Humanities through world history: A curriculum development project in humanities education for the gifted

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Abstract
The humanities have been considered an interesting and valuable area of study for many years. The, time-honored image of a well-rounded person includes a command of literature, languages, philosophy and the appreciation of the fine arts (Beers, 1990). In the present world, it is important to be conversant in current events, politics, religion, philosophy, fine arts and popular arts to be seen as intelligent and educated. All of these areas can be considered parts of the humanities.
HUMANITIES THROUGH WORLD HISTORY:
A CURRICULUM DEVELOPMENT PROJECT IN
HUMANITIES EDUCATION FOR THE GIFTED

A Project Report
Submitted to the
Department of Curriculum and Instruction
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

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This Project by: Susan E. Scott Cline

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Chapter One

The Problem

The humanities have been considered an interesting and valuable area of study for many years. The time-honored image of a well-rounded person includes a command of literature, languages, philosophy and the appreciation of the fine arts (Beers, 1990). In the present world, it is important to be conversant in current events, politics, religion, philosophy, fine arts and popular arts to be seen as intelligent and educated. All of these areas can be considered parts of the humanities.

The study of the humanities is usually defined as an interdisciplinary approach to the study of human history and the products of human creativity, including physical products and ideas (Frazier, 1982). When studying the humanities in a school curriculum, the most common approach is to fuse the many areas into one general discipline, which provides continuity and focus. One organizer used often is literature
(Abbott, 1977; Artman, 1992; Partington, 1991; Tuttle, 1985; Walters, 1985). It serves well in an organizational function because it lends itself to the examination of the history, religion and culture of each particular time period. Another organizer often used is philosophy (Beers, 1990). A philosophical movement is strongly influenced by the political atmosphere of its time. Many times fine arts appreciation classes can become organizers since the culture of the time influences the products that are created (Albrecht, 1991; Garton, 1980; Tuttle, 1985; Weiss, 1991; White, 1991).

While all of the content areas cited can be used in the organizer role in development of a humanities curriculum, the ideal vehicle for humanities instruction may well be history, especially world history (Commission of the Humanities, 1980; Feldhusen and Reilly, 1986; Kinder, 1991). It has been said that those who ignore the past are doomed to repeat it. By using a chronological, systematic approach, the instructor
can include the literature, music, artwork, religion, philosophy and political movements of each area of the world in each time period (Finn, 1984). Thus, using world history as a way to approach all humanities is an ideal way for students to analyze time periods. They can identify the best aspects of any time period, or the specific problems of a time period, with a strong background of information on which to base their decisions. Educated people have a better chance of avoiding repetition of the mistakes of history.

Any interdisciplinary approach that emphasizes humankind and the products of creativity can be considered part of the humanities. It makes sense to approach these topics with a method which assures equal coverage of all areas of the world. Globalism is a recent concern within school curricula, for good reason (Van Tassel-Baska, 1991). The appreciation of cultural diversity and the understanding of the histories and cultures of our neighbors is necessary as well as desirable (Frazier, 1982; Waiters, 1985). Our world
will not continue to exist unless countries and individuals learn to value the history and traditions behind everyone else's approach to life. The key to working well with and understanding those who are foreign to us is to make those people less foreign. Intensive work is necessary to expose students to other cultures and value systems, but it is time well spent.

An additional recent concern is the move toward excellence in schools (Dettmer, 1993; Gallagher, 1991; Renzulli and Reis, 1991; Treffinger, 1991). If schools are truly committed to excellence of all students, talented and gifted students need to be challenged and exposed to the most fascinating and complex information available. A study of the humanities has the potential to fulfill this desire for excellence.

Talented and gifted students are uniquely qualified to benefit from an intensive study of the humanities. By definition, talented and gifted students are able to see more
deeply into situations than the average student. They look more carefully for connections between events and are able to synthesize information more easily. In addition, they are able to absorb more information than average students, and at a faster rate (Frazier, 1982; Van Tassel-Baska, 1988). These skills are important if a student is to benefit properly from studying the humanities (Frazier, 1982). Therefore, the instruction necessary and the effort required by the instructor will show a quicker return and help to test materials for both the average and challenged students' use to reach the same objectives. This "testing" function developed in the past by using talented and gifted students as "guinea pigs" to investigate and evaluate new curricula (Gallagher, 1991). Talented and gifted students are an ideal population to target with this vital humanities information.

Unfortunately, at the present time, talented and gifted students seem to be steered primarily into mathematics, computer science and applied sciences when tailoring their
school programs (Finn, 1984). Perhaps this situation has evolved because of the competition in the work world and the probability of higher pay in these areas (Abbott, 1977). The nation's governors certainly illustrated their concern for math and science education when the "America 2000" national goals for education were published in 1992. The document specifically mentioned a goal for the U.S. to lead the world in science and mathematics. Of course, this value system has led to tracking those students who demonstrate academic giftedness into math and science related classes in secondary school so that they may lead our country into the first place position. For whatever reason, this leaves little time in the school day to devote to other pursuits such as fine arts and human-oriented courses. Humanities is considered an expendable luxury that can perhaps be approached after students have done the important work of the school day (Bunke, 1981; Lander, 1984).

This practice is a detriment to the student's growth
because the affective domain of his/her personality does not receive the stimulation it needs (Finn, 1984). The State of Iowa indicates in its unpublished suggested guidelines for education (1992) that the basic education for every student in the State of Iowa must include arts education. The students receive the best education when all content areas are integrated, including the arts and the traditional academic areas. This statement shows that curriculum designers at the state level are noticing the necessity of including all disciplines in a well-balanced education. To be well-rounded people, talented and gifted students need exposure to processes that satisfy and value creative urges as well as cognitive urges.

Another consideration is that most students identified for talented and gifted programs are certain types of persons. The most commonly identified ability is general intellectual ability (Gallagher, 1985). This leads to a relatively homogeneous group of intellectually superior
students working in a school's TAG program. The concept of balance dictates that, in addition to a balance of subject areas to be studied, a balance should also be pursued in terms of the talents desired and nurtured in a program for the talented and gifted. A humanities program gives ample opportunity for investigation into creativity, specific disciplines and creative and performing arts. The instructor of such a course would have the option of encouraging production of creative art, drama and oration projects as well as research and papers. A humanities program could be tailored to benefit any type of student who was identified for entrance into the talented and gifted program. This would be a valuable addition to the school program of those students who are talented or gifted in diverse areas and have difficulty finding ways to satisfy their needs.

Because of these considerations, talented and gifted students need an opportunity to explore the nature of the humanities and, therefore, the nature of humankind and of
themselves (Frazier, 1982). Educators need to provide this opportunity in an appropriate manner, following the example set by the proposed State of Iowa 1992 Standards for Education.

Statement of the Purpose

As a curriculum development project, this project served to accomplish five purposes. The first purpose was to examine the available literature concerning the importance of humanities education for talented and gifted secondary students. Second, it identified why talented and gifted students are uniquely suited both cognitively and affectively to benefit from such education. Third, it analyzed the current programs of humanities education. Fourth, it presented a course outline for a world history/humanities course for talented and/or gifted secondary students which would reflect both the State of Iowa recommendations for appropriate education and the curriculum standards for the education of the gifted and talented from the Association for

Statement of the Problem

This curriculum development project addresses these questions pertaining to humanities education for talented and gifted students in secondary schools: 1) What does the literature reveal about the importance of humanities education to the talented and gifted? 2) What does the literature reveal about the benefits of humanities education to talented and gifted students? 3) What does the literature reveal to be the current state of humanities programs for the talented and gifted in our secondary schools? 4) How can the humanities be included in the history curriculum for talented and gifted students? 5) How does the proposed curriculum satisfy the requirements of appropriate education for gifted students within the realm of the social sciences and humanities?

Delimitations of the Study

The literature review for this project was limited to
the last 20 years. Limiting the study specifically to gifted secondary students provided further focus.

