

# Multiple Intelligences Information

## Bethany LeBedz

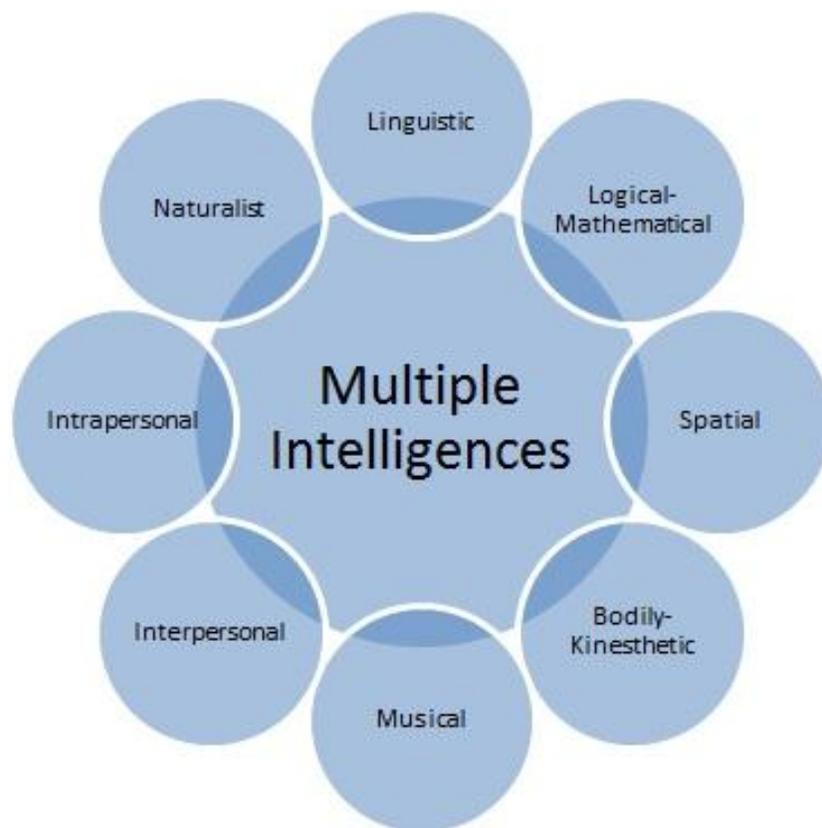
---

### General Introduction

So, we're not all Einsteins or Shakespeares. Does that mean we're all stupid? No, of course not! After all, if Einstein's IQ were measured by his ability to write sonnets, he would not be considered intelligent. Likewise, if Shakespeare were to be tested on the theory of relativity, he would fail. This improbable idea just goes to show that many ways exist to be smart.

Since homeschooling is all about individualization, learning about multiple intelligences will enable further personalization of the learning process. Children will thrive in a learning environment that's tailored specifically to them.

For community college professors, being able to utilize many different methods of teaching the same material will help many students, especially those who do not learn well using traditional methods.



## Frequently Asked Questions

### **What are multiple intelligences (MI)?**

**A:** “Human beings possess a range of capacities and potentials – multiple intelligences – that, both individually and in consort, can be put to many productive uses,” (Gardner, 1999, pg. 4).

### **Why should we think about MI?**

**A:** Students learn more difficult (for them) academic subjects better when teachers use their primary intelligences to present new information.

### **Who should use MI strategies?**

**A:** The short answer is everyone! Teachers of all ages and parents should be especially in tune with the intelligences of those whom they teach and/or influence.

### **When should we start/stop employing MI theories?**

**A:** We should start employing specific MI theories as soon as our children show preferences toward certain intelligences. New approaches can be added to our teaching repertoire as we notice new aptitudes. As long as we are teaching, we shouldn't stop using MI theories.

### **Where can we employ MI strategies?**

**A:** We can employ MI strategies at home during homeschooling (or during the early years and homework time for nonhomeschoolers). We can utilize them in every classroom, including college classrooms.

### **How can we utilize MI for academic success?**

**A:** Everyone has some measure of all of the eight intelligences. People are more strongly inclined to one or two than to the rest. All of the intelligences can be cultivated by everyone.

