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*

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deductive</strong></td>
<td>Knowledge Acquisition, Storage, and Retrieval. Predetermined Content</td>
</tr>
<tr>
<td><strong>Expository &amp; Telling</strong></td>
<td>Text Consumption</td>
</tr>
<tr>
<td><strong>Inductive, Investigative &amp; Inquiry Oriented</strong></td>
<td>Knowledge Application, High Engagement, Motivation and Enjoyment. Just-In-Time Content</td>
</tr>
<tr>
<td><strong>Constructivist</strong></td>
<td>Creative Productivity, Inventors in Sciences, Arts, &amp; Technology</td>
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</tbody>
</table>

| **Behaviorists**           | Increased Academic Achievement, Higher Test Scores                     |
| **Giftedness**             | Creative, Productive, Inventors                                        |

| **Constructivists**        | Increased Academic Achievement, Higher Test Scores                     |
| **Giftedness**             | Creative, Productive, Inventors                                        |

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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.*
Target 1: Any And All Prescribed Or Teacher Developed Curriculum

Use Infusion To Add Enrichment Activities To Prescribed Curriculum

How Infusion Works
The Standards (Outcomes) Based Curriculum

U. S. States And Capitals

Today’s Theme Words
Selection Infusion Extension

Multiplication Tables

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

Topic
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.
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
**The Great State Geography Challenge Quiz No. 1**

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

<table>
<thead>
<tr>
<th>State Name</th>
<th>Interesting Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>It was the first state to allow women to vote.</td>
</tr>
<tr>
<td>California</td>
<td>It is the birthplace of the ice cream cone.</td>
</tr>
<tr>
<td>Connecticut</td>
<td>It is so large that it covers as many square miles as the other five New England states combined.</td>
</tr>
<tr>
<td>Georgia</td>
<td>Its economy is so large that if it were a country, it would rank seventh in the entire world.</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Home of the first Krispy Kreme doughnut store.</td>
</tr>
<tr>
<td>Maine</td>
<td>One out of every 64 people have a pilot’s license.</td>
</tr>
<tr>
<td>Missouri</td>
<td>Home of the world’s largest office building, The Pentagon.</td>
</tr>
<tr>
<td>North Carolina</td>
<td>Has more than 6$ billion in gold underneath Fort Knox.</td>
</tr>
<tr>
<td>Virginia</td>
<td>It was here, in 1886, that pharmacist John Pemberton made the first vat of Coca-Cola...interesting!</td>
</tr>
<tr>
<td>Wyoming</td>
<td>The Frisbee was invented here at Yale University.</td>
</tr>
</tbody>
</table>
I asked her and everybody asks me...

Best Extension to come out of this activity.

Using Differentiation For Two Math Questions

1. How much is 6 x 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.

**Multiplication**
- \(6 \times 4 = 24\)
- \(8 \times 3 = 24\)
- \(12 \times 2 = 24\)
  etc.

**Division**
- \(48 \div 2 = 24\)
- \(96 \div 4 = 24\)
  etc.

**Subtraction**
- \(20 + 5 - 1 = 24\)
- \(30 - 10 + 4 = 24\)
- \(10 + 10 + 5 - 1 = 24\)
  etc.

**Addition + Multiplication**
- \(10 + 2 \times 7 = 24\)
- \(3 \times 10 - 6 = 24\)
- \(4 \times 5 + 4 = 24\)

**Multiplication + Division**
- \(6 \times 8 \div 2 = 24\)
- \(12 \times 12 \div 6 = 24\)
Advanced

\[ 4^2 + 4^3 - 8 = 24 \]
\[ \sqrt{4} + \sqrt{4} + 30 = 24 \]
\[ 4! = 24 \]

\[ 11000 = 2^4 \]

\[ \frac{-2}{2} (-1) = 24 \]

\[ \sum_{i=1}^{n} - 4 = 24 \]

\[ \text{given } x = 16 \]
\[ y = \frac{1}{4} x + 20 \]
\[ y = 24 \]

\[ X: \{20, 40, 18, 22, 20\} = 24 \]

\[ \angle B = 66^\circ, \text{then} \]

\[ \angle A = 24^\circ \]

\[ P_4 = (\frac{4!}{(4-4)!}) = 24 \]
Finding Resources For Infusion

| Directions | Review the resources Renzulli has selected for you, and answer the following questions: 1) What was our country's first constitution called? 2) What are the three branches of government? 3) Describe the proceedings of the Constitutional Convention. 4) How many amendments are in the Constitution? 5) What did it take for women to win the right to vote? |

