The Practical Application of Multiple Intelligences in the Elementary Classroom

An Honors Thesis (HONR 499)

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Abstract

Any elementary teacher will vouch that differentiation in the classroom is an imperative part of teaching at the elementary level. Differentiating lessons to meet a variety of learning styles and methods is an integral part of delivering a meaningful and poignant lesson. In this thesis, I analyzed how Howard Gardner's Theory of Multiple Intelligences can be applied into the elementary classroom in a variety of subject areas (math, science, language arts, social studies, etc.). The Multiple Intelligence theory can provide a great framework off of which to work when planning meaningful and engaging lessons for students because it incorporates all of their individual and unique learning styles and interests. After analyzing how the theory of multiple intelligences can be used in the elementary classroom, I provide detailed activities incorporating the intelligences for various grade levels. These activities can actually be applied into the classroom and will get students excited to learn.

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The Practical Application of Multiple Intelligences in the Elementary Classroom

Part I: Why Multiple Intelligences Are So Important For Educators

When I allow myself to do a little daydreaming, I usually daydream about my first year teaching. I imagine my classroom; a place I hope will be safe, comfortable, and a calm haven. I hope that it will be a place where children will learn how to carry the one when they are adding two-digit numbers and find evidence in the text to back up their predictions about *Little Red Riding Hood*. But I also hope it is a place where children will learn to accept each others’ differences, resolve conflicts with their peers, and feel like part of a community. I want each student in my future classroom to know that they have strengths and that there will be a chance for them...
to display those strengths to me and to their peers. My biggest hope for my future students is that they feel useful and have something to contribute to the world. I want all my students to feel intelligent. The problem with this is that in most classrooms, there is an archetype of the intelligent student, and if students do not fit this exact model (as many students do not), then they are not considered to be as apt or intelligent as students who do fit this model.

In *Intelligence Reframed: Multiple Intelligences for the 21st Century*, Howard Gardner explains this view: “Over the past few centuries, particularly in Western societies, a certain ideal has become pervasive: that of the intelligent person. The exact dimensions of that ideal evolve over time and setting. In traditional schools, the intelligent person could master classical languages and mathematics...” (Gardner, p. 1). Here Gardner states the exact problem we are seeing in today’s schools, and it is clear this is not a new notion. This idea has also indulged the assumptions that intelligence can be easily measured and that someone can easily be labeled as “smart” or “stupid”. This sounds harsh, but it is essentially what we do in schools with standardized tests and norm-referenced exams. What we have failed to realize, or failed to take seriously, is the fact that students do not learn the same way; therefore, they cannot be tested in the same way. As Gardner illustrates in his book, *Intelligence Reframed: Multiple Intelligences for the 21st Century*, and as many other psychologists and educators have proven over the years, intelligence is not a single entity, but a collection of capabilities and abilities that people can possess. No single intelligence is more or less important than another, and in any given
community, it is best if the members possess different intelligences so that many
different needs are being met. That is why classroom communities are so important
and why they work so well; the students represent and possess diverse strengths
and talents. In her article *Using Multiple Intelligences to Broaden Teaching Methods,*
Dina Rosen states, “...the interaction of all of [Gardner’s multiple intelligences] is
conducive to genuine understanding in students. Each individual has a unique
profile of intelligences that consists of dominant, less dominant, and perhaps
dormant intelligences. Furthermore, no two people have exactly the same profile of
intelligences. The modern classroom teacher can prepare children for success by
developing and celebrating all of these intelligences, from dominant to dormant”
(Coreil, p. 93). Developing every child’s strengths and weaknesses is crucial to their
academic success and can be developed right along with the curriculum.

So if our students have all these diverse strengths and talents that make up a
functioning classroom community, why are we so eager to test them all the same
way and make them all cookie-cutter copies of each other? The answer is of course,
in creating differentiated curriculum and assessments that incorporate Gardner’s
multiple intelligences (verbal-linguistic, logical-mathematical, interpersonal,
intraperonal, naturalistic, bodily-kinesthetic, musical, and visual-spatial). If
teachers created activities that allowed students to showcase their different talents,
the moral of the classroom would be raised and students would not feel so
discouraged academically. It is impossible for a student to succeed academically if
they do not believe they can. Multiple intelligences gives them a way to believe they are smart and can succeed.

The first time a curriculum based off Gardner's multiple intelligences was introduced in the mid-1980s by Howard Gardner himself and a team of his colleagues. This was called the “Spectrum classroom” and contained many different objects intended to stimulate the intelligences such as puzzles, board games, art materials, mini-trampolines and age-appropriate exercise equipment, a dance area, a building area, a library, etc. (Gardner, p. 136). The children in this classroom experienced some structured learning, but parts of the day were set aside to allow the children to roam free about the room and interact with the materials at their leisure. As the students did this, they begin to locate and identify their strengths and weaknesses in terms of intelligence. For example, if they are drawn to the art materials, they might have an aptitude for the visual-spatial intelligence, and if they often spend time in the exercise area, they might have an aptitude for the bodily-kinesthetic intelligence. It is extremely beneficial to students when they are allowed time to explore activities representing different intelligences because it gives them a chance to find their strengths and weaknesses on their own. It promotes self-sufficiency and self-directed learning when students are permitted to explore different activities to find out what they are good at. Then, later on during structured learning time, the students will be able to apply their newfound strengths and weaknesses to activities directly supported by the curriculum.
This type of exploration is often seen in early elementary classrooms, i.e. preschool and kindergarten. These children are provided with centers around the room containing activities such as coloring, Lincoln logs/blocks, clay, Legos, or a “home” center with a play kitchen and dolls. These centers allow children to explore their interests and strengths in a non-threatening environment. If educators were to do more with these play centers, perhaps discuss with the children their favorite centers and ask them why they liked those particular centers so much, then it would give the children a proper foundation for multiple intelligences.

