**Identifying Your Learning Style: Multiple Intelligences - 6th Grade**

**Summary**

In the first session, students will explore the eight categories of intelligence, as defined by Howard Gardner, as a tool to understanding their own strengths and weaknesses inside and outside the classroom. Students will also complete an assessment of their learning style.

In the second session, students will work in groups based on learning style to brainstorm ways to use their intelligences in school, outside of school, and on their path to college success.

**Teacher’s Note***: For additional information on Multiple Intelligences, you may refer to the following site(s):*

* ***Howard Gardner, Multiple Intelligences and Education:*** *This article provides an overview for each type of intelligence. http://www.infed.org/thinkers/gardner.htm.*
* ***Use All Your Smarts:*** *A teacher-created resource that overviews the different intellignces in Gardner’s theory.  http://www.lesley.edu/faculty/kholmes/presentations/MI.html.*

**Grades**

* 6

**Content Modules**

* Student Success Skills

**Objectives**

Students will:

* Differentiate between different types of intelligence.
* Identify their strongest forms of intelligence.
* Analyze how their intelligences affect them personally and academically.

**Length**

2 Sessions

**Additional Resources**

* [Using my Intelligences.pdf](https://www.6to16.org/files/attachments/7ffaf1b6913da7d3fa3fb8887b1907f6.pdf)
* [Definitions of Intelligence.pdf](https://www.6to16.org/files/attachments/0159320c7957581a900d3ca6c99b3cbe.pdf)
* [Clues and Categories Worksheet.pdf](https://www.6to16.org/files/attachments/a0fe14ccf09bfc24ee7cd10a21abe18d.pdf)
* [Clues and Categories Teachers Key.pdf](https://www.6to16.org/files/attachments/f612e8ee47290c21001ce529c3bfcb72.pdf)
* [Multiple Intelligences.pdf](https://www.6to16.org/files/attachments/c7b6f7394cc4fb6596b7c78317a9dd85.pdf)

**Related Lessons**

* [Time Management: Developing a Middle School Study Plan](https://www.6to16.org/lessons/view/84)

**Related E-Learning**

* [Super Learner](https://www.6to16.org/elearning/activities/137)

**Materials and Resources**

**Offline:**

* Using My Intelligences
* Multiple Intelligences
* Definitions of Intelligence
* Clues and Categories
* Clues and Categories – Teacher’s Key
* Multiple Intelligences Test (if students don’t have internet access)
* 8-10 Large pieces of poster paper and markers (Vocabulary Activity)
* 6to16 Notebook

**Online:**

* Super Learner e-Learning Activity
* Birmingham Grid for Learning Multiple Intelligences online

**Prep-work**

1)  Students should do the 25-minute vocabulary activity before engaging in session one of this lesson.

2)  Session 1 requires students to complete an e-Learning activity online. If possible, secure internet access for all students.

**Higher-Level Thinking Skills**

Analysis

**Vocabulary**

Multiple Intelligences, Interpersonal, Intrapersonal, Linguistic, Spatial, Bodily-Kinesthetic

**Assessment(s)**

**Multiple Intelligences Assessment**: Students will complete a multiple intelligence assessment to determine their personal strengths and challenges. Students will also write a paragraph relating their intelligences to their current personal and academic abilities.

**Vocabulary Activity: CLOZE Paragraphs (25 minutes)**

**Teacher’s Note:** *Given that Howard Gardner’s theory utilizes various high level words, students must learn several concepts before engaging in the* ***Identifying Your Learning Style: Multiple Intelligences*** *lesson. If you do not have time to explicitly teach this vocabulary, provide students with the* ***Definitions* of Intelligence** *handout and briefly discuss the definitions and example sentences.*

1)  Explain that students will be learning five new words and will then fill out a paragraph to create    questions they think might be answered in the upcoming lesson.

2)  Ask students to write the following five vocabulary words in their **6to16 Notebooks**:

* Linguistic
* Interpersonal
* Intrapersonal
* Kinesthetic
* Naturalist

3)  Ask students to take 60 seconds to share their ideas about what these words mean with a partner.

