

MULTIPLE INTELLIGENCES IN THE CLASSROOM

FIGURE 3.1
Nine *WAYS OF LEARNING*

Children who are highly:	THINK	LOVE	NEED
Linguistic	in words	reading, writing, telling stories, playing word games	books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories
Logical-Mathematical	by reasoning	experimenting, questioning, figuring out logical puzzles, calculating	materials to experiment with, science materials, manipulatives, trips to the planetarium and science museum
Spatial	in images and pictures	designing, drawing, visualizing, doodling	art, LEGOs, video, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
Bodily-Kinesthetic	through somatic sensations	dancing, running, jumping, building, touching, gesturing	role play, drama, movement, things to build, sports and physical games, tactile experiences, hands-on learning
Musical	via rhythms and melodies	singing, whistling, humming, tapping feet and hands, listening	sing-along time, trips to concerts, music playing at home and school, musical instruments
Interpersonal	by bouncing ideas off other people	leading, organizing, relating, manipulating, mediating, partying	friends, group games, social gatherings, community events, clubs, mentors/apprenticeships
Intrapersonal	in relation to their needs, feelings, and goals	setting goals, meditating, dreaming, planning, reflecting	secret places, time alone, self-paced projects, choices
Naturalist	through nature and natural forms	playing with pets, gardening, investigating nature, raising animals, caring for planet earth	access to nature, opportunities for interacting with animals, tools for investigating nature (e.g., magnifying glass, binoculars)
Existential	through reflection and discussion about the big life issues	thinking or discussing the meaning of things, their place in the universe, their dreams, life, culture, G-d, psychological aspects	opportunities to read, research, discuss to gain insights into art, questions about religion, the universe, existence, purpose

Multiple Intelligences Survey

Put a check next to each sentence that describes you. Tally your checks at the end of each section and calculate the score.

Section 1

- I enjoy categorizing things by common traits.
- Ecological issues are important to me.
- Hiking and camping are enjoyable activities.
- I enjoy working on a garden.
- I believe preserving our national parks is important.
- Putting things in hierarchies makes sense to me.
- Animals are important in my life.
- My home has a recycling system in place.
- I enjoy studying biology, botany and/or zoology.
- I spend a great deal of time outdoors.

TOTAL for Section 1
 Score for Section 1 = Total x 10

Section 2

- I easily pick up on patterns.
- I focus in on noise and sounds.
- Moving to a beat is easy for me.
- I've always been interested in playing an instrument.
- The cadence of poetry intrigues me.
- I remember things by putting them in a rhyme.
- Concentration is difficult while listening to a radio or television.
- I enjoy many kinds of music.
- Musicals are more interesting than dramatic plays.
- Remembering song lyrics is easy for me.

TOTAL for Section 2
 Score for Section 2 = Total x 10

Section 3

- I keep my things neat and orderly.
- Step-by-step directions are a big help.
- Solving problems comes easily to me.
- I get easily frustrated with disorganized people.
- I can complete calculations quickly in my head.
- Puzzles requiring reasoning are fun.
- I can't begin an assignment until all my questions are answered.
- Structure helps me be successful.
- I find working on a computer spreadsheet or database rewarding.
- Things have to make sense to me or I am dissatisfied.

TOTAL for Section 3
 Score for Section 3 = Total x 10

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Section 4

- ___ It is important to see my role in the "big picture" of things.
- ___ I enjoy discussing questions about life.
- ___ Religion is important to me.
- ___ I enjoy viewing art masterpieces.
- ___ Relaxation and meditation exercises are rewarding.
- ___ I like visiting breathtaking sites in nature.
- ___ I enjoy reading ancient and modern philosophers.
- ___ Learning new things is easier when I understand their value.
- ___ I wonder if there are other forms of intelligent life in the universe.
- ___ Studying history and ancient culture helps give me perspective.

___ **TOTAL for Section 4**

___ **Score for Section 4 = Total x 10**

Section 5

- ___ I learn best interacting with others.
- ___ The more the merrier.
- ___ Study groups are very productive for me.
- ___ I enjoy chat rooms.
- ___ Participating in politics is important.
- ___ Television and radio talk shows are enjoyable.
- ___ I am a "team player."
- ___ I dislike working alone.
- ___ Clubs and extracurricular activities are fun.
- ___ I pay attention to social issues and causes.

