

Teaching Children about the Theory of Multiple Intelligences

Your Brain is like a Chandelier - Ten Light Bulbs of Different Intensities

Children can grasp the idea that they possess many different intelligences in various amounts if you use what I call the "**Chandelier**" analogy. Have your students hold their two hands cupped together with their fingers curled upwards. Let them imagine that their fingernails are bulbs on a chandelier. Each bulb represents an intelligence:

- Visual/Spatial Intelligence - Art Smart
- Verbal /Linguistic Intelligence - Word Smart
- Logical Mathematical Intelligence - Math Smart
- Bodily/Kinesthetic Intelligence - Body Smart
- Musical/Rhythmic Intelligence - Music Smart
- Naturalist Intelligence - Nature Smart
- Intrapersonal Intelligence - Self Smart
- Interpersonal Intelligences - People smart
- Existential Intelligence - Wondering Smart
- Emotional Intelligence - Feelings Smart

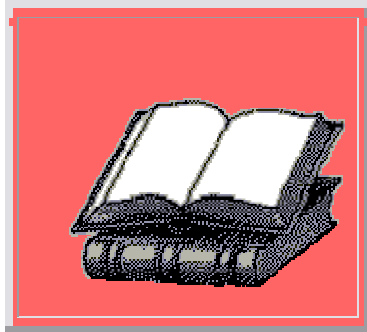


Children can then imagine their strength intelligence (s) as the brightest bulb(s) of their lamp (brain). Let's say a child has a proclivity for mathematics, you might explain to the child that he/she must have a "floodlight" bulb in their chandelier when it comes to math. Personally, math is my weakest area. I tell my students that I think I have a 'night light' bulb in my lamp in that area!

We all have a variety of strengths and weaknesses, therefore our chandelier shines brightly with varied "bulbs." This analogy helps children visualize *how they are "smart."* They begin to see that although

they might not "shine" in one area, they have other areas where they do. They learn to see and accept the differences among their peers and realize no ONE person is better than another. Together, all of our intelligences (bulbs) work to make us who we are so that we may "shed light" upon the lives of our friends and classmates. **Wishing you all a bright future!** http://www.chariho.k12.ri.us/curriculum/MISmart/kids_mi.html





Verbal/Linguistic Intelligence

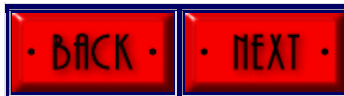
Gardner's Definition:

Linguistic Intelligence (*Word Smart*) is the capacity to use language, your native language, and perhaps other languages, to express what's on your mind and to understand other people. Poets really specialize in linguistic intelligence, but any kind of writer, orator, speaker, lawyer, or a person for whom language is an important stock in trade, highlights linguistic intelligence.

SHAKESPEARE AGATHA CHRISTIE MARGERY WILLIAMS
MAYA ANGELOU HEMINGWAY LOUISA MAY ALCOTT
ELIZABETH BARRETT BROWNING LONGFELLOW
MARY HIGGINS CLARK ROBERT FROST
MARK TWAIN STEINBECK J.K. ROWLING



about Verbal/Linguistic Intelligence

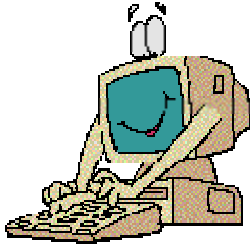


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Verbal/Linguistic
"Word Smart" kids may
enjoy:

- ◆ **Writing letters, poems, stories, descriptions**
- ◆ **Leading an oral discussion or debate**
- ◆ **Creating audio tapes**
- ◆ **Giving an oral presentation**
- ◆ **Writing or giving a news report**
- ◆ **Developing questions for, and conducting an interview**
- ◆ **Presenting a radio drama**
- ◆ **Creating a slogan**
- ◆ **Writing their own story problems**
- ◆ **Keeping a journal or diary**
- ◆ **Writing a verbal defense**
- ◆ **Creating a word game to go along with your present topic**
- ◆ **Doing Storytelling or writing all types of Humor/Jokes**



