Our America](#)

[Restore the Bill of Rights](#)

[Flashcard Exchange](#)

Activities Matched To Your Profile:

Enrichment Activity Title

[America's Story](#)

[Our America](#)

[Smithsonian American Ar](#)

[The Benjamin Franklin Te](#)

[The Scales of Justice](#)

[State WebQuest](#)

Activities Matched To Your Profile:

Enrichment Activity Title

[A Revolutionary WebQuest](#)

[Ask a Civics Question](#)

[Jeffersonian Era](#)

[Understanding the Constitution](#)

[The New Nation](#)

[Constitutional Knowledge](#)



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Renzulli LEARNING
AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

RENZULLI PROFILER™:

Now you are ready to start! We suggest you start with the first puzzle piece, Interest Areas. Then, you need to complete all of the other puzzle pieces. As soon as you have finished puzzle pieces 1-4, you will be able to view your profile, view enrichment activities, answer some open-ended questions, and work in your notebook.

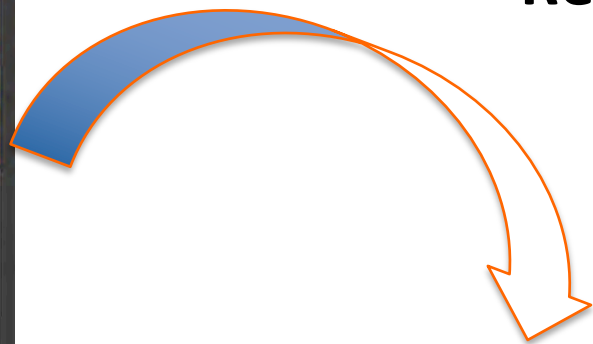
1 Interest Areas Questions >Learn more Incomplete

2 Ability Questions >Learn more Incomplete

3 Expression Style Questions >Learn more Incomplete

4 Learning Style Questions >Learn more Incomplete

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Renzulli Learning Data Bases

The vital importance of J-I-T resources.

Individualized Strength Assessment

- Interests
- Learning Styles
- Preferred Modes Of Expression
- Achievement Levels

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Proven Differentiation

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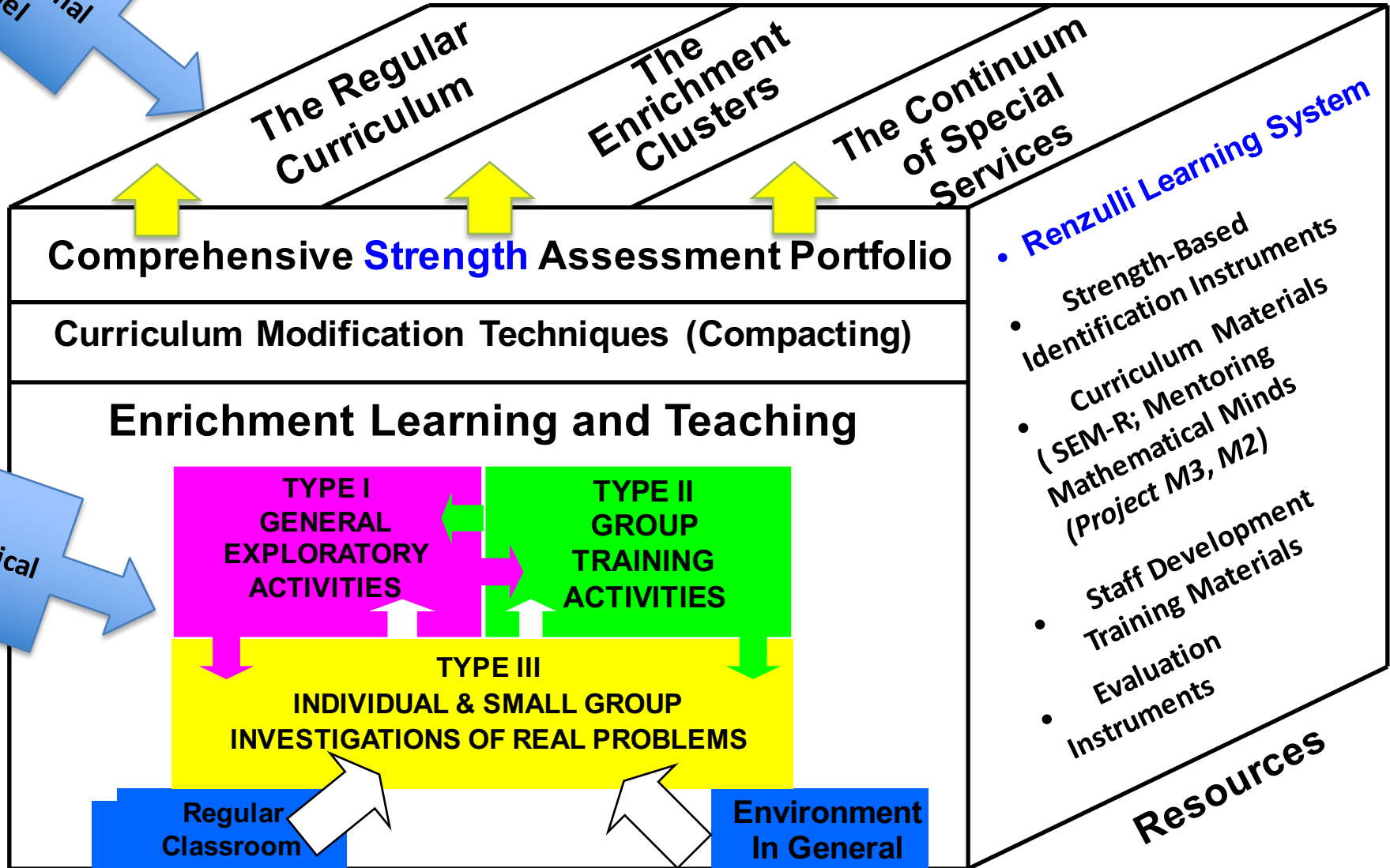
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52 Activities Virtual Field Trips	563 Activities Real Field Trips	86 Activities Creativity Training	403 Activities Critical Thinking	333 Activities Projects & Independent Study	10 Activities Contests & Competitions	545 Activities Websites
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Target 2. Student Selected Projects

The Schoolwide Enrichment Model

School Structures



Service Delivery Components



Rationale For Focusing On Creative And Productive Giftedness

We have an **economic imperative**

behind teaching creativity and inductive and investigative skills (the hallmark of Type III Enrichment) We need to focus on creativity, thinking skills, executive function skills, and an investigative mindset to have more young people become the inventors and creators of the future.

These are the “soft skills” that employers are seeking for persons in top level jobs.

How Does The Schoolwide Enrichment Model Differ From Other Approaches To Total Talent Development?

Enrichment Oriented Learning Environments and Opportunities



For All Students and Special Interest Learning Groups



The Enrichment Triad Model

Curriculum Compacting For All High Achieving Students In Their Domain Specific Strength Area(s)

Type III Enrichment: Learn The Essential Steps For Being A Coach or Mentor
(The “Guide-On-The Side”)

What Makes a Problem Real?