___ **TOTAL for Section 5**

___ **Score for Section 5 = Total x 10**

Section 6

- ___ I enjoy making things with my hands.
- ___ Sitting still for long periods of time is difficult for me.
- ___ I enjoy outdoor games and sports.
- ___ I value nonverbal communication such as sign language.
- ___ A fit body is important for a fit mind.
- ___ Arts and crafts are enjoyable pastimes.
- ___ Expression through dance is beautiful.
- ___ I like working with tools.
- ___ I live an active lifestyle.
- ___ I learn by doing.

___ **TOTAL for Section 6**

___ **Score for Section 6 = Total x 10**

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Section 7

- _____ I enjoy reading all kinds of materials.
- _____ Taking notes helps me remember and understand.
- _____ I faithfully contact friends through letters and/or e-mail.
- _____ It is easy for me to explain my ideas to others.
- _____ I keep a journal.
- _____ Word puzzles like crosswords and jumbles are fun.
- _____ I write for pleasure.
- _____ I enjoy playing with words like puns, anagrams and spoonerisms.
- _____ Foreign languages interest me.
- _____ Debates and public speaking are activities I like to participate in.

_____ **TOTAL for Section 7**

_____ **Score for Section 7 = Total x 10**

Section 8

- _____ I am keenly aware of my moral beliefs.
- _____ I learn best when I have an emotional attachment to the subject.
- _____ Fairness is important to me.
- _____ My attitude affects how I learn.
- _____ Social justice issues concern me.
- _____ Working alone can be just as productive as working in a group.
- _____ I need to know why I should do something before I agree to do it.
- _____ When I believe in something I will give 100 percent effort to it
- _____ I like to be involved in causes that help others.
- _____ I am willing to protest or sign a petition to right a wrong.

_____ **TOTAL for Section 8**

_____ **Score for Section 8 = Total x 10**

Section 9

- _____ I can imagine ideas in my mind.
- _____ Rearranging a room is fun for me.
- _____ I enjoy creating art using varied media.
- _____ I remember well using graphic organizers.
- _____ Performance art can be very gratifying.
- _____ Spreadsheets are great for making charts, graphs and tables.
- _____ Three-dimensional puzzles bring me much enjoyment.
- _____ Music videos are very stimulating.
- _____ I can recall things in mental pictures.
- _____ I am good at reading maps and blueprints.

_____ **TOTAL for Section 9**

_____ **Score for Section 9 = Total x 10**

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Who Am I?

Analysis of Multiple Intelligence Test and Observational Chart

Scoring—Fill in the chart below to highlight your strongest (scores of 60 to 100), moderate (scores of 50 to 40), and underdeveloped (scores of 30 to 0) intelligences.

- _____ Section 1 = Naturalistic Intelligence
- _____ Section 2 = Musical Intelligence
- _____ Section 3 = Logical-Mathematic Intelligence
- _____ Section 4 = Existential Intelligence
- _____ Section 5 = Interpersonal Intelligence
- _____ Section 6 = Bodily-Kinesthetic Intelligence
- _____ Section 7 = Verbal-Linguistic Intelligence
- _____ Section 8 = Intrapersonal Intelligence
- _____ Section 9 = Spatial Intelligence

Note: This is not a test. It is a snapshot in time of an individual's perceived multiple intelligence preferences.

My strongest multiple intelligences are (score 60–100):

My moderate multiple intelligences are (score 50–40):

My underdeveloped multiple intelligences are (score 30–0):

Multiple Intelligences Brain Storming

Directions: Go back to your dominant Multiple Intelligence (the one with the most checks—if you have a tie for first place, you must pick ONE as your dominant intelligences for this exercise.) and pick 3-4 of what you think are the strongest characteristics for your dominant intelligence (the ones you checked off in your dominant section). On the lines below, write down those strengths and at least 2 ideas that would prove the “WHY” you think each is a strong characteristic for your Multiple Intelligence.

1. _____

a. _____

b. _____

2. _____

a. _____

b. _____

3. _____

a. _____

b. _____

4. _____

a. _____

b. _____