4)  Ask one or two pairs to share with the class.

5)  Distribute the **Definitions of Intelligence** handout to students.

6)  Go through and briefly read the definition of each word and the sentence that uses the word in context.

7)  Ask students to think of other example sentences that apply the vocabulary words while engaging in this activity.

8)  Pass out the **Multiple Intelligences** handout.  Have students work in pairs to fill out the paragraph, using the definitions they have just learned.

9)  After a few minutes, bring the class back together and go over the correct answers to the handout.

10)  Ask students to pair share, predicting what they believe the lesson will focus on, and ask one or two pairs to share with the class.

**Session 1**

**Do Now (5 minutes)**

1)  Instruct students to answer two of the following questions in their **6to16 Notebooks**:

* What is the difference between being “book” smart versus “street” smart? Please provide examples.
* What are the advantages of being “book” smart?
* What are the advantages of being “street” smart?
* What other types of intelligences or “smarts” are there?

2)  Discuss students’ responses as a group. Explain that just as there are “street” smarts and “book” smarts, different people have different kinds of “smarts” or intelligences. Today, students will be exploring what kind of intelligences they themselves have, to better understand how they can use their intelligences in the future.

**Class Activity (40 minutes)**

**Teacher’s Note:** *If students completed the 25-minute vocabulary session prior to this lesson, ask students to refer to the* ***Multiple Intelligences*** *and* ***Definitions of Intelligence*** *handouts throughout the lesson. If students did not complete the vocabulary activity prior to this session, distribute the* ***Definitions******of Intelligence*** *handout to students and briefly go over the five definitions with students.*

**E-Learning Activity:**

1)Direct students to explore the **Super Learner e-Learning activity**.  This activity introduces students to the concept of multiple intelligences, leveraging one's natural "strengths" as a learner, and the need to develop areas through study and practice.

**Teacher's Note:** *Complete the e-Learning activity as a whole class if you were unable to secure internet access for students.*

**Teacher’s Note:** *Upon completion of the* ***Super Learner*** *activity, a link will appear that directs students to take a quiz to see the strongest elements of their intelligence. Instruct students not to click the link at this time. They will complete this online quiz after the class discussion.*

**Class Discussion:**

1)  Bring the class together. Ask volunteers to share their results from the **Super Learner** activity with the whole group, specifically responding to the following questions:

* Do you agree with the results?  Why or why not?
* Were you surprised by the suggested career choices you were given?  Why or why not?

2)  Explain that the **Super Learner** activity is an activity meant to figure out what a person’s strengths as a learner are.

3)  Ask students to think about the different physical and mental strengths a person might have and write as many intelligence “traits” as they can think of in their **6to16 Notebooks**.

**Teacher’s Note:** *Throughout this lesson, model effective note-taking by recording the essence of students’ responses to discussion questions on the board. Instruct students to follow your example by effectively taking notes in their* ***6to16 Notebooks****.*

4)  Ask students to share suggestions with the class.  Mention the following if students do not:

* Common sense, practical intelligence (e.g., making good decisions, weighing options)
* Creative intelligence (e.g., artistic, musical, theatrical, comedic talents)
* Physical intelligence (e.g., athletic, dance)

5)  Ask students the following questions:

* How can a sense of independence, confidence, and self-esteem relate to intelligence?
* How can communications and interactions with other people relate to intelligence?

6)  Use the points raised in the discussion to underscore the point that intelligence varies greatly from person to person.  While grades and tests are important, they are not the only way to measure intelligence.

