

A Publication of the
Global Awareness
Network of NAGC

Global Visions



Issue 1
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Patricia Gatto-Walden PhD*

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**Please join our "Global Community" in New Orleans!
We have been waiting to meet you...come introduce
yourself, and take part in the fun and inspirational
activities!**

Mark your calendar for these extra events in addition to the sessions listed
on the following pages.

Wednesday, November 2, 7:30am - 3:00pm - Pre-Convention

Lending a Hand: A Unique Service Action Lab

A day working with Habitat for Humanity

Friday, November 4, 7:30-8:30 am

JAM Session, join our table and share

"Global Awareness: Embracing and Contributing to our Global Community"

Friday, November 4th, 12:40- 1:40 pm

Work Session and Business Meeting

Be a member of the GA family, we need you!

Hilton Riverside Conference Center, Room: Durham

Friday, November 4, 6:30-9:00 pm

Global Gala

Friday, November 4, 6:30 pm- 9:00pm

Global Gala; Hilton Riverside Conference Center, Durham Room

Join us for a celebratory evening with performances from gifted students of the International High School of New Orleans. This innovative charter school offer an inspirational curriculum for students to succeed in the 21st century global world. Join us for an inspiring evening of youthful creative expression and passion.

In this issue

- Highlights for the upcoming NAGC convention.
- Feature article from Dr. Shelagh Gallagher
What is human about human beings?
- Dr. Sheffield's overview of the International Group for Mathematical Creativity and Giftedness
- Upcoming International Conferences

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page 2

Hello Global Awareness friends and colleagues,

I am delighted to welcome new members to our network and extend gratitude to returning members who have remained an affiliate of Global Awareness through the years. Thank you for choosing to acknowledge the importance of supporting our gifted children to be honorable, active citizens across a global community. Also, thank you for joining a professional community of individuals who care about respectful communication and interdependence of all peoples, the conservation and sharing of our natural resources, and living a perspective of connectedness among all of life on our planet. As a community within NAGC, we are caring, perceptive and action-oriented people. I joyfully recognize and am grateful for your efforts to bring global issues into the classroom and home, and your support of children becoming positive instruments of change.

This fall newsletter highlights the upcoming Global Awareness events at NAGC convention in New Orleans, so you can be assured of dates, times and places to attend our offerings. In addition, you will be inspired by Shelagh Gallagher's article, "What is human about human beings?" referencing Jerome Bruner's course of study. Shelagh provides a clear overview of his research and links to access the curriculum for your classroom or for additional personal reflection.

As spokesperson for our Global Awareness community, I wish to extend an invitation for you to become actively engaged in expanding our network. For those of you who will be attending the convention, please partake in our special events listed below and share your ideas and energy. Members' who will not be with us in New Orleans, activate your voice through email. We wish to open the walls of our network for collaborative sharing.

Wishing you a healthy and abundant fall,

Patty Gatto-Walden

Chair



Join our "Global Community" in New Orleans!

THE GLOBAL AWARENESS NETWORK WELCOMES YOU TO NEW ORLEANS!



Global Awareness Sessions at NAGC Friday, November 4, 2011

10:30 AM to 11:30 AM

- ⇒ The Universe in a Single Atom: The Convergence of Science and Spirituality
- ⇒ The Schoolwide Enrichment Model (SEM) Type II Skills: Multicultural Awareness and Creativity Development

11:45 AM to 12:30 PM

- ⇒ Service Learning: An Experiential Instructional Strategy that Teaches More than Standards
- ⇒ SLURPY Saving Lives Using Rocks to Purify Your water
- ⇒ G.A.U.G.E. Global Awareness Utilizing Global Experiences through Service!

12:45 PM to 1:30 PM

- ⇒ The Other 3 R's: Reduce, Reuse, Recycle
- ⇒ Investigating, Informing and Introducing the Stonewall Award Books: Meeting A Global Need
- ⇒ Empowering Gifted Students to Help Change the World Through Global Awareness and Understanding

1:45 PM to 2:45 PM

- ⇒ Public Art As Service Learning

Saturday, November 5, 2011

12:45 PM to 1:30 PM

- ⇒ If You Want Global Citizens, Teach Global Art: Banking on Banksy and an Educated Mind

1:45 PM to 2:45 PM

- ⇒ Skyping with Kyrgyzstan: Opportunities in International Education for Student Involvement And Professional Development
- ⇒ Beyond Environmental Education: Ecological Literacy for Gifted Students

3:00 PM to 4:00 PM

- ⇒ Connecting Gifted Students to the Global and Local Community

Sunday, November 6, 2011

8:00 AM to 9:00 AM

- ⇒ Sharing a World of 7 Billion: Lessons for Global Citizenship

9:15 AM to 10:15 AM

- ⇒ Teaching Tolerance to Tomorrow's Leaders

We put the "action" in Action Labs!