Information was located through the University of Northern Iowa's Donald O. Rod Library using interlibrary loan service, the current indices, and CD-ROM databases. Information was also located through the Iowa State University Library. The writer encountered considerable difficulty locating sources more recent than the late 1980's. Therefore, interviews were conducted with classroom teachers who are or have been involved with humanities instruction. Also interviewed were classroom teachers who use interdisciplinary approaches in their instruction. The purpose of the interviews was to ascertain opinions about interdisciplinary teaching in practice. An additional purpose of interviewing fine arts and literature teachers was to investigate their "territoriality" in regard to a history teacher including some of "their" special discipline within a history classroom.
Definition of Terms

For the purposes of this curriculum development project, the following definitions are used:

Humanities: the study of all formal and informal acts of humankind that have resulted in creative products that deliberately attempt to portray and enhance the human condition in some form (Van Tassel-Baska, 1988, p. 277).

General intellectual ability: Exceptional ability in both verbal and nonverbal reasoning. This is often characterized by advanced vocabulary, and abstract reasoning. Generally, children gifted in this area are capable of achieving in all academic subjects (Platow, 1984). Most students currently identified and participating in programs for the gifted and talented have exceptional general intellectual ability (Gallagher, 1985).

Gifted and talented: Gifted and talented students are those students that demonstrate a variety of abilities that can be identified as above average, although not necessarily
exceptional, including general intellectual ability, specific intellectual ability, creativity, and visual and performing arts. These students also possess a level of motivation and task commitment that allows and requires a higher level of instruction and expectation than is present in the regular classroom setting.

The operational definition used in this project is one developed by the writer of this project. The bases of this new definition are the definitions presented by Renzulli (1981) and of the national definition of giftedness according to Public Law 91-230.

Cline Model: The Cline Model is an instructional design based on the Cline definition of giftedness. The Renzulli model provided the basis for the Cline Model, with a few modifications. These modifications were considered necessary to provide the quality of educational experience required by the writer, the writer's home school district, and the State of Iowa. The modifications to the Renzulli
definition include the addition of specific academic ability and visual and performing arts to the possible types of gifted behaviors listed by Renzulli. Creativity and general intellectual ability were also not considered prerequisite abilities within the Cline Model. All of these areas of talents and gifts will be valued and developed within the Cline Model. The exploration and product curriculum emphases required by implementation of the Renzulli model are maintained in the Cline Model. In essence, the writer simply extended the national definition into the Renzulli framework to make the program more product-oriented and inclusive of different types of giftedness beyond general intellectual ability and creativity. (For a complete citation of the Renzulli model and PL 91-230, see Appendix A, p. 101).

Participating student: a student who is talented or gifted according to the Cline definition. This student is eligible for and likely to benefit from participation in the proposed program of humanities and world history.
Organizer: an academic discipline that serves as an organizing system or vehicle to provide continuity while studying widely varying aspects or disciplines that are related to the organizer.
Chapter Two

Review of the Literature

This review of literature begins with a discussion of the importance of humanities instruction for the talented or gifted secondary student. The second section discusses why talented and gifted students are uniquely qualified to benefit both cognitively and affectively from study of the humanities. The third section discusses the humanities programs for the talented and gifted that exist at present. A synthesis of these factors into a needs statement for the development of a proposed curriculum concludes the chapter.

The Importance of Humanities Education for the Gifted and Talented

Ever since the days of ancient Greece, the humanities have been studied by schoolchildren. Command of the humanities has been considered the sign of an educated person. Young men in Athens, in the Fifth Century B.C., were required to study poetry, history, religion and rhetoric (Beers, 1990).
Everyone who studied with Socrates, Plato or Aristotle studied the world through philosophy. This philosophy was considered so important that the Arabs preserved it in their own academic traditions until the west was interested in it once more (Beers, 1990).

Roman schools of the time of Christ followed the traditions of the Greek educational system. The education of young people focused on history through the use of literature, oration and drama. The role models admired by young people included those well-versed and experienced in the humanities. Cicero and Julius Caesar were famous for many political achievements, but they still felt it important to demonstrate their abilities as historical writers (Beers, 1990).

The humanities have been the basis of a good education since ancient times. The Italian Renaissance of the fourteenth through sixteenth centuries raised the humanities to new heights and returned these subject areas to their former position as the basis of education. "Renaissance Man" is a
term still in use today to describe a person who has mastered many different areas of knowledge and creation (Lindsay, 1981). During the Renaissance, the "authentic humanities" were studied, including grammar, history, languages, rhetoric, poetry and moral philosophy (Beers, 1990; Bennett, 1984). Exceptional people from the Renaissance could write and recite poetry, sculpt and paint, play several musical instruments and hold an intelligent conversation about any topic (Beers, 1990). Many fine educational programs developed since the Renaissance period have attempted to demonstrate a continuation of the humanities tradition.

The humanities have been considered such an important area of study because of all the concepts and attitudes which can evolve from the "technical" study of these areas. Walters (1985) discussed the reason to study humanities as the "liberalization of the psyche". His definition of liberalization is "... a style of responding to one's environment " and includes the following abilities and characteristics of a liberalized
mind:

1) an ability to respect the eternal ideas of truth and beauty.

2) an ability to understand where one should take a personal stand and where to be flexible.

3) possession of a personality which includes one's own perspective, yet is tolerant of others.

4) sensitivity to the pain and anger of even one's adversary.

5) a philosophical approach to conflict and discussion.

(p. 4)

These are valuable and desirable outcomes which can be reached through the study of philosophy, politics, literature, drama and other areas of the humanities.

A recent trend in education of the gifted and talented is the move to interdisciplinary courses (Fascilla, Hanninen and Spritzer, 1992). Not only do these courses provide a way to build connections between fields of study, but they also allow
students to compact curriculum and to study areas of interest more easily. The humanities by definition are interdisciplinary, drawing on the fields of the social sciences and the fine arts. Studying the humanities provides the students with an appropriate vehicle for learning.

An additional concern expressed by researchers is the quality of balance in a student's school program. A common practice in public schools is to encourage gifted students to concentrate on the science and technology fields while in high school (Albrecht, 1992; Goshorn, 1992; Partington, 1992; Weiss, 1992, White, 1992). This presumably prepares them for college and for high-paying jobs after college. No one contradicts the importance of preparation in these vitally important fields, especially given the world we live in today. Students must have a grasp of these scientific, mathematical and technological concepts to survive in the future. However, the educational system at present is short-changing the other side of the coin.
Finn (1984) expressed his concern:

An educational system that only strengthens itself in math, science and basic skills risks producing a generation of technopeasants: individuals who manipulate complex machines without knowing why, who depend on other machines for amusement and recreation, who have no real intellectual interests or cultural lives, whose behavior is defined by an interaction between hedonistic cravings and externally imposed controls, who have no valid bases for judging the claims of politicians, gurus, and cult figures, and who lack any sense of a collective past or any vision of a better future. (p.6)

Finn is concerned about all students and the lack of values or ethics that are being communicated through the school program. Although our talented and gifted population is probably not at risk of "manipulating complex machines without knowing why", it may be postulated that they are still
at risk of having a lower quality of life because of a lack of ethics. The balance of the humanities can help to overcome this possibility.

Walters (1985) describes the study of the humanities as "the life belt of human values, since they can keep our values afloat when we find ourselves adrift" (p. 16). This is a moral reason, in addition to the educational reasons, why education in the humanities is important for the talented and gifted. They are the future leaders of the world. It is necessary that they be cognizant of the burden and responsibility they carry, and how that responsibility has been handled or mishandled in the past (Finn, 1984).

In light of this historical background and moral responsibility, the State of Iowa has indicated that the study of the humanities is to be considered part of the social science recommendation for appropriate education (State of Iowa, 1992). The outcomes of social science/humanities education for secondary school students suggested by the
State of Iowa are: (a) to utilize historical perspectives in their lives, (b) to participate effectively in the democratic process, (c) to demonstrate global awareness by respecting the sincere differences in viewpoints that exist, (d) to explain and apply geographic principles, (e) to demonstrate understanding of culture, and (f) to demonstrate creative and critical thinking. All can be met through a comprehensive humanities program.

The above-mentioned evidence shows that the Iowa Department of Education believes it is necessary to provide a humanities education to talented and gifted secondary school students. The talented and gifted are also ready by nature to benefit from this exposure.