## Linguistic Intelligence

### General Characteristics



A person with a high degree of linguistic intelligence displays “a sensitivity to the meaning of words . . . a sensitivity to the order among words . . . a sensitivity to the sounds, rhythms, inflections, and meters of words . . . and a sensitivity to the different functions of language,” (Gardner 1993, pg. 77).

### Curricula Planning

- Lectures
- Discussions
- Storytelling
- Journaling

### Tools

- Books
- Computers
- Stamp sets
- Books on tape/CD/mp3

### Teaching Strategies

Objective: Incorporate spoken and/or written words

- Read it
- Write it
- Talk about it
- Listen to it (words)

### Assessments

- Oral or written report
- Oral or written interpretation/commentary
- Explain a concept verbally or in writing



## Logical-Mathematical Intelligence

### General Characteristics

$$E = mc^2$$

The logical-mathematical intelligence has at its roots “a confrontation with the world of objects,” (Gardner 1993, pg. 129). People displaying a high level of logical-mathematical intelligence can usually calculate arithmetic problems very quickly, even advanced problems. A high affinity for scientific endeavors also falls into this category. These individuals are attracted to order and patterns, especially as it relates to numbers and mathematical and scientific symbols.



### Curricula Planning

- Brain teasers
- Problem solving
- Science experiments
- Number games

### Tools

- Calculators
- Math manipulatives
- Math games
- Science equipment

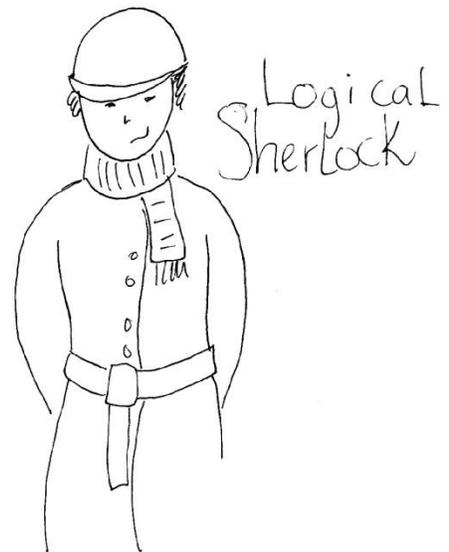
### Teaching Strategies

Objective: Incorporate numbers, calculations, logic, classifications, and critical thinking skills

- Quantify
- Think critically
- Logical framework
- Experiments
- Socratic questioning

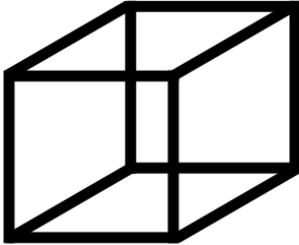
### Assessments

- Present statistics
- Present sequential cause-effect chart
- Write down formulas
- Quantify



## Spatial Intelligence

### General Characteristics



“Central to spatial intelligence are the capacities to perceive the visual world accurately, to perform transformations and modifications upon one’s initial perceptions, and to be able to recreate aspects of one’s visual experience, even in the absence of relevant physical stimuli,” (Gardner 1993, pg. 173).

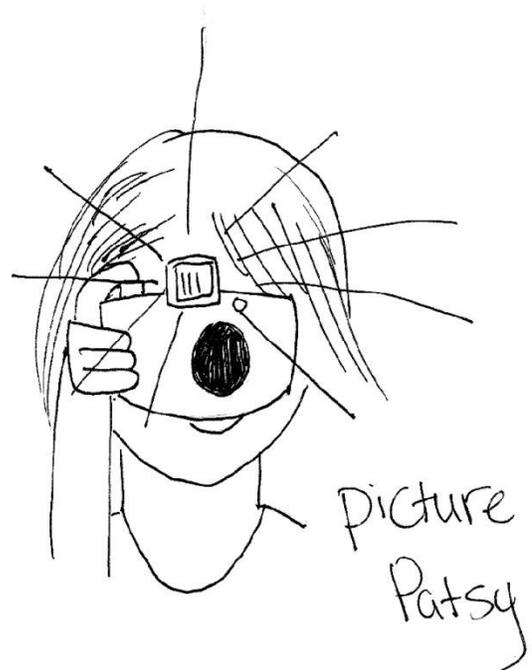
*\*\* All personas drawn by Meghan LeBedz. \*\**