Global Visions Action Lab

Lending a Hand: A Unique Service Action Lab

The NAGC Global Awareness Network presents their second annual Global Visions Service Project with Habitat for Humanity on Wednesday, November 2, 7:30 am - 3:00 pm.

Transportation will depart at 7:30 am from the first floor, right outside NAGC Central. The Global Awareness Network designed this program in 2010 to build a network of engaged citizens (NAGC members, local students, community members and organizations) working in collaboration to directly impact homelessness, affordable housing, and related issues in the NAGC annual convention host city.

Those who register for this program will participate in hands-on, direct service to demonstrate and model the belief that there is interdependence among all people. Registrations are first-come, first-served until the maximum of 50 registrants is reached. (A waiting list will be maintained should there be any cancellations.) In order to cover a portion of the costs for transportation and lunch, each registrant is required to pay \$15. Separate registration is required for this Action Lab.

The registration form is at

http://www.nagc.org/uploadedFiles/Conventions_and_Seminars/2011_Convention_Pages/2011%20network%20service%20day%20Reg%20Form.pdf



Last Year's Action Lab was a huge success! Join us to create a new home again for a deserving family this year.



GLOBAL

GALA

Friday, November 4, 6:30 pm- 9:00pm

Global Gala

Hilton Riverside Conference Center

Durham Room

Our evening event will be fun, inspiring and amazingly informative! Please join us for a unique Gala as we joyfully welcome students and teachers from globally focused, multi-culturally diverse, and foreign language immersed schools in New Orleans. Striving to prepare students for career choices in an interconnected 21st century global community, the International High School of New Orleans, has created a unique International Baccalaureate curriculum partnered with community business leaders. Our guest speakers will include both students and faculty from this innovative school, sharing their passions, talents, community leadership and entrepreneur ventures, service learning projects and global awareness daily focus. Additionally, we are in the process of finalizing plans for younger guests to join us from an international elementary and middle school with teacher and student cultures covering 19 countries. Language immersion, and appreciation, respect and tolerance of diversity are the foundation of this globally aware young community.

For a few hours during the Global Gala, let's enjoy being students as these culturally diverse children both entertain and instruct us on what is truly essential in their globally aware lives. From the mouth of babes come profound truths. We have a rare opportunity to receive their wisdom and guidance, energy and visions to help forge our pathway as educators.



What is human about human beings?

The universal question of (Hu)mans: A Course of Study



Shelagh A. Gallagher, Ph.D., Engaged Education, Charlotte, NC ,
sgallagher5@carolina.rr.com

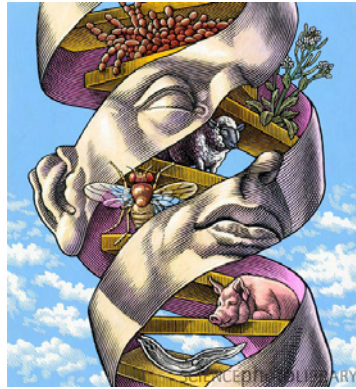
In the midst of the post-Sputnik curriculum renaissance, when most efforts were bent on reforming science and mathematics education, Jerome Bruner turned his attention to the social sciences. He wanted to create a curriculum that would cultivate appreciation for one's own culture, respect for other cultures, and recognition that all people are united by a common humanness. What, he wondered, is the best way to reveal the universal similarities between an Eskimo hunting in the Arctic Circle and a fifth grader buying Twinkies in Miami? Bruner, along with writer Peter Dow, anthropologist Asen Balikci and cinematographer Bob Young took up this task in the seminal curriculum *Man: A Course of Study* (MACOS), a year-long interdisciplinary investigation of 'humanness' framed around the three questions:

- What is 'human' about human beings?
- How did they get that way?
- How can they be more so?

