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Multiple Intelligence and Choice in the Social Studies Classroom

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I would like to thank my T-T Annie and my mother Grace for their continued guidance and encouragement throughout this process. You have both been great role models and I cherish the time that we have had together. Without you I wouldn't be the woman that I am today and I thank you for that. May you always know how much I Love You and how special you are to me! Thank you!

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Abstract

This qualitative research study discusses the observed and recorded experiences of a learning support American Cultures 2 class using Multiple Intelligence projects. All students were taught the basic curriculum and at the completion of each historical unit they were given a choice of Multiple Intelligence projects to complete. This study defines Multiple Intelligences and their uses in the classroom. The research process tracked the progress of students through two history units with one Multiple Intelligence project at the conclusion of each unit and one class project. This study suggests that the completion of Multiple Intelligence projects is strongly linked to motivation and understanding. The author documents how students engage with Multiple Intelligence projects, how they problem solved, and how different aspects of the curriculum and motivation affected the study. Finally, the researcher questions how much class work time, and the use of Multiple Intelligence lessons would affect the success of the study.

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RESEARCHER STANCE

As long as I can remember I have been in school, either as a student, or as an educator. I can remember events that happened to me in kindergarten and experiences that occurred in high school and beyond. Despite all of these experiences I have nearly always been driven to become a teacher. Not just any teacher, but a teacher who has her students feel welcomed and engaged in the classroom. As a student I loved school, until I moved to Pennsylvania. During my first three years of school I excelled, and I truly enjoyed participating in class. When my family moved not only was school a new experience, but so were the attitudes of my classmates. It took a long time for me to feel welcomed in my new school system. I remember feeling like so many teachers followed the same process: read the book, do the questions, have a quiz, and finished with a test. That was until my history teacher in sixth grade. I didn't enjoy most of my history classes throughout school because they tended to be very dry and it never seemed to have any bearing on modern life. My sixth grade teacher, however, had us complete the most exciting projects and allowed us to use our brains in a creative manner instead of filling in blanks with official textbook terminology. That was the first time I remember thinking this is who I want to be when I grow up. I want to be a teacher who allows her students to be creative and expand on their own thoughts and feelings.

I must admit that I do not believe the projects that I completed in sixth grade through high school were based directly on Howard Gardner's Multiple Intelligence Theory. I do think that my teachers made the effort to try and include all of their students in projects that stepped outside of traditional classroom boundaries and enriched the students' minds. One might think that because we are students, and we are in school, we must be using our minds. I know from being a student and a teacher that this isn't always the case. Unless we try to make the experiences of our students genuine they aren't going to enjoy school in the way they should to benefit from the curriculum. The reason student engagement is so important is that when a student is engaged in their learning, they are actively participating with and assimilating the curriculum. When they are actively participating with the curriculum, the students are more likely to see a rise in their achievement. Student engagement is directly related to the level of achievement in the classroom setting. Students need to experience school as an active participant. I often think of my classroom as a sports team. If a coach doesn't allow each member of the team a little game time, then the non-participating member often becomes frustrated, shuts down, and may sometimes quit. However, if as the coach, I make sure that each of my players is on the field participating actively towards the group goal then two things will occur. First, the players improve because they are practicing the necessary skills, which is what we all need to do to improve. Second, all of my players will be more likely to love the game and want

to excel in their performance each time they are given the opportunity to play.

Students are the athletes of our classes. It is up to us as teachers to include them in every aspect of our classroom and help them see how education is for all students, not just for a select few who are “gifted.”

I teach learning support students, ranging from students who need a lot of time on a topic with repetitive review to students who are included into regular education classes. These students often have strong study skills, enjoy absorbing material, and genuinely like school. Although my students all have different needs, they all have the basic desire to learn. For me, it is just a matter of reaching all the students and making learning exciting to them.

One way to ensure that students are included in our daily lessons is to teach to their different intelligences. School should be exciting for students, which is why the idea of teaching multiple intelligences in my classroom is appealing to me. I want to see how excited my students can be when they have the opportunity to shine in a special light. By allowing my students to demonstrate their intelligences I am giving them the opportunity to be successful in my room. I am providing them the chance to get to know themselves and which intelligences help them learn best. Also, I am hoping that by allowing my students to experience topics in history from a multiple intelligence point of view, they will be able to grasp, retain, and elaborate on the information that they are exposed to.

This topic is worth studying because I want my students to have the opportunity to use the multiple intelligences with which they are successful to engage with the topics of discussion in the curriculum. Too often students are given projects without consideration to the students' interests or motivation. My hope is to offer each of my students the opportunity to get excited about their own individual project. When students are excited about something that is going on in the classroom it increases their engagement. As stated previously, when students are engaged their level of achievement increases. Just as I was energized in that sixth grade classroom to make a replica pyramid that was built for King Tut, my students should be eager to complete their projects. I also would like to see how much time my students will devote to complete these projects. Since completing projects that emphasize the multiple intelligences takes time on the students' part, it is possible that some students may be inclined to not complete their project? In the past when I have assigned projects, not all of my students have taken the time to complete them. First, it would require them to do work at home, which, for high school special education students, may be asking a lot. Second, I often require the students to reach for a higher standard than they are expected to perform by other teachers. To complete these projects the students would have to gather materials and apply their knowledge. To combat this possibility I often offer one or two in-class days for the students to bring in their materials and work on the project, or do the research that may be needed. This provides me with the

opportunity to answer any questions that they may have, or offer a little bit of creative advice.

I hoped my research study would allow my students to express creativity and understanding of American Cultures topics, by using multiple intelligence projects geared toward their individual intelligences. Along with the idea of my students getting excited about their individual projects, I would like them to take away some historical knowledge and appreciation for the past. My expectation was that since they are working on a project they enjoy, the rate of completion would increase.

The design of this study allowed me to focus on the following areas of my students' engagement. I was able to see how engagement in the classroom increased due to the multiple intelligence projects. However, I was also given the opportunity to study the hopeful by-product of increased engagement with the American Cultures curriculum. By allowing the students to choose the multiple intelligence projects that worked best for them, I was able to gauge engagement and motivation in both areas.

TRUSTWORTHINESS

Since my research question is based on the observed and reported experiences of my students when they were given a choice of multiple intelligence projects to complete in my American Cultures 2 class, the concept of trustworthiness comes into the picture. Holly, Arhar, and Kasten (2005) offer ethical guidelines in *Action Research for Teachers*. It is important for teachers to be trustworthy with all students, but even more so when research is involved because of the documentation and data collection. This is why I am always upfront and honest with the events and processes that are going on in my classroom and my research project.

My students have already been and will continue to be involved with my research in many ways. On the first day of my study I described my project to my students. I discussed multiple intelligences, what they are, and how it is all right for students to have different multiple intelligences. I let them know how their daily routine would be affected by the types of projects they would be assigned and clarified any questions they had. They were curious about how long they would have to complete the project, and if they would be doing the entire project in school. I then distributed consent forms (See Appendix G) that their parents/guardians would need to sign for them to be study participants. As a group we read through the letter and conversed about areas that were unclear to the students or needed further explanation.

To ensure confidentiality I told the students I would be assigning pseudonyms and I explained how their true identity would never be discussed. I also explained to them how any information given to me regarding a topic outside of my research would not be discussed with my data. I wanted to make my students feel comfortable with the idea of them being used for a research project. Along with the idea of making my students feel comfortable I made an effort for my students to know that if at anytime they began to feel uncomfortable with the idea of being in a research study, they had the option to withdraw. This was an important fact for my students to know because it added a sense of comfort knowing that all the pressure didn't lie on them, along with the sense that they were not being forced to do anything that they did not want to do. I suspected that option of withdrawing added an element of trust along with an increased level of comfort.

