










Multiple Intelligences Overview-

Arts & Communications Pathways- Mr Shelor- M-101



Intelligence		Description	Attributes	Teaching Strategies	
	Verbal/ Linguistic	Communicates through language; by reading, writing, listening, and speaking	Thinks in words; loves reading, writing, and telling stories; plays word games; learns with language	Lecture, discussion, journal writing, cooperative learning, word origins	Reading, highlighting, outlining, teaching others, reciting information
	Logical/ Mathematical	Understands logical reasoning and problems solving	Thinks sequentially; loves to calculate, organize, and use technology; learns with numbers	Problem solving, number games, critical thinking, classifying and organizing, Socratic questioning	Organizing material logically, explaining things sequentially, finding patterns, developing systems, outlining, charting, graphing, analyzing information
	Visual/ Spatial	Understands spatial relationships; perceives and creates images based on form, line, color, and texture	Thinks in images; loves designing, drawing, and doodling; learns through patterns, pictures, and color	Mind-mapping, reflective time, graphic organizers, color-coding systems, drawings, designs, video, DVD, charts, maps	Developing graphic organizers, mind-mapping, charting, graphing, organizing with color, mental imagery (drawing in the mind's eye)
	Musical/ Rhythmic	Comprehends and creates meaningful sound and recognizes patterns; uses tone, rhythm, and pitch	Thinks in melody or beat; loves singing, humming, whistling; learns when ideas are sung or put to rhythm	Use music, compose songs or raps, use musical language or metaphors	Creating rhythms out of words, creating rhythms with instruments, playing an instrument, putting words to existing songs
	Bodily/ Kinesthetic	Uses entire body skillfully to express ideas and take in knowledge; balance, coordination, dexterity, and strength	Thinks through body movements; loves sports and action; learns through use of body	Use manipulatives, hand signals, pantomime, real life situations, puzzles and board games, activities, role-playing, action problems	Moving while learning, pacing while reciting, acting out scripts of material, designing games, moving fingers under words while reading
	Intrapersonal	Knows self and understands one's own behavior and feelings	Thinks introspectively; loves dreaming, planning, reflecting; learns with quiet time to think	Reflective teaching, interviews, reflective listening, KWL charts	Reflecting on personal meaning of information, studying in quiet settings, imagining experiments, visualizing information, journaling
	Interpersonal	Knows and understands others, is sensitive to others' feelings, moods, and motivations	Thinks by sharing with others; loves to problem-solve and organize; learns by bouncing ideas off others	Cooperative learning, role-playing, group brainstorming, cross-cultural interactions	Studying in a group, discussing information, using flash cards with other, teaching others
	Naturalist	Understands features of the environment and makes distinctions in the natural world	Thinks from making comparisons; loves the outdoors; learns from environment	Natural objects as manipulatives and as background for learning	Connecting with nature, forming study groups with like minded people
	Existentialist	Relates to the entire cosmos and the "big picture" and one's place within that structure	Thinks about ultimate issues	Socratic questions, real life situations, global problems/questions	Considering personal relationship to larger context

Adapted from:

D. L. Hartz, *Nine Multiple Intelligences*, 2002.

C. Carter, J. Bishop, & S. L. Kravits, *Keys to Success in College, Career, and Life: How to Achieve Your Goals* (4th Ed.), 2003.