These questions seemed imperative in the Cold War space race; and they gain even more resonance in a world where different cultures rub elbows increasingly frequently. In 2009 the written materials were put online under the more equitable title *(Hu)Mans: A Course of Study* at <http://www.macosonline.org/>. This act of generosity makes a majority of the MACOS curriculum available to teachers and or anyone looking for a model of sustained inquiry that both educates and cultivates appreciation for the world's diverse cultures.

MACOS was developed for the fifth or sixth grade general classroom, but proved especially effective for gifted children—and no surprise with its emphasis on interdisciplinary content, conceptual analysis, and student inquiry. Early lessons emphasize biology and then move seamlessly into anthropology. Literature from Ecclesiastes to Langston Hughes to Eskimo folk tales is woven throughout, emphasizing the link between culture and human expression.

Setting a Foundation: Humans and Animals. MACOS is deliberately, even elegantly, constructed to systematically build children's awareness that all living things are simultaneously similar and unique. MACOS begins with contrasts between humans and three animals: salmon, herring gulls and baboons. Each animal reveals something important about the humanness of humans; each also introduces a concept used to understand how people and animals fit in their environments: *adaptation, structure and form, information and behavior*. For instance, children learn that while both herring gulls and humans have an urge to protect what is theirs; humans developed the capacity to resolve disputes non-violently.



Time is also devoted in the early weeks to developing an anthropological cast of mind. Students watch Jane Goodall at work in Gombi, they read Irwen DeVore's field notes. Students are asked to think and act like anthropologists in activities that manage to distill essentials of the discipline while respecting the frame of reference of its youthful audience. A perfect example (and a personal favorite) is the lesson where students practice naturalistic observation by studying the ever-enigmatic kindergartner.

The Culture of Neskilit Eskimos. The first weeks of MACOS lay a foundation of information, concepts and skills that students use for the rest of the year as study the lives of Neskilit Eskimos. Bruner and colleagues emphasize the *urge to explain* as a uniquely human trait, so they introduce the Neskilit study through Netsilik stories and songs. Using this method, students are also subtly instructed that it is impossible to understand *human* behavior through observation alone; the behaviors of the Netsilik cannot be understood unless they also understand their inner symbolic world.



But a study of culture does require observation. The MACOS team broke ground by doing away with a standard textbook. They believed that books could never convey a culture with sufficient authenticity or integrity. They resolved to bring the children as close to the Neskilit Eskimos as they could by filming their daily lives—a significant undertaking in days before computers and webcams! In another innovative move they decided to forego the typical documentary music or voiceover. As a result the films emulated as closely as possible what students would hear and see if they actually went to the Arctic Circle to observe using their anthropological frame of reference. Of course the purpose wasn't just to learn about Eskimos, as the students studied Neskilit culture, they learn more about their own. Bruner explained the importance of the contrast in the 2004 documentary *Through these Eyes*:

there's an old proverb which says... "The fish will be the last to discover water" and generally speaking you know it's true. You live in a medium you're not conscious of it—you need a little bit of contrast. So in a sense the Netsilik for those kids we were working with and for the teachers... the Netsilik was for them the fish jumping out of water and discovering, 'Hey I've been in water!'

Activities built around the films, from building an igloo to simulating caribou hunts to plays depicting daily life help breathe life into Eskimo culture children see on film. Throughout, they are encouraged to recognize surface differences and also to identify similarities that form the underpinning of humanity.



Students end their year of study with the understanding that humans are unique, distinct and highly evolved living beings. They understand that humans, like animals, have a life cycle, and natural instincts. They also understand that humans alone have a desire to explain the world to ourselves and others and in our capacity to repress or divert our own destructive impulses, if we so choose.

What's Available. The vast majority of MACOS is available online free of charge. Teacher guide and student booklets introducing different concepts can be printed and copied for classroom use. Filmstrips have been converted to PowerPoint presentations; cassette recordings are uploaded as mp3 files. However, the materials are not altogether complete. A resourceful teacher will be able to find ways to work around what is missing. The Neskillit films are available for purchase on line or VHS copies can be located through websites like WorldCat and borrowed through interlibrary loan. YouTube has some of the films with added voiceover under the title *People of the Seal*. (Note: the macosonline web site also has an email address for anyone with old MACOS kits who would like to help complete the online repository).

The MACOS team also developed materials for teachers, including “Talks to Teachers” which provides additional background content and “Seminars for Teachers” a series of guided seminars, complete with readings, on the topics of instruction and learning. Like the student materials, the professional development rest on inquiry, assuming that the users are intelligent and interested in deep understanding.