The theory of multiple intelligences is not just an educational practice that can only be used in the early elementary classroom; there is an argument that multiple intelligences should be applied directly into the curriculum for all grades. This is a viable argument because multiple intelligences is a flexible idea that can be applied to any kind of instruction; that is to say that it could just as easily be applied to high school level Spanish curriculum as it could to early elementary curriculum for three-year-olds. As Gardner states in his book, “Because [multiple intelligence] theory stipulates neither what to teach nor how to teach it, one could teach English literature or the theory of mechanics by using a number of different lesson plans or by giving the students software that draws on their various intelligences” (Gardner, p. 144). Multiple intelligences are more of a means to an end, or a tool used to teach the curriculum. When used properly as a tool to teach the curriculum, multiple intelligences can lead to aspects of learning that will be beneficial to students, such as inquiry learning. Without tools such as multiple intelligences, learning in the
typical classroom will be mostly expositional. Expositional learning is teacher-centered and directed with a strong emphasis on content delivery. On the other hand, multiple intelligence-based instruction can lead to an inquiry-based classroom, which is student-centered and allows learners to be actively involved and engaged in their own learning. This is in stark contrast to the expositional classroom because in the inquiry classroom, the teacher is the facilitator of learning as opposed to the lecturer and fount of knowledge (Laughlin & Foley, p. 22). This is another benefit to using multiple intelligences in the classroom.

Though the theory of multiple intelligences can do wonders in the classroom in terms of students’ academic confidence and self-motivation for learning, there are potential in terms of implementing multiple intelligences. First of all, it is true that delivering information in a teacher-centered, lecturing manner is easier than promoting an inquiry or student-centered learning environment. Since Gardner believes that intelligence has more to do with “the capacity for solving problems and fashioning products in a context-rich and naturalistic setting” (Laughlin & Foley, p. 23), he would agree more with the inquiry learning style. While inquiry learning is more desirable, expositional teaching is easier to plan and implement because it does not require teachers to think about how to make lessons and activities specifically meaningful to students. It is very important for teachers to remember that learning must be meaningful for students in order for them to take it with them throughout their lives. If it is not meaningful to them, they will not be excited to learn and will not remember the content. But making academic content meaningful
and encouraging students to be lifelong learners should be the ultimate goal of any educator. A great way to make learning meaningful to students is to show them that you want them to apply what they have learned using their strengths. Of course, their unique strengths stem directly from Gardner’s multiple intelligences! Using Gardner’s multiple intelligences in the classroom and in the curriculum gives students reasons to apply themselves and makes learning meaningful to them.

Another factor that may prohibit teachers from teaching using differentiated methods and the multiple intelligences is that teachers often teach according to their own styles. In her article *Using Multiple Intelligences to Broaden Teaching Methods*, Dina Rosen states, “One key factor impending effective application of Multiple Intelligences (MI) in schools is that teachers tend to teach mainly in the intelligences in which they are strong” (Coreil, p. 93). For example, if a teacher is particularly strong in the logical-mathematical intelligence, he or she is more likely to teach with an emphasis on problem-solving, numbers, and rational/logical thinking. Of course, these are all important skills to teach, but other skills present in other intelligences need to be addressed as well. It is important for teachers to develop their own intelligences as students do so that they can learn to teach in more diverse, differentiated ways and incorporate all kinds of skills into their classrooms.

Something else that might pull teachers away from using Gardner’s multiple intelligences in instruction and assessment is how it is more difficult to assess work completed using Gardner’s multiple intelligences. In their article *Rubrics: The Key to*...
Fairness in Performance-Based Assessments, Carol M. Shepherd and Ann Mary Mullane argued that in order to provide authentic and valid judgment over diverse and creative assessments, rubrics need to be used. They also argue that the use of multiple intelligences in classroom assessment can be a way for students to practice those skills they will inevitably someday need in a future job, such as the proper use of technology, collaboration, innovation, creativity, problem-solving, etc. Shepherd and Mullane argue that rubrics are a way to assess these skills while being objective and authentic. "Performance-based assessments, while enabling students to express their mastery of content according to their learning styles and skill strengths are difficult to score objectively..." (Shepherd & Mullane, p. 28).

If these potential pitfalls can be avoided, using multiple intelligences in the classroom can be beneficial in many ways. One of these benefits is very important to families. "Helping students, teachers, and parents realize that there are multiple ways to learn and that they themselves possess multiple types of intellectual strengths and life skills is but one reason to consider the theory of [Multiple Intelligences] for teaching students..." (Fierros, p. 2). This quote from How Multiple Intelligences Can Guide Teachers' Practices: Ensuring Success for Students with Disabilities encompasses why incorporating multiple intelligences is so important for students and families. Teachers who are intentionally using and implementing multiple intelligences into their curriculum and assessments show families that they want their children to succeed in their classroom. This also communicates to
families that their children's strengths are represented in the classroom and their children have the chance to be assessed in many ways.

