



FOREWORD BY HOWARD GARDNER



Celebrating *Every* Learner

Activities and Strategies *for* Creating
a Multiple Intelligences Classroom



Thomas R. Hoerr Sally Boggeman Christine Wallach
and the Faculty of the New City School

FOREWORD BY HOWARD GARDNER

Table of Contents

[Jossey-Bass Teacher](#)

[Praise](#)

[Title Page](#)

[Copyright Page](#)

[Acknowledgments](#)

[Dedication](#)

[Foreword](#)

[Introduction](#)

[THE EVOLUTION OF MI](#)

[THIS BOOK](#)

[NEW CITY SCHOOL](#)

[Part 1 - The Multiple Intelligences](#)

[Chapter 1 - The Interpersonal Intelligence](#)

[Web of the Interpersonal Intelligence](#)

[The Interpersonal Intelligence](#)

[Activities to Support the Interpersonal Intelligence](#)

[Identifying the Interpersonal Intelligence in Your](#)

[Students](#)

[Children's Resources](#)

[Teachers' Resources](#)

[Chapter 2 - The Intrapersonal Intelligence](#)

[Web of the Intrapersonal Intelligence](#)

[Intrapersonal Is the Key to Success](#)

[Activities to Support the Intrapersonal Intelligence](#)
[Identifying the Intrapersonal Intelligence in Your Students](#)

[Children's Resources](#)

[Teachers' Resources](#)

[Chapter 3 - The Bodily-Kinesthetic Intelligence](#)

[Web of the Bodily-Kinesthetic Intelligence](#)

[The B-K Everyday](#)

[Activities to Support the Bodily-Kinesthetic Intelligence](#)

[Identifying the Bodily-Kinesthetic Intelligence in Your Students](#)

[Children's Resources](#)

[Teachers' Resources](#)

[Chapter 4 - The Linguistic Intelligence](#)

[Web of the Linguistic Intelligence](#)

[The Multiple Intelligences Library](#)

[Activities to Support the Linguistic Intelligence](#)

[Identifying the Linguistic Intelligence in Your Students](#)

[Children's Resources](#)

[Teachers' Resources](#)

[Chapter 5 - The Logical-Mathematical Intelligence](#)

[Web of the Logical-Mathematical Intelligence](#)

[The Logical-Mathematical Intelligence: Identification and Implementation](#)

[Activities to Support the Logical-Mathematical Intelligence](#)

[Identifying the Logical-Mathematical Intelligence in Your Students](#)

[Children's Resources](#)

[Teachers' Resources](#)

[Chapter 6 - The Musical Intelligence](#)

[Web of the Musical Intelligence](#)

[Minding the Music](#)

[Activities to Support the Musical Intelligence](#)

[Identifying the Musical Intelligence in Your Students](#)

[Children's Resources](#)

[Teachers' Resources](#)

[Chapter 7 - The Spatial Intelligence](#)

[Web of the Spatial Intelligence](#)

[Spatial Intelligence: Through the Mind's Eye](#)

[Activities to Support the Spatial Intelligence](#)

[Identifying the Spatial Intelligence in Your Students](#)

[Children's Resources](#)

[Teacher's Resources](#)

[Chapter 8 - The Naturalist Intelligence](#)

[Web of the Naturalist Intelligence](#)

[MI, Science, and the Naturalist Intelligence](#)

[Activities to Support the Naturalist Intelligence](#)

[Identifying the Natural Intelligence in Your Students](#)

[Children's Resources](#)

[Teachers' Resources](#)

[Part 2 - Putting It All Together with the Multiple Intelligences](#)

[Chapter 9 - Different Intelligences Are an Aspect of Diversity](#)

[Chapter 10 - Learning Through Simulations](#)

[Chapter 11 - Assessing Through PEPs \(Projects, Exhibitions, Presentations\)](#)

[Chapter 12 - Assessment at New City School](#)

[Chapter 13 - Learning Centers in the Kindergarten Classroom](#)

[Chapter 14 - Genuine Understanding](#)

[Part 3 - Multiple Intelligences, Parents, and Teachers](#)

[Chapter 15 - Communicating About MI](#)

[Chapter 16 - Getting Started in the Classroom with MI](#)

[*Bibliography*](#)

[*About the Authors*](#)

[*The New City School*](#)

[*New City School Mission Statement*](#)

[*Index*](#)

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From ready-to-use classroom activities to the latest teaching framework, our value-packed books provide insightful, practical, and comprehensive materials on the topics that matter most to K-12 teachers. We hope to become your trusted source for the best ideas from the most experienced and respected experts in the field.