What's Next for MACOS? MACOS was initially hailed as a breakthrough. Despite its popularity with teachers and students it fell victim to a storm of controversy from extremist groups concerned about the cross-cultural comparisons. Most of the claims made about MACOS were inflammatory and false, ironically revealing the kind of limited thinking that makes curricula like MACOS so necessary. This curriculum deserves to be used; children deserve to learn its messages, to cultivate the understanding expressed by Desmond Tutu, “My humanity is bound up in yours, for we can only be human together.”



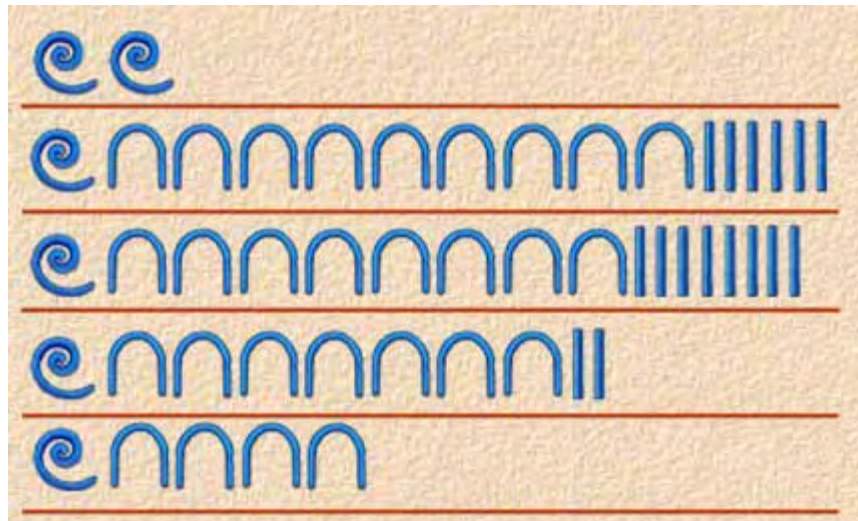
To learn more about (Hu)Mans: A Course of Study

(Hu)Mans: A Course of Study: <http://www.macosonline.org/>

Through These Eyes . A documentary describing how MACOS was developed the political controversy that undermined its use. Streamed online for free at http://www.nfb.ca/film/through_these_eyes/

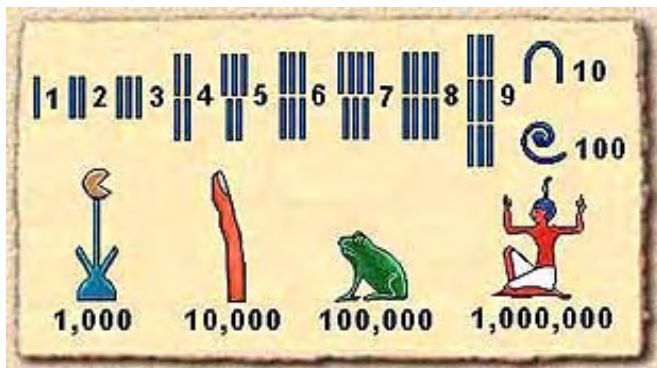
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Dow, P. B. (1992). Past as prologue: The legacy of Sputnik. *Social Studies*, 83(4), 164.



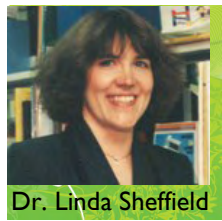
The science of Pure Mathematics,
 in its modern developments, may
 claim to be the most original
 creation of the human spirit -

A. N. Whitehead



International Group for Mathematical Creativity and Giftedness

www.igmcg.org



Dr. Linda Sheffield

As we in the United States increasingly recognize the need to create, identify, and support our most promising students in mathematics and help them develop into the leaders and innovators in the STEM fields of tomorrow, it is interesting to note some of the research and development in this area internationally. After a series of five international conferences on creativity and giftedness in mathematics education since the first held in Muenster, Germany in 1999, the participants of the *Sixth International Conference on Creativity in Mathematics Education and the Education of Gifted Students* in Riga, Latvia, established on August 4, 2010 the International Group for Mathematical Creativity and Giftedness (MCG). Prof. Hartwig Meissner of Germany who had hosted the first conference in Muenster was elected President and Prof. Linda Sheffield of Kentucky was elected vice-president.