The Benefits of the Study of the Humanities to Talented and Gifted Students

Historically, all people who were to be educated studied the areas of the humanities because of their inherent value. Of course, during these time periods, only a small portion of
the population was educated (Beers, 1990). The rich could afford to hire a tutor for their children or send them to a monestary and thereby lose their contribution to the family business. Sometimes middle-class or lower-class children who showed exceptional promise were allowed to leave home and attend a monestary school in exchange for working for their keep. There was by no means a mandate for public education of the masses (Beers, 1990). Since children began to contribute to the welfare of the family as young as age five or six, the lower classes simply could not afford the cost of the education and the cost to the family of the loss of a wage earner. The first public education system did not develop until the French Revolution under Napoleon in the early 19th century (Beers, 1990). Even then, school attendance was not mandatory and tuition was high. The public system was simply available to all who wished to participate. Essentially all that changed was the appearance of democracy within the attitudes of the population. A very demanding program could
still be used with the high likelihood of success, since the practice of educating only exceptionally talented youngsters continued.

In our present day system of mandatory public education, it is not necessarily desirable or possible for all students to participate in a humanities program. Many students have a more pressing need for reading and mathematical skills, for business or mechanical instruction (Goshorn, 1992). All students can benefit from what the humanities have to offer (Finn, 1984). The values and perspective gained from studying the past are very important. However, unless the school day is lengthened to ten hours and students do not work in the evenings and on weekends, many students will have to choose between all the possibilities and necessities to find the priorities for their school programs (Scott, 1993). The logical alternative to requiring humanities for all students, or for no one, is to try the desired program with a population likely to benefit and be successful (Artman, 1992; Gallagher, 1991).
All students of all ability levels would benefit from exposure to the ideas and creations of the past. If this is not possible within the structure of a school district, allowing gifted and talented students the chance to benefit from a study of the humanities can be considered differentiated curriculum. Gifted students are likely to benefit from the volume of information and intensity required to complete this type of program.

The study of the humanities in an appropriate manner involves a very high level of performance of specific skills which are characteristic of students gifted in general intellectual ability. Since most identified talented and gifted students in our present system are gifted in the area of general intellectual ability, these students will have no problem being successful in the proposed course. Those students gifted in specific academic abilities, creativity and in visual and performing arts are usually served through advanced work in their areas of specialty. These students also
could benefit from humanities instruction by using their special insights and talents to fulfill requirements within a humanities course.

The literature reveals several abilities that enable a student to succeed in a program of humanities. The Cline Model considers the following skills crucial to be successful: advanced reading ability, skill in analysis and synthesis, the ability to tolerate ambiguity, imagination, tolerance, emotional sensitivity and intrinsic motivation. Participating students may or may not possess all of these characteristics when they begin the course. However, to be successful in the program, the student should be aware that these abilities are valuable and should be developed to the utmost.

The first ability needed to succeed in a humanities course is to be a good reader. An advanced reading ability is vital to be able to profit from the classic poetry, history and literature of the various time periods. *The Iliad, The Aeneid, the Ramayana, Gilgamesh, The Canterbury Tales*, and the works
of Shakespeare are definitely not simple reading. The volume of material to be covered is quite large if one is to complete the entire history of the world in one year. This fact dictates that reading speed and comprehension must be strong. Many talented and gifted students are able, cooperative readers. Most read for enjoyment in addition to knowledge (Colangelo and Parker, 1981; Hoyt, 1974). Therefore, the reading required of a student in a humanities program would not be an impossible burden, although it definitely would be challenging.

Another skill that is necessary if a student is to benefit from a humanities program is the ability to identify and understand comparisons and contrasts (Walters, 1985). Humanities, if approached through the vehicle of world history, would consist mostly of comparing and contrasting the products and ideas of each age of humanity. The ability to find and appreciate similarities and differences in art forms, literature themes, religious beliefs and political movements is paramount to understanding the basic similarities amongst
all humans. The level of analysis and synthesis required is quite high. If the student is to gain the liberalization of the psyche mentioned by Walters (1985), he/she must understand that all people share a basic repertoire of emotions and motivations. The ability to compare allows the affective components of the humanities to penetrate to the heart so that empathy is possible. Talented and gifted students are advanced in the skills of comparison, analysis and synthesis within the areas of their special talents (Clark, 1979; Colangelo and Parker, 1981; Hoyt, 1974). They are generally able to draw out similarities in seemingly unrelated concepts and patterns, as is demonstrated in most tests of abstract thinking (Gallagher, 1985; Maker, 1983). History is a real, practical set of principles and facts that invites the learner to find his/her own patterns.

The ability to tolerate ambiguity is also important to a study of the humanities (Milner and Milner, 1986). History, after all, is only a story of what some person or persons
somewhere thought was the true version of reality. As Milner and Milner (1986) state, no definitive version of "the truth" exists. Therefore, in order to study history, one must be prepared to deal with conflicts in interpretation and evidence. One must be able to tolerate the thought that no one will ever really know what actually happened or why someone did what was done. This ambiguity can be terribly frustrating to those students who need concrete and tangible evidence to support ideas. Talented and gifted students seem to be able to handle such ambiguity better than most others their age (Clark, 1979; Tannenbaum, 1983). This ability will be necessary to allow them to benefit from the debate and conflict that will invariably happen while studying any one event or theory.

Imagination is an important attribute for students studying humanities (Weiss, 1992). They need to use their imagination to reconstruct how human life used to be and to look inside the heads of people long dead. Imagination is not necessary to memorize history, but it certainly is necessary if
students are to live history again. One cannot sufficiently understand the viewpoints of people in the past unless one can empathize with the condition of their lives. A humanities approach to history would demand this level of involvement from the students. Talented and gifted students have a high level of imagination (Clark, 1979; Hoyt, 1974). Those students unusually gifted in creativity will find the study of the humanities a refreshing change from science. Instead of hard and fast rules, each person studying the humanities is free to interpret motivations and inspirations in anyway he/she chooses, as long as the facts are not ignored.

There are also affective characteristics involved in the personalities of gifted students that make them prime candidates for humanities education. The emotional development of young adults often has been overlooked in our educational system. Colangelo and Parker (1981) discuss the fact that the educational system is now trying to approach students in a more balanced way. Passow (1987) states that
it seems that recently we have "come to understand the multiple dimensions of cognitive and affective growth so that our goals for the gifted go beyond high academic achievement". If this is so, educators must realize the holistic nature of the students with whom they work and try to nourish this affective side as well as the cognitive. Walters (1985) and Finn (1984) agree that it is necessary to give these students some basis of values so that the exceptional talents and abilities are not wasted or turned into socially undesirable tendencies. The humanities are ideal methods by which to approach ethical concepts such as justice, prejudice, equality and truth.

Talented and gifted students tend to demonstrate some problems in their affective development. For example, a tendency toward alienation from peers is an affective characteristic of talented and gifted youngsters (Roedell, 1984). This characteristic often has its basis in the reactions of other students to the student, but it usually becomes part
of his/her self-definition. This attitude can be a detriment to the talented or gifted student's social growth. It is also not healthy psychologically to be considered separate from others (Scott, 1992).

The humanities can help combat this tendency. Lindsay (1987) discusses this aspect of the humanities within a section of his article titled "Characteristics of the Humanities". He tells us that the humanities deal with values, and in that process, forces us to "study ourselves in the context of the great, the near great, the mediocre, the nondescript" (p. 7). Lindsay describes this experience as seeing oneself in a mirror of all humans. He considers this aspect of the humanities essential to the gifted and talented youth because it demonstrates that "they exist within the context of all men, not separate and apart because of their uniqueness" (p. 7). If taught appropriately, a study of the humanities can be the basis for learning the equality of and value of all humans, regardless of the basis of their talents.
Tolerance is a characteristic to be sought by all people (Scott, 1992; Weiss, 1992). It is increasingly important to develop tolerance for different cultures, religions and races when considering the global nature of the world today. If talented and gifted students are to be the leaders of tomorrow, they must be prepared to deal with the people they find populating the world of tomorrow. The study of the humanities an excellent way to increase respect for various cultures (Partington, 1992). Secondary students may have a well-developed verbal expression of tolerance. However, if one delves deep into the young person, one frequently finds that the student has not internalized the characteristic. This is fairly common for all young people, so gifted young people are no different (Betts and Neihart, 1988). They realize the social necessity to express tolerance, but they then behave in whatever manner seems easiest when confronted with an opportunity to demonstrate their tolerance (Weiss, 1992). Since the easy route may not be the tolerant route, there is
little consistency. The study of the humanities is one way to discuss historical evidence of prejudice, intolerance and other undesirable reactions of people that are different from one another. This is a valuable outcome for all young people, especially the talented or gifted.