7)  Explain that all of the “strengths” and intelligences that students have identified were captured in “The Theory of Multiple Intelligences” formulated by Howard Gardner. Give students some background on the theory of multiple intelligences by explaining the following:

* Dr. Howard Gardner, professor of education at Harvard University, developed the theory of multiple intelligences in 1983.
* The basis of the theory of multiple intelligences is that there are many ways to define intellect.
* Howard Garner defined the following eight categories of intelligence:

1. Linguistic intelligence (i.e., word smart)
2. Logistical-mathematical intelligence (i.e., numerical and reasoning smart)
3. Spatial intelligence (i.e., picture smart)
4. Bodily-kinesthetic intelligence (i.e., body smart)
5. Musical intelligence (i.e., music smart)
6. Interpersonal intelligence (i.e., people smart)
7. Intrapersonal intelligence (i.e., self smart)
8. Naturalist intelligence (i.e., nature smart)

8)  Explain what each of these categories represents and ask students to provide examples of each.  Encourage students to refer to the **Definitions** **of Intelligence** handout from the vocabulary activity to help them think of examples.

9)  If students have trouble thinking of examples, provide students with the following example:

* Someone with linguistic intelligence might speak several foreign languages or be able to deliver an eloquent speech.

10)  Write the list of multiple intelligences on a large piece of paper and display it in a place where students can refer to it throughout the activity and school year.

11)  Ask students to turn to a partner and explain which form of intelligence is their strongest.

12)  Ask several pairs to share with the class.

13)  Explain that Gardner’s theory helps us acknowledge that people learn differently and have different strengths if students do not.

Assessment:

1)  Direct students to take the **online multiple intelligences assessment** by clicking on the button labeled “Take this quiz to see the strongest elements of your intelligence” at the end of the **Super Learner** **e-Learning Activity**.

**Teachers Note:** *If all students do not have access to a computer, use the hard copy of* ***Multiple Intelligences Test****.*

**Teacher’s Note:** *Students can also access this quiz directly through the following link: http://www.bgfl.org/bgfl/custom/resources\_ftp/client\_ftp/ks3/ict/multiple\_int/index.htm*

2)  Ask students to record their intelligences in order of strongest to weakest in their **6to16 Notebooks.**

**Teacher’s Note:** *Encourage students to print the results of the* ***Birmingham Grid for Learning Multiple Intelligences quiz*** *to either display in the classroom or include in their* ***6to16 Notebooks****. If students are unable to print during class, they may print the results later by going to http://www.bgfl.org/bgfl/custom/resources\_ftp/client\_ftp/ks3/ict/multiple\_int/results/results.cfm and entering the personal code that students receive after completing the quiz.*

3)  Ask several students to share their results and what they enjoyed about taking the quiz with the class.

4)  Close the class by reminding students that no one learning style is “better” than another. Encourage students to adjust their study habits to utilize their strongest form of intelligence. For example, a musical learner might benefit from playing her favorite songs while studying math or by creating a rap song to help her remember facts for a history exam; a naturalistic learner might benefit from connecting concepts learned in class to the natural world; an intrapersonal learner might enjoy keeping a goal-setting journal.

**Homework**

1)  Ask students to reflect on the activity by writing a 2-3 paragraph response to the following questions:

* What are your strengths in terms of the multiple intelligences?
* What are areas you need to work on improving?
* How do your strengths affect who you are as a student?
* How will you use your strengths to become a better student?
* How will you improve upon your weaker areas to become a better student?

**Session 2**

**Do Now (5 minutes)**

1)  Instruct students to answer the following prompt in their **6to16 Notebooks**:

* Why do you think it is important to know what your different intelligences are?

2)  Discuss students’ responses as a group.

**Class Activity (40 minutes)**

1)  Explain that this session will focus on how students can use their knowledge of multiple intelligences to become more effective inside and outside of school.

2)  Ask students to generate examples of how different types of learners can use their intelligences for school work with the class. Mention the following examples if students do not:

* Linguistic learners could study concepts by writing out descriptions of them.
* Logistical-mathematical learners could break down difficult problems into smaller parts and figure out how they “fit together.”
* Spatial learners could illustrate class concepts or vocabulary words by drawing pictures, graphs, or diagrams that represent the material.
* Bodily-kinesthetic learners could study by acting out different concepts.
* Musical learners could study by conceptualizing class material in terms of musical concepts or by studying through translating class material into lyrics.
* Interpersonal learners could find a group of students to study with.
* Intrapersonal learners could find quiet places to think through concepts on their own.
* Naturalist learners could connect class concepts to nature.