My students know that I trusted their opinions, respected their judgment, and I wanted them to come to me if they had any problems or concerns regarding life or my study. Trust is an important topic for me, and I wanted my students to always be aware of the fact that I wouldn't make them do anything that I didn't think they could benefit from. Open communication is key to any relationship, especially one that involves research, data, and published documents. As a teacher action researcher I never want my students to feel intimidated to comply with my

research requests. I want my students to have the ability to come together and meet with me to find solution.

My trustworthiness was also ensured thanks to the Human Subjects Internal Review Board (HSIRB) at Moravian. They read through my proposal, which included my objectives, procedures, and the design of my study. The HSIRB board then reviewed the requirements I would have for my students throughout the study. The safeguarding procedures that I have previously listed are also supported by the HSIRB when taking part in action research.

Since I believe that action research is very important to becoming a great teacher, I found it necessary to be reflective about errors because the best lessons come from our mistakes. The only way to document the need for change in or the success of my study is to reflect. By deliberating, I could see how my research was influencing what happened in my classroom. My speculations also allowed me to deduce and reveal what occurred in my classroom with truthfulness, respect, evenhandedness, and precision. The daily reflections not only helped my study, but also helped my students as well. Which, in the long run, is the most important factor!

LITERATURE REVIEW

“I want my children to understand the world, but not just because the world is fascinating and the human mind curious. I want them to understand it so that they will be positioned to make it a better place. Knowledge is not the same as morality, but we need to understand if we are to avoid past mistakes and move in productive directions. An important part of that understanding knows who we are and what we can do. ...Ultimately, we must synthesize our understandings for ourselves. The performance of understanding that try matters are the ones we carry out as human beings in an imperfect world, which we can affect for good or ill. (As quoted in Smith, 2002)

The theory of Multiple Intelligences has been around since 1983 when Harvard psychologist Howard Gardner (1995) defined intelligence as, “...the ability to solve problems, or create products that are valued with one or more cultural settings” (p.203). However, over the years he modified his definition to be more descriptive and precise, defining intelligences today as, “A biopsychological potential to process information that can be activated in cultural setting to solve problems or create products that are of value in a culture” (Gardner, 1999, 83). Gardner (1999) also stated

...intelligences are not things that can be seen or counted. They are potentials-presumably, neural ones- that will or will not be activated, depending upon the values of a particular culture, the opportunities available in that culture, and the personal decisions made by individuals and/or their families, school teacher, and others (p. 84).

Based on these different definitions, the Multiple Intelligence Theory

...represents an effort to base the conception of intelligence on a much broader scientific basis; to offer a set of tools to educators that will allow more individuals to master substantive materials in an effective way; and to help each individual achieve his or her human potential at the workplace, in avocations, and in the service of the wider world (Gardner, 1998/2004, p.10).

A quote from *How to Assess Authentic Learning* (1999) by Fogarty and Stoehr expresses how the theory of Multiple Intelligences “allows one to assess the talents and skills of the whole individual rather than just his or her verbal and mathematical skills” (p. 39).

Gardner’s creation of the theory of Multiple Intelligences has a unique history. In *A Multiplicity of Intelligences: In Tribute to Professor Luigi Vignolo* (1998/2004), Gardner explains how he developed his own criteria for establishing intelligence theory. Psychology is the first criterion discussed in Gardner’s paper because it is the “existence of a distinct developmental history for a capacity; the existence of correlations between certain capabilities” (p.4). Gardner then performed observations of different groups, including prodigies, idiot savants, and those who exhibited learning disabilities. He then took ethnographic records of how a person develops his or her abilities and whether those abilities are valued or disregarded in a culture. By doing this, he was able to perform cultural studies

that provided “the existence of symbol systems that encode certain kinds of meaning” (p.4). The criteria that then follows is “evidence that a capacity is represented in particular neural structures; evidence of a distinct evolutionary history for a particular capacity” (p.4). After these criteria were formed Gardner was able to establish the first seven intelligences. Gardner (1998/2004) felt that

The theory of multiple intelligences makes two strong claims. The first claim is that all human beings possess all of these intelligences: indeed, they can be considered a definition of homosapiens, cognitively speaking. The second claim is that just as we all look different and have different personalities and temperaments, we also exhibit different profiles of intelligences (p.5).

In 1983, Gardner concluded that seven intelligences met the criteria sufficiently to create the initial intelligences. They are as follows: Visual/Spatial, Logical/Mathematical, Verbal/Linguistic, Musical/Rhythmic, Bodily/Kinesthetic, Interpersonal/Social, and Intrapersonal/Introspective. In 1995, Gardner added Naturalist, and a possible ninth intelligence may be added, which would be Existential intelligence (Gardner, 1998/2004, pg. 4). The eight types of multiple intelligences described in *How to Assess Authentic Learning* by Burke (1999, p. 40-55) have been summarized to offer a better understanding on how to use multiple intelligences in the classroom.

The Visual/Spatial intelligence is the ability to create representations of the world visually or spatially. Thomas Armstrong (2000) defines Visual/Spatial as the ability to see and understand images and pictures. Students who have highly developed visual/spatial intelligence may love designing, drawing, visualizing, and doodling. The opportunity to use art, LEGOS, videos, movies, slides and their imagination may motivate these students. They might also enjoy games, mazes, puzzles, illustrated books, and trips to the art museums. Students who excel when using the visual/spatial intelligence may go on to be architects, and sculptors, or engineers.

Logical/Mathematical intelligence involves the ability to reason and recognize abstract patterns. Students who are strong in this area may have good reasoning skills. They often love experimenting, questioning, figuring out, completing logical puzzles, and calculating (Armstrong, 2000). These students should have the opportunity to experiment with science materials, manipulative, and trips to the planetarium and science museum. Most often students who stand out in this area go on to become either scientists or mathematicians (Gardner, 1998/2004).

Students whose use of language is superior have highly developed Verbal/Linguistic intelligence (Burke, 1999). This type of intelligence allows students to think in words. Such students often love to read, write, tell stories, and play word games. Students who are strong in this area of intelligence need books,

tapes, writing, tools, paper, diaries, dialogue, discussion, debate, and stories (Armstrong, 2000). These students most often want to become writers, poets, or storytellers.

A student who has a sensitivity to pitch and rhythm demonstrate a more highly developed intelligence for musical/rhythmic situations (Burke, 1999). These students learn via rhythms and melodies. They have a love for singing, whistling, humming, tapping feet and hands, and listening. Successful opportunities for learning might include sing-along time, trips to concerts, playing music at home and school, and the use of musical instruments (Armstrong, 2000). Singing in the school choir, or a band of their own might be something that these students would enjoy doing.

The fifth intelligence is bodily/kinesthetic; this intelligence involves using the body to solve problems, to create products, and to convey ideas and emotions (Burke, 1999). Students who demonstrate a proficiency in this type of intelligence experience situations through sensations. They often enjoy dancing, running, jumping, building, touching, and gesturing. These students need to experience situations through role-play, drama, movement, things to build, sports and physical games, tactile experiences, and hands-on learning. Students who are successful with this intelligence often become athletes, surgeons, or dancers (Armstrong, 2000).

The most outgoing of all the intelligences would be interpersonal/social intelligence. This intelligence requires the ability to understand other people and work effectively with them (Burke, 1999). These learners may like to bounce ideas off of other people and they often love to lead, organize, relate, manipulate, mediate, and party. To be successful these students need friends, group games, social gatherings, community events, clubs, and apprenticeships (Armstrong, 2000). People most often encounter this intelligence when they are speaking to salespeople, teachers, or politicians (Burke, 1999).