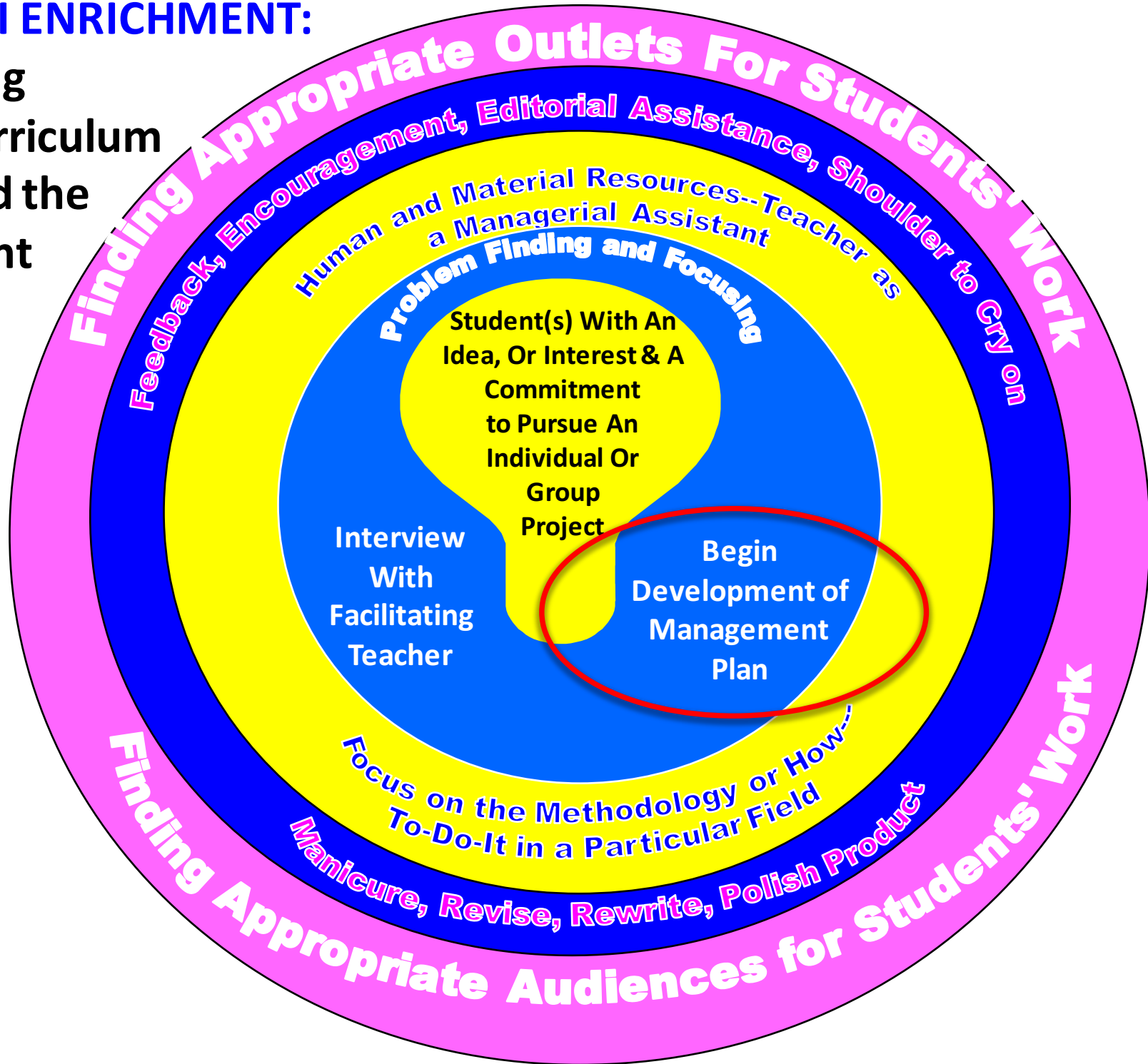


- 1. Personalization of Interest**
- 2. Use of Authentic Methodology**
- 3. No Existing Solution or “Right” Answer**
- 4. Designed to Have an Impact on an Audience Other Than or in Addition to the Teacher**

“...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



*How do we develop creative
productive giftedness?*

**Always, Always, Always In The
Student's Area(s) Of Interest**

?

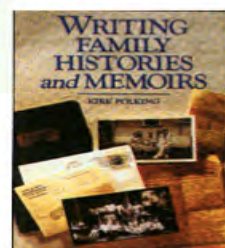
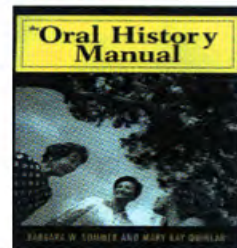
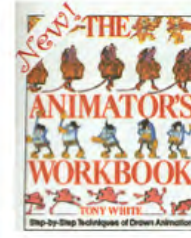
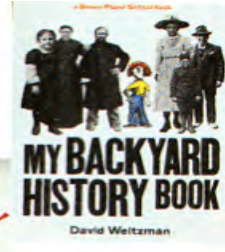
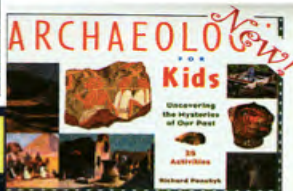
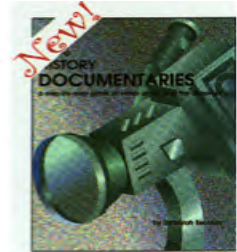
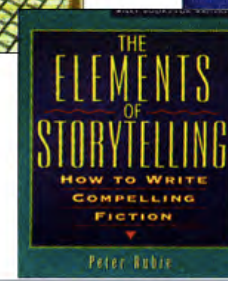
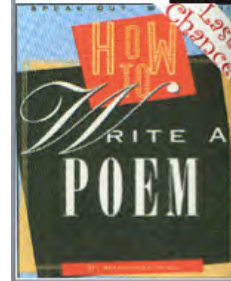
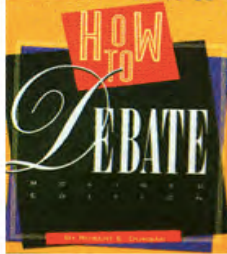
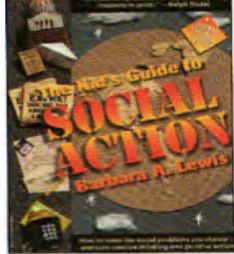
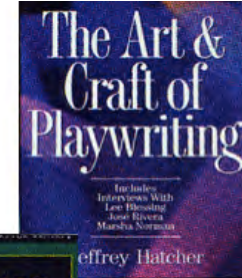
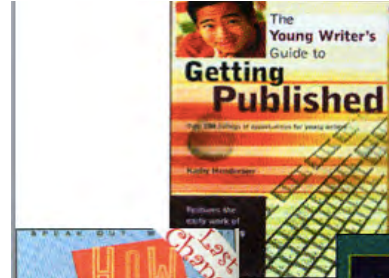
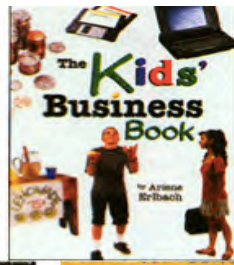
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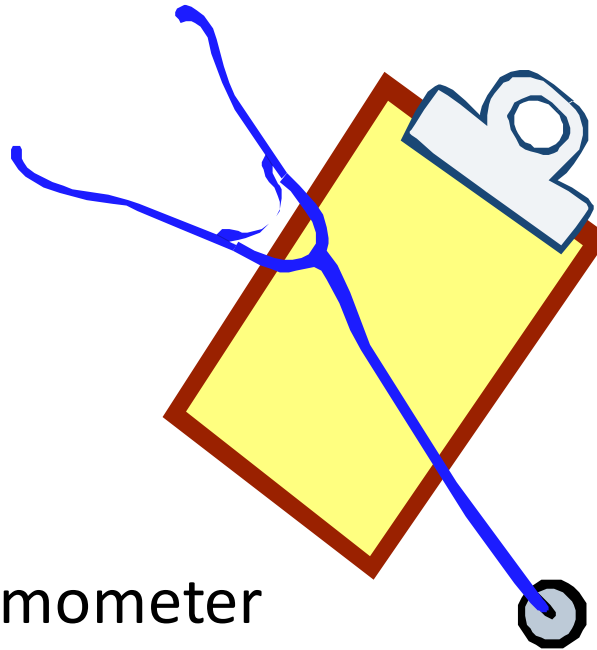
E