While talented and gifted students do have weaknesses, they also demonstrate strengths in the area of affective development. Clark (1979) states that these students usually have a well-developed, early concept of idealism and justice that makes them interested in dealing with the questions of values and morality. Freeman (1983, cited in Gallagher, 1985), Roedell (1984), and Betts and Neihart (1988) state that the gifted student possesses a heightened sensitivity to his/her own and others’ emotional experiences. This sensitivity would allow those students studying humanities the opportunity to experience emotionally the horrible and the fantastic events of history. This, of course, is the way to impress upon a young person the reality of history and of life.
Better decisions can be made about one's course of action when one can call upon emotional reactions to someone else's choices and experiences. Gallagher (1985) agrees that this sense of morality and justice is a contributing factor to the personality of the talented and gifted. This characteristic makes these young people more likely to enjoy and to benefit from a study of the humanities.

The final characteristic that is necessary for a study of this type is intrinsic motivation. The humanities is a demanding field and not for the faint of heart (Artman, 1992). The students must find study and reading to be a satisfying activity. They will not be able to succeed if they find they must force themselves to work hard. They must push themselves to their limits willingly and not be pushed along against their wills. These students also find that task commitment is a natural aspect of their personality (Betts and Neihart, 1988; Clark, 1979; Hoyt, 1974; Renzulli, 1981). This task commitment will be called into play every day when the
student must use his or her intellect instead of just the ability to regurgitate material as presented. Analyzing and synthesizing the material discussed in class is not an easy task. Effort is required, and the student must believe this effort is a joyful task. If this is true of the student, he or she will be reliving the joy of learning that has characterized the study of the humanities throughout the ages.

Current Humanities Programs for the Gifted and Talented

The best overall statement to be made about current humanities programs for gifted or talented secondary students is that very few exist. When researching this topic, it was difficult to locate current humanities programs functioning within typical secondary schools. Apparently humanities education is already included within the curricula of other disciplines or else is left out entirely. It would be ideal if all teachers of all disciplines included discussion of related subjects with their students. If this were the case, a separate humanities program would not be necessary. This
may not be happening in most classrooms within our current educational system. There are too many concepts to be taught within each discipline to allow time to focus on additional background material and other related areas (Partington, 1992; Weiss, 1992).

Given the confines and limitations of this project, the writer chose to investigate only those programs actually labelled humanities programs, conducted separately within various school curricula. This resulted in a very sparse list of resources. A discussion of those programs that were documented completes this section.

The humanities programs that currently exist at the secondary level can be categorized as one of three models: a summer enrichment approach such as a governor's school; a multi-service approach which allows for enrichment or individual work in a field of interest; or a separate class designed to advance interdisciplinary study. In a few cases the literature revealed the existence of a separate humanities
class to meet the needs of a secondary school population, and one promising elementary program was documented.

Several states conduct summer governors' schools for the gifted and talented which include humanities in the curriculum. North Carolina, Virginia, and Tennessee use this approach. North Carolina's program is described in Milner and Milner's 1986 article for *Clearinghouse*. The North Carolina model serves academically gifted eleventh grade students. They receive a six week intense study of one particular discipline and an epistemology course designed to help them see the connections between all the disciplines studied at the school. The disciplines offered include art, choral music, dance, drama, English, foreign language, instrumental music, mathematics, natural science and social science. The instructional approach used by the teachers is lecture-based and designed to cause reflection and active manipulation of the information within the student's mind. The performing arts involve performance, but the other disciplines, most
notably science, have intellectual focus, not experiential
focus.

Tennessee has a governor's school approach to dealing
with the humanities. Shurr (1991) and Elledge (1991) both
mention the program available in the humanities. Shurr's
article is an overview of all governor's schools in Tennessee,
while Elledge's article is specifically about the humanities
program. Tennessee's schools are four week residential
courses for talented and gifted students. It is not clear from
either article how the students are chosen to attend, although
it is clear that there is much competition to qualify. The
programs are structured with classes in the mornings and
products generated alone or in small groups in the afternoons.

Wolfe, Mondschein & Eicher (1991) discuss Virginia's
Governor's School for the Humanities and the Visual and
Performing Arts. The article briefly describes the program
offered in Virginia. The students chosen for the school are
involved in a four week residential program. The teaching
style seems to be unique, in that the inquiry process and
democratic classroom management are encouraged. There
apparently has been some difficulty with those students who
have graduated from the various governor's schools being
"reintegrated" into their home schools. The article discusses
a "Teacher Recognition Day" used to help home teachers learn
about how the governor's schools operate and therefore to feel
less threatened by the attitude of the students who return to
them.

The State of Maine has in the past offered some summer
institutes involving the humanities ("Selected Exemplary
Projects", 1984). These institutes were not targeted at the
talented and gifted but are worthy of note because of the lack
of direct humanities instruction in the nation.

In addition to these intense, short-term experiences,
several references discuss other ways to provide humanities
instruction for the gifted. The multi-service approach is long-
term in its philosophy, but each phase applies only to those
students interested or in need of the service.

Feldhusen (1986) discusses various ways to provide appropriate education for the gifted within a secondary school. He suggests the following options as those services such schools should provide: counseling, AP courses, honors courses, foreign languages, seminars, mentors and internships, college courses, special art and music classes, project classes, humanities opportunities, debate, career education and correspondence courses.

California has offered a program called "Humanists in the Schools" as a way to reach all students, including talented and gifted students, with humanities instruction ("Selected Exemplary Projects", 1984). Artists, artisans and cultural representatives took residencies in schools for short-term projects related to literature, history, foreign languages, to do field trips, and other humanities related activities.

Several references discuss the possibility of an interdisciplinary course designed to approach the humanities.
Many are not targeted at talented and gifted students, but they are valuable ideas.

Alabama encouraged each of its school districts to offer humanities courses to all its students ("Selected Exemplary Projects", 1984). Sample course suggestions included thematic courses such as the search for truth, as well as chronological courses such as history with an emphasis on humanities.

Hamilton High School in Sussex, Wisconsin, designed a course which approached music and the humanities in an interdisciplinary way ("Selected Exemplary Projects", 1984). This was originally considered enrichment for academically oriented students but it turned into a way to approach all the students not involved in the formal music classes. Although offered for several years, this course is no longer offered.

Linden School District, Linden, New Jersey, has two innovative opportunities specifically designed to provide humanities instruction for talented and gifted secondary
students (Hess, 1990). The first course is an interdisciplinary course combining literature and history. Students are selected to participate based on writing talent, past academic record and teacher recommendation. The class is project-based and targeted for academically gifted juniors. An ethics class also is available for academically gifted juniors and seniors. It is a lecture-discussion-workshop program which identifies participants through academic background and teacher recommendation.

The Bucks County Intermediate District 22, Doylestown, PA, has developed many opportunities targeting humanities instruction to the talented and gifted (Abbott, 1977, 1981; Garton, 1980; Girard, 1987). The literature provides many sample units that are thematic and interdisciplinary in nature. This district has provided many options to their talented and gifted population.

A most promising elementary program has been developed by Brandwein (1983). This humanities instruction
is thematic and structured for different grade levels. The themes explored include truth, beauty, justice, love and faith. However, the series was not a commercial success and therefore the possibility of expansion of the program into the secondary level apparently was never considered.

Comparison of Programs with the Cline Model.

The models of humanities education for the gifted and talented revealed by the literature all reflect some disadvantages that make them inappropriate for use within the Cline Model. This section will discuss each model's deficiencies within the framework of the Cline definition and programming requirements.