The opposite of outgoing in Intrapersonal, which means to have knowledge of one-self. The Intrapersonal/Introspective intelligence is exactly that, knowledge of one's own emotions or self (Burke, 1999). Students work well in this area when projects are related to their needs, feelings, and goals. A student with strong Intrapersonal/ Introspective intelligence loves to set goals, meditate, dream, plan, and reflect. Students with strong Intrapersonal/ Introspective intelligence need secret places, time alone, self-paced projects, and choice (Armstrong, 2000). The students who express a significant amount of capability in the area of the Intrapersonal intelligence tend to seek careers where they can become writers or artists (Burke, 1999).

Howard Gardner added the last intelligence to the list of Multiple Intelligences in 1995. The Naturalist intelligence is the ability to process and classify information (Burke, 1999). These students learn through nature and

natural forms. They love playing with pets, gardening, investigating nature, raising animals, and caring for planet earth. Having access to nature, opportunities for interacting with animals and tools for investigating nature will give students the opportunity to experience success in this area of intelligence. Zoologists, environmentalists, and conservationists are all examples of positions that are suitable for those with a high Naturalist ability.

Teaching and demonstrating how to learn using the Multiple Intelligences may provide a teacher with an opportunity to better understand his or her students.

By chunking the broad range of human abilities into eight basic intelligences, we now have a map for making sense out of the many ways in which children learn, and a blueprint for ensuring their success in school and in life (Armstrong, 1994, p. 28).

What teachers also need to remember is that although children might show strength in one area of intelligence it does not mean that they cannot improve on the other areas of intelligence (Sweet, 1998).

One example of incorporating the multiple intelligences into lessons, curriculum guides, and teaching methods would be the linking of history to political cartoons as William Heitzmann (1998) did in his classroom. By using political cartoons in the classroom, students experienced learning through the visual, linguistic, and Intrapersonal intelligences. Heitzmann helped students make connections with history by using political cartoons to emphasize historical

events. This gave students the opportunity to experience the particular historical event and make interpretations, and it also allowed Heitzmann the opportunity to assess students' performance and understanding. By using these cartoons he was able to motivate his students to take a more active role in his classroom. Cartoons have the ability to empower teachers to perform at their best during lessons, have students leave with the necessary skills to be successful on standardized tests, encourage critical thinking, and expand a student's ability to use Multiple Intelligences (Heitzmann, 1998). Using political cartoons is just one example of how multiple intelligences can be incorporated into the special education American History classroom. Using Multiple Intelligences has proven to be useful in many classrooms around the globe.

Outside of the pre-described lessons, there are many classroom strategies that are successful in helping students to utilize more than one of their intelligence strengths. "Educators may use multiple intelligences as entry points into the lesson, or engage all intelligences into their lessons. Reflection on the concept that teaching and identifying the intelligences within the classroom promotes self-directed learning" (Reidel et al, 2003, p. 22). Armstrong (1994) says this method is easy to use because, depending on what is being taught, it just has to be linked to one of the eight multiple intelligences. "Turning to the case of history, students need to understand how to make sense of original documents, conflicting testimony, the oral, written, and graphic records in order to reconstruct events

from the past” (Gardner, 2000, p. 34). Using videotapes or CD-ROMS, a teacher has easy access to the relevant documents of the time period, including pictures or movies. The students could then create their own models or diagrams, evaluate different political viewpoints, and relate them to events in today’s world.

One suggestion for teaching multiple intelligences is to think about a unit, and then consider what types of software are available for use. Next, a teacher would need to gather all types of materials that will help teach and evaluate students. Teachers also need to think of assignments that encourage students to think independently and use their different intelligences (Weiss, 2000). Teaching students with a multiple intelligence theory can be done in many ways, even ways that often involve technology. “... New technologies make the materials vivid, easy to access, and fun to play with—and they readily address the multiple ways of knowing that human possess” (Gardner, 2000, p. 35). “Student possess all intelligences in varying amounts, but each student has a different intellectual composition. By improving and identifying all intelligences strengths and weaknesses the intelligences may actually define the human species” (as cited in Reidel et al., 2003, p. 21). Gardner (2000) feels that “teachers should fashion teaching and learning so that all students have the chance to learn and to demonstrate what they have learned—not just those students who happen to be gifted with words and numbers” (p.32).

However, it is recommended to use a smaller number of intelligences each week, because it allows more opportunities for teachers to create activities and lessons that are more meaningful to students (Herbe, Thielenhouse, & Eckert, 2002). "...Lessons including multiple intelligences could improve assignment completion, class participation, and the engagement of learning" (Cluck & Hess, 2003, p. 34).

Although some teachers work hard to create a classroom environment that encompasses students' individual intelligences and although their lessons might include the eight multiple intelligences, when it comes time for assessment teachers often assess students using the standard verbal/linguistic intelligence. It is also imperative to remember that if we are allowing our students to think in an "intelligence" manner, we must evaluate and assess our students using multiple intelligences (Gardner, 1995). "Gardner's theory states that people possess several different capabilities for creating products and solving problems. The multiple intelligence approach allows teachers to use cooperative learning, high order thinking, portfolios, performance tasks, and rubrics more in their individual classroom" (Bell & Bell, 2003, p.5). Teachers need to think of assignments that encourage students to think independently and use their different intelligences (Weiss, 2000).

A school in Australia experienced great success with the multiple intelligence approach, while following the same train of thought that was stated

above. The administration and teachers focused on providing an extensive range of classroom activities and promoting connections across the curriculum to make learning more meaningful to the students. The teachers also used learning centers based on the different intelligences to encourage and motivate students to be successful. By using multiple intelligences to reverse negative expectations and allow her students to achieve to their highest goals, Principal Shirley Jackson was able to increase student achievement, and attendance of her school is just one year (Vialle, 1997). Gardner (1998/2004) feels that assessment should “shift away from standardized short answer “proxy” instruments to real-life demonstration or virtual simulations” (p.8). The way we have assessed students in the past may have been necessary due to the time period, and the skills and habits that were felt to be of importance even though they may have been of little or no interest to the students. Now thanks to technology, it is easier to create assessments that are directly related to the Multiple Intelligence theory and to give students the opportunity to showcase their talents (Gardner 1998/2004).

Teachers play a significant role when it comes to teaching multiple intelligences; they need to provide assistance to students. Whether or not the students are in the special education classroom throughout the day, or included in the regular education classroom, special education students need to have assistance from their teachers (Schumaker, Deshker, Lenz, Bulgren, Davis, Grossen, & Marquis, 2002). “The special education teachers indicated that their

most important roles with regard to supporting students in general education courses were teaching the students learning strategies and consulting with general education teachers” (Schumaker et al., 2002 p. 17). However, not only supports for students are important, but also teachers need to have similar supports created. Saban (2002) stated, “The success of a multiple intelligence school depends largely on teacher discussion, collaboration, and professional development” (p.4). In regards to professional development, Kuzniewski, Sanders, Smith, Swanson, and Urich (1998) believe that

Each teacher is gifted with a unique teaching potential that defines his or her destiny in the classroom. Thus, the teacher must first identify, evaluate, and strengthen their own weaknesses when teaching to the multiple intelligences before students can be expected to do the same. (p. 16).

A strong positive rapport with students is also necessary to have a successful experience with multiple intelligence because it gives students the confidence and independence they need to be successful in their learning, along with the ability to communicate clearly their needs and expectations (Swanson, & Hoskyn, 2001). “According to Gardner, the most important gift educators can give students is the skills necessary for them to be independent learners” (as cited in Reidel, Tomaszewski, and Weaver, 2003, p.20). Cluck and Hess (2003) believe that if teachers want students to have a love of learning we must provide them

with an environment that will expand their motivation. When teachers have a positive rapport with their students, they are more readily able to motivate and encourage them to do well; they increase their desire for success.