Multiple intelligences can also prepare students to succeed in the careers they may someday have. In his article *Multiple Intelligences and Preparing Children for the 21st Century*, Walter McKenzie outlines nine new skills students will be expected to have in today's jobs including: new literacies including visual, socio-emotional, civic, and media; working cooperatively, sharing ideas during web conferencing, on social media, and document publishing; creativity with enhanced envisioning skills; predicting outcomes; generating solutions using critical thinking, heuristics, and value creation; and visual productivity using digital probes and adaptive technologies (McKenzie, wholechildeducation.org). Many of these new skills can be developed using multiple intelligences. When teachers instruct and assess using a variety of the multiple intelligences, students develop a variety of skills they will later be able to use in a job or career. The new 21st century skill of generating solutions can be developed by using the logical-mathematical intelligence, and the 21st century skill of data fluency can be developed by using the naturalistic intelligence, etc. Multiple intelligences should be used in classrooms because it can help prepare students for their futures in 21st century jobs and careers.

Discussing the benefits of incorporating multiple intelligences into curriculum is simple, but when thinking about what this would actually look like in an elementary classroom lesson, it becomes more difficult. In their article...
"Intelligences That Plants Can Pass On": Play Dough, Fun and Teaching Strategies with Insights to Multiple Intelligences, Kevin Laughlin and Andi Foley make a compelling argument about why using multiple intelligences in the classroom is so important. In order to effectively illustrate this, they discussed an entire lesson revolving around play dough that incorporated at least six intelligences described in Gardner's multiple intelligence theory.

In this lesson, students would first be divided into groups of about four each. Then each student would receive a piece of play dough and divide it into two equal pieces. Students would then keep one half of the play dough and split up the remaining half into three equal (these two steps involve the logical-mathematical intelligence with problem solving and fractions). Next, students would take the large half of their play dough and create something that has to do with nature or plants (this would incorporate both the spatial intelligence with molding the dough and the naturalistic intelligence with the theme of plants and nature). Then each student would rotate around the table and take one of their smaller pieces of play dough and add to the other people's play dough creations using their extra pieces of dough (this incorporates the interpersonal intelligence with working together). Then students would come back to their original work and determine what has happened. They would decide if they liked it better before others added to it or after others added to it (this involves the intrapersonal intelligence with thinking critically and analyzing the strengths and weaknesses of the others in the group). The students would then write a short poem or story to describe what had happened to their
creation (this would incorporate the verbal-linguistic intelligence with writing to express feelings).

I have a lot of dreams for my future students. I want them to feel safe in my classroom, I want them to feel like they can succeed, and I also want them to feel like they have something to offer the world. Whether this special "something" is based on their athletic abilities, mathematical abilities, or artistic abilities, I want my future students to feel like their unique talents and strengths have value. This is what I feel is at the core of the multiple intelligence theory. As Howard Gardner wisely states in his book, "...no two people have exactly the same kinds of minds, since we each assemble our intelligences in unique configurations. As educators, we face a stark choice: ignore these differences or acknowledge them" (Gardner, p. 150). As for me, I could not forgive myself as a teacher if I ignored the unique minds of my students. I want to embrace their differences and use them constructively in the classroom to create a community of acceptance and sharing. I want my students to know they have strengths, but in order to have those strengths recognized and appreciated, they must also recognize and appreciate the strengths of others. If this is the kind of community I establish in my classroom and the kinds of lessons I teach my students, it will give me hope for the future of our nation, and of the world.
Part II: Practical Application of Multiple Intelligences Using Indiana's Curriculum

Discussed previously was the reasoning and rationale behind using Howard Gardner's multiple intelligence theory in the classroom. Educators cannot possibly deny the benefits and reasons of using multiple intelligences in the classroom, but they can question how it can be done. With the demanding curriculum constraints, comprehensive teacher evaluations, and increased pressure on teachers to teach according to standardized and norm-referenced exams, it is a wonder that teachers are able to show up to school everyday. To add the additional tasks of differentiating instruction for students, developing an inquiry-based classroom, and incorporating multiple intelligences into the curriculum, teachers might just go insane. So in addition to making educators understand why including the multiple intelligences in their classroom instruction is so pertinent, they must also be shown how this can be done. In order to make this a little more applicable, I have selected a standard from four different grades and have provided activities supporting Gardner's multiple intelligences for each standard, in addition to a rationale explaining why this activity supports the specific intelligence. This is not to say that this must be done for every standard in the curriculum for a classroom, but it is to show that incorporating Gardner's multiple intelligences into the curriculum can be achieved in any
classroom, in any grade. The extra effort needed from the teacher will not be extremely extensive, but the benefits it will offer students are immeasurable.

Kindergarten – Mathematics

Standard: K.G.1 – Describe the position of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, and to the right of.

Verbal-Linguistic Intelligence

- **Lesson Objective:** Students will be able to write whether the object on their paper is on the left or right of the paper.

- **Activity:** Students will receive an activity sheet with pictures of different objects on different sides of the paper. The student will be required to write on the line provided whether the object is on the left side of the paper or the right side of the paper.

- **Rationale:** This activity applies to the verbal-linguistic intelligence because it requires the student to write words to describe their knowledge of the math standard. In order to display their knowledge of right and left, they will need to write down the words “right” and “left” to communicate that they know whether an object is to the right of the paper or to the left of the paper.

Logical-Mathematical Intelligence

- **Lesson Objective:** Students will be able to use directions (up, down, left, right) to move an object around.