Gather A Collection of How To Books For Your Library



Teach Students How To Use Data Gathering Instruments



Interview

Questionnaire

Rating Scale

Observation Record

Sociometric Device

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

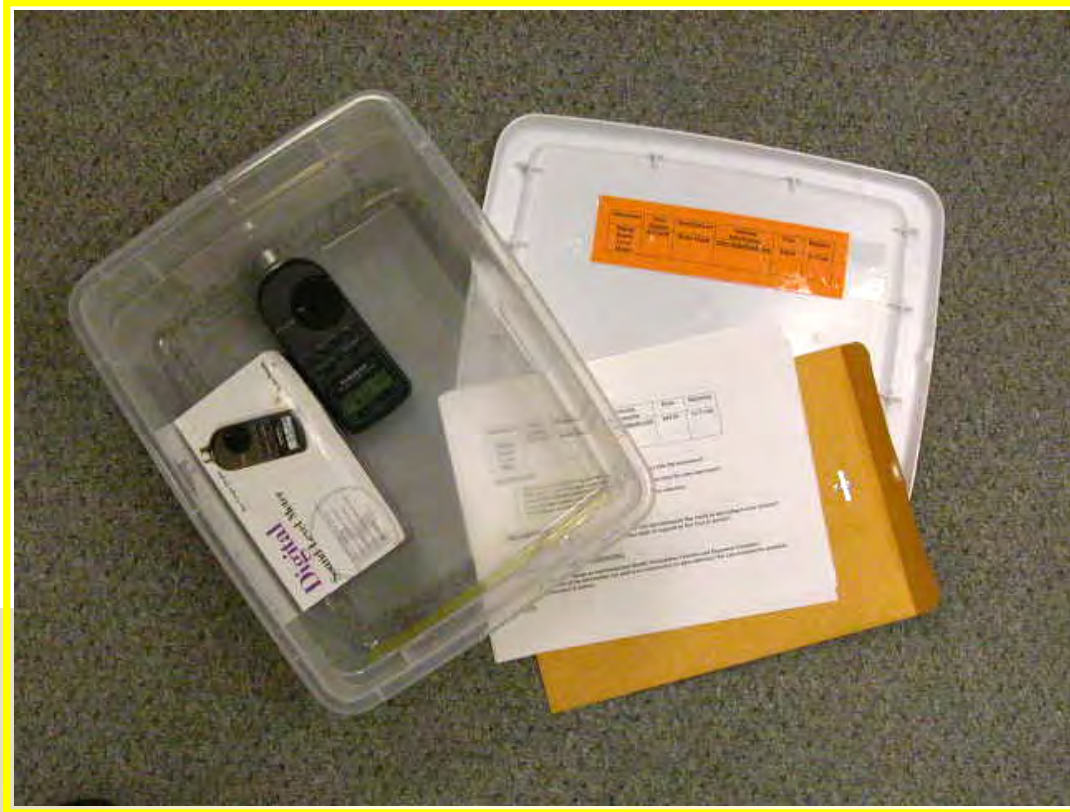
Amp Meter

Ohm Meter

Light Meter

Sound Meter

Spectroscope



THINK DATA



GETTING KIDS INVOLVED
IN HANDS-ON INVESTIGATIONS
WITH DATA-GATHERING
INSTRUMENTS

Joseph S. Renzulli
Nancy N. Heilbronner
Del Siegle



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Renzulli Profiler™ MY Enrichment Activities MY Portfolio

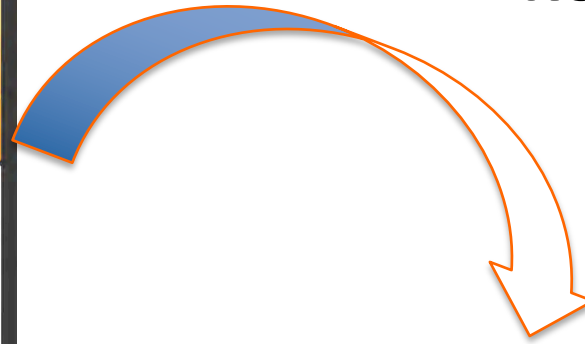
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- 1 Interest Areas Questions
>Learn more
Incomplete
- 2 Ability Questions
>Learn more
Incomplete
- 3 Expression Style Questions
>Learn more
Incomplete
- 4 Learning Style Questions
>Learn more
Incomplete

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Individualized Strength Assessment

- Interests
- Learning Styles
- Preferred Modes Of Expression
- Achievement Levels

What Do We Mean By Creative Productive Giftedness

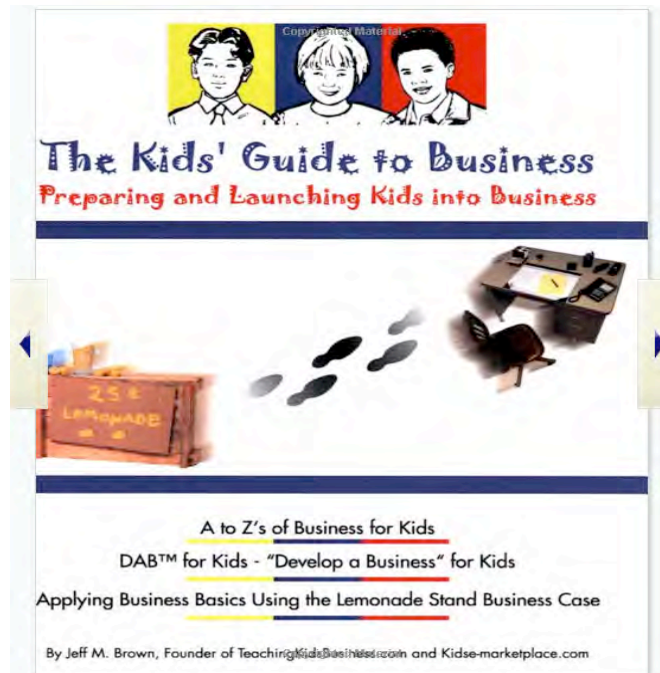
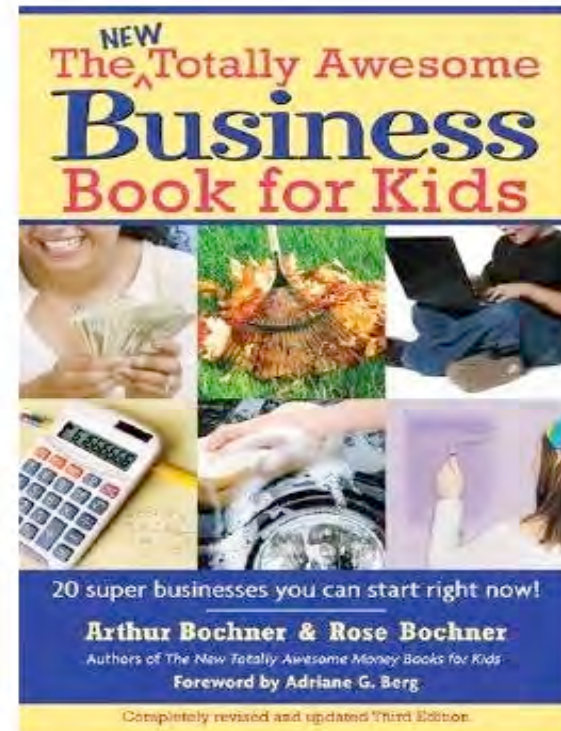
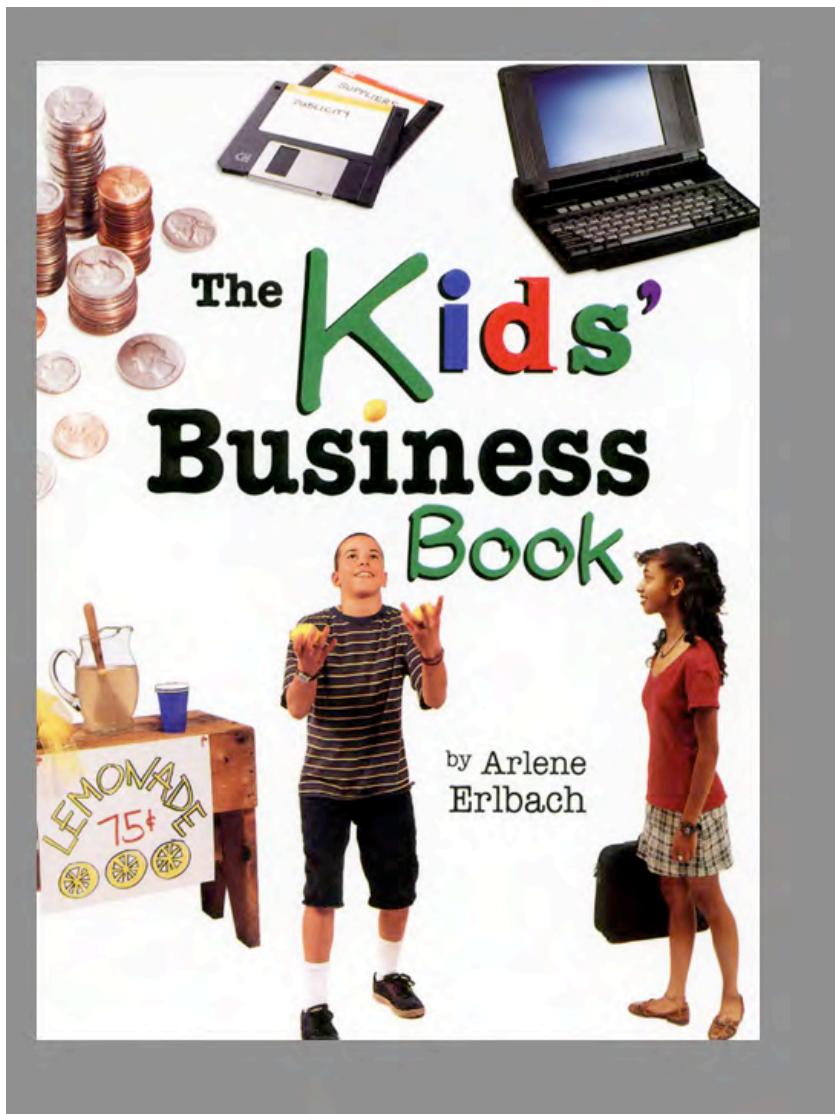
Examples of **Type III** Enrichment







From the **How-To Books Data Base** at
www.renzullilearning.com





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Activities Manager

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Search for Activities by...

