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Introduction

PEGASUS (Providing Enrichment for the Gifted: Adapting Selected Units of Study) is a companion manual to a curriculum handbook entitled *GEMINI* (Gifted Education Manual for Individualising Networks of Instruction). These books provide a framework for both curriculum and instruction for gifted students. *GEMINI* describes and then specifies goals and objectives which can be used to differentiate an educational program for gifted students. *PEGASUS*, on the other hand, was designed to go one step further and provide the means to implement the curriculum found in *GEMINI*.

Both books are based upon the need to modify and individualise programs for gifted students. After assessing the needs and abilities of a student, goals and objectives are selected from *GEMINI*. Next, strategies from *PEGASUS* are chosen as a means of achieving those goals and objectives.

PEGASUS is designed to be flexible in its use. Its strategies, which are based upon various themes, can be employed within a variety of educational settings and can be elaborated upon or adapted to suit the needs of both the teacher and the student.

The advantage of the thematic approach is that instruction can be woven around a common thread while moulding the theme to accommodate past experiences, current motivation and future outlook. Themes which are broad enough will allow movement in many different directions and at many levels.

Critical Thinking: Evaluation

The student will...

- develop standards to evaluate the quality of her or his own work and that of others (120).
- apply self-developed standards to real-life situations (121).

Strategy:

It is usually considered difficult to assess a painting while it is still “modern” because it is often considered too revolutionary. Study a few of the painters of today (e.g., Warhol, Pollock, di Chirico) who seem to you to be creating a new style. Develop a rating scale to assess their qualities and strengths. Contact an established painter and discuss your rating scale in relation to some of his or her work. See if you can also apply this rating scale to the work you do at home or at school. Some modification may be necessary to make it applicable.

The student will...

- appraise the quality of work completed by her or himself and others with regard to organisation, content, creativity, effort, appropriateness for ability, alternatives for further study and other criteria (122).
- evaluate both sides of a paradoxical idea or situation (135).

Strategy:

Consider the difference between “non-representational” and “misrepresentational” as applied to sculpture of today. Select examples of both kinds of sculpture and evaluate them on the basis of their content and creativity, the amount of effort and skill involved in their creation and the overall result. How can they be considered revolutionary in the world of art? To what extent can each example be described as non-representational or misrepresentational or both? Justify your assignation.

The student will...

- assess the organisation of information (123).
- assess the relevance of points made on a particular topic (137).

Strategy:

Dickens' *A Tale of Two Cities* is set during the French Revolution. Evaluate it from a historian's point of view, taking into consideration the events and their outcomes, the way they are depicted, their relevance both to the plot of the novel and to historical events. Design a chart to show actual events and outcomes and those which Dickens selected for inclusion in his novel. Indicate the relevance of these events to the historical accuracy of the novel and the development of the plot.