More Praise For Celebrating Every Learner

"The collective voices and knowledge of forty-six educators with over twenty years of experience in using MI can't be wrong! An essential tool for any school or teacher that values differentiation and strives to meet the learning needs of each and every student."

—**Linda S. Nelson**, executive director, North Carolina Association of Independent Schools

"In *Celebrating Every Learner*, the teachers and staff at New City School write of their experiences using a multiple intelligences curriculum, which will strongly inform any teacher or principal looking to create powerful experiences for their own students."

—**Christine Kunkel, Ph. D.**, principal, Key Learning Community

"For over twenty years the faculty of New City School has set the standard for school-based teacher research and cutting-edge classroom practice. *Celebrating Every Learner* provides educators and leaders world-wide with inspiration and tools to create the schools that their learners need."

—**Mike Fleetham**, Learning Design Consultant, UK,
www.thinkingclassroom.co.uk; author, *Multiple Intelligences in Practice* and
coauthor, *Creating Extraordinary Teachers*

"*Celebrating Every Learner* is a treasure trove of practical wisdom gleaned from decades of teachers providing students with an inspired education. This book describes exemplary work that should inspire all teachers (and all principals!) around the world."

—**Branton Shearer, Ph.D.**, MI Research and Consulting, Inc., Kent State University; coauthor, *Creating Extraordinary Teachers*

Celebrating *Every* Learner

Activities and Strategies for Creating a
Multiple Intelligences Classroom



Thomas R. Hoerr, Sally Boggeman,
Christine Wallach, *and the Faculty of the*
New City School

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Acknowledgments

Many people deserve to be acknowledged with appreciation for accompanying us on our multiple intelligences (MI) journey. What began over twenty years ago as a faculty book group reading Howard Gardner's *Frames of Mind* has evolved to become a school that values all of the ways in which children can grow and prosper.

None of our students' parents were fortunate enough to attend an MI school, and we acknowledge the confidence that they have shown in us. They are part of the educational process too; they attend intake conferences, help with dioramas, come to egg drops and student museums, attend student performances, and review the contents of portfolios.

Our board of trustees has consistently shown enthusiasm for our work with MI, our MI conferences, and our MI books. They value what we do for our students, and they support us in every way. Our school's mission statement includes the phrase "As an international leader in elementary education," and the board also appreciates our efforts to help educators around the globe grapple with the best way to use MI.

Dr. Howard Gardner, of course, deserves a special acknowledgment. He not only conceived of the theory of multiple intelligences, but he also has been a friend to New City School. He has visited us, spoken at our conferences, and cut the ribbon to open our MI library. It is so clear that

Howard always has students' interests at heart! We appreciate his creativity, care, and enthusiasm.

Dedication

This book is dedicated to the students of New City School: those who have been here in the past, those who are here now, and those who will join us in the future. Their curiosity and passion for learning inspire and reward us. Through and with them, we work to make the world a better place for everyone.

Foreword

I first began to think about the topic of multiple intelligences in the middle 1970s, though I did not coin the phrase “multiple intelligences” until a few years later. At the time, I thought of this line of research on the structure and development of the mind as relevant primarily to psychologists—particularly those in the specialties of cognitive psychology, developmental psychology, and neuropsychology. I was as surprised as anyone that the interest in these ideas came chiefly from the educational sector, rather than from colleagues in psychology. Yet fairly soon it became evident that, for a variety of reasons, the idea of multiple intelligences could be useful to many educators—even as, for a variety of reasons, it proved threatening or destabilizing to many psychologists.