Logical/Mathematical Intelligence

Gardner's Definition:

People with highly developed logical/mathematical intelligences (*math smart*) understand the underlying principles of some kind of a causal system, the way a scientist or a logician does; or can manipulate numbers, quantities, and operations, the way a mathematician does.

| | | |
|-------------|------------------|------------|
| ARCHIMEDIES | SIR ISAAC NEWTON | GALILEO |
| COPERNICUS | EINSTEIN | PYTHAGORAS |
| EUCLID | KEPLER | PASCAL |



about Logical/Mathematical Intelligence



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Logical/Mathematical

"Math Smart" kids, may enjoy:

- ◆ **Listing or organizing facts**
- ◆ **Using deductive reasoning skills**
- ◆ **Using abstract symbols and formulas**
- ◆ **Solving logic and/or story problems**
- ◆ **Doing brainteasers**
- ◆ **Analyzing data**
- ◆ **Using graphic organizers**
- ◆ **Working with number sequences**
- ◆ **Computing or Calculating**
- ◆ **Deciphering codes**
- ◆ **Forcing relationships/Syllogisms**
- ◆ **Creating or finding patterns**
- ◆ **Hypothesizing/Conducting an experiment**





Musical/Rhythmic Intelligence

Gardner's Definition:

Musical Rhythmic Intelligence, (*music smart*), is the capacity to think in music, to be able to hear patterns, recognize them, and perhaps manipulate them.

People who have strong musical intelligence don't just remember music easily - they can't get it out of their minds, it's so omnipresent. Now, some people will say: "Yes, music is important, but it's a talent, not an intelligence." And I say, "Fine, let's call it a talent. But, then we have to leave the word intelligent out of the conversation and out of all discussions of human abilities. You know, *Mozart was pretty smart!*"

Mozart Bach Beethoven Debussy Gershwin
Haydn Tchaikovsky Chopin Scott Joplin
John Lennon Stevie Wonder Burt Bacharach
Carole King John Williams Carlos Santana



about Musical/Rhythmic Intelligence



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Musical/Rhythmic

"Music Smart" kids may enjoy:

- ◆ Writing or singing a curriculum song in the content area
- ◆ Developing and/or using rhythmic patterns as learning aids
- ◆ Composing a melody
- ◆ Changing the words to a song
- ◆ Finding song titles that help explain content
- ◆ Creating a musical game or collage
- ◆ Identifying music that helps students study
- ◆ Using musical vocabulary as metaphors
- ◆ Creating, designing, and building a musical instrument
- ◆ Incorporating environmental sounds into a project or presentation
- ◆ Using percussion vibrations
- ◆ Showing or explaining tonal patterns





Bodily/Kinesthetic Intelligence

Gardner's Definition:

Bodily/Kinesthetic intelligence, (*body smart*) is the capacity to use your whole body or parts of your body: (your hands, your fingers, your arms), to solve a problem, make something, or put on some kind of production. The most evident examples are people in athletics or the performing arts, particularly when dancing or acting.

| | | |
|----------------|-------------------|-------------|
| Barishnakov | Cathy Rigby | Tiger Woods |
| Michael Jordan | David Copperfield | |
| Marcel Marceau | Charlie Chaplin | |
| Harry Houdini | Mia Hamm | |



about Bodily/Kinesthetic Intelligence



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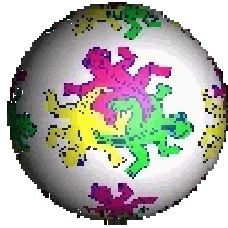


Bodily/Kinesthetic

"Body Smart" kids may enjoy:

- ◆ **Creating a dance or movement sequence**
- ◆ **Role Playing**
- ◆ **Using physical gestures to communicate an idea**
- ◆ **Performing a skit or play**
- ◆ **Making manipulatives**
- ◆ **Building a model**
- ◆ **Performing Martial Arts**
- ◆ **Making a board or floor game**
- ◆ **Putting together a puzzle**
- ◆ **Creating and/or participating in a scavenger hunt**
- ◆ **Performing a pantomime**
- ◆ **Demonstrating sports games**





Visual/Spatial Intelligence

Gardner's Definition:

Spatial intelligence refers to **the ability to represent the spatial world** internally in your mind – the way a sailor or airplane pilot navigates the large spatial world, or the way a chess player or sculptor represents a more circumscribed spatial world.

Spatial intelligence can be used in the arts or in the sciences. If you are spatially intelligent and oriented toward the arts, you are more likely to become a painter or sculptor or architect than, say a musician or a writer. Similarly, certain sciences like anatomy or topology emphasize spatial intelligence.

| | | |
|-----------------|--------------------|-----------------|
| Michelangelo | Leonardo Da Vinci | Picasso |
| Van Gogh | Monet | Mary Cassatt |
| Rembrandt | Diane Arbus | Grandma Moses |
| I.M. Pei | Frank Lloyd Wright | Meryl Streep |
| Annie Liebovitz | Steven Spielberg | Georgia O'Keefe |



about Visual/Spatial Intelligence



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Visual/Spatial Strategies

**"Art Smart" kids may
enjoy:**

- ◆ **Creating charts, posters, graphs, or diagrams**
- ◆ **Creating a Web page or PowerPoint project**
- ◆ **Making a videotape or film**
- ◆ **Creating pie charts, bar graphs, etc.**
- ◆ **Making a photo album**
- ◆ **Creating a collage**
- ◆ **Making a mobile or sculpture**
- ◆ **Designing a mindmap**
- ◆ **Making a map**
- ◆ **Using color and shape**
- ◆ **Developing or using Guided Imagery**
- ◆ **Understanding Color Schemes**
- ◆ **Pretending to be someone else, or something else.**

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Naturalist Intelligence

Gardner's Definition:

Naturalist intelligence designates the human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations). This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. I also speculate that much of our consumer society exploits the natural intelligences, which can be mobilized in the discrimination among cars, sneakers, kinds of makeup, and the like. The kind of pattern recognition valued in certain sciences may also draw upon the naturalist intelligence.

| | | |
|---------------|----------------|-----------------|
| GALILEO | RACHAEL CARSON | JOHN AUDUBON |
| LEWIS & CLARK | JANE GOODALL | JACQUES COSTEAU |
| DIANA FOSSEY | JOHN MUIR | SACAJAWEA |



about the Naturalist Intelligence



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Naturalist Intelligence

**"Nature Smart" kids may
enjoy:**

- ◆ **Categorizing species of plants and animals**
- ◆ **Developing an outdoor classroom**
- ◆ **Collecting objects from nature**
- ◆ **Making celestial observations**
- ◆ **Using scientific equipment for observing nature**
- ◆ **Initiating projects on the Food chain, Water Cycle, or environmental issues**
- ◆ **Predicting problems in nature related to human habitation**
- ◆ **Joining an environmental/wildlife protection group**
- ◆ **Finding/Reporting/Researching local/global environmental concerns**
- ◆ **Building and labeling collections of natural objects from a variety of sources**





Intrapersonal Intelligence

Gardner's Definition:

Intrapersonal intelligence, (*self smart*) refers to having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. We are drawn to people who have a good understanding of themselves because those people tend not to screw up. They tend to know what they can do. They tend to know what they can't do. And they tend to know where to go if they need help.