### Curricula Planning

- Visual presentations
- Art
- Imagination games
- Mind mapping
- Metaphors
- Visualizations

### Tools

- Graphs
- Maps
- Videos
- Art materials
- Optical illusions
- Pictures
- Digital cameras
- Color cues
- Graphic symbols



### Teaching Strategies

Objective: Incorporate visual aids, color, art, shapes, metaphors, and visualizations

- See
- Draw
- Visualize
- Color
- Mind map

### Assessments

- Draw maps and diagrams
- Develop flow charts
- Draw a series of sketches

## Bodily-Kinesthetic Intelligence

### General Characteristics



People displaying bodily-kinesthetic intelligence can “use one’s body in highly differentiated and skilled ways, for expressive as well as goal-directed purposes,” (Gardner 1993, pg. 206). You may recognize them as the boys with ants in their pants or the girls who dance from room to room.

### Curricula Planning

- Hands-on learning
- Drama
- Dance
- Sports
- Tactile activities
- Field trips
- Crafts

### Tools

- Building tools
- Clay
- Sports equipment
- Manipulatives
- Gestures

### Teaching Strategies

Objective: Incorporate the whole body and hands-on experiences

- Build
- Act
- Touch
- Feel
- Dance
- Move

### Assessments

- Create 3-D maps and dioramas
- Pantomime roles/characters
- Build structures and models
- Create cheers or dances



## Musical Intelligence

### General Characteristics



People who exhibit a strong inclination to musical intelligence embody the definite pitch, rhythm, and timbre aspects of music. They love to listen to music, and they love to create (on different levels) music. They usually have strong emotional reactions to certain music as well.

### Curricula Planning

- Raps
- Music
- Facts set to music
- Rhythms
- Mood music (background)

### Tools

- CD player/CDs/mp3s
- Rhythm instruments
- Musical (melody) instruments
- Music software

### Teaching Strategies

Objective: Incorporate music, environmental sounds, and rhythms

- Sing
- Rap
- Listen
- Play instrument

### Assessments

- Collect music from time period being studied
- Create a song or rhythm for a set of facts
- Choose music to depict characters, characteristics, movement



## Interpersonal Intelligence

### General Characteristics



Those individuals who appropriately and frequently hone in on others' feelings, display empathy towards others, and interact with others are gifted with interpersonal intelligence. A tenderhearted child may often be in tears on behalf of others.

### Curricula Planning

- Cooperative learning
- Peer tutoring
- Social gatherings
- Simulations
- Apprenticeships
- Academic clubs

### Tools

- Board games
- Party supplies
- Props for role plays
- Interactive software

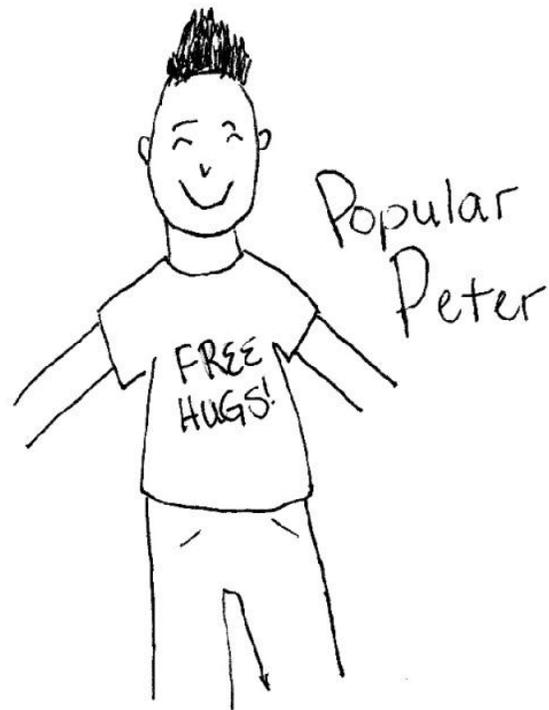
### Teaching Strategies

Objective: Incorporate peer sharing, cooperative learning, and group discussions

- Teach
- Collaborate
- Interact

### Assessments

- Design class simulation
- Discuss events, details, facts, etc. learned
- Demonstrate concepts using people placed in certain ways (act out)



## Intrapersonal Intelligence

### General Characteristics



A strong sense of self characterizes those with a high level of intrapersonal intelligence. These people feel deeply, can identify those feelings, and can express those feelings.

