**Worksheet B: What is Genius?**

1. Craft your own definition of what it means to be a “genius.”
2. With your partner, compare your definitions. What elements are similar? Different? Working together, write a shared definition of “genius.” Be prepared to share your work in class discussion.
3. What is necessary for genius to be recognized by the general public? To get started on this question, think about your examples of geniuses (Question 1). What conditions were necessary for people to know about that person’s genius and for you, in turn, to know about him or her?

*Teacher Notes:*

* *When facilitating the class discussion on this concept, help students evaluate the various responses with the following questions:*
  + *Can everyone achieve “genius” or is it something that refers to only a few people?*
  + *Who are some examples of geniuses in science? In music? In American history?*
  + *Are there different types of genius? If so, what makes someone a genius in physics? Music? Politics? Medicine?*
  + *Is genius the same or different than being smart? Hard-working? Can you be a genius if you are a follower or does genius imply that you need to be a leader in something?*
  + *Are you born a genius or is genius something that can be taught? Does there need to be a degree of “DIY” in genius?*
  + *What does it take for genius to be recognized? Is it possible that there have been geniuses in history about whom we don’t know because they were part of a minority culture? What does it take for genius to be recognized (e.g., literacy, visibility, agency, freedom, ability to be visible)?*
  + *Given what you know, how does Robert Elliott compare to your definition of genius?*