<table>
<thead>
<tr>
<th>Required Activities To Review</th>
<th>Enrichment Activity Title</th>
<th>Constitutional Knowledge</th>
<th>Celebrate the Constitution - The Game!</th>
<th>Madison's Notes Are Missing!</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activities Matched To Your Profile</th>
<th>Enrichment Activity Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben's Guide to the U.S. Government</td>
<td>A Revolutionary WebQuest</td>
</tr>
<tr>
<td>A History of US: Revolution</td>
<td>Ask a Civics Question</td>
</tr>
<tr>
<td>Our America</td>
<td>Jeffersonian Era</td>
</tr>
<tr>
<td>Constitution of the United States</td>
<td>Understanding the Constitution</td>
</tr>
<tr>
<td>Benjamin Franklin: An Extraordinary Life</td>
<td>The New Nation</td>
</tr>
<tr>
<td>Creating the United States</td>
<td>Constitutional Knowledge</td>
</tr>
<tr>
<td>The Scales of Justice</td>
<td></td>
</tr>
<tr>
<td>Flashcard Exchange</td>
<td></td>
</tr>
</tbody>
</table>

*Figure shows a grid of resources and activities, each labeled with titles and some images of children.*
Individualized Strength Assessment

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

Renzulli Learning Data Bases

The vital importance of J-I-T resources.
The Schoolwide Enrichment Model

School Structures

Comprehensive Strength Assessment Portfolio

Curriculum Modification Techniques (Compacting)

Enrichment Learning and Teaching

Type I
- General Exploratory Activities

Type II
- Group Training Activities

Type III
- Individual & Small Group Investigations of Real Problems

Service Delivery Components

Target 2. Student Selected Projects

www.gifted.uconn.edu
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?

The Enrichment Triad Model

Enrichment Oriented Learning Environments and Opportunities

- General Enrichment for All Students
- Type I: General Exploratory Activities
- Type II: Group Training Activities
- Enrichment Clusters For All Students
- Investigations of Real Problems
- Enrichment Oriented Learning Environments and Opportunities For All Students and Special Interest Learning Groups
- For Follow-Up

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

Advanced level opportunities for high ability and highly motivated students.
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

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

Interview With Facilitating Teacher

Problem Finding and Focusing

Finding Appropriate Outlets For Students' Work

Finding Appropriate Audiences for Students' Work

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

Manicure, Revise, Rewrite, Polish Product

Human and Material Resources: Teacher as a Managerial Assistant

Finding, Encouragement, Editorial Assistance, Shoulder to Cry on

TARGETING ON 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
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
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
Michael participated in an Enrichment Cluster entitled *Young Social Entrepreneurs*, one of the components of the Schoolwide Enrichment Program, that became a Type III for him. He negotiated a loan from the school principal to buy this machine. His goal was to buy hats and gloves for poor children.
From the How-To Books Data Base at www.renzullilearning.com
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.
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.
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.
Enthusiasm For Learning

Enjoyment

Engagement

Enthusiasm For Learning

The Goals of The SEM
Why Are The 3 Es Important?

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

(Renzulli, 2004)
What Is Creative/ Productive Giftedness?

Meet Brook and Kyle
Kylie Copenhagen invented a board game about ladybugs for a school science project. Kyle’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.

The Kobold Guide to Board Game Design
by Mike Selinker

Rules of Play: Game Design Fundamentals
Katie Salen, Eric Zimmerman

Type II: How-To Books
Ages 3-7

The Ladybug Game™

A New Adventure Every Time You Play!

BUY NOW!

Company Info
News
Contact Us
About Kylie
About the Game

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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
Example of Type III Enrichment

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.
Type II
Enrichment
TYPE III
INDIVIDUAL & SMALL GROUP INVESTIGATIONS OF REAL PROBLEMS
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
<table>
<thead>
<tr>
<th>Curriculum Areas to Be Considered for Compacting</th>
<th>Procedures for Compacting Basic Material</th>
<th>Acceleration and/or Enrichment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Describe activities that will be used to guarantee proficiency in basic curricular areas.</td>
<td>Describe activities that will be used to provide advanced-level learning experiences in each area of the regular curriculum.</td>
</tr>
</tbody>
</table>

- **Name It**
- **Prove It**
- **Change It**
Learn How to Implement The Three Types Of Enrichment In the Triad Model

**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

**TYPE III ENRICHMENT**
Individual & Small Group Investigations of Real Problems
Students become “experts” through hands-on activities that use 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.”
# MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

(Actual Size: 11" x 17")

<table>
<thead>
<tr>
<th>NAME</th>
<th>GRADE</th>
<th>Beginning Date</th>
<th>Estimated Ending Date</th>
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</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>SCHOOL</th>
<th>Progress Reports</th>
<th>Due on Following Dates</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

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

- Language Arts/Humanities
- Science
- Social Studies
- Music
- Mathematics
- Art
- 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**

<table>
<thead>
<tr>
<th>NAME</th>
<th>4-6</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER</td>
<td>4-6</td>
<td>SCHOOL</td>
</tr>
<tr>
<td>SIEgel M. Kean</td>
<td>SIEgel M. Kean</td>
<td>Elinvalle Central School</td>
</tr>
<tr>
<td>Beginning Date</td>
<td>Ending Date</td>
<td>Progress Reports</td>
</tr>
<tr>
<td>Due On Following Dates</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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
- Archaeology
- Photography

**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. What was Elinivalle 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. How can one plan to preserve Victorian structures still in existence?