NEIL ARMSTRONG HELEN KELLER COLUMBUS
CHARLES LINDBERGH JOAN OF ARC
CLARA BARTON CLEOPATRA LEIF ERICSSON
SIR EDMOND HILLARY



about Intrapersonal Intelligence:



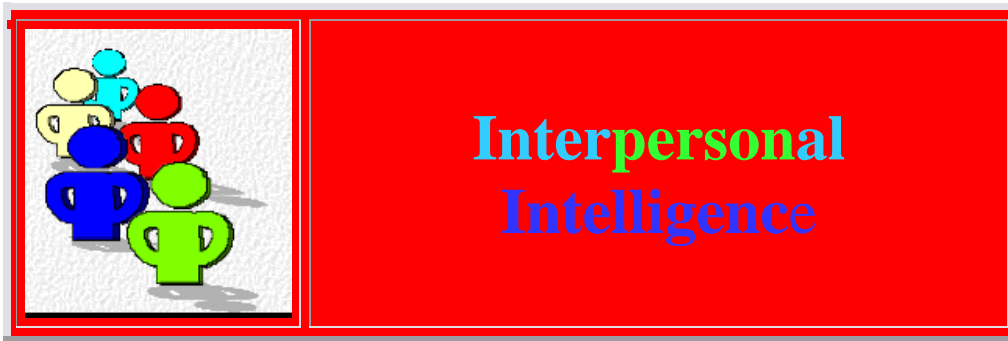
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aperson

"Self Smart" kids may enjoy:

- ◆ Keeping a journal or diary
- ◆ Setting short/long-term goals
- ◆ Learning why and how the content under study is important in real life
- ◆ Describing his/her feelings about a subject
- ◆ Evaluating his/her own work
- ◆ Describing his/her personal strengths
- ◆ Carrying out an independent project
- ◆ Writing or drawing a personal history of his/her work
- ◆ Creating his/her own schedule and environment for completing classwork
- ◆ Having silent reflection time
- ◆ Being allowed to emotionally process information
- ◆ Using metacognition techniques
- ◆ Using Focusing and/or Concentration skills
- ◆ Using higher-order reasoning skills
- ◆ Complex guided imagery
- ◆ "Centering" practices
- ◆ Thinking strategies

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Interpersonal intelligence, (people smart) is understanding other people. It's an ability we all need, but is at a premium if you are a teacher, clinician, salesperson, or a politician. Anybody who deals with other people has to be skilled in the interpersonal sphere.

ABRAHAM LINCOLN GEORGE WASHINGTON GHANDI
DR. JOYCE BROTHERS OPRAH WINFREY JESSE JACKSON
MARTIN LUTHER KING REV. BILLY GRAHAM



about Interpersonal intelligence



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Interpersonal

"People Smart" kids may enjoy:

- ◆ Giving feedback to the teacher or to classmates
- ◆ Intuiting other's feelings
- ◆ Empathy practices
- ◆ Establishing a Division of Labor
- ◆ Person-to-person communication
- ◆ Cooperative learning strategies
- ◆ Collaborative skills
- ◆ Receiving feedback
- ◆ Sensing other's motives
- ◆ Group projects
- ◆ Teaching someone else something new
- ◆ Learning from someone outside of school
- ◆ Other points of view
- ◆ Creating group rules
- ◆ Acting in a play or simulation
- ◆ Conducting an interview
- ◆ Creating "phone buddies" for homework





EXISTENTIAL INTELLIGENCE

GARDNER'S DEFINITION:

**INDIVIDUALS WHO EXHIBIT THE PROCLIVITY TO
POSE
(AND PONDER) QUESTIONS ABOUT LIFE, DEATH,
AND ULTIMATE REALITIES.**

**ARISTOTLE, CONFUCIUS, EINSTEIN,
EMERSON, PLATO, SOCRATES**



about the existential intelligence



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Existential

"Wondering Smart" kids may enjoy pondering:

- ◆ Why they are here on Earth...
- ◆ What the world was like before they were born...
- ◆ What life might be like on another planet...
- ◆ Where their pets go after they have passed on...
- ◆ Whether or not animals can understand each other...
- ◆ If there really is another dimension...
- ◆ The existence of ghosts or spirits...



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