- **Activity:** Students will be given a grid paper with a picture of a turtle at the bottom. Underneath the turtle they will be given directions of how the turtle is going to move (i.e. “Tom the turtle moves 5 spaces up, 2 spaces to the left, and then 3 spaces back”). The student will then have to draw arrows to represent how the turtle moved and then color in the space where the turtle ended up.

- **Rationale:** This activity supports the logical-mathematical intelligence because it requires students to follow directions in a riddle or puzzle format to get the turtle where he needed to go. They will have to demonstrate their
ability to solve a puzzle with directions to display their understanding of the standard.

Visual-Spatial Intelligence

• **Lesson Objective:** Students will be able to use terms such as behind, in front of, left, right, above, etc. to locate different objects around the classroom.

• **Activity:** Students will be given a scavenger hunt to find objects around the room. They will need to use their knowledge of directs (above, behind, left, right, etc.) to locate different objects in the classroom. For example, an item on the scavenger hunt might be “find a beach ball behind the art easel”. The students will have to know what “behind” means in order to locate the beach ball.

• **Rationale:** This activity supports the visual-spatial intelligence because it requires students to use their visual knowledge of the classroom to find different objects in it. They will need to be aware of the spatial makeup of the classroom in order to locate the objects using terms like below, behind, above, left, right, etc.

Bodily-Kinesthetic Intelligence

• **Lesson Objective:** Students will be able to arrange themselves and their body parts using key terms like above, behind, below, left, right, etc.

• **Activity:** Students will gather in a circle and with the teacher, they will play a version of “Simon Says”. The teacher will give orders such as, “Simon Says raise your arm above your head”, and the students will have to demonstrate their knowledge of key mathematical terms in order to know how to arrange themselves.

• **Rationale:** This activity supports the bodily-kinesthetic intelligence because it requires students to move around in order to demonstrate their knowledge of the standard. They will have to move their arms, legs, hands, etc. using terms like above, behind, left, right, in front of, etc. in order to play the “Simon Says” game and demonstrate their knowledge of the standard.

Interpersonal Intelligence

• **Lesson Objective:** Students will be able to work with partners to build a tower of blocks using instructions containing key mathematical terms (behind, below, left, right, etc.).

• **Activity:** Students will work with a partner and will follow directions together in order to build a tower with blocks using key terms like above,
behind, below, left, right, etc. The instructions will read directions such as “put the long red block underneath the square blue block” and the students will have to work cooperatively to build the tower according to the directions.

- **Rationale:** This activity supports the interpersonal intelligence because students will need to work cooperatively in order to accomplish the task at hand. They will have to help one another and work together to put the blocks in front of, behind, below, to the right of, to the left of, etc. in order to build the tower correctly and demonstrate their knowledge of the standard.

**Intrapersonal Intelligence**

- **Lesson Objective:** Students will be able to use directions (up, down, left, right) to move an object around.

- **Activity:** Students will be shown the picture below containing staircases that go in all different directions. Students will be required to look at picture and write feelings they have while looking at it. They will fill in the blanks in the sentences to describe feelings they have when looking at the directions the staircases are going (i.e. “I feel __________ when the staircase is going __________.”) They will be able to choose words such as up, down, left, right, behind, in front of, etc. for the second blank in the sentences.

- **Rationale:** This activity supports the intrapersonal intelligence because it requires the students to observe a work of art and reflect to see how it makes them feel inside. It incorporates the mathematical standard because it also requires the student to identify places in the picture where the staircases are going up, down, behind, in front of, to the left of, or to the right of other objects in the painting.
Musical Intelligence

- **Lesson Objective:** Students will be able to follow the directions to the beat of the song about key mathematical terms involving directions (sit down, stand up, left, right, etc.).

- **Activity:** Students will listen to the song “Left and Right” by Richard Graham, which has directions like “sit down”, “stand up”, “move left”, “move right”, “forward and back”, etc. The students will listen to the song quietly while sitting down at first, then they will sing along to the song with the teacher. Last, the students will get up and sing the song while following the directions in the song.

- **Rationale:** This activity supports the musical intelligence because it requires students to listen to the beat of a song containing directions involving key mathematical directional terms. Then they will have to make connections between the song and what the song is asking them to do with their bodies and use this to demonstrate their knowledge of the mathematical standard.

Naturalistic Intelligence

- **Lesson Objective:** Students will be able to find objects in nature that are behind, in front of, to the left of, to the right of, below, or above other objects in nature.

- **Activity:** Led by the teacher, the students will go on a nature walk outside around the school and with the teacher’s guidance, they will locate objects in nature that are below, above, to the left of, to the right of, or behind other objects in nature. For example, they might find a tree that is to the right of a bush. The students will draw pictures of these observations in a notebook to be reflected on later.

- **Rationale:** This activity supports the naturalistic intelligence because it allows students to connect with nature and find real-life examples of natural objects outside that follow mathematical directional terms (above, below, behind, to the left of, to the right of, etc.) They will draw pictures of these nature examples in a notebook to demonstrate their knowledge of the standard.

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2nd Grade – Science

*Standard 2 – Earth Science*

2.2.6. – Learn about, report on, and practice severe weather safety procedures.
Verbal-Linguistic Intelligence

- **Lesson Objective:** Students will be able to write step-by-step instructions explaining how to ensure safety during a tornado drill.

- **Activity:** Students will be given pictures in a mixed-up, random order of the steps that need to be taken during a tornado drill at school. They will be required to cut the pictures out, put them in the correct sequence and then write the step-by-step instructions for what to do during a tornado while at school according to the pictures.

