

Multiple Intelligence

ESTIMATED TIME

1 class period

PREREQUISITES

- Projector to present **Multiple Intelligence - Introduction Presentation**

RESOURCES AVAILABLE

- **Multiple Intelligence Rubric**
- **Multiple Intelligences Survey**
- **Multiple Intelligence - Introduction Presentation**
- **An Exploration of Oneself**

ACROSS THE CURRICULUM

Through this lesson, students will gain self-awareness through discovery of their multiple intelligence types. Using knowledge gained about their multiple intelligence types, students will be able to adapt study skills, note taking strategies, and management of internship responsibilities for more successful outcomes.

LESSON PLANNING

LESSON GOAL

Identify personal categories of intelligence and then analyze how this knowledge can be beneficial.

Essential Question

What are my dominant intelligences?

Student Expectations

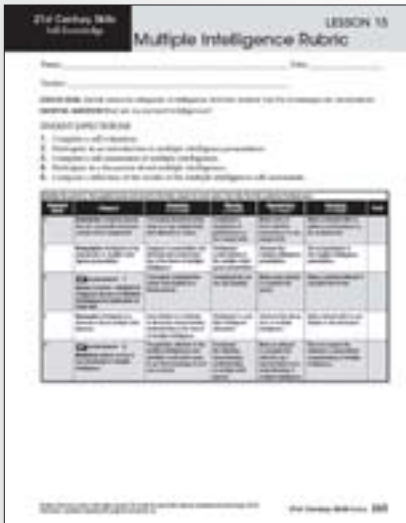
1. Complete a self evaluation.
2. Participate in an introduction to multiple intelligence presentation.
3. Complete a self-assessment of multiple intelligences.
4. Participate in a discussion about multiple intelligences.
5. Compose a reflection of the results of the multiple intelligences self assessment.

LESSON OBJECTIVES

1. Understand the multiple intelligence theory, and articulate its value.
2. Identify multiple intelligence type through an online survey.
3. Recall use of multiple intelligence.
4. Identify ways to use multiple intelligence type more often in internships and classes.

RATIONALE

Howard Gardner's Multiple Intelligence theory has been controversial ever since he proposed it in the early eighties. Regardless of one's opinion about its academic or scientific merits, it is useful in framing how one tends to express his or her knowledge. This lesson has been very powerful for students as it has helped them understand why they may struggle on tests or particular assignments. In addition, it empowers them to make changes in their educational experience. Young students will need direction from the advisor to help them make connections between their self-assessment, their multiple intelligence type, and in-class assignments.



Multiple Intelligence Rubric



Multiple Intelligences - Introduction Presentation



Multiple Intelligences Survey

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Multiple Intelligence Rubric* to introduce the lesson and explain how students will be evaluated.
2. **INDIVIDUAL** Have each student describe on a blank sheet of paper two events:
 - a. A time when he or she did exceedingly well on an assignment (project, test, lab, research). Have them describe how they earned good scores.
 - b. A time they did not do well on an assignment and why. Ask students to analyze these two events and identify ways they prefer to work and ways they do not work well.

ASSESSMENT

Description Complete description of a successful and unsuccessful school assignment.

3. **WHOLE GROUP** Show the *Multiple Intelligence - Introduction Presentation*. As a follow-up to the presentation, ask students to suggest which intelligences are their strengths. Emphasize that everyone has every type of intelligence; some are stronger than others.

ASSESSMENT

Presentation Participate in the introduction to multiple intelligence presentation.

4. **INDIVIDUAL** Distribute the *Multiple Intelligence Survey and Multiple Intelligence—An Exploration of Oneself* packet. Explain that this is a self-assessment that students will work through quietly, so they can focus on their intelligence types. Explain that it is fine to rate themselves high or low. When complete, have students use the *Sakai Assignments Tool* to submit their work for evaluation.

ASSIGNMENT 1

ASSESSMENT

Survey Complete a *Multiple Intelligence Survey* and *Multiple Intelligence—An Exploration of Oneself*.

5. **WHOLE GROUP** List the intelligences on the board and tally the dominant intelligences that were revealed in the survey from each student. Discuss the following questions.
 - Did your own survey results surprise you or confirm your expectations?
 - How can it be beneficial to know your personal intelligence strengths and weaknesses?
 - How can it be beneficial to know that other people have different strengths than you do?

ASSESSMENT

Discussion Participate in a discussion about multiple intelligences.



Multiple Intelligences Survey



Multiple Intelligences – An Exploration of Oneself



Student Pages

REFLECTION



ASSIGNMENT 2

Have students reflect on multiple intelligence by responding in writing to the following prompt. Have them use the *Sakai* Assignment Tool to submit their reflection for evaluation.

- What is the value of understanding the theory of multiple intelligence?
- How accurate do you think the multiple intelligence self-assessment was? Why or why not?
- How can you use your knowledge of your own multiple intelligences in your life in and out of school?

ASSESSMENT

Reflection Reflect on how to use knowledge of multiple intelligence.

ASSESSMENT

Use the *Multiple Intelligence Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 Language Arts Writing Applications

6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students on an IEP may need more time or assistance with completing the packet.

GIFTED AND TALENTED

Gifted students will find this lesson to be very instructive but may desire some extra challenge. Therefore, these students can be asked to find an on-line survey site that helps them determine an objective multiple intelligence score. This site should be reputable, and will allow them to verify their own thoughts about their intelligence type. They also could be asked to research Howard Gardner's multiple intelligence theory and how it is used in education or at the individual level.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

Use these websites to find useful background material for teachers about multiple intelligence.

- http://www.funderstanding.com/multiple_intelligence.cfm
- http://www.thirteen.org/edonline/concept2class/mi/index_sub6.html
- <http://school.familyeducation.com/intelligence/teaching-methods/38511.html>
- <http://school.familyeducation.com/intelligence/teaching-methods/38516.html>
- <http://school.familyeducation.com/intelligence/teaching-methods/38512.html>

Use this site for an online multiple intelligence survey.

- <http://literacyworks.org/mi/assessment/findyourstrengths.html>

BOOK RESOURCES

Learn about Gardner's recent thinking about multiple intelligences.

- Gardner, Howard. *Multiple Intelligences: New Horizons in Theory and Practice*. Basic Books, 2006.