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« RETURN

Interest Areas:

Business

Learning Styles:

Discussion
Group Work
Technology
Programmed Instruction
Lecture
Games
Simulation
Peer Tutoring
Independent Study

Abilities:

3-5 Medium
3-5 High
6-9 Low
6-9 Medium
6-9 High
10-12 Low
10-12 Medium

Expression Styles:

The Totally Awesome Money Book For Kids by Adriane G. Berg and Arthur Berg
Bochner (New Market Press, 2002) ISBN: 1557044937
Written by a kid (with his mom) for kids 10-17, this book is full of cartoons, drawings, quizzes, games, riddles, and stories to help you learn the basics of saving, investing, borrowing, and taxes. It also aims to teach you how to get what you want, how to bargain, and how to talk to business partners and parents.



non-fiction
(books &
e-books)

[♥ Add to My Favorites](#)

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[♥ Attach to Assignment/Project](#)



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Interest Areas:

Technology
Reading
Writing

Learning Styles:

Discussion
Games
Independent Study
Technology

Abilities:

10-12 Low
10-12 Medium
10-12 High

Expression Styles:

Audio-Visual/Display
Oral
Technological
Written

Smart Money Quiz Show

You will start off the game in debt. Don't panic though. You will get money for each question you answer correctly.

Practical Money Skills

This online activity requires Adobe Flash Player



on-line activities
& classes

♥ Add to My Favorites

♥ Share with Students/Teachers

♥ Attach to Assignment/Project



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Activities Manager

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Search for Activities by...

Basic Search

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[Search as a Student](#)

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« RETURN

Interest Areas:

Mathematics
Business
History & Social Studies

Learning Styles:

Discussion
Games
Independent Study
Programmed Instruction
Simulation
Technology

Abilities:

K-2 High
3-5 Low
3-5 Medium
3-5 High

Expression Styles:

Audio-Visual/Display
Commercial
Hands-on
Oral
Written

Ice Cream Inc.

Do you want to run your own business? Start with your own ice cream stand! The success of your stand depends on the decisions you make each day about how many supplies to buy, how much money to charge for each cone, and how much to spend on advertising. Make sure to check the weather forecast! Be smart, and good luck!

[Michigan Department of Agriculture](#)

Adobe Flash Player is required for this activity.



on-line activities
& classes

[Add to My Favorites](#)

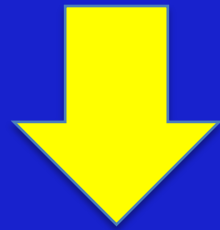
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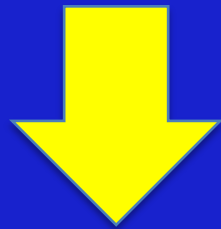


The Goals of The SEM

Enjoyment

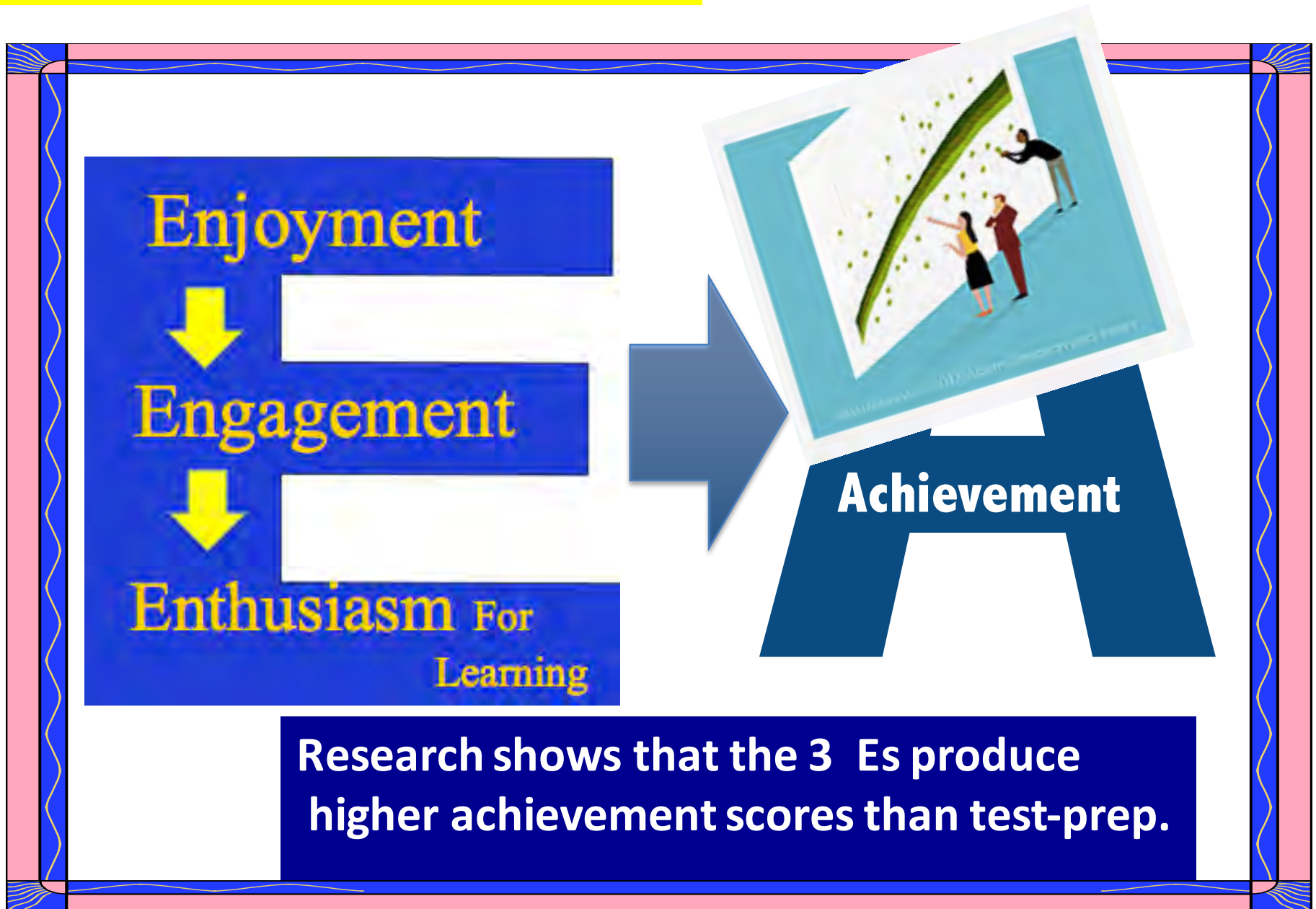


Engagement



Enthusiasm For
Learning

Why Are The 3 Es Important?



(Renzulli, 2004)

What Is Creative/ Productive Giftedness?

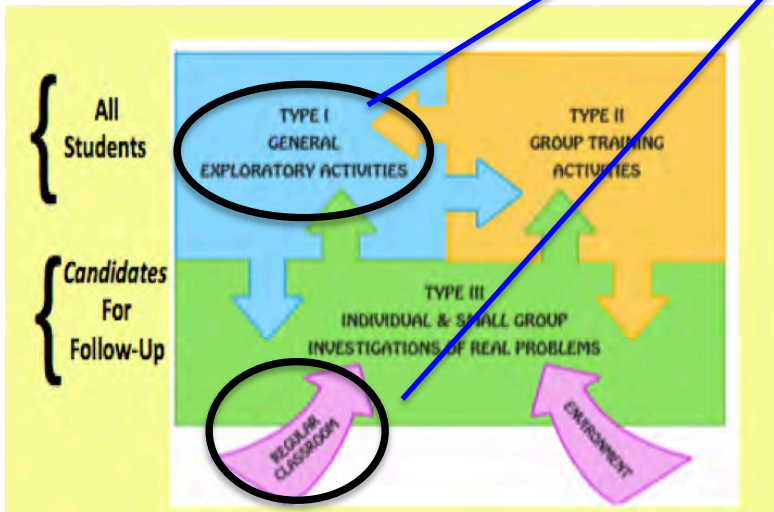
Meet Brooks and Kylie





Kylie Copenhagen invented a board game about ladybugs for a school science project. Kylie's **Profiler** indicated that a favorite activity is playing board games with her family and friends.

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." Kylie receives an annual royalty payment for each game sold, and is well on her way to covering her college tuition.



Example of Type III Enrichment

Table Games: How to Make and Play Them

Marran, Ray J.

Note: This is not the actual book cover

Type II: How-To Books

The **KOBOLD** guide to **BOARD GAME DESIGN**

by Mike Selinker
with Eric Brown, Richard Garfield,
Drew Jackson, and a dozen other of
the world's best game designers



THE YOUNG **ENTREPRENEUR'S** **GUIDE TO STARTING & RUNNING A BUSINESS**

STEVE MARIOTTI, FOUNDER OF THE NETWORK FOR
TEACHING ENTREPRENEURSHIP, WITH DEBRA DESALVO

COMPLETELY REVISED
AND UPDATED
TURN YOUR IDEAS INTO MONEY!

