

Case Study of a Type III Enrichment Management Plan

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I have described Type III Enrichment in the Enrichment Triad Model as "...the young person thinking, feeling, and doing like the practicing professional, even if at a more junior level than adult scientists, writers, film makers, etc." (Renzulli, 2016); and I have been asked on numerous occasions how we actually get young people to engage in this kind of learning. In addition to teaching them creative and investigative skills (Type II Enrichment), we use a planning form called The Management Plan that focuses students' attention on the *modus operandi* of practicing professionals.

The purpose of the Management Plan is to assist students in deciding what type of educational product they will develop. Preparation of a Management Plan is based on two major requirements for developing an original product. First, the product must be an innovative creative or investigative contribution, not something that is merely copied from other teachers' lecture notes or reference materials. Second, the product should be directed toward a real-world audience(s) (i.e., person or group other than the teacher). These two requirements will encourage students to go through the process of first-hand inquiry rather than traditional information acquisition, which is the overwhelming pedagogy of most schooling.

The Management Plan is divided into two major parts. The first part deals with problem finding and focusing and considerations for potential product formats and audiences. The second part deals with resource exploration, acquisition, management, and utilization. Although each plan should be developed independently by students, the role of teachers or other informed adults is critical when serving as a "the-guide-on-the-side" rather than information provider.

Also important is the *developmental nature* of completing Management Plans. In the example that follows, the students' initial audience was the local librarian, but conversations with her subsequently led to reaching out to state and even national audiences. The same is true of the Methodological and Resources Activities section. As any researcher knows from experience that a single resource inevitably leads to related references and topics.

Finally, the best way for young people to learn the strategies suggested here is by actual involvement in the creative and investigative process. A certain amount of direct teaching and even teacher-directed projects is always good to get started on this type of learning, but the best way to learn how to do it is to do it!

Renzulli, J. S. (2016). The Enrichment Triad Model: A guide for developing defensible programs for the gifted and talented. In S. M. Reis (Ed.), *Reflections on gifted education: Critical works by Joseph S. Renzulli and colleagues* (pp. 193–210). Prufrock Press.

MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

NAME <u>small group</u>		GRADE <u>4-6</u>	Beginning Date _____	Estimated Ending Date _____
TEACHER <u>Judith M. Johnson</u>		SCHOOL <u>Ellenville Central School</u>	Progress Reports _____ On Following Dates _____	
(A) GENERAL AREA(S) OF STUDY (Check all that apply) <input type="checkbox"/> Language Arts (History) <input type="checkbox"/> Science <input type="checkbox"/> Personal and Social Development <input checked="" type="checkbox"/> Social Studies <input type="checkbox"/> Music <input checked="" type="checkbox"/> Other (Specify) <u>History</u> <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Other (Specify) <u>Architecture</u> <input type="checkbox"/> Technology <input type="checkbox"/> Geography		SPECIFIC AREA OF STUDY Write a brief description of the problem to be investigated. 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? 3. What can be done to preserve Victorian structures still in existence?		
(B) INTENDED AUDIENCES Who are individuals or groups who would be interested in the findings? List the organizations (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? <u>1. Ellenville Public Library and Museum</u> <u>2. Town historian - Katherine Terwilliger</u> <u>3. Ulster County Historical Society</u> <u>4. Victorian Society in America</u> <u>5. National Trust for Historic Preservation</u>		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? (C) 1. Survey of existing Victorian structures in Ellenville. Present to Ellenville Public Museum for their records. Publish results in local newspapers. 2. Presentation to Village Board of Trustees (Maps - Photo Port folio - 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.		
(D) 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 have 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.		METHODOLOGICAL RESOURCES AND ACTIVITIES List the names & addresses of persons who might provide assistance in attacking this problem. List how-to-do-it books and special equipment 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. (B) Persons - Katherine Terwilliger - Patricia Clinton, Laurel Terrace, Ellenville, N.Y. 12428 - Marjorie Diamond, Ellenville Public Library 2. How-to-Do-It books - Wrenn & Malloy. <i>America's Forgotten Architecture</i> . New York: Pantheon Books, 1976. - Bullock, Orin M. <i>The Restoration Manual</i> . Norwalk, Conn.: Silvermine Publishers, Inc., 1966. - Hammond, Philip C. <i>Archaeological Techniques for Amateurs</i> . Princeton, N.J.: D. Van Nostrand Co., 1963. - Hale, Richard W. <i>Methods of Research for the Amateur Historian</i> . Nashville, Tenn: American Association for State and Local History, 1969. 3. 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 <i>Victorian Glass</i> 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		