MI theory not only comports with their intuitions that children are smart in different kinds of ways; the theory also holds out hope that more students can be reached more effectively, if their favored ways of knowing are taken into account in curriculum, instruction, and assessment (Gardner, 1998/2004, p.6).

By building that rapport teachers can learn about a student's favored ways of learning, and in turn follow Gardner's advice and reach out more effectively.

While building a rapport is important, it is also imperative to model and/or scaffold the use of multiple intelligences in the classroom. Swanson and Hoskyn (2001) define modeling as "Statements or activities in the treatment description that involve demonstration from a teacher in terms of skills" and scaffolding as "Statements in the treatment description related to breaking down the task, and/or sequencing short activities" (p. 110). Hallenbeck (1999) declared that by demonstrating both modeling and scaffolding teachers are provided a chance to encourage student performance while allowing them to be responsible for their own learning. Modeling and scaffolding are components of the Multiple Intelligence theory that can be used everyday in the classroom. Providing these opportunities to students will help their self-esteem for when they need to work

on tasks independently without any support, whether in the classroom or out in the “real world”. Gibson and Govendo (1999) stated that if teachers make an effort to use consistently the eight intelligences, students would understand the basic qualities and have the ability to create an environment that encourages social and academic growth. Collins (1998) has said that teachers need to believe that all intelligences are equal, but it is important for us to realize that verbal and math intelligences have a great presence in the world.

“Gardner’s Multiple Intelligence theory is a pluralistic conception of intelligences, which offers teachers a common sense framework with which to explore their beliefs about students ability” (Goodnough, 2001, p. 181). By using the multiple intelligence approach, students are “provided with an alternative way to think about ability level” (Mettetal, Jordan, & Harper, 197, p.5). Using “a variety of MI interventions allows students to become more aware of how they can be “smart”, and these interventions provide different ways in which students can use their intelligences to their advantage when planning and pursuing their future” (Kuzniewski et al., 1998, p. 51).

By providing students with the opportunity to use Multiple Intelligences we are encouraging responsibility. By restructuring the traditional student/teacher roles when using multiple intelligences we are helping students become more responsible for their own learning (Hallenbeck, 1999, p.6). Gardner and Boix-Mansilla (1994) feel that once students are using the Multiple Intelligence theory

they begin to depend on themselves for original thoughts, deeper understanding, and a bridge from personal experiences to their own thoughts and feelings.

A way to encourage this type of responsibility is to provide students with choice. "Choice creates in students the opportunity to put more of themselves into what they write and produce" (Herbe, Thielenhouse, & Wykert, 2002, p.51). Reidel, Tomaszewski, and Weaver (2003) found in their study that "the freedom to choose, along with activities that enriched and enhanced the students' performance, helped create a successful experience, and engaged learners" (p. 39).

In conclusion, although all students learn differently there is a plethora of documentation that focuses on how to give the students the chance to succeed. The Multiple Intelligence theory by Howard Gardner provides students with the opportunity to learn information in ways that come easiest to them. Students are given the opportunity to be successful, and in the future will try harder to be successful. By giving the students the choice of which intelligence to use, teachers are giving students the opportunity to be in control of their own education. For all of these reasons, and the many more that are stated throughout my paper, I am encouraged to research how multiple intelligence projects will affect my American Cultures 2 Learning Support Class.

METHODS

Introduction

This study was created to encourage student completion of homework, and increase motivation about learning by using multiple intelligence projects. In this section you will find all the information and materials that were used in this study. During this period of study I was curious to find out what the observed and recorded experiences were when I assigned a choice of one multiple intelligence project?

Setting

The setting of this study was in a suburban high school in northeastern Pennsylvania that educates approximately seven hundred fifty students. The students at the high school (ninth through twelfth grade) range in socioeconomic status from fourteen percent of the student body participating in free and reduced lunch to high-income families. The classroom is a self-contained half-size classroom that has sixteen desks. There are posters on the wall, and a bulletin board in the back of the classroom. There is one student computer and a television, which is used for power point presentations. The teacher desk is located at the side of the room next to a bookshelf.

Participants

The study began with five special education students: one boy and four girls, but after two students were transferred out of my class, only one boy and two girls

between the ages of fifteen to seventeen remained. The majority of students are identified as learning support students. These are students with specific learning disabilities, which means they have an average IQ, but their learning disability prevents them from learning in traditional methods. The remainder of the class consisted of emotional support students. These students also have average IQ, but they demonstrate behaviors that impede their learning. For example, they may have verbal outbursts, or violent reactions to situations.

Procedure

The length of the study was fifteen weeks. During the course of the study I taught students about multiple intelligences and gave them choices in regards to their unit projects based on the multiple intelligence theory. The students chose one project from eight projects available per unit, and by the end of the study they had the opportunity to complete projects from all eight intelligences. The class was given the opportunity to complete three projects; the second project was completed as a whole class. The procedure looked very similar to the format below.

1. Introduction of Multiple Intelligences and how they are used in the classroom.
2. Completion of a Multiple Intelligence Survey, for development of student awareness of his/her Multiple Intelligence profile. (see Appendix A)

3. Instruction of the first unit; the following unit format is similar to Unit II (See Appendix B for Unit Topics, Subtopics, and description). The first unit is on the Progressive Era
 - **The Progressive Era-** This unit focuses on how growing industries are giving Americans more opportunities than before.
 - **The World At War-** The United States has to face more responsibilities as a world power. When war broke out in Europe and then spread throughout the world the United States had to get involved.
4. Introduction of the eight Multiple Intelligence projects after 1-2 weeks. The students choose and Multiple Intelligence project with due date. The completion date is set at one week. The second project is completed in class over one week.
5. Annotations into field log after every lesson. The instructor notes changes that are occurring in the classroom.
6. The students had one day in class during the first project to work and ask any questions that they may have had. However, through out the progression of the study, I began adding more in class days to complete their assignments. By the third multiple intelligence project the students had two class periods to work and ask any questions. This alleviated some

of the problems that occurred during the first unit. During this time I completed participant observations.

7. Repeat steps four and five for Unit II.
8. The students completed a survey about a third of the way through the study and then again at the end.
9. I also had the students complete a two-question homework assignment after each multiple intelligence project was due. The questionnaire was directly related to whether or not the students completed their project. (See Appendix C)
10. An observation form was completed after every in-class workday dealing with multiple intelligences to describe the activities and observations.

Observations allow me as the researcher to reveal facts and data as well as personal aspects regarding the study (Walcott, 2001, p.85)
11. About two-thirds of the way through the study I held interviews with the students.
12. At the end of the study I had the students complete a concluding survey, and write a one-page discussion on what they thought about the projects.

