

Lesson Planning with Multiple Intelligences

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"It's not how smart you are that matters, what really counts is how you are smart."

~ Howard Gardner

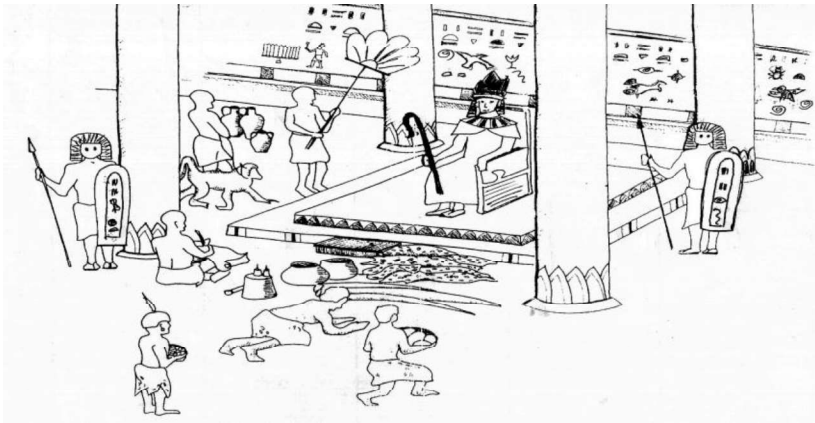
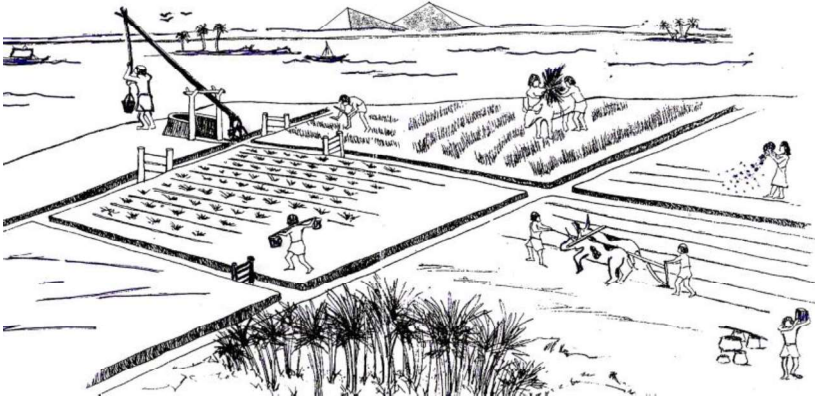
Incorporating the theory of Multiple Intelligences in lesson plans ensure that we educate children by recognizing that each of them is unique, complex and individualistic. The Multiple Intelligences may be used as a sort of inventory or checklist to ensure that the lessons we plan cater to diverse learning needs and preferences.

If we had Socrates, Mahatma Gandhi, Michael Jackson, Shakespeare, Einstein, Picasso, Mozart and Darwin in a class, how would we make a particular chapter interesting for each of them? When we look at our class, we must think of our students as a group of eminent lawyers, teachers, doctors, actors, businessmen, sportspersons and artistes – because this is what they will grow up to be. So we must teach as if we are teaching a group of celebrities, each gifted differently. This should be kept in mind when we draw up our lesson plans.

Here is a sample lesson plan on the study of the Egyptian civilization.

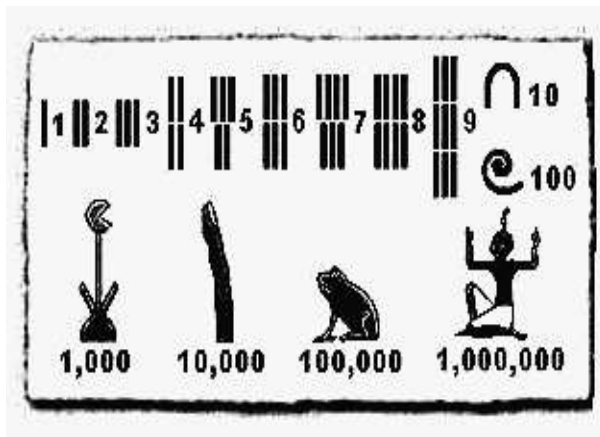
Activity	Multiple Intelligences	Teaching Resources
Study the given pictures closely. Use the questions in the table to discuss what you see. Infer, draw hypotheses and give evidence.	<i>Visual-spatial, Interpersonal, Verbal-linguistic, Math-logical</i>	Pictures, Table
Read the poem. Debate on whether it is ethical to keep wild animals in zoos and circuses. Read and research how not just animals but even humans were brought from Africa as captive slaves.	<i>Musical, Verbal-linguistic Naturalistic, Verbal-linguistic Intrapersonal, Existential</i>	Poem: <i>The Circus Elephant</i> Books, Internet
Construct an origami pyramid	<i>Kinesthetic, Math-logical</i>	Instruction sheet
Write numbers using the ancient Egyptian number system	<i>Visual-spatial, Math-logical</i>	Chart
Write your name using hieroglyphics	<i>Visual-spatial, Verbal-linguistic</i>	Chart

TEACHING RESOURCES: Pictures and Table

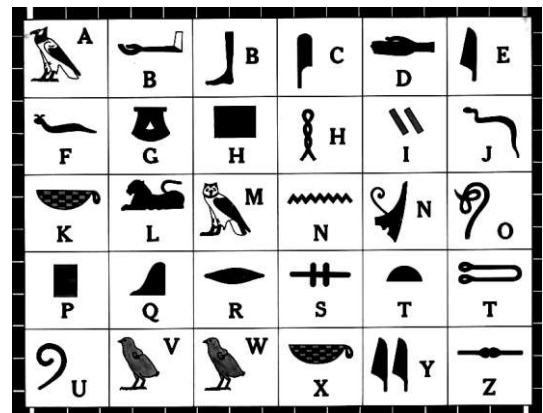


Questions	Hypotheses	Evidence
Who are the people in the pictures?		
What are they doing?		
Why are they doing this?		
Where (in which part of the world) do you think the people are?		
When did these actions happen?		