The first model discussed in this project is the North Carolina Governor's School approach. This program does not meet the requirements of the Cline Model. There is a lack of other abilities beyond general intellectual ability or specific abilities involved in the selection of students. Even though the outline suggested all areas of giftedness were included,
the students were labelled as "academically gifted", which limits the access of non-academic performers to the program. There also is a lack of continuity or connection between what is being learned. The students work within their discipline for part of the day, and the other part of the day is spent in epistemology instruction. There seems to be a problem connecting the two areas. Products also are not required as a part of the curriculum, which violates the production aspect of the Cline Model. In addition, the experiential aspect of knowledge seems to be de-emphasized. Lecture-based, theoretical learning can not be the entire experience, even at the level of the talented and gifted.

The next model discussed in this project is the governor's school approach in Tennessee. The only deficiency is a lack of continuity between all that the students studied. Several students are quoted in the Elledge article as saying they are confused as to how it all fits together. Although talented and gifted students are usually advanced in the
ability to abstract, they should not be left without closure or
left without an understanding of why they have done what they
have done. The students express a problem with this
continuity issue. A strong point of this model is that the
humanities program in particular has a strong product
orientation that is in consonance with the Cline Model.
Identification and creation of products are not mentioned in
the literature, so in these areas no basis for comparison
against the Cline Model exists.

Virginia's governor's school model is examined next. The
literature was quite vague about specific aspects of
identification and programming. What little information there
is about Virginia's program leads one to assume it runs in a
fashion similar to the previously discussed programs, but
there is no empirical evidence to support that assumption.
Therefore, there is no basis for comparison with the Cline
Model in the areas of identification and programming.

Feldhusen's multi-service approach could very easily
match up with the Cline Model. The humanities could easily be offered as an honors course or as an alternative to a required course whose pace is restricted, whose content is not of the desired difficulty, or whose focus does not contain the appropriate product orientation. This course would also provide constant exposure rather than a hit and miss approach to the humanities.

The visiting artists projects discussed from the State of Maine are very valuable for the student body as a whole. While this is certainly a worthy program, it is not enough to satisfy the needs of the talented and gifted or the requirements of the Cline Model. There is no long-term exposure to the humanities and no information about product orientation or other requirements.

The State of Alabama has a good concept in which schools are encouraged to implement humanities education for all students; but it is not mentioned in the literature whether any of these courses were implemented, so there is no basis
for comparison with the Cline Model.

The Sussex, Wisconsin, program provided an innovative way to interweave disciplines. The information gained from the available literature did not discuss product orientation. Identification of participants was conducted on the basis of interest. This course, therefore, only partially meets the standards of the Cline Model.

The New Jersey programs matched somewhat with the Cline Model because of the product base. However, both programs neglect additional areas of giftedness beyond general intellectual ability, and the ethics class does not have a product base.

Doylestown, Pennsylvania, has made significant progress in education for the talented and gifted. A large proportion of the literature available about humanities instruction for the talented and gifted has been generated by the staff and faculty of this institution. This wide variety of literature neglects to explain how students are chosen to participate in these units
or courses, or the structure of the whole philosophy. Therefore, it is difficult to compare to the Cline Model. The units are interesting and appropriately aimed at the gifted, but the lack of information about selection or product orientation makes an exact match impossible.

As the cited literature cited illustrates, many states and school districts have attempted to approach the area of humanities education, and each has satisfied its own needs. Governmental agencies have noted the lack of emphasis on the humanities in many school programs, and therefore the lack of balance in the educational background of their students. However, none of the approaches discussed in the literature satisfies the needs of the Cline Model. This deficiency prompted the design of a new approach to the problem of humanities instruction for the gifted and talented secondary student.
Chapter Three

Humanities Through World History:

An Analysis of the Course

The review of the literature has indicated that many researchers such as Van Tassel-Baska (1988) believe that the humanities are a vital aspect of any talented or gifted student's education. There is agreement that the talented or gifted student is ready to benefit and in need of the cognitive and affective benefits of a study of the humanities (Passow, 1987). The State of Iowa has proposed a curriculum design in which all students will receive humanities education (State of Iowa, 1992). The State of Iowa also has mandated that gifted and talented students will receive an education appropriate to their intellectual and creative levels. The students in most districts already have access to some services designed to meet their special needs. However, students may have difficulty fitting the program or services into their schedules because of the number of classes required for graduation by
their school district. They also have many varied needs in
terms of creativity and other areas of giftedness that may or
may not be met within that one classroom or program. Very
few students can be identified for admission into a talented
and gifted classroom because of limited funds and staffing.
All of these considerations are universal for high school
students. Therefore, one effective way to provide the
necessary and required humanities instruction for these
talented or gifted students is to weave a humanities
curriculum into a required class, thus streamlining their
school day so they may receive humanities instruction.
Homogeneous grouping for part of the school day has been
supported in the literature as an effective way to provide
differentiated curriculum for the gifted and talented (Fascilla,
Hanninen and Spritzer, 1992; Renzulli and Reis, 1991). The
students gain an opportunity to receive advanced instruction
and the ability to network with intellectual peers. The
separate class approach also would provide opportunities for
those students with other less identifiable talents and those students under the cut-off scores to participate in an extension and enrichment program. The proposed course, Humanities Through World History, provides for all these considerations.

Based on these premises, this chapter is devoted to a course outline for Humanities Through World History. The outline includes an illustration of how the course satisfies the unpublished outcomes for social science education from the Iowa Department of Education (1992) and the Standards for Programs Involving the Gifted and Talented, developed by The Association for the Gifted (1989).

The course outline for Humanities Through World History is structured into sections. First, an explanation of the general content of the course is offered. Second, specific content and activities are explored. These activities and content areas are designed to meet the broad curricular goals suggested by the State of Iowa and to meet the specific needs
of the gifted and talented students enrolled in the course. These activities are keyed to the outcomes and indicators suggested by the State of Iowa (1992). (See Appendix B, p. 103, for the complete listing of the outcomes). Next, criteria for selection to participate in the course is explained. Evaluation of students within the course is discussed in the next section. The chapter closes with an analysis of how the course will meet the Standards for Gifted Programming suggested by the Association for the Gifted.

**Course Outline for Humanities Through World History**

**Introduction of General Content.**

This course consists of the study of four units of time. Each timeframe will be studied through the use of history, politics, philosophy, art, drama, literature and religion. The time periods under study will be Prehistory/Early Civilizations, Classical Civilizations, Medieval/Renaissance Cultures, and Premodern/Modern Cultures.
Explanation of Specific Content and Activities.

Unit I studies the early civilizations of the Middle East, China, Africa, India, South and Middle America. The concepts discussed include: Neanderthal and Cro Magnon man; Paleolithic and Neolithic civilization; the Bronze and Iron Ages; the agricultural revolution; similarity of myth development between the civilizations; comparison of art styles between the civilizations; and architectural advances during this time period. This information is supplemented with the historical backgrounds of these cultural groups.

Literature resources to be used during this unit include the epic of Gilgamesh, the Rig Veda, Egyptian, Mayan, Aztec and Incan mythology, ancient Hebrew scripture and Chinese poetry. The following sample activities are designed to provide opportunities to practice advanced thinking skills as well as to fulfill the curricular requirements of the Department of Education World History course and the Cline Model:

1. The student will complete a map of the Middle East
showing the physical features of the area occupied by the Hebrews and their major cities (Outcome 4, Indicator a: The student will locate significant physical features and political sites).

2. The student will explain in an essay why the civilizations of the Middle East were among the first to develop (Outcome 5, Indicator c: The student will identify economic factors which influence the development of civilization).

3. The student will develop a theory about what the people of Sumer gained from the story of Gilgamesh (Outcome 6, Indicator k: The student will interpret literature/ fine arts).

Unit II studies the Minoan, Greek, Roman and Chinese classical civilizations. Concepts discussed include: language development; cultural borrowing and isolation; deterioration of cultures; comparison of art styles; technological advances; and conflict management in history.
Literature resources used in this unit include Minoan mythology, the epics of the *Iliad* and *Odyssey*, the play *Oedipus Rex*, the *Republic*, Herodotus' history, poetry by Sappho, the *Aeneid*, and the *Book of Songs*.

