**Written assignment**

**Gardner’s multiple intelligences**

**Assignments:**

1.

1. <https://www.youtube.com/watch?v=s2EdujrM0vA>
2. <https://www.youtube.com/watch?v=IfzrN2yMBaQ>

Watch these videos about Howard Gardner’s theory about intelligence:

2. Read the text called “Multiple Intelligences” (page 2-4)

1. You’re now ready to start writing. You’re to write an analysis of “The curious incident…” with special focus on Christopher Boone. You must characterize Christopher and in particular you must argue which of Gardner’s intelligences that apply to him and which that don’t. Give examples and quotes[[1]](#footnote-1) from the text.

No bullet points ☺

So your text must contain:

* A cool title
* An introduction to your assignment (what are you writing about and what can the reader expect to learn? A great idea would be to introduce Gardner’s theory and the novel and protagonist Christopher)
* An analysis
* A conclusion (in summary, *how* is Christopher smart?)

You must write a text that is coherent and has good communicative value (remember the grandma rule – your grandmother should be able to follow your line of thought and reasoning). Start with a short intro and finish with a conclusion. Your word minimum is 600 words.

Source: The Curious Incident of the Dog in the Nighttime, Mark Haddon, Vintage books 2003.

**Multiple Intelligences**

***Howard Gardner's theory of multiple intelligences makes people think about "IQ," about being "smart." The theory is changing the way some teachers teach.***

When Howard Gardner's book, *Frames of Mind: The Theory of Multiple Intelligences* (Basic Books, 1983) burst on the scene, it seemed to answer many questions for experienced teachers. We all had students who didn't fit the mold; we knew the students were bright, but they didn't excel on tests. Gardner's claim that there are several different kinds of intelligence gave us and others involved with teaching and learning a way of beginning to understand those students. We would look at what they could do well, instead of what they could not do.

Later Gardner books, such as *The Unschooled Mind: How Children Think and How Schools Should Teach* (Basic Books, 1991) and *Multiple Intelligences: The Theory in Practice* (Basic Books, 1993) helped us understand how multiple intelligences could help us teach and evaluate our students in new and better ways.

## WHO IS HOWARD GARDNER?

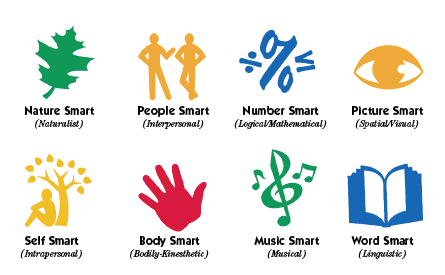
Howard Gardner, Ph.D. is a professor at Harvard University and the author of many books and articles. His theory of multiple intelligences has challenged long-held assumptions about intelligence - especially about a single measure of intelligence.

## THE ORIGINAL SEVEN INTELLIGENCES

Howard Gardner first identified and introduced to us seven different kinds of intelligence in *Frames of Mind*.

* **Linguistic** intelligence (word smart): a sensitivity to the meaning and order of words.
* **Logical-mathematical** intelligence (number smart): ability in mathematics and other complex logical systems.
* **Musical** intelligence (music smart): the ability to understand and create music. Musicians, composers and dancers show a heightened musical intelligence.
* **Spatial/visual** intelligence (picture smart): the ability to "think in pictures," to perceive the visual world accurately, and recreate (or alter) it in the mind or on paper. Spatial intelligence is highly developed in artists, architects, designers and sculptors.
* **Bodily-kinesthetic** intelligence (body smart): the ability to use one's body in a skilled way, for self-expression or toward a goal. Mimes, dancers, basketball players, and actors are among those who display bodily-kinesthetic intelligence.
* **Interpersonal** intelligence (people smart): an ability to perceive and understand other individuals - their moods, desires, and motivations. Political and religious leaders, skilled parents, teachers, and therapists use this intelligence.
* **Intrapersonal** intelligence (self smart): an understanding of one's own emotions. Some novelists and or counsellors use their own experience to guide others.

Then, Gardner identified an eighth intelligence, the **naturalist** intelligence (nature smart).



## HOWARD GARDNER TALKS ABOUT AN EIGHTH INTELLIGENCE

Gardner discussed the "eighth intelligence" with Kathy Checkley, in an interview for Educational Leadership, [The First Seven... and the Eighth](http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/ed_lead/199709/checkley.html). Gardner said, "The naturalist intelligence refers to the ability to recognize and classify plants, minerals, and animals, including rocks and grass and all variety of flora and fauna. The ability to recognize cultural artefacts like cars or sneakers may also depend on the naturalist intelligence. …(S)ome people from an early age are extremely good at recognizing and classifying artefacts. For example, we all know kids who, at 3 or 4, are better at recognizing dinosaurs than most adults."

Gardner identified Charles Darwin as a prime example of this type of intelligence.

The naturalist intelligence meshed with Gardner's definition of intelligence as "…the human ability to solve problems or to make something that is valued in one or more cultures." And the naturalist intelligence met Gardner's specific criteria:

* "Is there a particular representation in the brain for the ability?
* "Are there populations that are especially good or especially impaired in an intelligence?
* "And, can an evolutionary history of the intelligence be seen in animals other than human beings?"

## IMPLEMENTING GARDNER'S THEORY IN THE CLASSROOM

When asked how educators should implement the theory of multiple intelligences, Gardner says, "(I)t's very important that a teacher take individual differences among kids very seriously … The bottom line is a deep interest in children and how their minds are different from one another, and in helping them use their minds well."

**Article by Anne Guignon   
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1. When you quote a text, you write the quotation in quotation marks “…” and the text in italics. Then you insert a footnote in which you write a reference to the book. Like this:

   **Example of a quotation**: “*I think prime numbers are like life. They are very logical but you could never work out the rules, even if you spent all your time thinking about them*.”1

   **Example of a footnote**: 1 Mark Haddon: *The Curious Incident of the Dog in the Night-time*. Vintage Books, 2003. P. 15. [↑](#footnote-ref-1)