Still, it came as a complete surprise to me when educators actually began to talk about *schools*—rather than classroom posters, nooks, or practices—that were built significantly around the idea of multiple intelligences. The first enterprise to get off the ground was the Key School (now called the Key Learning Community) in Indianapolis. Launched in 1987, it has pioneered in many infectious educational practices, ranging from video portfolios to cross-age, interest-driven pods to a “flow room.” Through many ups and downs, it now consists of pre-K through 12, including a middle school and a high school. It’s been visited by thousands of educators from all over the world and has influenced practices in many places.

To my knowledge, the second MI school is the New City School (NCS). Whereas Key is a public school, NCS is a private school. NCS began in the late 1960s, as a pioneering

effort to provide quality education for an increasingly diverse urban population. NCS was about twenty years old when Tom Hoerr, then a relatively new head of school, first proposed that the school cast itself in an MI mode. Since then, NCS has taken MI ideas very seriously and has created a variety of innovations that, like those of the Key Learning Community, have had considerable influence beyond its walls. Further, the School has sponsored international conferences, created new entities such as an MI Library and a Centennial Garden, and issued a series of publications, including this book you are reading.

What I've written to this point is part of the educational history of our time. Donning a more personal hat, I'd like now to set down my own impressions of why the New City School occupies a very special place within that history.

From the start, the move to MI has been a cooperative enterprise. Tom Hoerr has worked closely with faculty, students, parents, and board to avoid any sense of a top-down dictate. No one has been forced to get on the MI bandwagon; proposals, criticisms, recalibrations have been encouraged and taken seriously.

Indeed, NCS strikes me as the embodiment of a learning organization. Although that term is bandied about frequently in both the business and the educational worlds, it has been honored as much in the breach as in the observance. NCS is a deeply and pervasively reflective environment. The community tries things out, seeks to learn from experiments, corrects course when necessary, and, in cases of success, seeks to understand the reasons for the success and how to build upon it. In addition to Tom Hoerr's writings over the years, Christine Wallach's chapter on how to become an MI school provides a valuable guide to the launch and maintenance of a learning organization.

Of the many facets of MI, NCS has had a particular commitment to the personal intelligences. Like any parent, I try not to play favorites among the intelligences—each is and will continue to be an important part of human nature, human experience, and human potential. Yet whenever I am asked about the intelligences that are most important to attend to at the present time, I think of, and usually cite, the personal intelligences. In an increasingly diverse and complex world, we need to be able to understand and make common cause with others, whether or not they happen to look and think the way that we do. That effort requires interpersonal intelligence. Correlatively, in the twenty-first century, each of us needs to make consequential decisions about what work to pursue, where to live, what to do when things don't work out, and, more holistically, the kind of person we want to be, and how to achieve that goal. In the absence of intrapersonal intelligence, it is not possible to function successfully. To my knowledge, the faculty of NCS has no educational peer in thinking about the cultivation of the personal intelligences.

Drawing on biological terminology, I make a sharp distinction between phenotypic and genotypic implementations of key ideas. In many schools that I visit, one sees the external, phenotypic accoutrements of MI—many MI signs displayed, corners of rooms labeled in terms of the intelligences, and youngsters bantering in the patois of MI. This embracing of MI is fine and flattering, but it can be superficial—actual practices may bear few if any enduring marks of MI ways of thinking. In contrast, at NCS the deeper ideas of MI have become part of the DNA. Teachers and staff take individual differences seriously; important lessons are conveyed in many ways. And it's significant that the lesson plans detailed here don't slavishly claim to capture a single intelligence; rather, they leave open the possibilities that lessons can be conveyed and

taught in multiple ways, and that individuals may activate different intelligences as they tackle various problems, puzzles, and points. As a consequence, at the NCS the MI whole is far greater than the sum of its parts—genotype trumps phenotype.