Rules of Play

Game Design Fundamentals

Katie Salen | Eric Zimmerman



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BUY NOW!

Ages 3-7

THE LADYBUG GAME™

**A New
Adventure
Every Time
You Play!**

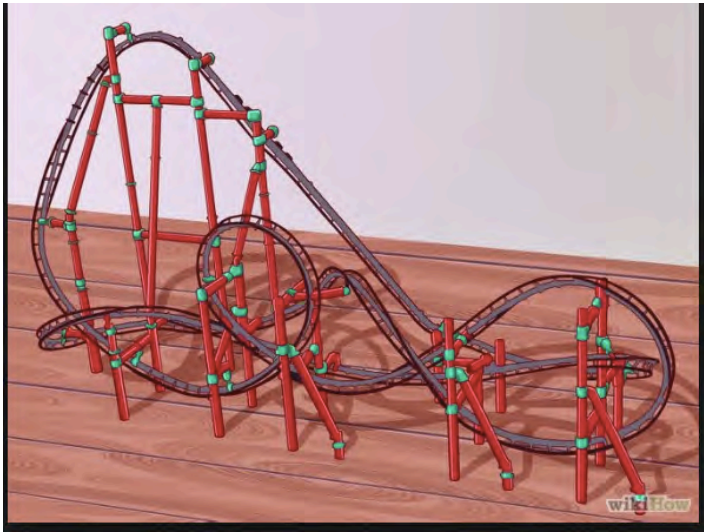
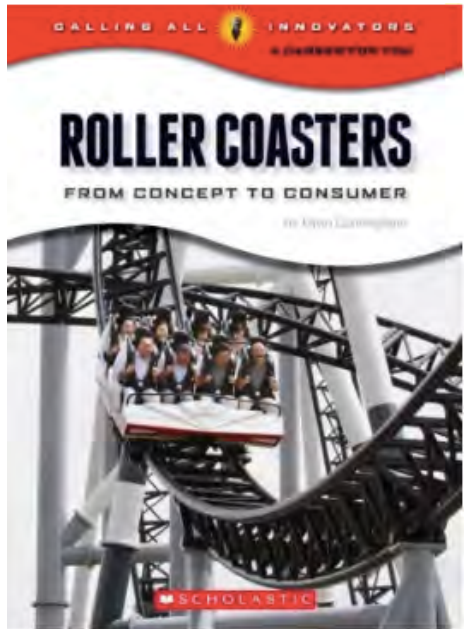
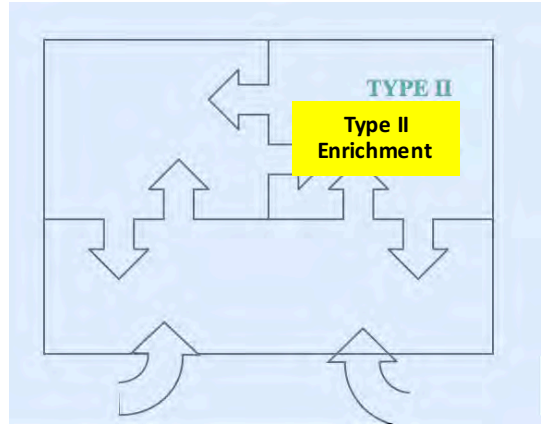


CONTENTS

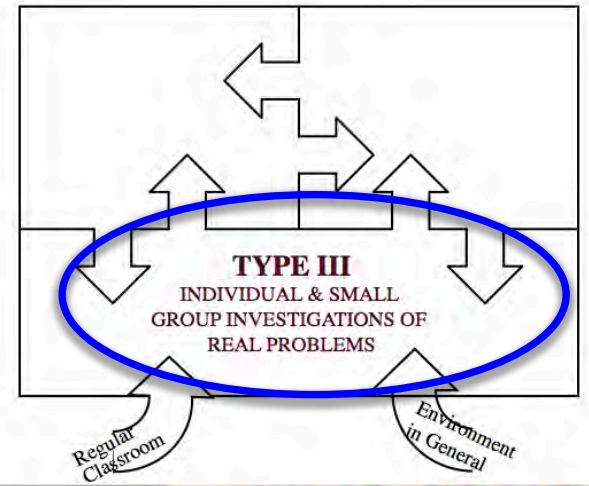
Gameboard · 4 Ladybug pawns and stands · 61 Aphid chips · 38 Ladybug cards (33 Moving cards, 5 Aphid cards) · 8 Praying Mantis passes

[Download the rules](#) (PDF)

Ages 3 & Up For 2-4 players







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.

