

whether we segregate or not. It may be the only feasible solution while crowding and teacher shortages continue.

7. To achieve sound principles and practices in segregation of the gifted we must have, first, extended and im-

proved student personnel services; second, many more kinds of valid and reliable diagnostic tests; and, third, a great deal of fundamental research in the psychology of learning, in personality, in group processes and in curriculum.

ANNA G. SHEPPERD

Teaching the Gifted in the Regular Classroom

Many activities and opportunities for enriching the program for the gifted child in the regular classroom are suggested in this article. You will, of course, wish to insert your own ideas.

MANY SCHOOL SYSTEMS place the gifted child in a regular classroom situation. This placement may be based upon the philosophy of the system or it may be the most practical means of caring for a widely scattered segment of the school population. Regardless of the reason for such placement, the classroom teacher is responsible for providing an educational program for abilities ranging from the mentally slow to the mentally superior. This is no easy task. The teacher may think that the problem can be solved by giving the gifted "more of the same" program that is given to the average so he will be "kept busy." This is not a satisfactory solution to the problem—either for the teacher or the gifted pupil.

In order to meet satisfactorily the needs of the pupil with superior mental ability, it is necessary that his program should include many of the experiences enjoyed by the average child plus those that will deepen and expand his already existing superior abilities. These experiences, which are usually termed enrichment experiences, should be a part of a planned and unified program, broad in scope and intensive in nature.

Identifying the Gifted

Before the teacher can begin to plan for an enriched curriculum for the gifted, he must first understand the performance characteristics of the gifted pupil. The teacher must realize that the character traits of the mentally superior child are relative. Even though

many traits may be identified with this group, they will be found in varying degrees within each individual. For example, it is generally accepted that a gifted child develops high moral values such as honesty, trustworthiness, integrity and responsibility more quickly than a child of average ability. The degree to which these traits are developed, however, varies from one gifted individual to another.

In the area of physical development research has found that the gifted individual is usually above average in height, weight, coordination and stamina. It must not be assumed that all healthy and physically well-developed children are gifted, but that most tend to be.

In considering the intellectual characteristics of the gifted, the teacher must understand that he is able to organize, analyze, draw conclusions, make generalizations and see relationships at a much earlier age than the average. He manifests unusual facility in creative and critical thinking, reasoning and verbalizing. He possesses a high degree of intellectual curiosity and is able to discuss rationally and express ideas clearly and sequentially. His interests cover a wide and varied range and because of this it is important that he be given many opportunities to pursue these interests to his own satisfaction, which is generally beyond that reached by the average child.

Finally, the teacher must be cognizant of the gifted's social-emotional traits. The gifted individual is able to adjust more readily to new and different situations and he enjoys the challenge of such. On the other hand,

he tends to become bored and even lazy if kept at routine and repetitive activities beyond the time when they are contributing to learning a skill or developing a concept. He is very alert to the feelings of others and quite sensitive to the feelings of others toward him—be it peers or adults. Because of this deep sensitivity to feeling, he may show unusual concern over school marks, lest his parents and teachers be disappointed in him. Yet at the same time he desires wholesome group recognition and in order to maintain this he may resist working to his capacity purposefully for fear of losing the support and comradeship of his peers whose abilities are more limited.

An Enriched Curriculum for the Gifted

An enriched curriculum is a means of insuring better provision for the individual needs and differences of the gifted. The experiences of such a curriculum should present opportunities to: increase skills and knowledges; deepen attitudes and appreciations; develop acceptance of social responsibilities; explore a wide and varied range of school and community resources; further initiative, originality and creative aptitudes through experimentation and research; and use and extend leadership qualities to the fullest extent.

Meeting Needs of the Gifted in a Regular Classroom

One must remember that for the purposes of this article the teacher has a class composed, in the main, of average children with a few slow learners and a few gifted, possibly one or two.

Thus one must realize that the program is geared to the average and that the gifted pupil functions within the general scope of this program. His program is based upon that of the total group but his experiences should have greater breadth and depth commensurate with his superior abilities.

A suggested list of enrichment activities¹ in language arts, creative arts and social living is presented here to give the regular classroom teacher a few clues to the kinds of things the gifted in the classroom should be expected to do over and above the average grade level program.

LANGUAGE ARTS ACTIVITIES

Listening:

Listen to debates, discussions, newscasts and talks to form opinions, to hold discussions, to draw conclusions.

Listen to speakers to pick out main points of their talks and to arrange them in sequence.

Listen to radio and television performers to discover: errors or difficulties in speech, new words, beautiful and appropriate words.

Make and listen to own voice recordings to discover errors or difficulties.

Listen to the various sounds in and around the school and give an opinion of their effects upon the pupils.

Listen for and make a list of sound effects used on a particular radio or television program and find out, through research, how these sounds are produced.

Speaking:

Interview resource people in preparation for an oral report.

¹The suggested list of activities is adapted from materials produced by a 1955 summer workshop committee of the Maryland Department of Education, Baltimore, Maryland.