Data Sources

- **Multiple Intelligence Survey**--- this survey allowed students to learn which intelligences they perform better in, and which intelligences they find more difficult. (See Appendix A)

- **Multiple Intelligence Questionnaires:** This questionnaire was used to better understand why a student may or may not have completed the project. Along with gathering their opinions about what changes they might like to see occur during the study. (See Appendix C)
- **Student Survey**—allowed me as the observer to gauge the students' feelings about the projects, and the students opinions about the study. (See Appendix D)
- **Student Interview**--- Since the questions were based off the survey it is another checkpoint to gauge what the student's opinions were throughout the survey. Additional questions may have been added during the interview depending on the answers from the students. (See Appendix. D)
- **Student Work**—I evaluated student's work using the rubrics for each project, and I included samples in the final document.
- **Participant/ Non-Participant Observation**—I wrote down what occurred during the in class workday, and I also described my thoughts and opinions.
- **Rubrics**—I created the rubrics and provided the students with a copy when I introduced the projects. The rubrics allowed me to evaluate all the projects included in the research study. (See Appendix E.)
- **Test**—At the end of each unit the students completed a test, which analyzed what the students learned throughout the unit. (See Appendix F)

Data Analysis

To complete the data analysis I looked to triangulate information that was gathered throughout the study. I relied heavily on my Field Log, which held all parts of my data. When I opened my Field Log I had immediate access to my observations. During my study I would periodically look through my observations to check for underlying themes or repetitive thoughts. This process was called coding, and it greatly assisted with the method of analyzing data. I evaluated the project scores and test scores from each unit, and compared the data from unit to unit. I then checked the student responses to surveys and questionnaires for comparison. Since triangulation is key, as mentioned in *On Writing Qualitative Research* by Ely, Vinz, Dowling, and Anzul, (1997, p. 35), I included bins and themes (See pages 71-71), as well as alternative representations of data into my final data analysis. The story of this study is being told based on the information that was gathered during this research process.

Summary

As you see this study was a very detailed process that provided the students with an opportunity to learn about multiple intelligences, and spread their wings in an area of expertise for them. Even if the students did not choose to complete a project in their specific multiple intelligence area, the opportunity to choose their project provides the students with internal motivation. This

experience with choice allowed the students to grow and motivated them to have a continuous desire to learn and grow as students, and young adults in society.

THIS YEAR'S STORY

Project Introduction

This school year my class was very interesting. I started with five students three of which have sporadic attendance, and two that probably haven't missed a day of school since kindergarten. By mid-way through my study I lost two students, which left me with one boy, Tom, who is here every day even when he is sick. Tiffany and Kayla are the two girls in my class who consider school to be something that interferes with their lives. All three students were very well behaved and friendly. However, when it came to learning my class of students was a completely different breed.

In the beginning of the school year after introducing the classroom rules and myself, I described to my students what a master's degree was, and how they would play an important role in helping me attain my degree. They were very intrigued. I then had my students explain what they enjoyed most about learning. Did they preferred writing, or working with their hands? Anything that they could tell me was important. I wanted to see if they had an idea about how they learned best, which is directly related to multiple intelligences.

Through this discussion my students' answers varied. Some of them enjoyed writing, some enjoyed working with their hands, while one student enjoyed listening and absorbing information. I was not surprised by the varied responses because everyone learns differently, and for my class to enjoy learning

the same way would be a miracle. I was hoping that by having my students make a connection between what they enjoy, and how they learn best; it would provide a smooth transition between a conversation and the topic of multiple intelligences.

Since I knew the connection would not occur like a light bulb turning on, I had to explain the Multiple Intelligence theory to my students. I began by telling them about Howard Gardner, and his theory of multiple intelligences, which in short is a theory that says there are many different ways someone can be considered “smart”. It doesn’t have to only be in writing or math, but can also be demonstrated in physical activity, which can be dancing, or sports. I went on to explain all eight intelligences, which are as follows: Musical, Kinesthetic, Interpersonal, Intrapersonal, Naturalist, Verbal, Logical, and lastly Visual. After thoroughly explaining each intelligence, I asked the students if they would like to take a short survey to see which intelligence they learn best in.

I began explaining the survey to the students, and answered any questions that they had (See Appendix A—Multiple Intelligence Survey). I told the students how they could tally up their scores by placing a visual aide on the chalkboard for those visual learners. After they were done tallying up their scores they needed to create a bar graph depicting their results. It was their homework to finish the bar graph, and on Monday we began discussing the Multiple Intelligence survey and their most dominant intelligences. By waiting to discuss the results of their survey, I was able to go into depth about their specific intelligences.

Multiple Intelligence Review and Survey Discussion

Since the students created a graph depicting where they fell in the eight intelligences, I made sure to emphasize that these intelligences can change over time. The survey is only meant to be a snapshot in time rather than “the be all, and end all to intelligences”. I explained to them that although I love to dance, which is the Kinesthetic Intelligence, I am also “intelligent” in other areas as well.

I then asked the students to come up to the board, one at a time and place their name next to their top three intelligences (See Figure 1). All the intelligences were covered in the class. I thought that this was suitable because there would be a generous assortment of projects, plus it would make for interesting discussions. It was very exciting.

Figure 1

Student Areas of Intelligence	
Musical — Kayla, Tiffany	Naturalist —Kristin
Kinesthetic —Kristin, Kayla, Stephanie	Verbal —Tom, Tiffany
Interpersonal —Kayla	Logical —Stephanie
Intrapersonal —Kristin, Stephanie, Tom, Tiffany	Visual —Tom

I then reviewed with my students an in-depth description of each intelligence. The students were impressed by how well the descriptions of the Multiple Intelligences described them. I myself was impressed by how well the

paragraphs described the students. I thought that it was really cute for example that when we were reading the description about Intrapersonal intelligence, my students who had a high score on Intrapersonal Intelligence were sitting in the seats quietly nodding in agreement with the statements. They weren't saying anything or trying to start a discussion, but they were in silent agreement with the description.

Introduction of Unit I Projects

On the day that I planned on introducing the projects, the students were taking a quiz. Once the students had completed with their quiz I planned on explaining their Unit I projects. Before I was able to start my introduction Tiffany came up to tell me that she wouldn't be completing her study with me because her father would be signing her out of high school on Tuesday or Wednesday. I tried to talk with her about how quitting school wasn't a good idea. Tiffany expressed her thoughts, that although she knew she wasn't going to be successful without a high school degree, she was going to do it anyway. I told her that although I didn't agree with the choice that she was making, I respected her, and if that she needed someone to talk to, she could come and speak with me anytime.

After all the students completed their quiz, I told the students that we were going to discuss their multiple intelligence projects that would be due in a week. All of the students appeared interested in the projects when I handed out the packets. I copied each rubric and handed out the description of all eight projects

to them. I thought it would be good for them to have a copy of each rubric, so this way all the students have the option to choose whatever project they wanted, and change their mind if they decided to do something else.

The students took turns and read the different descriptions about the projects. The students seemed very excited; Stephanie even asked if she could complete two projects. The energy level in the classroom was high, and made me feel confident that these projects would work well. I left the possibility of completing more than one project open by stating that if we had time after they completed their first project and they wanted to complete another one, they could do so for extra credit. Dewey (1938) is quoted as saying "Everything depends upon the quality of the experience which is had. The quality of any experience has two aspects. There is an immediate aspect of agreeableness or disagreeableness, and there is its influence upon later experiences" (p.27). I believed and still believe that students learn and continue to learn based on experiences that they have had. I wanted my students to have an enjoyable experience because how they reflect on their initial experience affects how they perceive it in the future and will be a factor in motivating them to do well later on in my study. However, I was also skeptical of this because I felt that once the students knew how much work would be involved with creating a project they would not want to do more work than what was expected.

I reminded the students that they had one week to complete their project, and that they should get started over the weekend because we would only have one in class day to work together to problem solve and trouble shoot any areas of difficulty. Although they seemed “bummed” by this fact, they did understand and told me that they would begin working over the weekend. Their attitude reminded me of a quote from Vygotsky (1978) which stated that “No one has met a child under three years old who wants to do something a few days in the future” (p. 93). This quote emphasizes how students or children hate to wait for things. They like to live in the here and now, and feel most rewarded when they get to experience the joy of something right away.

I think my students were slightly “bummed” because although my students knew they were expected to complete their multiple intelligence projects they also understood that they wouldn’t be able to complete the projects when they wanted to. They had a timeline to follow that directly affected their grades. My students have always liked to accomplish things on their own time. That is why the in class work days are usually so successful because they allow the students to work immediately on their project and not wait until later to begin.

