



# Tech Prep Writing: The World of Work School-To-Work

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### **Title of Lesson:**

A Lesson in Multiple Intelligences

### **Target Group Grade:**

9-12, heterogeneously grouped

### **Background explanation to frame lesson:**

Howard Gardner (1983) theorized that we are born with seven different multiple intelligences (MI). Students will tend to be stronger in one or two of these intelligences, and weaker in others. Teachers should be able to utilize all seven of the intelligences and not be limited to the standard two, Math and English. If students and teachers can identify which intelligences they learn best at, more quality learning will take place among a greater population of their class.

### **Pre-Lessons:**

Students will assess what MI intelligence theory they may learn the best in.

### **Objectives:**

1. Students will learn what intelligence they are best geared for.
2. Students will appreciate all seven intelligences and be able to give examples for each of the seven MI theories.
3. Given a lesson, students will work cooperatively together to create a product.

### **Teaching strategies:**

Cooperative learning, brainstorming, discussion, problem-solving

### **Writing strategies:**

Creative Writing, Reflection, Writing Assessment

### **Workplace competencies:**

Negotiating, Working Cooperatively, Teamwork, Problem Solving, planning, oral/written communication, using various technologies, reading comprehension, assessment

## **Materials:**

Multiple Intelligence Assessment, chart paper, broad-tipped pens, masking tape, index cards with MI profiles, Poster/Handout: How a Bill Becomes A Law or The Declaration of Independence

## **Procedures & Activities:**

1. "What is Multiple Intelligence?". Using overhead transparencies, go over the seven different multiple intelligence (MI) theories. Briefly explain what a person in the MI theory likes to do and the best way that that person can learn. You may mention particular careers in which that person may be best geared for.
2. "What MI am I?". Distribute MI Assessment. Have students read the directions and complete. Students should not ponder on any one question. Responses should be honest. Assessment scoring is located on page 3.
3. After everyone is done with the assessment, write on the board the seven different MI theories. Each student is to write their name under/beside the MI theory in which the assessment validated a "strong ability". In case of ties, have the student choose one.
4. Each group will receive the following: chart paper, pens and a copy of the document/poster that you will be covering. Each group will create another way of "teaching" the document, but using the MI theory in which they are grouped in. Students to refer to the index cards which will assist them in ideas in how to complete their project. Allow 20 - 30 min.
5. Have each group share with the rest of the class. You can determine the order, or ask for volunteers. Each group is to share their MI theory and show their project to the others. Have them explain why they did what they did (others will not be aware of the other six MI theories). After each presentation, tape the projects around the room.
6. After all presentations, spend about 5 min. evaluating the lesson. What did they learn about themselves after taking the assessment? Do they agree with the assessment? What went well/what could be improved? (vary reflective questions depending on class)

## **Assessment:**

Evaluation sheet

## **Curriculum Extensions/Possibilities:**

### **Activities:**

1. [The Little Red Hen](#)
2. [A Parting of the Plant: Examining Plants](#)
3. [A Structure That Will Stand](#)
4. [Continental Twister](#)

5. [When Words Sing](#)
6. [War & Conflict](#)
7. [Restaurants and Percents](#)

**Post Lesson:**

Write a journal reflection on what you learned about your multiple intelligence

**References:**

Gardner, Howard. Reflections on Multiple Intelligences. Phi Delta Kappan, 1995, p. 200-209.

Reiff, Judith C. Bridging Home and School Through Multiple Intelligences. Childhood Education, 1996, p. 164-166.

Viadero, Debra. Expert Testimony. Education Week, 1995, p. 33-34.

Multiple Intelligence Assessment

Various Lesson Plan Activities