The purpose of MCG is to bring together mathematics educators, mathematicians, researchers, and others who are interested in nurturing and supporting the development of mathematical creativity and the realization of mathematical promise and mathematical giftedness, promoting the improvement of teaching and learning mathematics, and widening students' abilities to apply mathematical knowledge in innovative and creative ways. The work of the Group concentrates on distinct but interrelated domains such as:

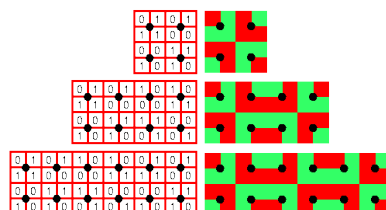
- mathematical creativity for all students, from all backgrounds, and of all ages,
- mathematical creativity, aptitude, and achievement,
- mathematical giftedness, talent and promise,
- mathematical creativity for individuals or teams, inside or outside the classroom,
- mathematics competitions.

The aims of the group are to:

- encourage research concerning the discovery, nurture and support of mathematical creativity, giftedness, talent and promise for all students,
- support investigation and dissemination of information on the role of teacher knowledge and education, educational systems, and cultural aspects related to the development of mathematical creativity and promise,
- stimulate national and international activities to further the aims of the Group,
- cooperate with national and international associations with similar aims,
- organize international conferences and stimulate discourse between mathematicians, psychologists, educators, researchers, curricular designers and sociologists,
- stimulate and support members of the Group to participate actively at conferences or projects or other activities that further the aims of the Group
- further scientific publications and encourage the development of websites,
- assist educators and inform policy-makers.

In July 2012, MCG will hold meetings at two conferences in Korea. The first of these is the Twelfth International Congress on Mathematical Education (ICME) in Seoul, Korea, July 8 – 15. During this Congress, there will be a Topic Study Group on mathematical giftedness and a discussion group on mathematical creativity as well as two meetings of MCG, which is an affiliated study group of the larger International Commission of Mathematical Instruction (ICMI). Proposals to present a paper for a Topic Study Group are due November 1, 2011. Information can be found at www.icme12.org. The second of conferences, the seventh International MCG conference will be held in Busan, Korea, July 15 – 18. Details about the conference can be found at www.MCG7.org. Proposals to speak at the conference are due December 31, 2011.

The application form to join MCG can be found on the website at www.igmcg.com. Membership is free, and we welcome new members who are interested in the purposes and aims of the group. The website contains a number of resources such as lists of colleagues from around the world with similar interests, annotated reference lists of research articles and books of mathematical activities, puzzles and challenges, and links to related websites. Periodic newsletters with an international editorial board are currently being developed and will be archived on the website as well. For more information, please contact Dr. Linda Sheffield at Sheffield@nku.edu.





Upcoming International Conferences

The Twelfth **International Congress on Mathematical Education (ICME)** in Seoul, Korea, July 8 – 15. During this Congress, there will be a Topic Study Group on mathematical giftedness and a discussion group on mathematical creativity as well as two meetings of MCG, which is an affiliated study group of the larger International Commission of Mathematical Instruction (ICMI). Proposals to present a paper for a Topic Study Group are due November 1, 2011. Information can be found at www.icme12.org.

The Seventh **International MCG** conference will be held in Busan, Korea, July 15 – 18. Details about the conference can be found at www.MCG7.org. Proposals to speak at the conference are due December 31, 2011.

INTERNATIONAL DABROWSKI CONFERENCE

Theme: From Conflict to Peace: Globally and Personally

JULY 19TH TO JULY 21ST, 2012

DENVER, COLORADO

Forms to submit a proposal for presentation can be found on the Gifted Development Center website (www.gifteddevelopment.com) and must be submitted by November 30, 2011



We would like to sincerely thank Dr. Gallagher for taking the time to contribute such a wonderful article to our newsletter.

We also thank Dr. Sheffield for providing insight about the international math organization– IGMCG.

*To submit ideas, articles, photos, please contact the editor
sylvia.stcyr@hcesc.org*



Your global awareness team:

Patty Gatto-Walden (chair)

pgwalden@msn.com

Anne Beneventi (chair elect)

childrenewolving@gmail.com

Barbara Mitchell Hutton (program chair)

barbaramitchellhutton@comcast.net

Sylvia St. Cyr (newsletter editor)

sylvia.stcyr@hcesc.org