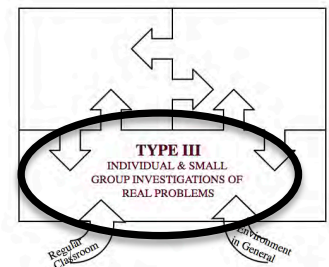
Dear Bolliger & Mabillard,

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



Examples of Group **Type III** Enrichment Projects

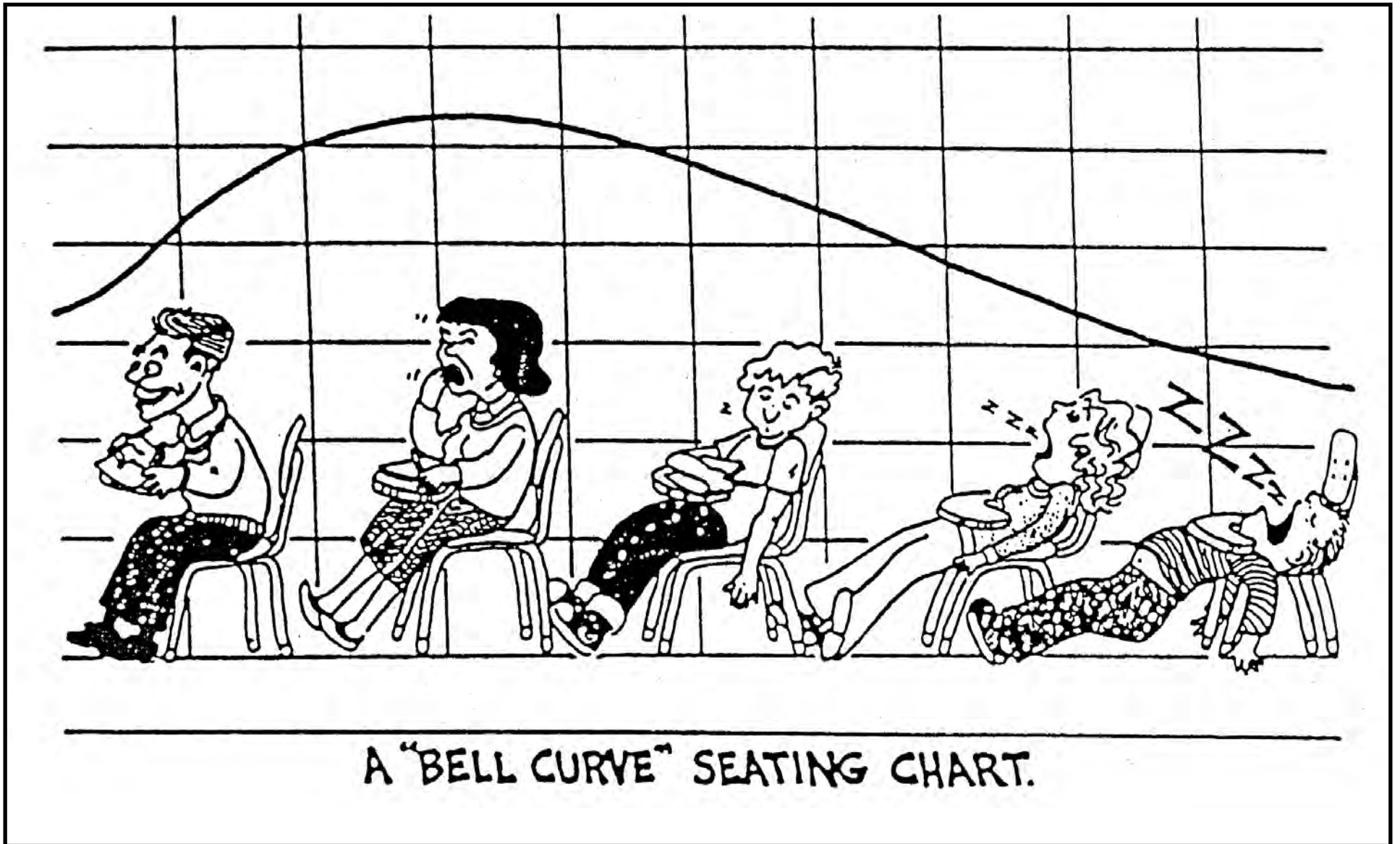


Continued

Curriculum Compacting

**A Systematic Approach For
Adjusting The For
High Achieving Students**



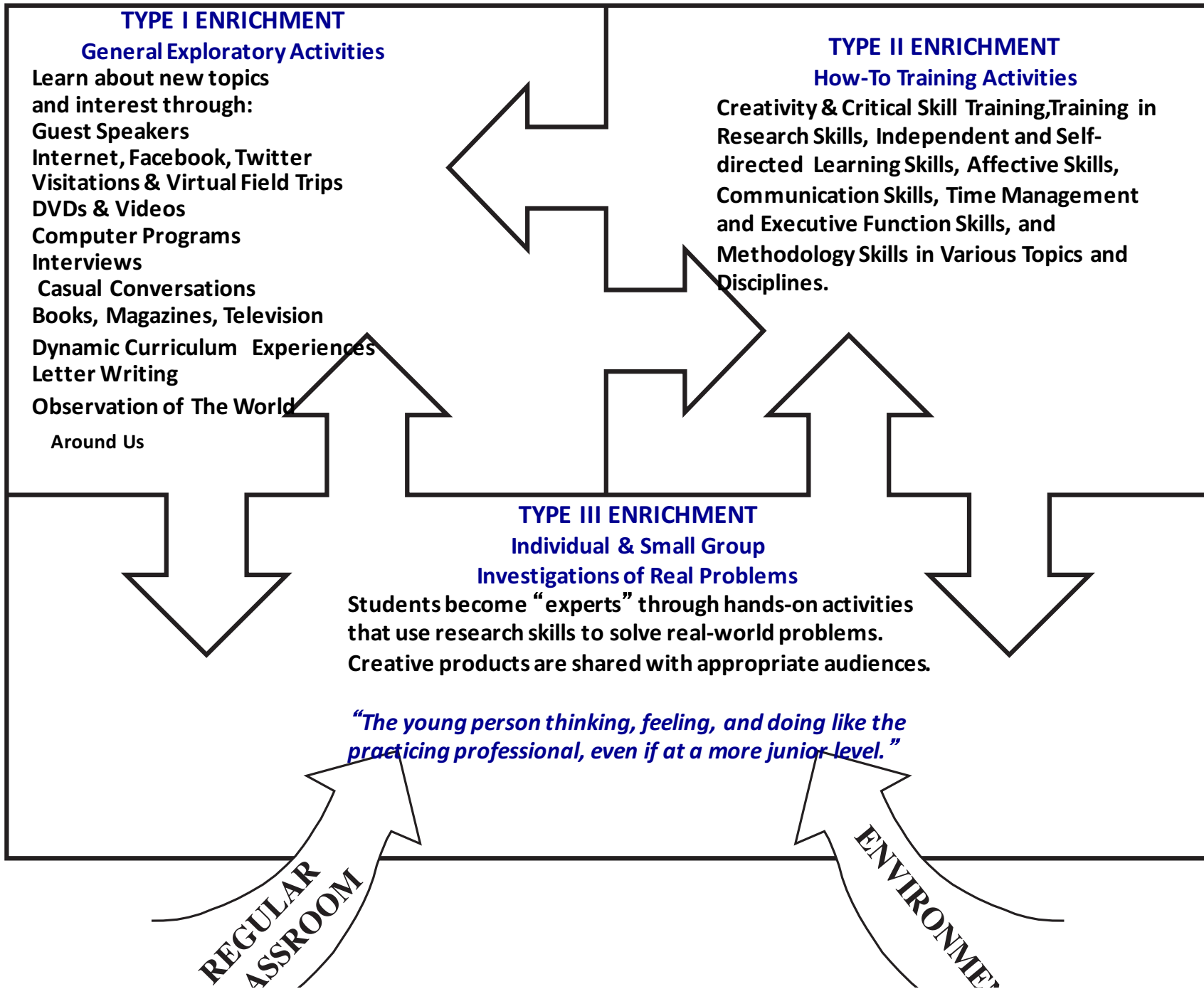


From *Get Off My Brain*, by Randy McCutcheon, illustrated by Pete Wagner

Curriculum Modification For High Achieving Students

Individual Educational Programming Guide The Compactor			Prepared by Joseph S. Renzulli Linda M. Smith
Name: _____	Age: _____	Teacher(s): _____	Individual Conference Dates and Persons Participating in Planning of IEP
School: _____	Grade: _____	Parent(s): _____	_____
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.	
Name It	Prove It	Change It	
<input type="checkbox"/> Check here if additional information is recorded on the reverse side.			

Learn How to Implement The Three Types Of Enrichment In the Triad Model



MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

(Actual Size: 11" x 17")

Prepared by: Joseph S. Renzulli
Linda H. Smith

NAME _____	GRADE _____	Beginning Date _____	Estimated Ending Date _____
TEACHER _____	SCHOOL _____	Progress Reports Due on Following Dates _____	

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

<input type="checkbox"/> Language Arts/Humanities	<input type="checkbox"/> Science	<input type="checkbox"/> Personal and Social Development
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Music	<input type="checkbox"/> Other (Specify) _____
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Art	<input type="checkbox"/> Other (Specify) _____

SPECIFY 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?

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. _____
2. _____
3. _____
4. _____
5. _____

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 vehicle (journals, conferences, art shows, etc.) are typically used by professionals in this field?

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, tape recorder, questionnaire, etc.). Keep continuous record of all activities that are part of this investigation.

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?

MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

NAME small group GRADE 4-6 Beginning Date _____ Estimated Ending Date _____
 TEACHER L.H. M. Johnson SCHOOL Ellenville Central School Progress Reports Due On Following Dates _____

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

Language Arts/Humanities Science Personal and Social Development
 Social Studies Music Other (Specify) History
 Mathematics Art Other (Specify) Architecture
 Archeology Philosophy

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?

- Ellenville Public Library and Museum
- Town historian - Katherine Terwilliger
- Ulster County Historical Society
- Victorian Society in America
- 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?

- Survey of existing Victorian structures in Ellenville. Present to Ellenville Public Museum for their records. Publish results in local newspapers.
- Presentation to Village Board of Trustees (Maps - Photo Art folio - List of Renovation Possibilities)
- Display photos at Ellenville Art in the Square in August.
- Design and build a model of a Victorian living room, using only furniture and objects discovered in Ellenville homes. Display at Ellenville Public Library.

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 you 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?

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

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?

E

1. What was Ellenville like in Victorian times and what happened to it?
2. What effects on individuals are evident when local architecture from the past is destroyed or altered?
3. What can be done to preserve Victorian structures still in existence?

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, tripod, tape recorder, questionnaire, etc.). Keep a continuous record of all activities that are a part of this investigation.

Persons

- Katherine Terwilliger
- Patricia Clinton, Laurel Terrace, Ellenville, N.Y. 12428
- Marion Dumont, Ellenville Public Library

How-to-Do-It books

- Wrenn & Malloy. America's Forgotten Architecture. New York: Pantheon Books, 1976.
- Bullock, Orin M. The Restoration Manual. Norwalk, Conn.: Silvermine Publishers, Inc., 1966.
- Hammond, Philip C. Archeological Techniques for Amateurs. Princeton, N.J.: D. Van Nostrand Co., 1963.
- Hale, Richard W. Methods of Research for the Amateur Historian. Nashville, Tenn: American Association for State and Local History, 1969.

Other resources - periodicals

- Petersen's Magazine, Godey's Ladies Book, Antiques, APT Bulletin, Historic Preservation, Journal of the Society of Architectural Historians, The Old House Journal, Preservation News.

