

## Multiple Intelligence Assessment Menu

### Verbal-Linguistic Intelligence

(Language Arts-Based Assessment Instruments)

- written essays
- vocabulary quizzes
- recall of verbal information
- audiocassette recordings
- poetry writing
- linguistic humor
- formal speech
- cognitive debates
- listening and reporting
- learning logs and journals

### Logical-Mathematical Intelligence

(Cognitive Patterns-Based Assessment Instruments)

- cognitive organizers
- higher-order reasoning
- pattern games
- outlining
- logic and rationality exercises
- mental menus and formulas
- deductive reasoning
- inductive reasoning
- calculation processes
- logical analysis and critique

### Visual-Spatial Intelligence

(Imaginal-Based Assessment Instruments)

- murals and montages
- graphic representation and visual illustrating
- visualization and imagination
- reading, understanding, and creating maps
- flowcharts and graphs
- sculpting and building
- imaginary conversations
- webbing
- video recording and photography
- manipulative demonstrations

### Bodily-Kinesthetic Intelligence

(Performance-Based Assessment Instruments)

- lab experiments
- dramatization
- original and classical dance
- charades and mimes
- impersonations
- human tableaux
- invention projects
- physical exercise routines and games
- skill demonstrations
- illustrations using body language and gestures

Notice! Not just "listening" to music.

### Musical-Rhythmic Intelligence

(Auditory-Based Assessment Instruments)

- creating concept songs and raps
- illustrating with sound
- discerning rhythmic patterns
- composing music
- linking music and rhythm with concepts
- orchestrating music
- creating percussion patterns
- recognizing tonal patterns and quality
- analyzing musical structure
- reproducing musical and rhythmic patterns

### Interpersonal Intelligence

(Relational-Based Assessment Instruments)

- group "jigsaws"
- explaining to or teaching another
- "think-pair-share"
- "round robin"
- giving and receiving feedback
- interviews, questionnaires, and people searches
- empathic processing
- random group quizzes
- assess your teammates
- test, coach, and retest

### Intrapersonal Intelligence

(Psychological-Based Assessment Instruments)

- autobiographical reporting
- personal application scenarios
- metacognitive surveys and questionnaires
- higher-order questions and answers
- concentration tests
- feelings diaries and logs
- personal projection
- self-identification reporting
- personal history correlation
- personal priorities and goals

### Naturalist Intelligence

(Environment-Based Assessment Instruments)

- hands-on labs/demonstrations
- species/natural pattern classification
- nature encounters/field trips
- environmental feedback
- nature observations
- care for plants and animals
- sensory stimulation exercises
- conservation practices
- archetypal pattern recognition
- natural world simulations

Ignore the arrows \*  
Chapter 12

Elem. & Middle School S.S.  
Pamela Farri's

Music and Social Studies					
Early Grades					
V/L	Keep an ongoing list of how music affects your own culture and other cultures.	Read about particular instrumental instruments and their relation to specific cultures.	Write a community song about unity.	Discuss lyrics to songs that relate to historical folk figures: D. Boone, Abe Lincoln, etc.	With your family, write a song about your family. Use the tune, <i>Old McDonald</i> .
L/M	Make a chart of well-known songs of cultures in your classroom.	Use specific social studies vocabulary words to create a chant.	Create different categories for cowboy songs.	Create fact/fiction cards about cowboys from information obtained in songs.	Make comparisons between your family song and the original, <i>Old McDonald</i> .
V/S	Design and draw an ABC Cowboy Book to accompany the songs.	Draw geographic pictures which represent what the music describes.	Create a mural which defines <i>America the Beautiful</i> .	Use background imagery for purposes.	Create your own illustrations for them.
M/R	Listen to musical excerpts.	Sing songs with your family. Teach the class your favorite.	Collect and learn songs that deal with "work." Ex: <i>John Henry, I've Been Working on the Railroad</i> .	Write your own song about working in class and/or home.	Listen to common TV music jingles.
B/K	Use "junk" or paper rolls to make an invention that creates music.	Find, on the map, the regions to which the songs relate.	Learn songs from around the world. Create motions to accompany them.	Act out the songs.	Act out scenes from patriotic songs.
Inter	Teach the class a song your grandparents taught you.	With a partner, explore musical customs from another country.	Listen to music of other countries. Debate your likes/dislikes.	Teach the class a "holiday" song in another language.	Research the origination of the song.
Intra	"How/when does music make you feel better?"	"What kind of music could stop all conflict? Why?"	"When you think of the state you live in, what kind of music comes to mind? Why?"	Create an individual project from this information.	Write an individual report of the relationship between certain musical instruments and the "feeling" of certain music. Ex: Native American.
Nat	Collect environmental sound effects. Categorize them.	Research musical instruments of the rain forests. Collect rain forest music.	Write your own environmental song. Make percussion instruments.	Explore why some of these songs were "survivor" songs.	Show how nature plays a role.