The following sample activities and specific content are designed to foster the growth of the student:

1. The student will discuss reading selections from the *Iliad* and compare that writing style with the style of *Herodotus* (Outcome 1, Indicator b: The student will participate in group discussions).

2. The student will vote for what he/she considers the most plausible cause of the fall of the Roman Empire and defend that choice in a written paragraph (Outcome 1, Indicator d: The student will demonstrate reflective choice in voting behavior).

3. The student will perform a role in reading of drama sometime during the school year. A possible choice is during the reading of *Oedipus Rex* (Outcome 6, Indicator g: The
student will perform in the role of others).

4. The student will compare the artwork of Classical Greece with that of later Greece and with Roman artwork (Outcome 6, Indicator j: The student will transfer concepts from one situation to another).

5. The student will compare the causes of the Persian and Peloponesian Wars (Outcome 6, Indicator i: The student will identify cause and effect relationships).

Unit III studies the Norse and Germanic civilizations, Europe from the medieval period through the Renaissance and Reformation, and the Japanese and Muslim cultures. Particular concepts and relationships involved in this unit include: cultural expansion; the cyclical nature of religion; similarity of myth development; cultural revolutions; comparison of art forms; and religious reform.

Literature resources used in this unit include the King James Bible, the Magna Carta, the Koran, the Canterbury Tales, The Prince, The Divine Comedy, the 95 Theses, Japanese
poetry, Germanic and Norse mythology, *The Song of Roland*,
*Beowulf*, work by Shakespeare, poetry by Keats, Shelley and
Byron, readings about the Buddha and Confucious.

The following sample activities are designed to advance the
goals of the course:

1. The student will watch the film, *"Chartres Cathedral"*,
and discuss how the cathedral appears now compared to how it
appeared when first built (Outcome 1, Indicator c: The student
will read/view media using a sense of the past).

2. The student will read about and discuss the Crusades
from the viewpoints of a European Crusader, a Jewish pilgrim
and a Muslim resident of Jerusalem (Outcome 3, Indicator b:
The student will demonstrate ability to deal with multiple
perspectives).

3. The student will identify artwork from the
Renaissance in Europe and distinguish it from artwork from
other times and places (Outcome 5, Indicator a: The student
will connect literature and fine art of cultural groups in
historical time).

4. The student will compare the family business style of merchants with the guild system and the factory system (Outcome 5, Indicator d: The student will describe the transformation of the role of the family over time).

5. The student will compare and contrast the philosophical systems of Buddhism and Taoism in China (Outcome 6, Indicator a: The student will compare/contrast ideas).

6. The student will create his/her own haiku poetry when studying Japanese haiku (Outcome 6, Indicator h: The student will write creatively).

Unit IV studies 18-19th Century Europe, American Indian cultures, Imperial Japan, European colonial empires, and modern political systems. The most important concepts of this unit are: balance of power; militarism; military revolutions; socialism; comparative governments; national interests; colonialism; the arms race; World Wars; conflict
resolution in history and comparative religions.

The literary resources for this unit include several governmental documents such as the Declaration of the Rights of Man, Declaration of American Independence, and the Iroquois Confederation. Other resources include *Shogun*, the *Manifesto of the Communist Party*, poetry by Robert Frost, speeches by Martin Luther King, Jr., Gandhi, John F. Kennedy, Nelson Mandela, and readings about the Dalai Lama. Specific activities to help development of these concepts are described below.

1. The student will participate in a debate regarding women's suffrage during the late 19th and early 20th Century. Each student will participate in turn on the "pro" side and the "con" side of the argument (Outcome 1, Indicator a: The student will debate/defend a point of view).

2. The student will write a paragraph describing his/her life as if he/she were a serf in 18th Century Russia (Outcome 1, Indicator d: The student will display empathy for others).
3. During the Modern History unit, students will be required to take note of worldwide events that affect relations between nations, and relate that information to the past (Outcome 2, Indicator a: The student will be informed regarding current issues through the news media).

4. The student will interview an older family member or acquaintance about his/her family history. The student will attempt to discover the countries of his/her family's origin (Outcome 2, Indicator b: The student will gather and analyze relevant data through interview).

5. The student will analyze the causes of World War I and World War II to find similarities and differences (Outcome 3, Indicator a: The student will analyze major world issues).

6. The student will analyze, through small group discussion, his/her reactions to the various religious beliefs embodied in the world's five main religions (Outcome 3, Indicator c: The student will be able to discuss his/her own biases).
7. The student will describe in an essay how the present hunger situation in Third World countries could be impacted by his/her own behavior (Outcome 3, Indicator d: The student will relate world issues to his/her own life).

8. The student will compare the alliance system in place in Europe during the 18th and 19th Centuries to the alliance system involving the Warsaw Pact and NATO (Outcome 3, Indicator f: The student will explain relationships between and among nations and non-governmental organizations).

9. The student will complete a map of the occupation of the New World by Europeans, following the principle of inhabitation by transportation routes (Outcome 4, Indicator b: The student will analyze and map occupation by geographic area).

10. The student will be able to explain the economic reasons for warfare within the Middle East today (Outcome 4, Indicator c: The student will analyze relationships between natural resources and political conflict).
11. The student will produce explanations for the more rapid technological advances in the last two centuries (Outcome 5, Indicator b: The student will analyze factors that promote and inhibit change).

12. The student will trace the changes in the rights of women throughout history (Outcome 5, Indicator b: The student will describe the transformation of the role of the family over time).

13. The student will produce an explanation for the breakdown of the Communist Bloc in Eastern Europe (Outcome 5, Indicator e: The student will analyze the evolution of political systems).

In addition to the unit-specific activities denoted above, the students will participate in a number of on-going activities designed to meet other standards proposed through the Iowa outcome-based curriculum. These additional activities have also been coded to match with the standards listed in Appendix B.
1. The student will consider in a reflective paper what humans can learn from the lessons of history. This will be part of the final examination (Outcome I, Indicator f: The student will decide future plans based on patterns of history).

2. The student will participate in orderly debate about issues in question without resorting to name-calling or insults (Outcome 3, Indicator e: The student will resolve disputes without violence).

3. The student will participate in group competition to review for tests, while sharing resources within the group to obtain answers (Outcome 3, Indicator h: The student will demonstrate ability to effectively utilize both competition and cooperation).

4. The student will write a short evaluation of his/her own and others' conduct and presentation after every class debate (Outcome 6, Indicator b: The student will explain and evaluate argumentation).

5. The student will submit in writing his/her intentions
to satisfy the project component of the course, including a
time line for completion and a description of the resources to
be used (Outcome 6, Indicator c: The student will design a
plan).

6. The student may produce one of his/her projects with
a partner (Outcome 6, Indicator i: The student will create in
collaborative settings).

Criteria for Participation in Course

Students wishing to participate in the class are screened
based on the following criteria: and not that, there are specific
1) Past academic performance (i.e; GPA) in English and
Social Studies classes. The past GPA should be above
a 3.0 on a 4.0 scale.

2) ITBS scores: The Reading Total percentile score
should be 75% or above.

3) Evaluation of written expression of intent to
participate and explanation of what he/she hopes to gain
from the course. This written intent should indicate
that the student has seriously thought about the effort involved and is prepared to make the commitment necessary to succeed.

4) Teacher recommendation from a past instructor who can verify that the student is prepared and able to succeed in advanced level work. It is expected that this recommendation be from within the past two years.

5) Parental signature verifying the parents' intention of supporting the students' efforts.

If any of the above criteria are not met, or if the student or parent wishes, creativity test scores, IQ scores, aptitude test scores and other assessment measures may be added to the pool of information before a final decision is made.

The course is open to any student who qualifies under these criteria. There is no limit to class size. The course is also be open on a trial basis for those whose scores do not qualify, but who wish to attempt the class. This measure assures fair treatment of those students with poor past
performance but with potential and desire to achieve.

**Evaluation of Students**

Students are evaluated quarterly on the basis of unit tests, quizzes, discussion, papers based on analysis/synthesis, class presentations, and project quality.

Tests are essay in format and administered for each chapter of study as well as at the unit level. The students are required to show mastery of knowledge-level material, application of new concepts and analysis, synthesis and evaluation of facts, and concepts and principles studied or implied within the unit or chapter.