- **Rationale:** This activity applies to the verbal-linguistic intelligence because it requires the students to use their verbal skills to write the instructions to be safe during a tornado drill at school. The students have to be able to communicate the steps for safety precaution during a tornado drill verbally in order to show their mastery of the lesson objective.

Logical-Mathematical Intelligence

- **Lesson Objective:** Students will be able to solve math problems and use a code to reveal different weather safety tips.

- **Activity:** Students will be given an activity sheet with several different math problems on it. These will be grade appropriate math problems, such as double-digit addition problems. The students will be required to solve all of these problems, and when applying the answers to a code provided (i.e. if the answer is 34, then that is the letter “C”) it would reveal weather safety tips, such as, “When there is ice on the sidewalk, do not run.”

- **Rationale:** This activity supports the logical-mathematical intelligence because it requires the students to solve a puzzle using numbers. Using math in the first part of the activity activates the students’ logical-mathematical skills because it involves numbers, and then applying those numbers correctly to a code to reveal weather safety tips involves logical-mathematical intelligence because it is essentially a puzzle that the students must solve. The students would have to demonstrate their ability to solve puzzles and “crack the code” in order to show that they have mastered the lesson objective.

Visual-Spatial Intelligence

- **Lesson Objective:** Students will be able to draw pictures of how to use weather safety tips.

- **Activity:** Students will be provided with an activity sheet that has five weather safety tips on it (i.e. during a earthquake, crawl under your desk and...
hold onto the legs of the desk). The students will be required to draw a picture and color it to correspond with each of the weather tips provided on the sheet.

- **Rationale:** This activity supports the visual-spatial intelligence because it requires students to use their visual knowledge of what a weather safety precaution would actually look like in order to demonstrate their knowledge of the standard. This activity employs the students' artistic abilities and is designed to allow students to express visually what weather safety tips would look like.

**Bodily-Kinesthetic Intelligence**

- **Lesson Objective:** Students will be able to demonstrate weather safety procedures in a school setting.

- **Activity:** Led by the teacher, students will get a chance to actually practice weather safety procedures in a school setting. First, students will watch a video of someone demonstrating the weather safety procedure, then, led by the teacher, the students will practice it step-by-step. For example, one weather safety procedure the students could practice would be what to do if there was an earthquake.

- **Rationale:** This activity supports the bodily-kinesthetic intelligence because it requires students to move around in order to demonstrate their knowledge of the standard. They will have to physically demonstrate that they know what to do in various weather situations using their bodies (i.e. go into the hallway and cover their heads during a tornado).

**Interpersonal Intelligence**

- **Lesson Objective:** Students will be able to describe to another person various severe weather situations and what to do during these situations.

- **Activity:** Students will work in pairs and play a game where one person in the pair faces away from the board and the other person in the pair faces towards the board. The person facing towards the board will be shown a severe weather situation (i.e. snowstorm) that their partner cannot see. The person that sees the severe weather situation will describe to their partner the situation and what to do during it. The other partner will have to guess what the severe weather situation is based on what their partner tells them about it.
• **Rationale:** This activity supports the interpersonal intelligence because students will need to be able to communicate ideas effectively to another person. They will be presented with an idea and will have to get that idea across to another person who does not know what the idea is. This will require students to apply their interpersonal skills.

**Intrapersonal Intelligence**

- **Lesson Objective:** Students will be able to observe a picture of someone demonstrating a weather safety procedure incorrectly and decide how it is incorrect.

- **Activity:** Students will be provided an activity sheet with pictures on it of people demonstrating weather safety procedures incorrectly (i.e., a boy running on an icy sidewalk instead of walking carefully). The students will be required to observe these pictures and write a sentence or two explaining what the person is doing wrong in the picture and how the person should be correctly using a weather safety procedure.

- **Rationale:** This activity supports the intrapersonal intelligence because it requires students to reflect on pictures showing weather safety situations and decide how they could be better. The students will need to demonstrate their ability to reflect and communicate how a person is not demonstrating a weather safety procedure correctly and how they could correctly do this.

**Musical Intelligence**

- **Lesson Objective:** Students will be able to write their own weather safety poems/songs.

- **Activity:** Students will listen to a few weather safety songs on the Internet to hear some examples of how weather safety procedures can be made into songs. Then, students will get a chance to write a weather safety song or poem themselves. The students will need to know that many songs and poems rhyme and contain repeated verses. The students will be provided with various weather safety topics to choose from, such as fire safety, tornado safety, hurricane safety, earthquake safety, etc.

- **Rationale:** This activity supports the musical intelligence because it requires students to first listen to a song containing important weather safety tips, then the students will write their own song about weather safety. Students will need to use musical skills because they will need to write a song with rhyme and repeated verses as well as have the song match to a beat.
Naturalistic Intelligence

• **Lesson Objective:** Students will be able to brainstorm ideas about how severe weather situations might affect animals and people.

• **Activity:** Students will first watch a few videos on the Internet showing some severe weather disasters and the aftermaths of those weather disasters (i.e. wildfire, earthquake, hurricane, etc.). Then students will work with the teacher to brainstorm ways these severe weather disasters might affect animals and ways these weather disasters might affect people. Then the students will, with the teacher, brainstorm possible ways we could help prevent or stop these severe weather disasters from affecting animals and people.

