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!

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<th>MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS</th>
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**GENERAL AREA(S) OF STUDY** (Check all that apply)
- Language/Communication
- Science
- Personal and Social Development
- Social Studies
- Music
- Other (Specify) History
- Mathematics
- Art
- Other (Specify) Architecture
- Intended Audiences

**SPECIFIC AREA OF STUDY**
Write a brief description of the problem you are planning to investigate. What are your objectives of your investigation?
- What do you hope to find out?
- What was Ellenville like in Victorian times and what happened to it?
- What effects on individual, social, and cultural architecture, from the past and the present, can be traced through these structures still in existence?

**INTENDED AUDIENCES**
As you are selecting the intended audiences, list the organized groups, clubs, societies, teams, and organizations, both local, regional, state, and national level. Who are the names and addresses of contact persons in these groups?

1. Ellenville Public Library and Museum
2. Town historian - Katherine Forness
3. Ulster County Historical Society
4. Victorian Society in America
5. National Trust for Historic Preservation

**GETTING STARTED**
What are the first steps you should take to begin this investigation? What types of information and data will be needed to solve the problem? If you have data, can it be gathered, classified, and presented? If you plan to use already categorized information or data, what 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 (select recent maps, and any available old maps dating from 1830–1860)
3. Locate existing Victorian structures on a base map. Key this map to a chart listing current addresses, present owners, condition. Locate and make Victorian structures existing 100 years ago. Indicate on map those structures still in existence.
4. Visit town historian with tape recorder. Ask about previous surveys which may have been done and location of material. Ask for personal recollections, ask about persons to interview.

**INTENDED PRODUCT(S) AND OUTLETS**
- What will you do with the product or product like? How, when, and where will it be presented?
- What outlet vehicles (journals, conferences, art shows, etc.) are typically used by professionals in this field?

**METHODOLOGICAL RESOURCES AND ACTIVITIES**
- The names & addresses of persons who might provide assistance in attacking this problem as well as how to do it, if they are available in this area of study. List other research material, collections, exhibits, etc. that are relevant (e.g., architectural drawings, photos, poster, questionnaires, etc.).
- Keep a continuous record of all activities that are a part of this investigation.

**PERSONS**
- Katherine Forness
- Patricia Clinton,虞 Tienna, Ellenville, N.Y. 12428
- Marcy Dunnard, Ellenville Public Library
- Mary Lee, Ellenville Public Library
- Jayson, Ellenville Public Library

**BIBLIOGRAPHY**
- How to Do It Books
- American Flag Architecture
- New York: Putnam, 1976
- National Trust for Historic Preservation
- Rhode Island, 1986
- Collections - prints and public archives, art society, and area museums
- Old Letters, Postcards
- Books such as Victorian Glass
- Examples of old houses - Roosevelt House at Hyde Park, M., Vanderbiilt 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