Quizzes are presented in both oral and written formats. They are used to assess mastery of reading requirements and attention to discussion.

Discussion within class is observed and charted by the instructor and assessed based on the depth of knowledge and attempts by the students to apply, analyze, synthesize and/or evaluation material within the class. The students is expected
to participate on basically a daily basis. Review days held before exams will require oral participation of all students.

The students write several papers each quarter to fulfill this evaluation requirement. The papers have directed topics to help the students reflect on what they have learned and the ideas they have gleaned from class discussion. They also are required to write several papers involving analysis, synthesis and evaluation of concepts and information presented earlier in the course. The papers must be completed on a word processor.

Class presentations are required in a variety of circumstances. Students present their projects to the class, and, on occasion, are asked to present a paper written for a specific purpose to the class. They also gain experience in public speaking by presenting results of group work or outside investigation to the class. The students are required to give at least one formal speech with a visual aid sometime during each semester.
Projects are required of the students in two of the four units. The students are free to choose which units to use and what type of project they wish to create. Possible projects are unlimited in number but must meet established guidelines. Primary and secondary sources of information are required components of these projects. The projects must require a substantial amount of work outside of the classroom. They must be presented to the class and also during the program on Parents Night in the spring. Possible formats for projects are as follows:

1) Research paper and speech
2) Original artwork in the style of a particular period
3) Original music written in the style of a particular period
4) Dramatic performance of an original speech, drama presentation, poetry or short story written describing a certain time
5) Multimedia presentation about the culture of a
certain period

6) Photographic display illustrating aspects of a particular culture or period

7) Original artwork, music, drama, poetry, etc. demonstrating the student's emotional response to a particular concept or time period

Humanities Through World History is a challenging, fascinating and rewarding look at the world and the people who have inhabited the world throughout time. The student should be prepared to work very hard and to receive great benefits from the effort.

Application of Humanities Through World History to Curriculum Standards for the Gifted and Talented

The Association for the Gifted (1989) has indicated standards for curriculum design that programs for the talented and gifted should meet to provide an adequate differentiated educational experience for those learners. This section of the curriculum development project presents those standards and
illustrate how the course, Humanities Through World History, meets the standards.

**Standard 1: Curriculum is articulated, comprehensive, and includes substantive scope and sequence.**

The instructor provides the gifted education coordinator of the district and the curriculum director of the district with a complete curriculum guide of the course, Humanities Through World History, and gains approval before beginning instruction of the course.

The curriculum director and gifted education coordinator judge if the course meets the expected guidelines for comprehensive instruction, including process, content, product and learning environment modifications necessary for gifted education (Maker, 1988). This approval process will assure that the course is articulated properly into the district's social studies program and the gifted education program. The curriculum director also assesses the course to be sure the scope and sequence of the course meets expectations within
the world history state requirement and the curriculum guides for world history within the district.

Standard 2: Curriculum is based on the assessed needs of students including the areas of intellectual, emotional, physical, ethical, and social developmental.

The instructor conducts assessment of each student's strengths and weaknesses in the areas of creativity, attitudes, aptitudes and social development after identifying those students participating in the course, Humanities Through World History. The assessments include, but are not limited to Stanford-Binet or WAIS IQ scores, Otis-Lennon scores, ITBS scores, Torrence Tests of Creativity scores, checklists about social behavior, self-report paragraphs about attitudes and social behavior, and informal anecdotal records regarding the various qualities under consideration. Curriculum is geared to develop those areas seen to be weakest and to use those that are well-developed.
Standard 3: Curriculum matches substantive content with the developmental levels of the gifted and talented student.

The instructor designs activities and information presentations to meet the levels of abstraction and complexity required to help students develop intellectually. At the secondary level, this entails encouraging independent study projects and significant analysis, synthesis and evaluation of content by the student.

Standard 4: Curriculum incorporates content and experiences that employ and facilitate understanding of the latest ideas, principles, and technology in a given content area.

The instructor presents and encourages the research of the most recent of theories regarding historical information. The students are required to use recent sources in research of topics. The instructor discusses and encourages use of the most recent technologies for data collection, including CD-ROM searches. The instructor requires the use of computer word
processing programs to produce papers.

**Standard 5: Curriculum provides differentiation and challenge for students through involvement with advanced and rigorous content and procedures.**

To meet the need for qualitatively differentiated education for the gifted, Humanities Through World History requires higher levels of thought than the "regular" world history course. Research and participation in discussion are required to show higher levels of thought than just memory. The scope and sequence of the course is broader than the "regular" course, to provide both horizontal enrichment and acceleration for the students.

The students are expected to master a larger quantity of complex content at a higher level than the "regular" world history class. The grading scale is structured to reflect this change. In addition, students are required to demonstrate mastery through more papers and projects requiring synthesis and transformation.
Standard 6: Students develop critical and creative thinking skills through instruction and experiences rooted in the content areas.

The instructor requires critical papers to be written by the students after field trips to museums and places of cultural experience. The students also are required to use creative writing skills to demonstrate understanding of types of poetry, such as haiku, and to demonstrate personal reactions to events in time, such as writing an account of the beheading of Marie Antoinette.

Standard 7: Students have opportunities to engage in experiential and interactive learning involving real life experiences that may result in the development of sophisticated products.

The students attend a play, a museum showing and an art exhibit during the instructional period. The students write critical papers following these experiences. The students also have the opportunity to go on field trips to local places of
interest, such as the planetarium and the Biological Center. Guest speakers are invited to share their experiences in other areas of the world and to share their specialized talents with the class. The students are introduced to a university library and given an opportunity to use its resources to complete their projects.

**Standard 8: Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.**

The instructor promotes independent study within units. The student choose when to do his/her projects and how many projects to submit for evaluation. Grouping within the classroom is used for some units.

Compacting is used as a major approach to the content. The students already experience horizontal enrichment and some acceleration by participating in the course. Compacting is used whenever possible to allow the class to move forward more quickly.
Standard 9: Curriculum addresses the attitudes and skills needed for lifelong independent learning.

The students experience and refine the skills of research while preparing for class and for their projects. Questioning and looking for evidence are encouraged within the classroom atmosphere. Students, whenever possible, are required to look up or invent and substantiate their own answers rather than be handed a "pat" answer to a complex problem. The analysis of current events is encouraged, especially in view of a historical perspective on the world.

Standard 10: Specialists in content areas, instructional techniques, and gifted child education work with curriculum planners when curriculum is being planned and evaluated.

The instructor, who possesses needed content knowledge, will conference with the talented and gifted program instructor in the school district and with the curriculum director before beginning instruction of the course, Humanities Through World History. Evaluation will be
conducted by all parties involved in the curriculum planning.

Evaluation of Course Effectiveness

Evaluation is a very important facet of instruction. It allows the teacher to measure gains made by his/her students, and make any changes necessary to improve the learning environment and materials. The course, Humanities Through World History, implements extensive evaluation.

The participating students are evaluated in formal and informal manners. Formally, the students submit papers, speeches, discussions, quizzes and unit tests as well as projects to be evaluated. The product is judged both by the teacher, for factual accuracy, and by peers, for presentation and creativity. Informally, the students are observed by the teacher in group work and during discussion and presentation of work. The students are asked to evaluate each other's debate techniques in an informal manner. The students also evaluate themselves in terms of the performances and products. The hope is that they discover that peer evaluation
and self evaluation are as important as teacher evaluation.

The course content and instructional techniques are evaluated by the students, the instructor, the curriculum director and the gifted education instructor. The students are asked to write an open evaluation of their overall impressions, as well as to respond to a formal checklist of behaviors and experiences. The instructor keeps record of activities and instructional experiences and their level of success for future reference. The curriculum director will approve the instructional objectives and observe the classroom instruction at least twice during the school year. The gifted education instructor will serve as a resource for questions from students and the teacher and as an observer in the classroom for evaluation of instructional techniques.

The extent of evaluation of students included in this course is similar to the evaluation procedures of a regular classroom. The objectives to be reached determine the form of each individual project evaluation. The evaluation of the
course is conducted on a yearly basis, in order to identify need for future modification of content and instructional techniques.