• **Rationale:** This activity supports the naturalistic intelligence because it allows students to connect with nature and think about how severe weather disasters not only affect people, but animals as well. Students will use their knowledge about animals in nature in order to brainstorm ideas about how severe weather disasters might affect these animals. Then they will need to use their knowledge about weather safety precautions to brainstorm ideas about how to stop weather disasters from hurting the animals in nature.

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**3rd Grade – Reading**

*Standard 2: Key Ideas and Textual Support*

3.RL.2.3 - **Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the plot.**

**Verbal-Linguistic Intelligence**

• **Lesson Objective:** Students will be able to write a paragraph describing a specific trait, motivation, and feeling of one of the characters in a book.

• **Activity:** After reading chapter one of Charlotte’s Web together as a class, students will choose either Charlotte, Wilbur, Fern, or Templeton. Once they have chosen a character, students will then write a paragraph describing a specific trait, motivation, and feeling of that character. The students are also required to introduce their paragraph with an introductory sentence and conclude their paragraph with a conclusion sentence. The students also need to effectively describe one of the character’s main personality traits, motivations/actions, and how the character feels using specific and descriptive language.
• **Rationale:** This activity would incorporate the verbal-linguistic intelligence because it requires students to communicate effectively using writing. Those who are strong in the verbal-linguistic intelligence like to use words and writing to communicate, which is why this literacy activity would appease students who are strong linguistically and encourage other students to improve their verbal-linguistic skills.

**Logical-Mathematical Intelligence**

• **Lesson Objective:** Students will be able to solve a riddle about specific characters based on descriptions of their traits, motivations, and/or feelings.

• **Activity:** In this activity, students will get in pairs after reading a chapter of Charlotte’s Web. They will then be provided with slips of paper with riddles on them describing a certain character from the book (Charlotte, Fern, Wilbur, Templeton, etc.). The riddles will contain information about the characters’ traits, motivations/actions, and/or feelings. An example of one of these “Who Am I?” riddles could be: “Salutations! I make strong webs for my friends. I am very kind and help my friend out in his time of need. Who am I?”

• **Rationale:** This literacy activity applies to the logical-mathematical intelligence because it involves problem-solving and solving puzzles. Those who are strong in the logical-mathematical intelligence enjoy puzzles, numbers, abstract ideas, and solving problems. This literacy activity requires students to solve riddles (problems) concerning characters from Charlotte’s Web. It requires the students to use logic and reasoning, two strengths people who possess logical-mathematical intelligence.

**Visual-Spatial Intelligence**

• **Lesson Objective:** Students will be able to use a graphic organizer to describe the traits, actions, and feelings of a character from Charlotte’s Web.

• **Activity:** In this activity, students will be provided with a character graphic organizer that looks like the example below. First students will choose a character from Charlotte’s Web (Fern, Wilbur, Charlotte, or Templeton). Then students will be required to write in the speech bubble things that the character has said in the text that inform the reader something about the character. Then the students will be required to write in the speech bubble the character’s inner thoughts that tell the reader something important about the character. Last, the students will be required to write in the heart the character’s inner feelings that tell the reader about the character.
**Rationale:** This activity applies to visual-spatial intelligence because it incorporates a graphic organizer that students need to navigate through in order to complete the assignment. This graphic organizer is very visual and requires students to put the information in the correct places. This activity is also unique because it matches the abstract concept of character traits, actions, and feelings with a concrete, visual correspondent that will help students who are strong in the visual-spatial intelligence gain a better understanding of the characters.

**Bodily-Kinesthetic Intelligence**

- **Lesson Objective:** Students will be able to act out and interpret characters’ traits, actions, and feelings based on how they were represented in the text.

- **Activity:** Students will be put into pairs and will be given a stack of cards describing situations characters from Charlotte’s Web were involved in. In a version of “Charades”, students will take turns acting out the character situation written on the cards. The situations written on the cards will apply to the traits, thoughts, actions, or feelings of the main characters. Examples might include: How Charlotte felt when she thought of the idea to help Wilbur, What Wilbur did when he found out that he was going to be slaughtered, or How Templeton reacted when Charlotte asked him to help Wilbur.

- **Rationale:** This activity requires students to use their bodies to represent characters’ traits, actions, feelings, and thoughts. This caters to the bodily-kinesthetic intelligence because those who are strong in this area tend to have good physical coordination and like to move around. This activity gets students up and moving around, which will definitely appeal to students who are strong in the bodily-kinesthetic area.

**Interpersonal Intelligence**

- **Lesson Objective:** Students will be able to act out and interpret characters’ traits, actions, thoughts, and feelings based on collaborative skits.

- **Activity:** Students will be put into groups of about four and each group will receive a different script depicting an important scene from Charlotte’s Web. The scene will include some conflict among characters. Students will each take on a character role and practice the dialogue in the scene. After, the groups of students will take turn performing the skits in front of the class, speaking the parts of the character’s dialogue and acting out the scene as the characters did in the book.
• **Rationale:** This activity applies to the interpersonal intelligence because it requires students to first and foremost work in groups with one another. They need to be communicative and collaborative in order to put on a successful skit. This activity also requires interpersonal smarts because it requires the students to look into the characters’ thoughts, feelings, and actions and portray them for the rest of the class. It allows the students to get to know the characters better and understand their actions and motivations in the text.

**Intrapersonal Intelligence**

• **Lesson Objective:** Students will compare and contrast the characters traits, feelings, actions, and thoughts to their own traits, feelings, actions, and thoughts in order to make connections to the text.