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

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

Prompts as Tools



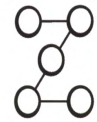
Depth



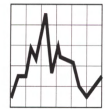
language of the discipline



details
 characteristics
 traits
 attributes



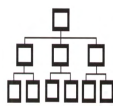
patterns
 natural -- topography
 person-made -- recreation



trends




unanswered questions — discipline answer -- need to wor




rules — developed & dissemin 




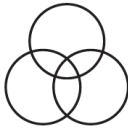


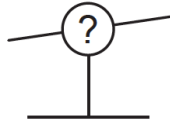


ethics — exposure
 concern
 issues
 deliberate 



big ideas
 general
 discipline specif 

Complexity

	overtime 	perspectives 	interdisciplinary 
context 	people, place, time, philosophy		
translate 	“interpretation” reduction/enhancement of meaning		
original 	you/world part/whole whole/part		
judgment 	decide, determine, “weigh” factors		

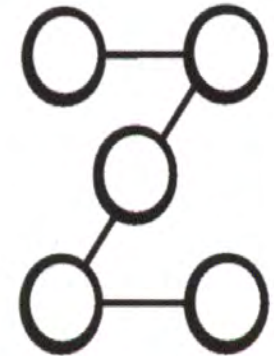
Language of the Discipline



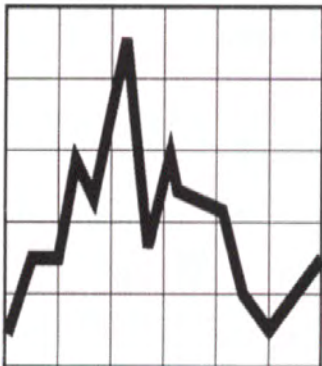
Details



Patterns



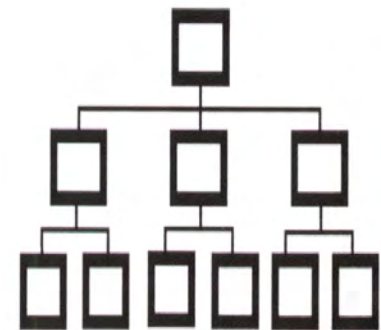
Trends



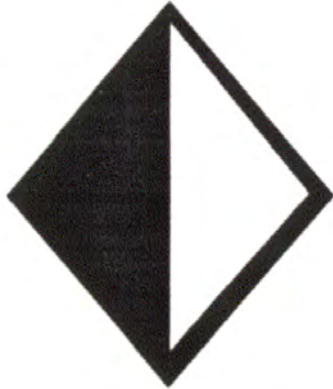
Unanswered Questions



Rules



Ethics



Big Ideas



Impact



Process



Motive



Proof



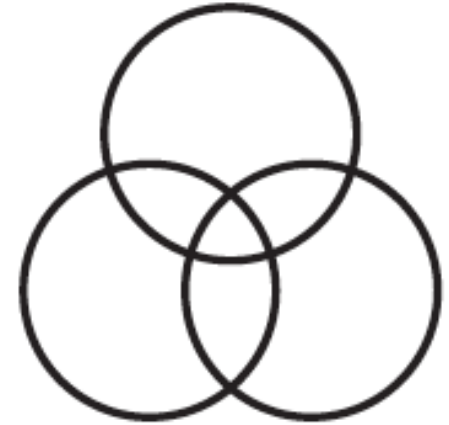
Over time



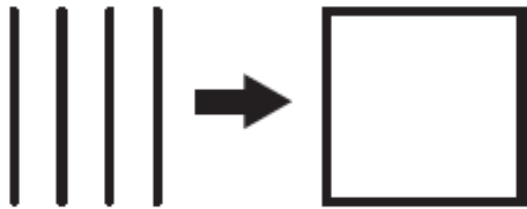
Multiple Perspectives



Context



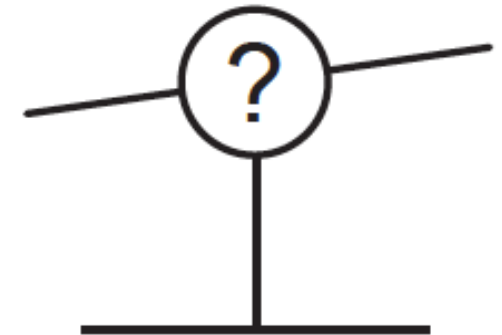
Translate



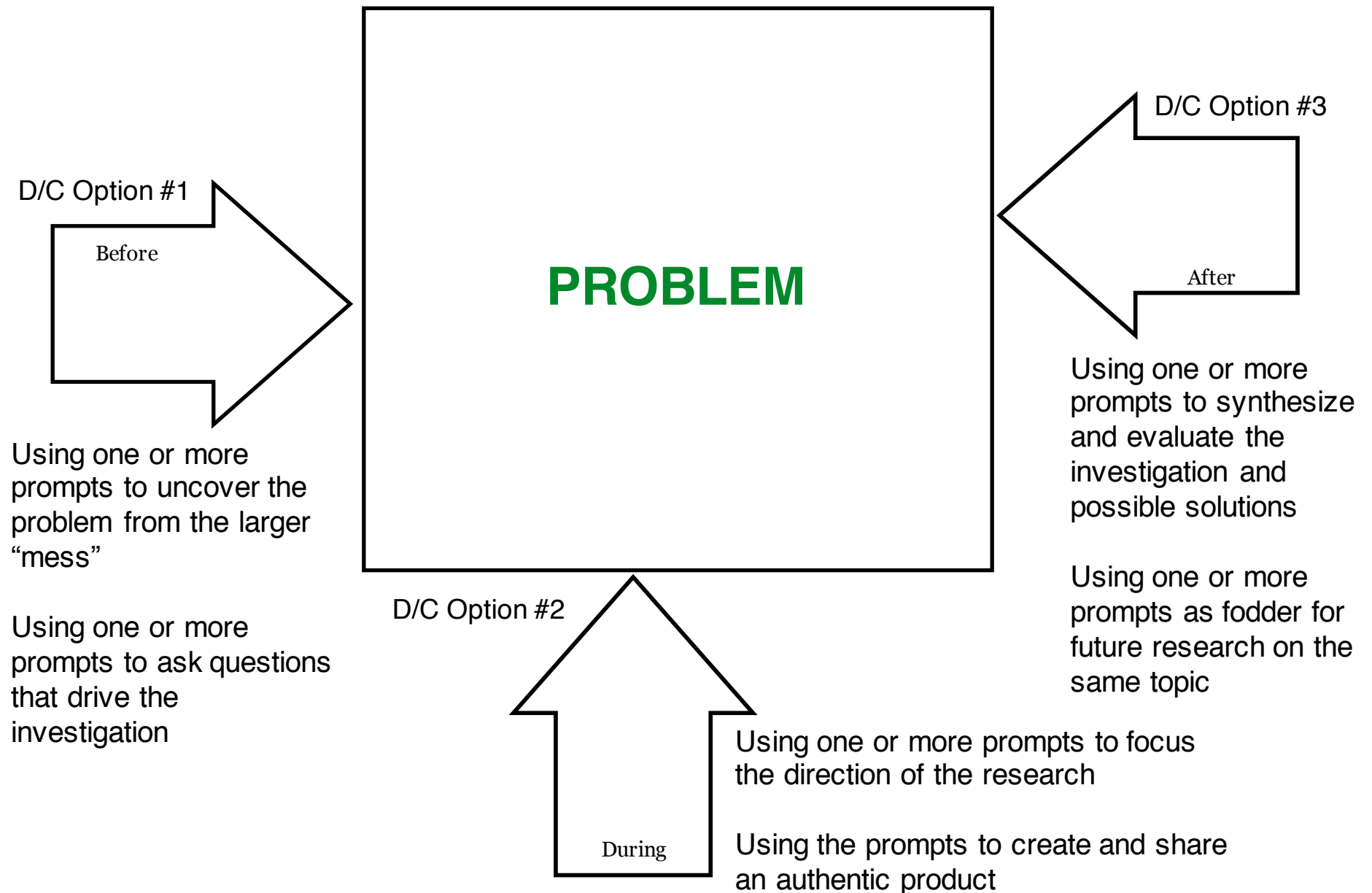
Original



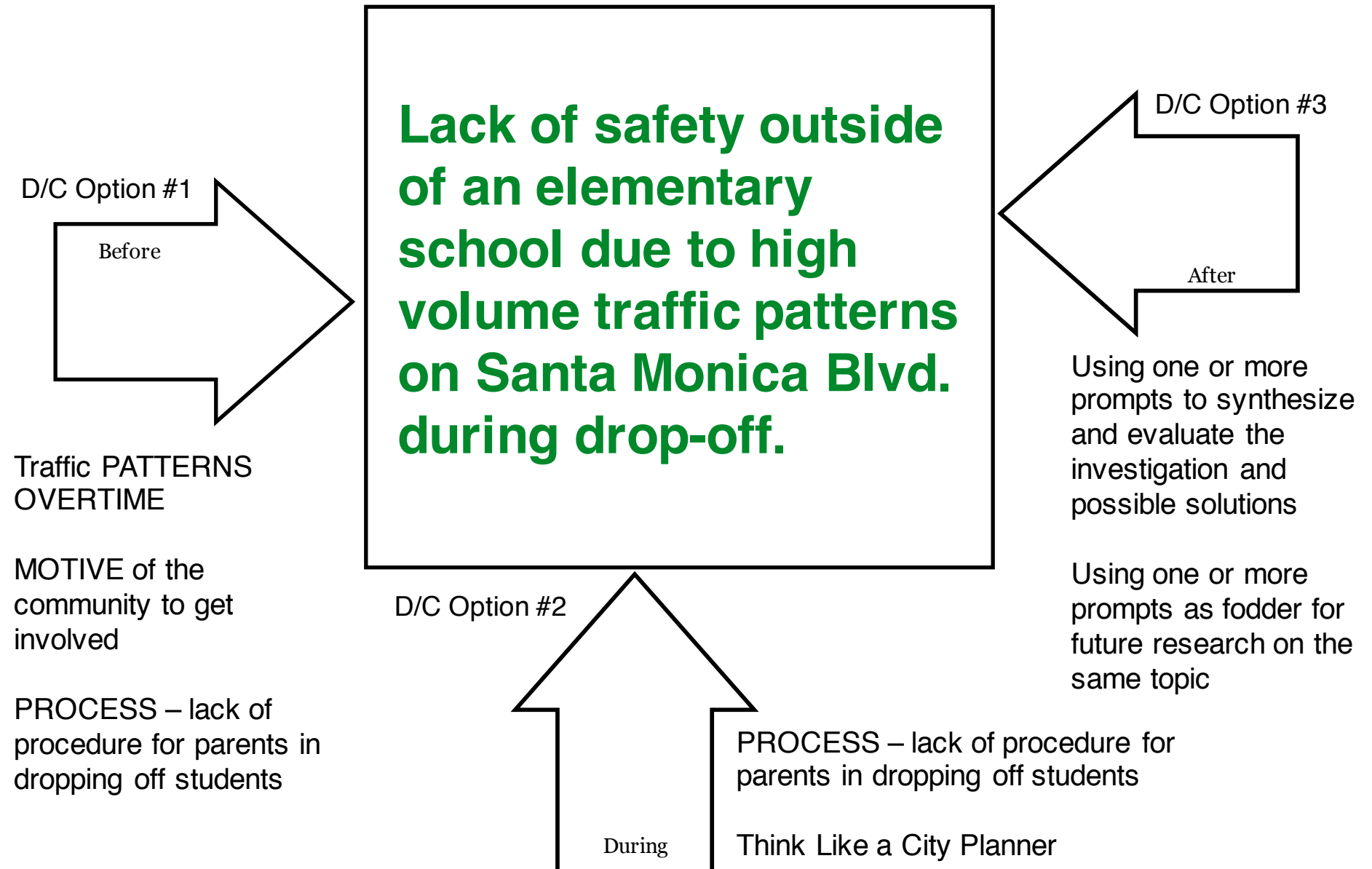
Judgment



Investigation of a Real Problem



Investigation of a Real Problem



Before – Examining the CONTEXT

- **Context** – time, place, environment, people that were “players” in the problem
- **Pattern Overtime** – initial research via interviews with teachers and locals in the community to determine how long this issue had been going on
- **Motive** – conducted a survey to determine how invested the community would be in solving this problem

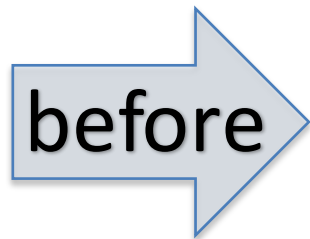
During – Focusing the Investigation



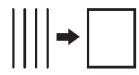

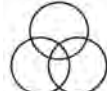





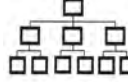


- **PROCESS** – there was a lack of effective systems and steps for drop-off
- Think Like A – City Planner
 - What **DETAILS** caused the ineffective process and how could they be adjusted to be more effective?
 - How have other urban schools used **TRENDS** in technology to address issues of safety regarding the process of drop-off?
 - What **ORIGINAL** processes can be created that would benefit all stakeholders involved?

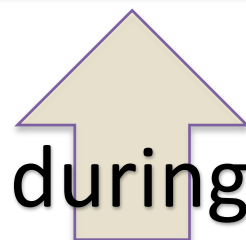
After – Evaluation and Extension

- **JUDGMENT**– an evaluation of the effectiveness of the solution
 - To what degree did I **TRANSLATE** my solution to other?
 - To what degree my solution solve the problem?
- **UNANSWERED QUESTIONS** – what is still unknown or need to be researched regarding the safety of the drop-off process?

Triad Type III



selection	 motive	 details	 translate	
investigation	 patterns	 context	 process	 proof
presentation	 big ideas	 interdisciplinary		
continuation	 ethics	 rules	 original	 impact




A Challenge *TO* and *FROM* the Standards

The prompts provide access *WITHIN* the standards and *BEYOND* the standards

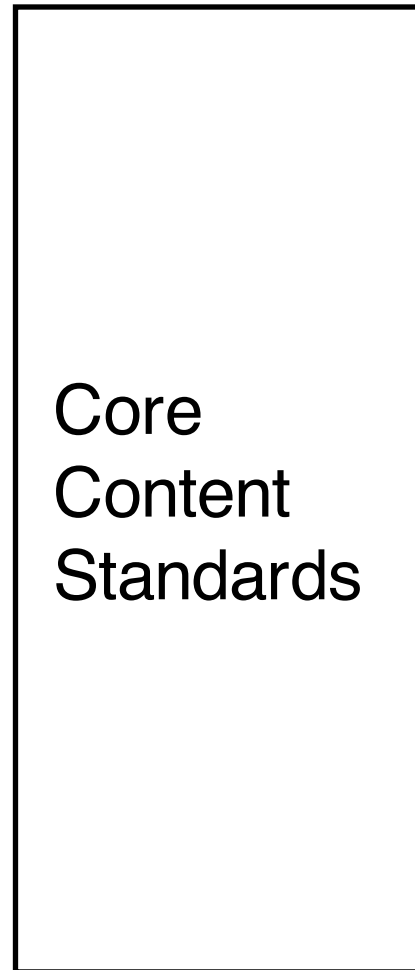