**INTENDED AUDIENCES**

Select the intended audiences most interested in the findings. List the organizations/centers, clubs, or other groups that the research group believes are interested in the findings.

1. Elinivalle 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 will the final product take? When, how, and where will the research be communicated (e.g., writing a report, designing a model, giving a presentation)? Who will receive the research? What are the outlets for this research?

2. Presentation to Village Board of Trustees (Maps - Photo Post cards - List of Renovation Possibilities)
3. Display photos at Elinivalle Public Library in the Square in August.
4. Design and build a model of a Victorian living room, using only furniture and objects donated by the Elinivalle Historical Society.

**GETTING STARTED**

What are the first steps you should take to begin this investigation? What types of information will be needed to solve the problem? If you have a time frame established, complete the tasks on the project outline. Do you need to set priorities? What can you do as individual students or in groups?

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 (recent maps, any available old maps dating from 1830–1900)
3. Locate existing Victorian structures - Map them on a recent map. Key this map to chart listing current addresses, present owners, condition.
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.

**METHODOLOGICAL RESOURCES AND ACTIVITIES**

List the names and 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 (tape recorder, questionnaire, etc.). Keep a continuous record of all activities that are a part of this investigation.

1. How-to-Do-It books:

**PERSONS TO INTERVIEW**

1. Katherine Terwilliger
2. Dr. William Hubbell
3. Village Clerk
4. Town Clerk
5. Historical Society
6. Preservationists

**COLLECTIONS - PRIVATE AND PUBLIC**

- Victorian era houses - Roosevelt Home at Hyde Park, N.Y., Vanderbilt Mansion
- Victorian era plants - Greenhouse at the Ellis Institute, Elinivalle

**SPECIAL EQUIPMENT**

- 35 mm camera
- Tripod
- Tape recorder
- Black-and-white film
- Color film
- Darkroom facilities and equipment
- Photographs and slides
- Telescopes and binoculars
- Tape recorder

*This form is based on a model for individual and small group investigations developed by Joseph S. Renzulli. A complete description of the model can be found in: The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented. - Creative Learning Press. 530 Siles, Danbury, Connecticut 06810. Copyright © 1977 by Creative Learning Press. All rights reserved.*
Prompts as Tools
language of the discipline

details
- characteristics
- traits
- attributes

patterns
- natural -- topography
- person-made -- recreation

trends

unanswered questions — discipline answer -- need to work

rules — developed & disseminated

ethics — exposure
- concern
- issues
- deliberate

big ideas
- general
- discipline specific
<table>
<thead>
<tr>
<th>Complexity</th>
<th>overtime perspectives interdisciplinary</th>
</tr>
</thead>
<tbody>
<tr>
<td>context</td>
<td>people, place, time, philosophy</td>
</tr>
<tr>
<td>translate</td>
<td>“interpretation” reduction/enhancement of meaning</td>
</tr>
<tr>
<td>original</td>
<td>you/world part/whole whole/part</td>
</tr>
<tr>
<td>judgment</td>
<td>decide, determine, “weigh” factors</td>
</tr>
<tr>
<td>Ethics</td>
<td>Big Ideas</td>
</tr>
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<td>--------------</td>
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<td><img src="image1" alt="Ethics Icon" /></td>
<td><img src="image2" alt="Big Ideas Icon" /></td>
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<thead>
<tr>
<th>Process</th>
<th>Motive</th>
<th>Proof</th>
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<tbody>
<tr>
<td><img src="image4" alt="Process Icon" /></td>
<td><img src="image5" alt="Motive Icon" /></td>
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<tr>
<td>Over time</td>
<td>Multiple Perspectives</td>
<td>Context</td>
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<th>Original</th>
<th>Judgment</th>
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<td><img src="image5.png" alt="Diagram" /></td>
<td><img src="image6.png" alt="Diagram" /></td>
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</table>
Investigation of a Real Problem

**Before**

- Using one or more prompts to uncover the problem from the larger “mess”
- Using one or more prompts to ask questions that drive the investigation

**During**

- Using one or more prompts to focus the direction of the research

**After**

- Using one or more prompts to synthesize and evaluate the investigation and possible solutions
- Using one or more prompts as fodder for future research on the same topic

**PROBLEM**

D/C Option #1

D/C Option #2

D/C Option #3
Investigation of a Real Problem

Lack of safety outside of an elementary school due to high volume traffic patterns on Santa Monica Blvd. during drop-off.

Think Like a City Planner

Using one or more prompts to synthesize and evaluate the investigation and possible solutions

Using one or more prompts as fodder for future research on the same topic

Before

Traffic PATTERNS
OVERTIME

MOTIVE of the community to get involved

PROCESS – lack of procedure for parents in dropping off students

D/C Option #1

During

D/C Option #2

Process – lack of procedure for parents in dropping off students

After

D/C Option #3
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

<table>
<thead>
<tr>
<th>Selection</th>
<th>Investigation</th>
<th>Presentation</th>
<th>Continuation</th>
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**Before**

**During**

**After**
A Challenge *TO* and *FROM* the Standards

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

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.
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Thank You