• **Activity:** In this activity, students will be choosing a main character from Charlotte’s Web (Fern, Wilbur, Charlotte, or Templeton) and comparing and contrasting that character’s personality to their own. They will start by making a list including two of the character’s traits, two of the character’s actions, and two of the character’s feelings in certain situations. Then on the other side of the list, the students will write two of their own main personality traits and state if their traits were similar or different to those of the character’s. Then they will look at the character’s actions in a situation and they will state if they would act the same way in that situation and why or why not. Last, they will look at how the character felt in certain situations and they will state if they would have felt the same way and why or why not. This will allow the students to make text-to-self connections.

• **Rationale:** This activity requires students to use intrapersonal skills because it requires a lot of introspection and self-awareness. The students need to observe correctly the other character’s traits, actions, and feelings, and students also need to know about themselves and how they would act or feel in certain situations. Those who possess strong intrapersonal skills are good at introspection and they tend to understand well their own motivations and feelings.

**Musical Intelligence**

• **Lesson Objective:** Students will be able to describe a main character’s traits, feelings, and actions by writing a rhyming poem.

• **Activity:** This activity will first require students to choose a main character from Charlotte’s Web. Then, students will think of two personality traits of the character, two actions of the character in given situations, and two feelings of that the character had at some point and why. Next, the students
will take these observations and write a rhyming poem about the character they have chosen. The poem must have an ABAB rhyming pattern and must include two traits, two actions, and two feelings of the character.

- **Rationale:** This activity applies to the musical intelligence because like music, poetry is rhythmic, rhyming, figurative, and expresses feelings or emotion. In order to write well-thought-out and good poems, the students must be somewhat musically savvy because they need to know how to rhyme effectively in the desired pattern and must make the poem flow rhythmically. This activity will be well-liked by students who are strong musically because they will enjoy composing a poem using rhythm and rhyme.

**Naturalistic Intelligence**

- **Lesson Objective:** Students will use objects from nature to describe the traits of four main characters from Charlotte's Web.

- **Activity:** In this activity, the teacher will begin by working with the students to find personality traits that describe Charlotte, Templeton, Wilbur, and Fern. These traits would be one word (i.e. "Wilbur is shy", or "Charlotte is kind") and would accurately describe the character's overall personality. Afterwards, the teacher and students would do a nature walk outside around the school building. Students will be put in pairs and each pair will receive a ziplock bag. On the nature walk, the pairs of students will locate objects in nature that they think describe each of the characters' personality traits. For example, students could pick up a rock that could represent Charlotte's personality trait because she is always sturdy and there for Wilbur. Students will repeat this process for each character that was discussed in class before. After getting back to class, each pair of students will have a chance to come to the front of the room and share the objects they found and state why they believe they represent the characters' personality traits.

- **Rationale:** This activity incorporates the naturalistic intelligence first and foremost because it involves nature. Students that are strong in the naturalistic area like to spend time in nature and feel connected when the natural world is involved in some way in their classroom. Including this aspect would cater directly to these students' specific strengths. This activity would also apply to these students' strengths because these students are more likely to know about specific objects in nature and will most likely be able to use them to describe the characters' personality traits.

5th Grade – Social Studies

THE PRACTICAL APPLICATION OF MULTIPLE INTELLIGENCES IN THE ELEMENTARY CLASSROOM
**Standard 2 – Civics and Government**

5.2.4 – Identify and explain key ideas as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.

**Verbal-Linguistic Intelligence**

- **Lesson Objective:** Students will be able to create their own definitions for key vocabulary involved in understanding the Declaration of Independence.

- **Activity:** Students will receive a list of the key vocabulary terms to know to understand the Declaration of Independence. These terms would include union, popular sovereignty, republican, constitutional, federalism, individual rights, etc. Students will look these words up using a dictionary or other reference materials to find a definition for each of the vocabulary words and will write that definition in the first box next to the vocabulary word. In the second box next to each vocabulary word, students will write their own definition of the vocabulary word or term.

- **Rationale:** This activity would incorporate the verbal-linguistic intelligence because it first requires students to use reference materials to understand a new vocabulary word or term. Then students must use that given definition and any previous knowledge of the word/term to create a new definition of the word/term that means something to them. The students must use their verbal-linguistic skills to formulate a definition and communicate it to others.

**Logical-Mathematical Intelligence**

- **Lesson Objective:** Students will be able to solve riddles about important United States documents (Declaration of Independence, Bill of Rights, United States Constitution, etc.)

- **Activity:** In this activity, students will receive a riddle for each important United States document: the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. Based on these descriptive riddles, students will do a web quest to find out which important United States document goes with which riddle.

- **Rationale:** This literacy activity applies to the logical-mathematical intelligence because it involves problem-solving and solving riddles. Students will have to use logic and information they gather from the web quest in order to determine which riddle matches up with which important United States document. Using the problem-solving skills that and imperative to the logical-mathematical intelligence will demonstrate that the students understand the content and standard.
Visual-Spatial Intelligence

- **Lesson Objective:** Students will be able to locate important information within the Declaration of Independence, Bill of Rights, and United States Constitution.