Unit I in Class Work Day

The in-class workday was off to a rough start from the beginning. Although all students picked projects, some of their projects did not match their intelligence. I also had three students absent out of five. This makes for very

difficult discussions. The students were to come to class prepared to show me some work related to their project. I was to facilitate discussion and assist when needed. However, the students who were present in class were my lowest functioning.

Let me give you a glimpse into what it was like working with Tom on his project. He chose to work on a project that researched sports during the late 1800's, describe the rules, why it was so popular, and how it has changed over time.

Figure 2

Unit I Discussion with Tom

Tom: " I need to research the Red Sox"

Teacher: "How come?"

Tom: "Because I am researching baseball and that is my favorite team."

Teacher: "Tom you need to research what baseball was like in the 1800's."

Tom: "Oh yeah, that is what you told Stephanie yesterday about basketball! How do I do that? Can I use the computer?"

Teacher: "Sure you can. Why don't you log on and then we can see if you can find anything about baseball in the 1800's."

As Tom is logging onto the computer I try and help Kristin. Kristin shows me two pieces of poster board. I was unsure of how she was going to use them since the project she chose revolved around journaling feelings. Kristin also showed me some information that she got off the Internet regarding authors of the Progressive Era. I praised her for her hard work, but I did remind her that there

was still a lot of work that needed to be done and she would only have two more nights to work on it. I sent Kristin over to the emotional support classroom to do some more research and I checked on her often. The reading level of the information she was getting seemed to be a little high, but she expressed her interest in the project and was well on her way to being able to finish.

Tom was a little more difficult to work with. He was unsure what to look up. I helped him find pictures of teams and we also found stories about teams that were around during the late 1800's. What was hard for Tom was the reading. He doesn't like to read, and he also has a low reading ability. He was having a very hard time processing the information and I was hoping that he might decide to switch to a more "hands on" project. I also wondered about what my other three students would be turning in later in the week since I could not monitor their progress in class.

To my surprise not a single student finished their project on the day that it was due. I was frustrated and disappointed because I really wanted my students to do well. I decided that I would give my students an extension. I allowed them to have the rest of the class period to work on their project and gave the students until Monday to complete their assignment. The students began to work diligently to complete their assignment. Kayla worked the entire period and came up to show me her work because she felt silly about writing a song. I told her that she

could still change her project if she would like, but she expressed that she liked this project.

By allowing the students the extra day to work in class I was able to observe some behaviors that I did not have the opportunity to observe earlier. Kristin and Kayla both helped Tom find some information on the computer. Tiffany was still under the impression that she was dropping out of school, so she didn't complete her project or work on it during class. Stephanie didn't do any research and when I asked to see her information I found that she made things up. Stephanie wrote that basketball players wore short shorts, and tied their shirts with knots in the front. When I asked her why she made information up, Stephanie expressed that she didn't want to do any research and didn't have any time.

The extended due date was practically no better than the original one. Kayla was the only student to have finished her project over the weekend. She created a rap song with the vocabulary and definitions from the Progressive Era. See Figure 3 for Kayla's rap.

Figure 3

The Progressive Era

This is a regulatory commission
A supervisory agency that is
Going through an inflation
Meaning an increased money
Supply with a resulting rise in prices.
Progressivism is helping us reform
A movement to correct the problems brought
About by the rise of industry and the growth of cities.
Also, the Muckrakers are helping us point out the needs for reformation
by emphasizing the corruption in American life.
So we hired a city-manager
That is a kind of government in which a professional manage is hired
By city council to be responsible for city business like our business.

I then spoke with the students about why they hadn't completed their project. I had already spoken to Kristin's mother that morning regarding her project. Apparently, over the weekend Kristin decided to change topics, and then got frustrated because she couldn't find the information that she needed to complete the project. Kristin promised to bring her project in the following day.

This was a better response than the one I got from both Tom and Stephanie. They both didn't feel like working on the project over the weekend. I found it very interesting that the students thought that they had an option about completing work. When Tom finally did turn in his project about a week late, the written portion was entirely plagiarized. Instead of giving him a zero I gave him partial credit because the poster board that he created was well organized and formatted, as well as creative. Stephanie and Tiffany never completed their project, and Kristin was taken out of my class and moved to another because of a schedule change regarding her IEP. Table 1 represents the data gathered from the grades of the first unit project. I was curious about my students' attitudes because Freire (1970) has said,

...Self-depreciation is another characteristic of the oppressed, which derives from their internalization of the opinion the oppressors hold of them. So often do they hear that they are good for nothing, know nothing and are incapable of learning anything—that they are sick, lazy, and unproductive—that in the end they become convinced of their own unfitness (p.63).

I often believe that since my students are identified as having a learning disability they have been told for so many years by teacher, peers, parents, and family that they are stupid, "retarded", and lazy, so they often do what is expected of them. Unfortunately, my students truly believe what is being said about them. My goal

with this study was to allow my students to experience a little success and build some self-confidence in hopes that they stop believing the horrible things being said about them. I hoped that I would be able to help them get a small taste of success, so that they would be interested in experiencing a great amount of success in the future.

Table 1

Unit I Project Completion	
Student name	Unit I Project % Grade
Tiffany	0 never completed
Tom	50% plagiarized written portion
Stephanie	0 never completed
Kayla	75%
Kristin	56%

As you can see the first round of projects didn't go so well. I thought it would be a good idea to hold a class meeting to discuss what happened and the students' feelings toward the multiple intelligence projects. "Teacher talk and student talk are essential components that determine the quality of learning in the classroom" (Delpit & Dowdy, 2202, p.147). It is important for teachers and students to have conversations with each other to determine the type of learning that is going on. I wanted to have a conversation with my students to find out how they were progressing with the information and material, if they needed

assistance, and how they were feeling towards these projects. The information would help me better understand my students and their needs as learners.

I asked the students how they felt about the directions for the project. Kayla said she understood the directions. Tom however said that he didn't understand the directions, but he also wasn't attentive when I reviewed them. The best response came from Tiffany because she understood the directions, and thought the projects would be fun. However, since she thought that she wasn't going to be here anymore, Tiffany felt that she didn't need to complete the assignment. Stephanie didn't think the projects would be fun, so "I didn't do it" was her response.

I then asked the students how they decided to pick the projects. Tom said he liked the building project, but he thought it would be more "fun" to research baseball, since baseball was his favorite sport. Stephanie stated that she didn't like any of the projects and would prefer to take notes, and tests. She liked to write and thought projects would be hard to complete. After speaking with Stephanie I persuaded her to ask for help the next time we had to complete projects. Kayla, however was afraid that if she added to her project that I might give her a low grade. I told Kayla that I would never take points off for effort, as long as she was putting forth her best effort she would always be rewarded. The students also expressed a desire to have more in-class workdays. I agreed to give them two class days during the week. I found the class meeting to be very informative and

helpful. The students were able to form a new bond with me that wasn't there before. They began to trust me with information and to believe that I would not judge them. This enhanced the classroom environment because they are now able to trust that I am not going to mislead them in any way.

I wanted my students to understand that through the class meeting and the multiple intelligence projects they would be experiencing authentic thinking. I am not always going to be with my students provide the information that they need to have; they are eventually going to need to think for themselves.

...The teacher's thinking is authenticated only by the authenticity of the students' thinking. The teacher cannot think for her students, nor can she impose her thoughts on them. Authentic thinking, thinking that is concerned about reality, does not take place in ivory tower isolation, but only in communication (Freire, 1970, p. 77).