**Group Activity:**

1)  Divide students into groups of 3. Group students together based on their strongest learning style. For example, students who scored highest on kinesthetic intelligence should be grouped together.

2)  For each group, assign one student to record responses, one student to keep the group on task while keeping the time, and one student to present to the whole class.

3)  Give each group a piece of large **poster paper** and a **marker**. Ask students to discuss the following topics and record their ideas:

1. What are examples from your lives inside and outside the classroom that reflect your learning style? (e.g., kinesthetic learners might enjoy playing sports or linguistic learners might enjoy reading novels in their free time)
2. How can you use your learning style to do better in school and outside of school? (e.g., intrapersonal learners might seek more time to study alone)
3. Brainstorm other ways you might further develop these strengths to help prepare for success in college.  (e.g., kinesthetic learners might benefit from joining a sports team, linguistic learners might write for the school newspaper, logical learners may enjoy being a part of the math team)

4)  After 10-15 minutes, ask several groups to share their answers with the class.

**Assessment:**

1)  Handout the **Using My Intelligences** worksheet.

2)  Instruct students to silently complete the worksheet individually.

3)  Close out by asking a few students to briefly share how they personally plan to use their strongest intelligences to their advantage.

**Homework**

1)  Ask students to reflect on the activity by completing the following assignment in in their **6to16 Notebooks**:

* Identify one way that you can use your learning style to your advantage for each class you are currently taking.
* Describe two situations outside of school in which you can use your learning style to your advantage.

**Additional Activities**

Talent Show:Organize a class talent show where students feature their strengths with regards to their multiple intelligences.  Keep in mind, for some students this may mean organizing and scheduling the acts while other students may be performers on stage.  Provide equal recognition of each student’s contributions and intelligences.

Poster Project:Divide students into groups of 3-4. Group students with the same strongest learning style together. Assign each team to create a poster that serves as a visual representation of the team’s intelligences. Encourage creativity. Examples might include famous people who represent a particular kind of intelligence (e.g., linguistically intelligent people- Maya Angelou, Gary Soto, Cornell West) Once teams have completed their posters they can present them to the class.  Keep the posters up as a reference tool throughout the school year.

Group Project:  Using the groups formed during the learning styles activity, instruct students to create a presentation that represents the benefits of going to college.  Encourage students to be creative!  Below are a few ideas that might help them get started.

* Linguistic intelligence (word smart): Students can write a poem or story about their experiences and why it’s important to have a college education.
* Logistical-mathematical intelligence (numerical and reasoning smart): Students might create a graph or chart representing statistics related to college attendance and career success.
* Spatial intelligence (picture smart): Students might create a photo collage or poster advertisement about the importance of a college education.
* Bodily-kinesthetic intelligence (body smart): Students can present a game that uses movement to teach and practice a skill that is essential to college success.
* Musical intelligence (music smart): Students might compose a song or rap about why students should attend college.
* Interpersonal intelligence (people smart): Students could create a role-play activity that explains the benefits of going to college.
* Intrapersonal intelligence (self smart): Each student might explain what they plan to study in college and why.
* Naturalist intelligence (nature smart): Students might present on how having a college educated population might have a positive impact on the environment.

Clues and Categories:

* Allow the students to work in groups of 3-4. Give each group a copy of the **Clues and Categories** worksheet.
* For Part A, ask the students to match each famous person’s name on the worksheet according to the intelligence that they associate with that person.
* For part B, students will list 4 people they know and the intelligence they associate with these people.
* Upon completion of the activity, the teacher can review the answers with the entire class.

Teacher For a Day:

* Allow students to choose a topic that they know well.
* Divide students into group of 3-4. Group students with the same strongest form of intelligence together.
* Allow each group to teach the class and demonstrate the topic using the intelligence represented by the group. Allow each group 2-3 minutes to present their lesson and ask the class to vote on whether or not the lesson is a strong representation of the intended intelligence skill.