This program evaluation may be used as a basis for a possible humanities program for the regular educational system in the future. If humanities instruction appears to be motivational and beneficial to the talented and gifted population targeted for this curriculum, the district may wish to institute some sort of humanities program to be offered to the student body at large. The information gleaned from the student and staff evaluations of the course will be important to this process.
Chapter Four

Summary and Conclusions

Summary

The purpose of this study was to develop a curriculum that would provide humanities education to talented and gifted secondary students through the medium of world history.

The first question addressed in this project was: What does the literature reveal about the importance of humanities education for the talented and gifted? Van Tassel-Baska (1988) and Finn (1984), among others, consider humanities education to be extremely important to the development of a balanced personality. The cognitive and affective aspects of a study of the humanities are unique to the field.

The second question addressed in this project was: What does the literature reveal about the benefits of humanities education to talented and gifted students? Once again, considerable consensus exists among experts in gifted education. Talented and gifted students are uniquely suited to
benefit from humanities education. For example, many of these students display concern for issues of justice and ethics (Gallagher, 1985). They possess advanced cognitive skills which allow them to benefit from rigorous interdisciplinary content (Colangelo and Parker, 1981; Clark, 1979; Gallagher, 1985; Milner and Milner, 1986; Tannenbaum, 1983; Van Tassel-Baska, 1988). They also are in need of the historical perspective to direct leadership (Finn, 1984; Walters, 1985).

The third question addressed by this project was: What does the literature reveal to be the current state of humanities programs for the talented and gifted in our secondary schools? The literature revealed very few current programs. The majority of literature about humanities education was from the 1970's and 1980's. Most of the programs discussed in the literature are now defunct.

The fourth question of this project was: How can the humanities be included in the history curriculum for talented and gifted students? This question was answered by the
development of a curriculum of humanities instruction presented through the organizer of world history. The rationale for this approach was based on the world history requirement that all high school students must satisfy to graduate. By including the humanities within this requirement, the participating students "save" one period of the school day. This condensing of the school day is an important aspect of programming for talented and gifted students (Scott, 1992). World history has been used as an organizer successfully in the past (Commission of the Humanities, 1980; Feldhusen and Reilly, 1986; Kinder, 1992) and has the benefit of providing a time reference for studies of other disciplines in addition to history.

The final question of this project was: How does the proposed curriculum satisfy the requirements of appropriate education for gifted students within the realm of the social sciences and humanities? This question was answered by analyzing the content of the proposed course, Humanities
Through World History, and comparing the activities and procedures with the suggested outcomes for social science proposed by the State of Iowa (1992) and the standards for appropriate curriculum for the talented and gifted published by the Association for the Gifted (1989).

Conclusions

The following conclusions were reached by the writer during the course of work on this project:

1. Interdisciplinary courses are an efficient way to approach curricular modifications for the talented and gifted. This approach appears to be more efficient in terms of time and money spent by a district to serve their talented and gifted students. The acceleration and enrichment possibilities appear endless, with the use of minimal staff additions.

2. The standards suggested by the State of Iowa and by the Association for the Gifted, rather than confining, are an effective way to guide curriculum development and evaluation. The curriculum developed for this project satisfied both sets
of guidelines without difficulty.

3. The review of the literature indicated that either very few humanities programs exist or the programs exist without documentation. This fact suggests that those instructors and school districts conducting humanities programs should publish their work so the rest of the educational community could benefit from their expertise.

4. This project led the writer to consider interdisciplinary curriculum as one way to provide truly differentiated programming for the talented and gifted. Interdisciplinary courses provide the higher level of complexity and abstractness which is necessary when programming for talented and gifted secondary students.

5. The final conclusion reached by the writer is that there are many ways to satisfy the needs of talented and gifted students, but each program or suggested curriculum or model is appropriate only in certain circumstances. The curriculum and program design presented in this paper were developed by
the writer to satisfy the needs of a particular school district. This particular district has a TAG program which meets one period per day. The proposed course, Humanities Through World History, is a way to provide services to more talented and gifted students than are able to schedule into the current program. It is not designed to meet the needs of all talented and gifted students. Also, this curriculum is not designed to be the only TAG program within any school. The writer recommends that other TAG coordinators and instructors modify the curriculum and/or program design to meet the needs of their districts.
References


Teacher's resource book for self-expression and conduct:


Appendix A

Bases for Cline Definition of Giftedness

This appendix contains the original definitions of giftedness that are the basis for the Cline definition. The Cline definition is a revision of Renzulli's definition of giftedness served within his Enrichment Triad (1981) and of Public Law 91-230.

The Renzulli definition states that giftedness is shown by an interaction of three basic traits - above average general abilities, high levels of task commitment and high levels of creativity. Children are considered gifted or talented if they possess or are capable of developing this composite set of traits and applying those traits to a potentially valuable area of performance.

Public Law 91-230 states that giftedness may be shown in the following areas individually or in combinations: 1) general intellectual ability; 2) specific academic aptitude; 3) creative or productive thinking; 4) leadership ability; and 5)
visual and performing arts (Marland, 1972, cited in Gallagher, 1985).
Appendix B

Suggested Outcomes for Social Studies/Humanities Education

This appendix contains the outcomes and indicators suggested by the State of Iowa in their unpublished Iowa Department of Education Outcomes and Assessment Initiative Core Exit-Level Learner Outcomes and Enabling Outcomes (1991).

Outcome #1: The student will utilize historical perspective in their lives.

Indicators:

1a. debate/defend a point of view

1b. participation level in group discussions

1c. read/view media using sense of the past

1d. demonstrate reflective choice in voting behavior

1e. display empathy for others

1f. decide future plans based on patterns of history
Outcome #2: The student will effectively participate in the democratic process.

Indicators:

Students will become involved in one or more of the following:

2a. will become a registered voter

2b. will be able to write a letter to the editor, a public official or relative with an issue of concern

2c. will be able to become involved in civic organizations/activities

2d. will become involved in local caucus(es), school board, city council, etc.

2e. will assume a leadership role in student government or other student organizations

2f. will become involved in campaign activities for school, local, state, or national candidates or issues

2g. will be informed regarding current issues through news media
2h. will gather and analyze relevant data through interview, surveys etc.

2i. will participate in a task oriented group (i.e., class meeting or other community interest group)

Outcome #3: The student, as a member of the world community, will demonstrate global awareness by respecting the sincere differences in viewpoints that exist.

Indicators:

3a. analyze major world issues

3b. demonstrate ability to deal with multiple perspectives

3c. discuss one's own biases

3d. relate world issues to one's life

3e. resolve disputes without violence

3f. explain relationships between and among nations and non-governmental organizations

3g. be involved in an environmental project
3h. demonstrate ability to effectively utilize both competition and cooperation

Outcome #4: The student will explain and apply geographic principles.

Indicators:

4a. locate significant physical features and political sites

4b. analyze and map occupation by geographic area

4c. analyze relationship between natural resources and political conflict

4d. map and analyze:
   
a. population patterns

b. food production vis a vis world hunger

c. world religion

d. different systems of government

e. world trade patterns

f. map/discuss important world natural resources
Outcome #5: The student will demonstrate understanding of culture.

**Indicators:**

5a. connect literature and fine art of cultural groups in historical time

5b. analyze factors that promote and inhibit change

5c. identify economic factors which influence the development of civilization

5d. describe the transformation of the role of the family over time

5e. analyze the evolution of political systems

5f. describe what is unique about you as a member of the American and human culture

5g. write an autobiographical sketch of self in American culture

5h. produce oral family histories

5i. describe the number of roles that one plays
5j. make predictions about the rate and scope of change in the 21st Century

Outcome #6: The student will demonstrate creative and critical thinking.

Indicators:

6a. compare and contrast ideas
6b. explain and evaluate argumentation
6c. design a plan
6d. interpret primary documents
6e. apply previous learning
6f. formulate new knowledge
6g. perform in the role of others
6h. write creatively
6i. create in collaborative setting
6k. transfer concepts from one situation to another
6l. interpret literature/fine arts
6m. identify cause and effect relationships
6n. attempt to solve problems