By using the multiple intelligence projects I was providing my students with the opportunity to have authentic thoughts. I was allowing them to make choices based on information that affected their learning. I had the sense after our class meeting that it wasn't that my students didn't want to think authentically, it was that they didn't have enough prior experience and were afraid of getting something wrong. I then had the idea of completing a class project, because it would give them an example of the process and a better understanding of my expectations. I was going to provide them with the opportunity to authentically

learn about the multiple intelligence projects in a safe environment that gave them the opportunity to make mistakes and not lose points.

Along with having the students participate in a class meeting I sent home a questionnaire for the students to complete for homework and have signed by a parent or guardian. This way if the students did not complete their project their parents would know, it also gave the students an opportunity to express their thoughts without feeling pressured by other students in the class. There were two different questionnaires, one created for students who did not complete the project, and one for students who did complete their project. Tom was the only student to return his Unit I questionnaire, and his responses were interesting.

When Tom was asked why he didn't complete the project he responded by stating that he was confused by the project and he then gathered incorrect information. The questionnaire then asked Tom what suggestions he might have for covering the material in the future. Tom suggested taking notes, completing regular tests, and he would like to "build stuff". Tom was the only one to complete a questionnaire for the first unit, even after many reminders for the other students.

I considered the class meeting and questionnaire to be dialogue between the students and myself. Freire (1970) has been quoted as saying

... Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with

students-teachers. The teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach (p.80).

Through dialogue my students have taught me that not everyone responds to choice and multiple intelligence projects the way textbooks would like us to believe. Tom stated that he would rather take notes and complete a test. I believe that Tom felt this way because this type of learning was familiar to him. He may or may not be successful with it, but using the Verbal/Linguistic Intelligence is what he has grown accustomed to. I hoped to continue to learn from my students during this research process about what type of projects they would enjoy. Would like multiple intelligence projects by the end of the study, or if they would like to complete something different? I have always believed that teachers should constantly be learning from their students. When a classroom only has a one-way flow of information, it becomes boring and stale. Students and teachers are a team and we should be working like one.

In-Class Project

Having students complete a class project together was a natural progression from our class meeting. I was so discouraged by the lack of project completion in the first unit, but was motivated by the students' responses in our class meeting. A project completed by the students as a combined whole seemed to be great idea, this way they could get a better grasp of my expectations and

have an opportunity to work with the multiple intelligence projects in a positive and successful manner. To do this I used the same projects and rubrics for Unit I. This way the students had some previous exposure to the rubrics and project ideas. I then asked the students to work together and pick a project that they would have liked to work on together. The students chose to work on building a convention center that would have been in use around 1912.

After the students decided on a project, I facilitated a discussion on the types of things that they might have found in a convention center. Their list included people, posters, microphones, speakers, bodyguards, color, curtains, pictures of candidates, and a nice floor (hard wood). Next the students brainstormed ideas of places where they could get the supplies. I conveniently had a box lying around the room, and the students asked if they could use that as the “convention center”. Then Tiffany had the idea of going to the nurse’s office for Popsicle sticks to make the hard wood floor with. The girls worked together on constructing the stage, chairs, and podium, while Tom got to work on finding pictures of the democratic candidate from the election of 1912. It was an interesting change of pace to be able to facilitate the project rather than give specific instructions. The students involved me in the project completion process by asking me to help glue the floor, so they would have an extra set of hands.

“...Basing education upon personal experience may mean more multiplied and more intimate contacts between the mature and immature than ever existed in the

traditional school, and consequently more, rather than less, guidance by others” (Dewey, 1938, p.21). It is important to have interactions between teachers and students, Dewey is stating that in a progressive school the teachers open up the number of meaningful interactions by increasing the opportunities for interactions. During this exercise I was able to give my students the opportunity to experience history through their own eyes and vision, and help them to formulate and guide their thoughts and opinions. I wanted to facilitate their experiences with history, not tell them what to think and feel about aspects of our history. By giving my students the chance to formulate their own ideas, they were establishing a link between the past and the present. I believe they were growing an appreciation not only for life today, but life in the past, and possibly what life might be like in the future.

By the time the class was ready to work together as a whole Kristin and Stephanie were both withdrawn from my class for different reasons. However the three remaining students worked diligently together and took about three days to complete the in-class project. Most of the time they were thinking of ideas on their own without much assistance on my part. Vygotsky (1978) stated,

A child’s greatest self-control occurs in play. He achieves the maximum display of willpower when he renounces and immediate attraction in the game (such as candy, which by the rules of the game he is forbidden to eat because it represents something inedible). Ordinarily a child experiences

subordination to rules in the renunciation of something he wants, but here subordination to a rule and renunciation of action on immediate impulse are the means to maximum pleasure (p. 99).

I placed this quote here in my story because the hands-on project gave the students the opportunity to “play” rather than sit and take notes. The students demonstrated a great deal of self-control and “subordination to the rules” by completing the project to the standards of the rubric. At the end of the project I asked if the students had a better understanding of the projects, and what I was looking for. They all responded positively, and I felt confident that they would know what to do for the Unit II projects. By following the “rules” they were able to experience the rewards and benefits that come from playing the game successfully.

During this experience I needed to make sure that my students felt that they were the experts, and researchers for their project. By giving them the opportunity to practice the project process in that manner, they were able to feel successful, intelligent and important to the class. “...Further, for me the teacher, the role of “student as expert” and “student as researcher” come a little more into focus each time we do projects like this, and as I tend to trust my students more, they in turn feel more respected and comfortable in class” (Delpit & Dowdy, 2002, p. 59). By providing my students the opportunity to work

together and use me as a resource they were able to scaffold the process and have a successful outcome.

Unit II Projects

The Unit II projects and their rubrics were formatted in the same way as the Unit I projects and rubric. I distributed the packets and the students and I read the descriptions and directions aloud. They knew they would be expected to complete another project, but they had a better understanding of the expectations this time. Tiffany, Kayla, and Tom all seemed excited about the project and they promised to complete the assignment. I was looking forward to their projects because the students seemed to like the types of projects that they could create for this unit on World War I.

The students began planning for their projects with a lot of “gusto.” Tom logged onto the computer right away to get a few pictures of ships that were used during World War I, because he was going to build a warship replica. By working so hard Tom showed a great deal of independence and interest in the type of project that he chose.

Kayla began brainstorming ideas immediately and then began gluing construction paper onto the poster board that she found in my classroom. Kayla was planning on building a battlefield replica. She already knew what type of materials she needed to purchase, and planned on going to the store in the evening to pick up a few things.

The students continued to work on their project for two days. Tom sustained interest in his research, and was brainstorming ideas about how he would be able to build a ship, and what materials he might need. Tiffany also began working hard on her project in class. She decided to create a battlefield replica as well. She was using many different types of materials, which was nice to see her use different resources to build a project that would express her thoughts and talents.

I was very impressed by the diligent work the students were doing. Tom was going to build a war ship out of a shoebox and paper towel rolls. He was having a very hard time attaching the paper towel rolls to the shoebox. I offered some advice, but he did not take it.

Kayla was recreating a battlefield between the United States Army and the German forces. She borrowed some army men from Tiffany and began building. She really had fun creating the setting, and used a variety of materials. I commented that I was impressed by how hard she was working and by how creative she was being. Kristin was very proud, and seemed happy that she knew what she was doing.

Tiffany also recreated a battlefield. She bought men and got to work. She used boxes, and felt. Tiffany made sure to represent the trenches used during the war and strategically placed the soldiers on the field. Although her project was not

as creative as Kayla's, it was defiantly a nice improvement in her motivation from earlier in the year. I was very happy to see Tiffany participating in class.