### Curricula Planning

- Individualized teaching
- Independent study
- Self-esteem building
- Private place for studying
- Goal-setting lessons

### Tools

- Self-checking materials
- Journals

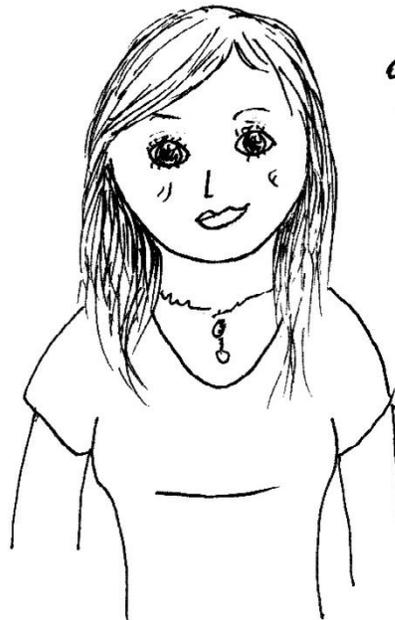
### Teaching Strategies

Objective: Incorporate personal feelings, memories, and choices

- Connect to personal life
- Make choices
- Reflection

### Assessments

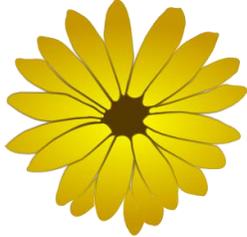
- Journal writing
- Relate characters and events to own life
- Create scrapbook with facts learned



Self-aware  
Sandy

## Naturalist Intelligence

### General Characteristics



Individuals with naturalist intelligence are very in tune with their surroundings, especially their living surroundings. They're drawn to animals, plants, and ecology issues.

### Curricula Planning

- Nature study
- Ecology
- Take care of animals
- Environmental awareness
- Nature walks

### Tools

- Plants
- Animals
- Gardeners' tools
- Naturalists' tools
- Nature videos
- Weather station

### Teaching Strategies

Objective: Incorporate nature, living things, and ecological awareness

- Connections to living things and natural phenomena
- Emphasize awareness of surroundings

### Assessments

- Examine geographical features and contributions to history
- Compare character development to an ecosystem development
- Explain phenomena using animal analogies



## Resources

Armstrong, T. (2000). *Multiple intelligences in the classroom*. Alexandria: Association for Supervision and Curriculum Development.

Armstrong, T. (2011). *Honoring diversity in human growth and learning*. <http://www.thomasarmstrong.com/index.php>

Chau, M. Y. (2006). Connecting learning styles and multiple intelligences theories through learning strategies: An online tutorial for library instruction. *Library and Information Science Research Electronic Journal*, 16(1), 1-14. [http://dx.doi.org/10.1207/s15326985ep4104\\_6](http://dx.doi.org/10.1207/s15326985ep4104_6)

*Concept to classroom workshop: Tapping into multiple intelligences*. (2004). Educational Broadcasting Corporation. <http://www.thirteen.org/edonline/concept2class/mi/index.html>

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books.

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.

Gardner, H. (2006). *Multiple intelligences: New horizons*. New York: Basic Books. *Howard Gardner*. (2010). The Project Zero website of Harvard University. <http://pzweb.harvard.edu/Pis/HG.htm>

LeBedz, B. (2012). <http://www.bethanylebedz.com>

LeBedz, M. (2012). Multiple intelligences personas.

McCoog, I. (2010). "Integrated instruction: Multiple intelligences and technology." *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 81(1), 25-28. Routledge. doi:- 10.3200/TCHS.81.1.25-28

*Multiple intelligences for adult literacy and education*. Literacy Works <http://www.literacyworks.org/mi/home.html>

The Birmingham Grid for Learning, Interactive Multiple Intelligences quiz/assessment. [http://www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks1/ict/multiple\\_int/index.htm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/ict/multiple_int/index.htm)

Warner, M. A. (2007). Discover Gardner's multiple intelligences classroom activities and lesson plans. <http://www.discover-multiple-intelligences.com/DMI%20Pages%201%20to%209/index.html>