From the start, NCS clearly sought to embody the best lessons of progressive education. Alas, within the American educational landscape, the last decades have not been kind to progressive ideas and practices. Without attempting to tease out the reasons for this rough ride, I will simply assert that progressive education—in the tradition of John Dewey, Jerome Bruner, Deborah Meier, Carmelita Hinton, and TheodoreSizer—remains the most distinctly American education in the world. Whatever the flaws and challenges of progressive education, it would be tragic if our nation were to turn its back on the brilliant ideas and practices pioneered by the progressives in the early part of the twentieth century and brought to fruition in many locales in the latter half of the century.

The New City School is a vivid example of how Progressive Education can continue to thrive even in a climate that is not hospitable. Many persons deserve credit for this commitment. But it is important and appropriate to single out Tom Hoerr, for over twenty years the courageous and thoughtful leader of the School. Tom is a progressive educator par excellence. In his leadership at NCS, and increasingly across the nation and abroad, he has embodied both the ideas and the approaches of this lively approach that truly leaves no child behind. To the extent that MI theory is part of the progressive tradition, Tom and his colleagues have found a place for its ideas within their broader educational firmament. To Tom, and to his

wonderful colleagues at NCS and throughout the world, I offer my profound gratitude.

HOWARD GARDNER

Introduction

BY THOMAS R. HOERR

THE EVOLUTION OF MI

Howard Gardner spoke to human potential when he wrote *Frames of Mind* in 1983. He was a lone voice making a case that there were many different ways to be smart. To be sure, a few psychologists had speculated on multiple forms of intellect before Gardner, but none did so with his sense of definition and flair. Despite the initial resistance to

MI, it has become more and more commonly accepted among educators. Psychologists and psychometricians, those who make their living (or maintain their self-concept) by relying on “g”—a single definition of intelligence—still resist MI, but educators who work in schools recognize its possibilities because they see MI in their students.

Since the publication of *Frames of Mind*, many others have argued that intelligence is more than a unidimensional quality. Robert Sternberg developed the triarchic theory of intelligence, and Daniel Goleman identified emotional intelligence. Other writers, such as Daniel Pink and Tony Wagner, have argued that success in the real world relies on more than just “school smarts.” I have also written about the distributed intelligence—that is, the notion that intellect is not limited to what is inside one’s skin.

Enthusiasm for MI has grown and spread. For example, *MI Around the World*, edited by Jie-Qi Chen, Seana Moran, and Howard Gardner, depicts how MI is implemented in China, Japan, the Philippines, South Korea, Australia, Norway,

Denmark, England, Ireland, Scotland, Romania, Turkey, Argentina, Colombia, and the United States. Today, although there remain critics and naysayers, MI is seen as a valid and valuable tool for teaching children. The assessment mantra in the United States has made it more challenging for educators to bring MI into their schools and classrooms, but this, too, shall pass. As we see the changing and more challenging shape of the world described by Thomas Friedman (*The World Is Flat*) and Ted Fishman (*China, Inc.*), it becomes clearer and clearer that we need to capitalize on all of children's intelligences.

THIS BOOK

There has been a spate of books about MI in the past fifteen to twenty years. There are MI books that offer curriculum plans, those that suggest assessment techniques, and some that contain philosophical ruminations. To our knowledge, however, no other MI book has been written by an entire faculty, and no other MI book encompasses all of these aspects of MI. Our book is a valuable resource in several ways. First, the voices of eighteen New City School faculty members are presented in articles written about MI implementation. They speak from their experience and perspective as grade level teachers, specialist teachers, and administrators. Second, all forty-six faculty members were involved in the creation of our sixty-four lesson plans, which address purpose, procedure, assessment, and MI extensions. Finally, our book includes an administrative thrust and addresses student assessment, collegiality, and communication with parents. These factors are relevant to all teachers, whether MI is implemented in a classroom or on a school-wide basis.