Anna G. Shepperd is supervisor of elementary education, Board of Education of Baltimore County, Towson, Maryland.

Read aloud difficult material to groups that are unable to read this material.

Develop and use techniques for debates, panel discussions and parliamentary procedures.

Take charge of small groups for conversational experience and grammatical practice.

Make slides for a social living activity, to show and explain to the group.

Tell the class original stories.

Select poems suitable for choral work and arrange them for a choral speaking group.

Reading:

Analyze and evaluate library and other source materials on a specific topic.

Use library resources such as card catalogue, atlas, yearbook and Reader's Guide to locate and gather additional information on a topic.

Locate and use numerous authoritative sources to verify facts and give weight to opinions.

Utilize biographical materials to develop an appreciation of and a respect for the efforts and contributions of others.

Read materials to deepen and broaden hobbies.

Read materials to help better understand human relationships.

Learn to recognize and use such literary forms as poetry, drama, biography, novel, short story and essay.

Select poems and stories which illustrate specific styles of writing.

Scan reference books and other printed materials for sources of information.

Read selections of prose and poetry for analysis, interpretation and criticism.

Determine the author's values in a selection and compare them with the reader's.

Use the dictionary, glossary and thesaurus to improve the range and exactness of effective vocabulary.

Design and follow a balanced, leisure time reading program.

Writing:

Compile files of unit materials.

Catalogue materials.

Prepare bibliographies.

Make graphs.

Organize and adapt difficult material used by the average or slow group.

Learn the techniques of speedy and accurate note taking.

Learn the skills of outlining.

Learn to use footnotes, abbreviations and library classifications.

Create dramatizations and pantomimes.

Compile a list of new words learned and make a study of their origin.

Learn to recognize and use the forms and techniques of journalism—such as editorials, feature articles and advertisements.

Make objective checks, charts and outlines as guides for gathering information.

CREATIVE ARTS ACTIVITIES

Arts and Crafts:

Experiment with many media.

Plan stage settings.

Design costumes.

Design and construct puppets.

Plan and arrange hall or classroom bulletin boards.

Arrange exhibits.

Construct scale models.

Make scale drawings.

Draw cartoons of current events—local, state, national.

Plan and carry out a decorating scheme for a special occasion.

Express ideas and feelings through painting, clay modeling, sculpture and dioramas.

Create stories or pictures to interpret musical selections and/or poems.

Visit art gallery for research data and to extend artistic tastes and appreciations.

Music:

Study the origin and historical significance of folk songs, folk dances and patriotic songs.

Compose lyrics and music of songs for special occasions.

Set poems to music.

Direct a small orchestra or rhythm band.

Make a study of the development of certain musical instruments, such as the piano, violin or harp.

Participate in vocal and/or instrumental music groups.

Gather data on experiments conducted by various industrial plants on effects of music on production.

Visit music conservatory for research data.

Dramatics:

Direct dramatic productions.

Write, produce and direct an original play or program.

Participate in community theatre groups, school operettas and plays.

Develop original dance routines.

Give dramatic readings for assemblies or parents' groups.

Arrange and participate in pantomime programs.

SOCIAL LIVING ACTIVITIES

The social living field is so broad that it presents almost unlimited opportunities for enriching the educational program of the gifted child. Rather than formulate a list of activities for this area, it is suggested that the gifted child should not only study the same units or problems as the other members of the classroom group, but that he be given additional opportunities to search for more profound understandings of historic, geographic, economic, social and scientific truths. Through these understandings the men-

tally gifted should: (a) develop a deeper appreciation and respect for individual differences, contributions and efforts; (b) learn to adjust himself more readily to individuals, groups and situations; and (c) develop and follow acceptable standards of conduct without fear of group criticism. Thus every experience in social living should lead toward the continuous development of the individual's appreciation for mankind.

This article on enriching the program for the gifted child in the regular classroom is neither exhaustive for an area nor comprehensive of the total educational program. However, it is hoped that it will help teachers see the possibilities of extending the phases presented and will stimulate them to think through and set up activities in the underdeveloped areas.

ASCD TO MEET IN NEW YORK CITY, MARCH 19-23, 1956

Conference Theme: Creative Thinking, Living and Teaching

Headquarters: *Hotel New Yorker*

Activities will include:

- ▶ *General Sessions* Developing each major aspect of the conference theme: creative thinking, creative living, creative teaching
- ▶ *Assemblies* Centering on exploration of creative ideas in teacher education, testing, citizenship, curriculum development, etc.
- ▶ *Clinics* Focusing on creative practices to improve education
- ▶ *Study-discussion Groups*
 - (a) Exploring creative ideas in current literature
 - (b) Reporting and analyzing significant research findings
 - (c) Sharing creative ideas on problems facing today's schools
 - (d) Visiting school and community resources in the New York metropolitan area.

For further information and registration write to:

**Association for Supervision and Curriculum Development, NEA
1201 Sixteenth Street, N. W.
Washington 6, D. C.**

Copyright © 1956 by the Association for Supervision and Curriculum Development. All rights reserved.