Number System Chart



Hieroglyphics



Poem

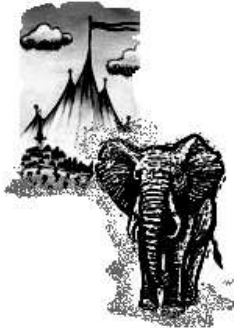
The Circus Elephant

Does the Elephant remember
In the grey light before dawn,
Old noises of the jungle
In mornings long gone?

Does the Elephant remember
The cry of hungry beasts;
The Tiger and the Leopard,
The Lion at his feasts?

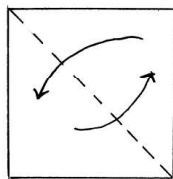
Do his mighty eardrums listen
For the thunder of the feet
Of the Buffalo and Zebra
In the dark and dreadful heat?

Does His Majesty remember,
Does he stir himself and dream
Of the long-forgotten music
Of a long-forgotten stream?

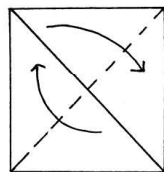


Kathryn Worth

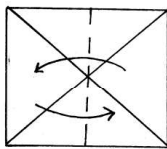
Instruction sheets for origami pyramid



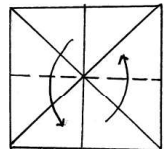
1) fold & unfold



2) fold & unfold

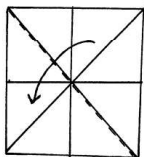


3) fold & unfold

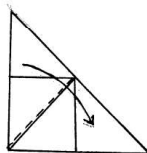


4) fold & unfold

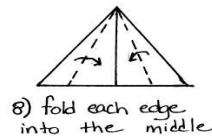
5) FLIP OVER THE PAPER



6) fold



7) fold

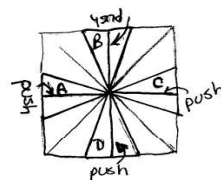


8) fold each edge into the middle

to get a shape like

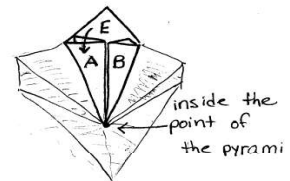


9) make sure you crease very well. Then unfold it all!



look INSIDE the shape

10) push the 4 straight edged triangles
The last one's tough since the shape is now 3D

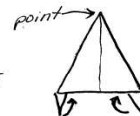


11) Fold E over A & B
Crease well (tape if you like)



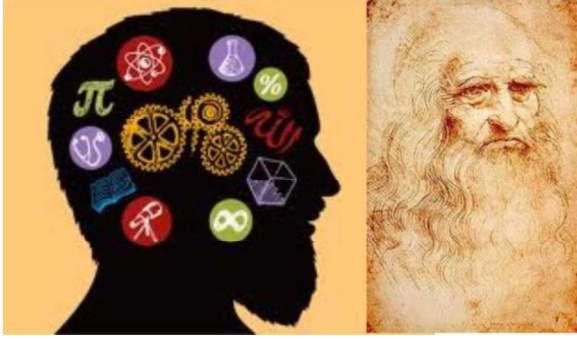
Looking at the OUTSIDE now

12) Fold F over C & D. (tape if you like)



13) Fold the last two points under and you're done!

Words Section



Polymath (noun)

Meaning

- Someone whose expertise spans a significant number of different subject areas; a person of wide knowledge or learning. (*Oxforddictionaries.com*)

Origin (and additional information) ~ early 17th century, around 1615–25: from Greek *polumathēs* meaning *having learned much*, from “*polu*”- *much* + the stem of “*manthanein*”- *learn*. The term was first used in the seventeenth century, but a related term, *polyhistor*, with similar meaning was in vogue in the ancient times.

A common term, *Renaissance man*, is sometimes used to describe a person who is well educated or who excels in a wide variety of subjects or fields. The concept emerged from the numerous great thinkers of that era who excelled in multiple fields of the arts and science, including Leonardo da Vinci, Michelangelo, Galileo Galilei, Nicolaus Copernicus, and Francis Bacon. A more colloquial term for such a person would be a *jack of all trades*, though this often refers to skill and not necessarily knowledge. The term *Universal Genius* is also used, taking Leonardo da Vinci as a prime example.

The term *polymath* applies to the gifted people who seek to develop skills in all areas of knowledge, in physical development, in social accomplishments, and in the arts, excelling in several of Howard Gardner’s Multiple Intelligences.

Usage ~

- Part literary critic, part existential elegist, he presents himself as the polymath's polymath.
- He has been a polymath all his life, plunging into one discipline after another.
- To call him a polymath would be a gross understatement.

Derivatives ~ *pol·y·math·ic*, adjective; *pol·y·math·y*, noun