M.I. Packet

Art and Social Studies Early Grades					
V/L	Look at design of several food packagings. Discuss "draw" to consumers. Relate to economics.	Look at pictures of people of different cultures. Write about stereotypes.	Look at well-known works of art. Discuss occupations.	Listen to story about an artist's life. Discuss similarities to yours.	Show environmental pictures. Discuss industries appropriate to the areas.
L/M	Make predictions regarding pollution, weather, population, etc.	Create pro/con chart for each package.	Create pro/con chart for selected TV advertisements.	Look at art work that represents "long ago" and "now." Make comparisons.	Use city and state maps to assist students in drawing and labeling personal maps from home to school.
V/S	Use sandtrays to create and design different landforms.	Use pictorial magazines to create culture montages.	Assemble portfolio of famous art in relation to one aspect of social studies.	Draw your family. Find well-known works of art that represent your family.	Create a strip cartoon of your physical growth from birth to now.
M/R	Look at and discuss the "art" and design of musical instruments.	Look at cultural art work. Play music appropriate to that culture. Make connections.	Use pictures as a stimulus for creating a sound poem that defines "working."	Create a vocabulary list from geography slides. Create a rhythmic chant using the words.	Find appropriate music to accompany the montages.
B/K	Take a walking field trip around your community. Look for artwork. Talk civic pride.	Use clay to recreate parts of the community you saw on your field trip.	Build your community out of boxes.	Construct an interactive bulletin board with original art work entitled <i>Tools</i> .	Using paper rolls, groups build a sculpture entitled <i>Conflict</i> .
Inter	With a partner look for pictures that represent wants and needs.	Turn to a partner and draw what they will look like when they are old.	Use the computer to draw a machine of the future. Teach the class about it.	Interview family members about their favorite foods.	Brainstorm a design for a class logo to be put on T-shirts.
Intra	Think about and illustrate a book on "good deeds."	Reflect on one good deed. Draw a cartoon to depict it.	Use pipe cleaners to show the definition of <i>Hands Across America</i> .	Draw what you value the most.	Find a painting that represents you the most. Write about the similarities.
Nat	Bring photos of your animals to class. Talk about pet care and responsibility.	Create a filmstrip of objects in your house that make you safe.	Pick one food, and create a sequential drawing from "field to table."	Look at pictures of global dwellings. Compare to the house you live in.	Draw the perfect house for your family.

Drama and Social Studies Early Grades					
V/L	Select a culture-based children's story. Teacher reads, students perform narrative pantomime.	Research similar global folktales. Create finger puppets to act them out.	Create improvised actions about an experience with your grandparents.	Vocabulary Drama. Call out a vocabulary word. Students act out definition.	Write and act out a folktale from another country.
L/M	Use math skills to "block" the play.	Create a time line of events along the Oregon Trail. Act out the events.	Create a state historical events calendar. Enact events through improvisation.	Gather and categorize hats to be used in drama situations.	Use inductive/deductive reasoning to create "before/after" scenes.
V/S	Use pictures and photos to stimulate drama experiences.	Create global, culture masks to distinguish different characters.	Make paper hats to define different characters.	Create "props." Ex: lightbulb. Students act out what happened before and after invention of lightbulb.	Design and draw the program for the holiday play.
M/R	Create "circles of sound" that define different community workers.	With an older class create a social studies music video.	Present a melodrama of facts about the Old West.	Sing holiday songs with sounds and actions.	Write and perform a holiday play with music and dancing.
B/K	Present a concept about "home." Students create add-on-pantomimes to original idea.	Play the game <i>Spectator</i> . Students act out "watching something."	Take a field trip to a holiday play.	Create Past, Present, Future scenes about your family.	Students write and present choral reading using the same book.
Inter	In groups, students create simple debates about historical facts or events.	Create pair debate scenarios such as: Parent/Child, Policeman/Speeder, etc.	Select a culture poem. Organize class in choral reading of the poem.	Partners conduct telephone conversations with two different people in history.	Create point of view scenes in groups.
Intra	Create a first-person character monologue of a community helper. Use tape player.	Create a first-person monologue for one of these animals.	Think about how it feels to get up in front of the class and act.	In a circle, students pantomime "Who Am I."	Create a book-on-tape voice characterization of your family members.
Nat	Role-play two ways to survive in outer space.	Act out "day-in-the-life" of certain animals.	Create frozen sculptures of landforms such as mountains. Create sound/actions.	Act out the water cycle.	Students play "Human Machines." (Brady, 1994).

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Dance and Social Studies Early Grades					
V/L	Research folk dances that are common to your region or state.	Write down directions on chart paper in sequential order.	Interview parents and family about family dances.	Read <i>Song and Dance Man</i> by K. Ackerman, interview grandparents about dancing.	Read various children's books that relate to dances as a family or cultural tradition.
L/M	Learn the steps to one cultural dance, sequentially.	Create a dance map. (Brady, 1994)	Chart similarities and differences in dances from 3 cultures or countries.	Use dance steps to review counting.	Categorize according to types of dance, culture, and so on.
V/S	Watch a video of ethnic dancing.	Lead students in a dance imagery.	Look at yourself in the mirror dancing.	Research ethnic dances (Native American, Island, Mexican). Draw clothing.	Draw a picture of why some ethnic groups include dance in their celebrations.
M/R	Explain the lyrics to a certain square dance.	Accompany the dance with homemade percussion instruments.	Sing social studies age-appropriate songs. Accompany with dance steps/hand motions.	Review information with original hand jives and foot jives.	Pick appropriate music for the dances. Discuss why music is appropriate.
B/K	Define social studies vocabulary words through movement.	Perform the improvisational dance at conclusion of imagery.	Learn a square dance.	Create a puppet play about holidays and incorporate the dances in the play.	Include kinesthetic experiences in the imagery.
Inter	Brainstorm with a partner questions to ask about this performance.	Use the Internet to find information about holiday festivals that include dances.	In groups, create a dance for your favorite holiday.	Ask the PE teacher to talk to your class about dances.	Teach one of the family dances to the class.
Intra	Reflect through drawing on why people dance.	Choose an emotion. Make up a dance to define that emotion.	"What is a barn dance?"	"Write about your feelings."	"I like to see members of my family dance because..."
Nat	Dance the seasons, different climates, and weather patterns.	Dance various cycles in nature.	Research dances that "bring in" seasons or define months.	Make connections to health and dances.	Research tribal dances that focus on healing.