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MST II

EDSC 626

Multiple Intelligences Project

Howard Gardner, a professor and theorist from Harvard University, suggests that “there are a number of distinct forms of intelligence that each individual possesses in varying degrees.”

Gardner states that each person is born with nine different intelligences:

➤ **Linguistic**

- *Description* – this intelligence involves words and language in written and verbal form. This is one of the most important intelligences. Almost all lessons that are taught in school involve the Linguistic Intelligence. Throughout the day students are required to read, write and speak. This is the intelligence which focuses on communication. Communication occurs at all different levels at school. Linguistics also involves students interpreting the written and spoken word.
- *Website* – <http://www.readwritethink.org/materials/alphabet/>



An online, interactive Alphabet Organizer. The first option lets students create an alphabet chart with one word per letter, the second allows them to type in more than one word per letter, and the third provides space to write notes or sentences about the words.

- *Other Intelligences applicable* –Logical-mathematical, Spatial, Interpersonal
- *Lesson Plan* –

3, 2, 1...Blast Off! Vocabulary Instruction Using a Virtual Trip to the Moon

http://www.readwritethink.org/lessons/lesson_view.asp?id=946

This lesson is designed to help first and second-grade students learn new vocabulary by taking them on virtual adventures that replicate field trips. Students begin by accessing prior knowledge through an initial writing activity. Ensuing discussions, read-alouds, and the creation of a picture dictionary “take students to the moon,” while further building their vocabulary. Students use an online Alphabet Organizer to complete a final writing activity, which they compare to the writing they did during the first session.

➤ **Logical-mathematical**

- *Description* – This intelligence involves logic and numbers. Students use this intelligence when doing experiments, solving problems, when questioning and thinking critically. Whether it be as simple as figuring out mathematical calculation or analyzing a problem, the Logical-mathematical intelligence is key in many subjects not just math.
- *Website* - <http://nces.ed.gov/nceskids/graphing/> Create a Graph



- *Other Intelligences applicable* – Linguistic, Logical-mathematical, Spatial
- *Lesson Plan* - <http://illuminations.nctm.org/LessonDetail.aspx?ID=L206>

The activities in this lesson focus on the connection between mathematics and environmental concerns. They are designed to make students aware of various materials that people ordinarily

use and discard, to increase their knowledge of the numbers of material that people use, and to make plans to use materials more conservatively. Plans may include reducing material used, reusing materials, or recycling them. Each activity includes gathering, graphing, and interpreting data, thus extending opportunities for communicating, reasoning, and problem solving. Each activity features ideas to share with classmates or family members. Most students want to make a difference in saving the earth, and these activities can help them get a start or extend their efforts in this appealing and important area.

➤ Musical

- *Description* – The intelligence of music, sound, and rhythm. The article, “Teaching with the Brain in Mind” by Eric Jensen, states that music “can actually prime the brain's neural pathways” and that “a music and arts education has positive, measurable, and lasting academic and social benefits.”
- *Website* – <http://www.exploratorium.edu/music/>
The Science of Music



- *Other Intelligences applicable* – Linguistic, Logical-mathematical, Spatial, Intrapersonal, Naturalist
- *Lesson Plan* – <http://www.musicinventions.org/base/sound/handson.htm>

Students can do "hands on" experiments and activities to understand how **vibration** creates sound. For example, use a plastic or wooden ruler and a table. Place the ruler on the table and pluck it to see and hear vibration. Students can learn about the various ways that **pitch** can be created. Students can study **classroom musical instruments** to determine how the sound is made for each one. Small groups can rotate through stations and fill out forms to report their findings. The stations could be: a guitar, an autoharp, a recorder, a drum, a piano and a xylophone.

➤ **Spatial**

- *Description* – Spatial Intelligence involves images and space. It is often referred to as the ability to “think in pictures.” Today’s society has become filled with visual images. Spatial Intelligence involves students’ ability to interpret these images. This could involve drawing, building, designing, and create things.
- *Website* - <http://www.fao.org/english/newsroom/photofile/index.html>



The Food and Agriculture Organization's Photofile offers many images that would be relevant to many different activities.

- *Other Intelligences applicable* – Linguistic, Logical-mathematical, Body-kinesthetic, Naturalist
- *Lesson Plan* – Images of Science

<http://www.sciencenetlinks.com/lessons.cfm?BenchmarkID=1&DocID=118>

The lesson provides several activities that can be done in a series or individually to help students understand the diversity of science, both in terms of the work and the people engaged in the work. Teachers should emphasize the diversity to be found in the scientific community: different kinds of people (in terms of race, sex, age, nationality) pursuing different sciences and working in different places (from isolated field sites to labs to offices).