Question



Task




Prompt




Question



Task



Prompt



4th Grade Science Example

Big Idea: Change can be positive and/or negative.



What are the various **ethical** issues surround the use of natural resources and their **impact** on the environment?



Describe the **rules** that are derived from natural resources and the **impact** of their effects on the environment.



Create an infographic to highlight the **patterns** of how natural resources are used and how their uses affect the environment **over time**.

Obtain and combine information to describe that energy and rules are derived from natural resources and their uses affect the environment.
Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, air pollution from fossil fuel, etc.



What are some **unanswered questions** related to natural resources that you would ask a panel of experts: politician, conservationist, sociologist?




Research current **trends** in technology being used and/or proposed to mitigate the effects of diminishing natural resources on the environment.




Engage in a debate to highlight the various **perspectives** that exist related to environmental laws and regulations.

6th Grade ELA/History Example


Big Idea: Structure follows function.



What are the short term and long term **impacts** of the political, social, geographic, and religious structures of Ancient Greece. How do these **impacts** vary based on **perspective**?



Compare and contrast direct democracy and representative democracy. Use key **details** to create a **rule** that synthesizes each type of democracy.




Trace the **impact** of Greek literature and culture **over time**. Highlight its relevance and value to various cultures around the world in an interactive Prezi.

Ancient Greece


Information text

Literature —
myths and
mythology


Writing
informational text



How does **context** effect the political, social, geographic, and/or religious structures of societies **over time**?



Prove that **ethical** issues are inherent in both a direct and a representative democracy. Use **proof** to justify all contributions.



Write an **original** version or adaptation of an ancient Greek myth. Describe how your myth is relevant to the **context** of 2019 and how it is founded in **details** from the seminal stories.



Summary and Conclusions

*"Those who own the rights
to inventions own the
world."*

**From the political platform of
the Japanese Democratic Party**

Type III Enrichment

Individual and Small Group Investigations Of Real Problems

? What makes a problem real?

*The young person thinking, feeling,
and doing like the acting practicing professional, even if at
a more junior level than the adult scientist, writer,
film maker, or fashion designer.*

July 12-17th, 2020

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谢谢

umesc Kasih Mamnoon Todah
Diolch Kiitos Sheun Shnorhakalutiun
Shokriya Ngiyabonga Dzekije
Gamsahapnida Te°ekür Dekuju/Dekujeme
Hvala Spaas Mul Ači
Dank Gamsahapnida Cam Dzekije Shokrun
Dakujem Waad Kop Salamati Merci Gra or al Xie
Daw Dhanyavaadaalu Takk Dhanyavad
Krap Dhanyavaadaalu Thank You Khopjai Kruthagnathalu Faleminderit
Tack Grazzi raibh Gracias Nandree Blagodariya Gomapsupnida Kun Shukriya or Dhonnobaad
Fyrir Terima Enkosi Danke dank Euxaristo Kun Shukriya ederim Hain Dhan
고맙습니다 daa