- **Activity:** In this activity, students will receive copies of the Declaration of Independence, Bill of Rights, and United States Constitution. There will be a scavenger hunt involved with each of these and students will have to locate exact information about the documents from the actual copies of the documents. The scavenger hunt items would contain examples such as: “What date was the Declaration of Independence signed?”, “Which amendment in the Bill of Rights guarantees that U.S. citizens do not have to house and feed soldiers?”, etc. Students will have to find the answers to the scavenger hunt items within the documents themselves.

- **Rationale:** This activity applies to visual-spatial intelligence because it requires that students actually look into copies of the Declaration of Independence, Bill of Rights, and United States Constitution to find answers to a scavenger hunt question. To demonstrate their mastery of the lesson objective, students will have to use their navigational skills to look through and explore these important United States documents to find the answers to the scavenger hunt questions.

Bodily-Kinesthetic Intelligence

- **Lesson Objective:** Students will be able to act out what it would look like if a person’s rights, as outlined in the Bill of Rights, were violated.

- **Activity:** Students will be put into groups of about 3-4 and will be given an amendment or specific right as outlined in the Bill of Rights. The groups of students will work together to create a 1-2 minute skit of what it would look like if this amendment or right was violated. For example, if a group of students received Freedom of Religion, as outlined in Amendment I in the Bill of Rights, they could perform a skit about someone praying and then being arrested for practicing his or her religion.

- **Rationale:** This activity requires students to use their bodies to show how a person’s rights, as outlined in the Bill of Rights, could be violated. They will need to do this by performing a skit to directly show this. This activity gets students up and moving around and gives them a different and new way to understand the amendments and rights laid out in the Bill of Rights. It also directly shows what it would look like if these rights were violated.

Interpersonal Intelligence
Lesson Objective: Students will be able to work with others to create a Bill of Rights for a fictional country that they have made up as a group.

Activity: Students will be put into groups of about four and each group will be required to make up a new fake country. They will name their country, create a flag for their country, and create a Bill of Rights for their country that outlines 10 amendments in it. The Bill of Rights for the groups’ fictional countries will have to do what the U.S.’s Bill of Rights does; they will have to contain amendments outlining what citizens can and cannot do, what they are allowed to do, how they will be protected, etc. Then the groups of students will take turns presenting their new country to the rest of the class and explaining the amendments in their country’s Bill of Rights.

Rationale: This activity applies to the interpersonal intelligence in many ways. First, it requires that students work together cooperatively in a group. Students will need to communicate with each other and include all group members in the creation of their country’s Bill of Rights so everyone’s opinion is included. Students will also have to use interpersonal skills to communicate their ideas to the rest of the class during the presentation portion. To demonstrate their understanding of the lesson objective, students will need to be able to communicate effectively and cooperatively.

Intrapersonal Intelligence

Lesson Objective: Students will justify why it is important to have a Declaration of Independence, Bill of Rights, and United States Constitution.

Activity: In this activity, students will be putting themselves in the mind of a United States politician during and after the American Revolution. The students will imagine why it was so important that the Declaration of Independence, Bill of Rights, and United States Constitution needed to be created. The students will write a one page letter to George Washington describing the reasons why it is important that people of a country have these important documents that outline rights of the citizens in the country. The paper will need to start with “Dear George Washington...” because it will be a persuasive letter urging the him to push for important documents for the citizens of the United States.

Rationale: This activity requires students to use intrapersonal skills because students will have to think about the pros and cons to having a Declaration of Independence, Bill of Rights, and United States Constitution. Then they will have to put themselves in the mindset of someone living during the American Revolution and urge George Washington to create these important U.S. documents. To demonstrate their knowledge of the lesson objective, students...
will have to use their intrapersonal skills and reflect on the importance of the Declaration of Independence, Bill of Rights, and United States Constitution.

**Musical Intelligence**

- **Lesson Objective:** Students will compose their own rap song about the Northwest Ordinance, Articles of Confederation, United States Constitution, or the Declaration of Independence.

- **Activity:** Students will first watch a rap video about the Bill of Rights (located at [https://www.youtube.com/watch?v=tlt6R1KD4E0](https://www.youtube.com/watch?v=tlt6R1KD4E0)) to provide them with an example of what a rap song sounds like. Then, students will be broken up into groups and each group will be assigned an important United States document (Northwest Ordinance, Articles of Confederation, United States Constitution, or the Declaration of Independence). The groups will be required to first do research about their document and find out when it was written, who wrote it, what information it contained, and why it was written. After researching this information using reference materials (encyclopedias, online resources, etc.), each group will write a rap song about their document including the information they found. The songs must include rhymes must be able to be rapped to a beat.

- **Rationale:** This activity employs the musical intelligence because in order to demonstrate that they understand the content and can master the learning objective, students will be required to use their knowledge of music, composing, and song writing. They will have to create a rap about the content and communicate the desired information using song and music.

**Naturalistic Intelligence**

- **Lesson Objective:** Students will be able to justify why there should be a part of the U.S. Constitution addressing the protection and preservation of nature and natural resources.

- **Activity:** Students will be presented with the topic of nature and natural resource conservation and will be required to write a persuasive piece explaining why it is so important that the United State’s natural resources and nature be preserved and conserved. They will have to back their opinions up with facts and discuss aspects such as the financial, health, and historical benefits of preserving our country’s nature and natural resources.

- **Rationale:** This activity requires students to use the naturalistic intelligence because it addresses the nationwide importance of nature conservation and preservation. To demonstrate their knowledge of the content, students will be required to research and use their previous knowledge about nature.
conservation and preservation in order to convince the reader that it should be included in the U.S. Constitution and other important national documents.
References


