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IMAGES OF GREATNESS



Overview

Images of Greatness is an investigative unit developed to focus on two dimensions of the Autonomous Learner Model: Orientation (Understanding Giftedness) and Individual Development (Learning Skills). Time allotment is approximately eight to ten weeks, with much work being accomplished independently. This unit may be used with upper primary to secondary school age students. Year four and five students can do many of the activities with a little variation.

After participating in introductory activities about giftedness and brainstorming of gifted people, students select a famous, eminent person in whom they are interested. These people may be men or women from any field; someone the students believe is gifted and who, as a change agent, has made or is making an important contribution to our society. While doing extensive research, students become experts on their chosen people and do a variety of activities to convey the knowledge they have learned. Some activities include: pre/post test; Who am I?; class brainstorming activities; A Glimpse of Greatness; researching and writing a bio-riddle and biography; making a lifeline; creating and constructing a learning centre; researching the person's favorite food; designing, making, or finding a costume; taking part in a news broadcast; and taking the role of the person for an evening event. The post test and unit evaluation complete the unit.

Choose the activities from the following pages that you feel will interest and challenge your students. All activities prepare students for "The Main Event" which is a culminating evening activity where students convey the knowledge they have learned about their eminent people.



Objectives

1. The students will become more aware of what giftedness is by researching and portraying famous, eminent people.
2. The students will learn how other people have used their gifts and talents.
3. The students will be able to relate the concept of giftedness to their own lives.
4. The students will increase their research skills by utilizing both primary and secondary resources in writing biographies and bio-riddles.
5. The students will demonstrate their knowledge of the people they are researching by assuming the roles of their people at a presentation for parents and guests.
6. The students will understand, practice, and demonstrate skills, concepts, and attitudes for lifelong learning.



Pre/Post Test

Administer the pretest (Pages 5-6). Give this test several days before you introduce the unit. The test will raise some interest in the upcoming unit. The same test can be used for the evaluation at the end of the unit.

IMAGES OF GREATNESS PRE/POST TEST

Name: _____

1. Name one field of study or occupation in which you are interested.
Name five experts in this field or occupation.

2. List as many sources as possible for researching a person.

3. What is the difference between a primary and a secondary source?



Who Am I?

"Who am I?" is an activity designed to introduce the unit by getting students involved in thinking about men and women who have made significant contributions to our world. On the next few pages are printed the names of contributors plus details from their autobiographies. They are arranged and labelled on the pages so that you can easily cut them into strips and cut the strips in half. The halves can be used in a variety of ways. Choose the suggested way you think will work best with your students.

1. Cut out and pin all individual names to a bulletin board. As the students come in, hand them a paper clue from an imaginary autobiography and have them find the correct person match; then pin them up together and eventually share it with the remainder of the group.
2. Use the slips for a mixer. Give one half to some students, the second half to others, with the instructions that each student is to find the proper partner.
3. Seat people in a group; then pass out the slips randomly. Have students with clues read them aloud. As each one is read, ask who has the correct person.
4. The slips can also be used for small co-operative groups. Divide the students into groups of 3-5 each. Provide each group with a complete set of slips already cut up in individual pieces. The group then proceeds to match names to imaginary autobiographies. The originals will provide you with correct matches.

"I feel we often make the mistake of comparing gifted kids with their counterparts. We try to teach the gifted to think they can get better grades, perform better in music, art, or drama, or just plain do better. What we should do is have them compare themselves, instead, to other people who are gifted. What a wonderful experience this has been for youngsters!" —a principal