➤ **Body-kinesthetic**

- *Description* – Body-Kinesthetic intelligence may involve body movement and physical activities including sports, dancing, and moving around. Another aspect that lies under this heading is that of body language and the hands-on learner.
- *Website* - <http://www.healthyteeth.org/experiments/powerFlu.html>



Healthy Teeth Experiments

- *Lesson Plan* - Healthy Teeth: Hands-On Science Activities
http://www.education-world.com/a_lesson/04/lp332-01.shtml

This lesson offers a handful of experiments designed to demonstrate the potential effects of sweets and other foods on healthy teeth. Students might work in small groups to perform the experiments.

- *Other Intelligences applicable* – Linguistic, Spatial, Interpersonal, Intrapersonal

➤ **Interpersonal**

- *Description* – This intelligence involves the perception of other people's feelings and students' ability to relate to others. Students with a strong Interpersonal intelligence are most likely your “social” students. These students may also be your natural leaders. Students need this intelligence to be part of a team. Throughout the day, students need to be able to work as a team in order to learn at school. Webquests and Thinkquest are excellent example of this.
- *Website* – <http://library.thinkquest.org/17457/english.html>



VOLCANOES ONLINE
A Thinkquest 1998 Project

- *Lesson Plan* – Get into the Flow with an Interactive Volcano

http://www.education-world.com/a_tech/techlp/techlp039.shtml

Working in small groups, students research the structural elements of a volcano and type 5 facts onto a PowerPoint slide. With adult help, groups then combine their slides into a slideshow, and make an interactive table of contents using a volcano diagram and PowerPoint's Action Buttons.

- *Other Intelligences applicable* – Linguistic, Spatial, Body-kinesthetic, Intrapersonal, Naturalist, Existentialist

➤ **Intrapersonal**

- *Description* – Intrapersonal intelligence deals with self-awareness, an understanding of one's own emotions and the ability of the student to understand their relationship to themselves as well as others.
- *Website* - <http://www.sciencenetlinks.com/Esheet.cfm?DocID=100>



My Senses

- *Other Intelligences applicable* – Linguistic, Musical, Spatial, Body-kinesthetic, Interpersonal, Naturalist, Existentialist
- *Lesson Plan* – My Senses Tell Me...
<http://www.sciencenetlinks.com/lessons.cfm?BenchmarkID=6&DocID=392>

In this lesson, students learn about their five senses. At the K-2 level, you can expect that students are familiar with the fact that their nose smells, their fingers feel, their eyes see, their ears hear, and their tongue tastes. However, students may not have spent much time thinking about how they use these body parts and their

senses to learn about the world around them. This lesson encourages students to explore their environment using their senses, first in an open-ended way, and then in a more reflective way. Using student sheets to record their observations, students work in small groups at five "Sense Stations," where they document what they smell, taste, see, etc. Through group discussion, students then are challenged to think about how their senses led them to new information.

➤ **Naturalist**

- *Description* – Students often are concerned with their natural environment. This is the basis for the Naturalist Intelligence. One site called it, “The ability to discriminate among living things and to be in touch with one's natural surroundings.” This intelligence involves many hands-on, project-based learning activities, as well as, many issues that are relevant to issues of the day.
- *Website* - <http://www.epa.gov/kids/> EPA Kids

ENVIRONMENTAL KIDS CLUB

- *Other Intelligences applicable* – Linguistic, Logical-mathematical, Spatial, Body-kinesthetic, Interpersonal, Intrapersonal, Naturalist, Existentialist
- *Lesson Plan* – a Webquest – Celebrate Earth Day by Practicing the 3 R's
<http://iris.nyit.edu/~mdemarco/edit605/webquest/webquest.htm>

Natural resources are the things that we take from the Earth to make all of the things that we need. When those things get worn out we throw them out, and they become garbage.

Did you know that we make 250 million tons of garbage each year? That's a lot of garbage! People need to learn more ways on how to recycle products in their homes, schools and at work.

You can help to save our natural resources by practicing the 3 R's: Reduce. Reuse. Recycle.

➤ **Existentialist**

- *Description* – Existentialist is related to religion and “ultimate issues.” It is the newest of all the intelligences and is still being researched. It is often referred to as “seeing the big picture.” Student use this intelligence when investigating natural disasters and how they affect people’s lives.
- *Website* – <http://www.miamisci.org/hurricane/>



- *Other Intelligences applicable* – Linguistic, Spatial, Interpersonal, Intrapersonal, Naturalist
- *Lesson Plan* - Counting on the Havoc of Hurricanes

<http://www.nytimes.com/learning/teachers/lessons/19990916thursday.html>

In this lesson, students define and classify all the different ways in which numbers are used in forecasting and coping with the effects of a hurricane. They then conduct research to compare and contrast these numbers as they apply to Hurricane Floyd and other recent hurricanes. Finally, they graph their findings.

Gardner states that “we should look at what (students) could do well, instead of what they could not do.” We, as teachers, should focus on what the student can do well and what they are potentially capable of doing. And, by using multiple methods of instruction, we can reach every student in a more effective manner.

Works Cited

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