We have tried to make this book as user-friendly as possible. It is organized by intelligence and by grade level group (preprimary, primary, and intermediate). Preprimary includes three-year-olds through kindergarteners. Our primary classes are grades one, two, and three. Our intermediate classes are grades four, five, and six. Graphics are used so that the reader can either peruse the pages looking at all of the lessons for a particular age or grade of child or focus on lessons designed for specific intelligences, regardless of the age of the child. Each lesson contains MI extension ideas for all of the intelligences. Of course, just as the intelligences are not totally distinct from one another, so

too, despite their major focus, each of the lessons uses a variety of intelligences.

The following icons provide quick reference to the intelligence being discussed:

Interpersonal



Intrapersonal



Bodily-Kinesthetic



Linguistic



Logical-Mathematical



Musical



Spatial



Naturalist



A graphic designation on each lesson plan will help you to quickly see how it fits into your curriculum. The following example signifies an interpersonal activity for the primary grades (1, 2, and 3) in the area of science.

INTERPERSONAL
PRIMARY
SCIENCE

Each intelligence chapter begins with an article about that intelligence. We also include articles in Part II that explain different aspects of our MI implementation in some depth.

NEW CITY SCHOOL

The New City School is not a typical school. Prior to our discovery of MI, we were a school that valued the arts, experiential learning, and human diversity. As I noted in my book *Becoming a Multiple Intelligences School*, implementing MI seemed natural to us. Our work with MI helped us achieve what Roland Barth describes in *Improving Schools from Within* as faculty collegiality: if children are to learn and grow, their teachers must learn and grow.

We began using MI in 1988 (and were the second school to do so, after the Key School in Indianapolis). Our work with MI has evolved, and we are a different school than we were fifteen years ago when we wrote our initial MI book. We have hosted four MI conferences and are visited by

hundreds of educators each year. We opened the world's first MI library in 2005. I facilitate the ASCD MI Network and distribute four on-line newsletters, "Intelligence Connections." (Send me an e-mail if you would like a free subscription.) But our work with pursuing and investigating MI is not finished. We continue to seek the best ways to bring MI into our classrooms, to work at finding the necessary balance between traditional, skill-based instruction and using MI.

New City is a unique independent school. We strive to be a diverse school in every way. This means that our students come to us from a variety of neighborhoods, representing a range of incomes (a third of our students receive need-based financial aid); 35 percent of our students are students of color, and our students represent a range of MI profiles. Some of our students excel in the scholastic intelligences (linguistic and logical-mathematical) and some do not. We like that mix! We administer a standardized achievement test each spring, and our students do very well, as they should; they come from homes where education is valued.

We hope that you find this book useful and interesting. Please feel free to send me an e-mail if you have any questions or comments. And if you can make it to St. Louis, we'd love to have you visit New City School (www.newcityschool.org).

Thomas R. Hoerr, Head of School
trhoerr@newcityschool.org

Part 1

The Multiple Intelligences



1

The Interpersonal Intelligence

“But an important variable in leadership seems to be the ability to sense, to be aware of, what is going on in oneself as well as what is happening in the group or organization.”

—JOSEPH LUFT



Photograph: Patti Gabriel

Web of the Interpersonal Intelligence

Student Quotes

“Having a strong Interpersonal Intelligence is not only about interacting with others, but also thinking for and about others.”

“ I’m Interpersonal because I get along with people. I share my markers with my brother and my games with my sister. ”

“ I’m Interpesonal because I like to work in groups and hear someone else’s point of view and what they are thinking. ”

“ I love to be around people, and I like to figure things out by talking with others. ”

Characteristics

- Enjoys cooperative games, demonstrates empathy toward others, has lots of friends, is admired by peers, displays leadership skills, prefers group problem solving, can mediate conflicts, understand and recognizes stereotypes and prejudices



Famous People

BARACK OBAMA is the forty-fourth president of the United States and the first African American to hold that office.

ELEANOR ROOSEVELT advocated for social reforms that helped the disadvantaged.

OPRAH WINFREY is the host of an internationally syndicated talk show and considered one of the most influential women in the world.

MAHATMA GANDHI was the preeminent political and spiritual leader of India during the Indian