Completed Unit II Projects

Out of the three students I had left in class, I had two students complete their project. This was a gigantic improvement from the Unit I projects. Kayla turned in the best project. It was a well thought out replica with distinctive battle lines, and both sides were represented. Kayla built some tents and represented the trench warfare that was used during World War I. Tiffany turned in a very nice project as well. She used felt pieces to give the battlefield some texture, and had tanks on the battlefield. She did a very nice job on the project. Tom was the only student to not have his project completed. Tom didn't have his ship done, but he did ask me to read his paper that he had to turn in with his battleship. Within a few seconds of reading the paper I noticed that Tom copied the information from some source. When I asked Tom about his plagiarism, he said that he didn't copy it because he changed a few words. Tom eventually completed his project, however his project did not reach very high standards. His ship was made out of a shoebox, and two paper towel rolls. I could still see the name of the shoe store that the shoebox was purchased from and the paper towel rolls were not attached in a very stable manner. Tom's lack of effort in his project was very noticeable.

I once again had the students complete a questionnaire to represent their thoughts and feelings toward the projects. Tom and Kayla completed their

questionnaire, but Tiffany did not. In his questionnaire Tom expressed that he didn't complete his project because he thought that he would be able to do it on his own, but realized that he didn't like his project. Tom suggested that the class take notes and read out of the book in the future. He claimed to enjoy that better. Kayla on the other hand felt that the reason she completed her project was because she thought she would receive an "F" if she did not. She thought I gave enough in class time to complete the multiple intelligence projects, and she thought that the projects were a lot of fun. Kayla did not offer any suggestions for the future.

Although the students never seemed to really fall in love with completing their projects it was gratifying to see an improvement along the way. This improvement reminded me of a quote from Delpit and Dowdy (2002), "... Give me some hope that we can prepare teachers who will demand success from all students. They reinforce my belief that there is no magic in technique, curriculum, or strategy. The "magic" is in the teaching" (p.119). The students were able to grasp an understanding of the projects and use their talents and creativity to build or create something that not only represented their knowledge about the topics we were studying but develop a basic understanding of the multiple intelligences and how they could use the intelligences to learn and represent their knowledge.

FINDINGS

In my methodology I listed all of the methods used to gather data. However, this section will analyze the data that that has been gathered and discuss its importance.

The Multiple Intelligence Survey

The Multiple Intelligence survey (see Appendix A) offered a great deal of information for both the students and me. We were able to see which multiple intelligence areas with which the students were successful as well as with the areas that could use some improvement. Previously in Table 1.1, I listed the areas of multiple intelligences that the students fell into. The majority of the students scored high in the area of Intrapersonal intelligence. This was not surprising to me since many of my students are very shy. They have a hard time socializing and they often need to be persuaded to speak in class. Kayla however is the exception to the rule. She is very friendly and sociable. Kayla loves to volunteer to read aloud and freely participates in class. She was very proud and impressed by the fact she was found to have an interpersonal intelligence.

By having the students complete the Multiple Intelligence survey, they were able to read about the different characteristics of each individual intelligence and make a correlation between the intelligence and areas of interest. Also, the students were then able to graph their areas of interest and interpret for themselves which intelligence they are most proficient. By having the students

indicate their strengths; their classmates could see the commonalities that they shared in regards to multiple intelligences.

Participant/Non-Participant Observations

These observations were very important because I was able to observe the students in two settings. A Participant Observation allows me to observe while participating in a lesson as their teacher. In a Non-participant Observation I could also watch the students as they worked independently and not contribute to any of their discussions. These observations offered up a great deal of information regarding student attitudes during the study.

Many of my participant observations took place during class time, while I was teaching a particular subject area and the students were taking notes. Most of my students responded positively to note taking and read-aloud lessons. They were comfortable with the structure, consistency, and expectations of the lessons. Kayla would often ask to read aloud, which reflected her high Interpersonal Intelligence. She was very comfortable in front of the class and had a high fluency and comprehension rate. Tom and Tiffany, the two other subjects in my study, would often try to avoid reading aloud. Besides being shy these two students don't really succeed in school, and probably because of this do not want to participate.

The non-participant observations yielded similar information to the participant observations. By watching how the students worked independently, I

was able to see how comfortable they were with thinking creatively. The students in my class are not independent learners. When I would try to facilitate my students' multiple intelligence projects rather than guide them, they would become very frustrated, unmotivated, and unsure about their own abilities. Even though I would reassure them that as long as they followed the rubric they would be fine and would find great success with the intelligence projects, my students wanted my constant guidance and reassurance. Throughout my study the constant strand of information revealed to me was that my students were more comfortable with the standard style of learning, which would be note taking and tests, rather than thinking "outside of the box" and creating something subjective. My students are very comfortable with right or wrong answers; they do not like to leave any room for mistakes.

Student Work

After the students completed their individual projects I was able to go back and evaluate their work. I had the opportunity to tally up the scores the students earned on their projects, along with the types of projects that they completed. By viewing Table 2 I was able to make a comparison between the projects the students chose and their grades.

Table 2

Unit I and Unit II Comparisons		
	Unit I	Unit II
Tiffany	0%	94%
Tom	50%	Incomplete
Stephanie	0%	Withdrew
Kayla	75%	88%
Kristin	56%	Withdrew
	Unit I	Unit II
Tiffany	Incomplete	Visual/Spatial
Tom	Bodily/Kinesthetic	Bodily/Kinesthetic
Stephanie	Incomplete	Withdrew
Kayla	Musical	Visual/Spatial
Kristin	Logical/Mathematical	Withdrew

After reviewing Figure 1 and comparing the students' top three intelligences with the projects they chose and their success rate, I found that the students often chose projects that were not listed as their three highest intelligences. They also scored higher with the projects they chose in Unit II. It is recognizable that the students didn't really branch out and try something different or unknown to them.

Tom chose to complete a project based around the Bodily/Kinesthetic Intelligence for both Unit I and Unit II. Tom did not complete both projects to his highest potential. Kayla tried a Musical Intelligence project for Unit I. Although she experienced success with this project she felt more comfortable with

completing a project based around the Visual/Spatial Intelligence. Between the two projects, her grade improved by more than ten percentage points. Kayla did a very nice job and felt more confident completing this project.

Tiffany also completed a Visual/Spatial project for Unit II. The fact that she completed a project for Unit II was more impressive to me since she did not make any attempts to complete a project for Unit I. Tiffany's project for Unit II was quite good. She was also very proud of her work. Although I didn't really have anything to compare her project to, I could tell she put forth a great deal of effort and time for this project. Tiffany was also reinforced by her grade, which went from a zero for the incomplete project to a ninety-four percent, this was an enormous improvement.

It should be mentioned that two students were withdrawn from my class before we could complete the group project. Stephanie never turned in her project, so I have no intelligence progress to report. She was going to complete the Bodily/Kinesthetic project for Unit I, but claimed she didn't have time to do it. Kristin started with the Interpersonal Intelligence project for Unit I, but then switched to the Logical/Mathematical Intelligence. Kristin didn't quite get all the components for the project, which is why she earned a fifty-six percent, even though she did put forth some effort. Although I lost two students, I was impressed to see the improvement in grades between the two projects.

Multiple Intelligence Questionnaires

I created the Multiple Intelligence Questionnaires (see Appendix C) because I wanted to give my students the opportunity to express their thoughts and feelings regarding the Multiple Intelligence projects. I created two different sets of questionnaires. The first set was created and geared towards students who did not complete the assigned project. The second set was created for the students who finished their assignment. I felt that both groups would have valuable information. Although not all of the questionnaires were returned or completed, the responses that I received shed a little light into student attitudes. I charted the responses in Table 3, and as you can see what Tom and Kayla had to say was very enlightening.

Table 3

Questionnaire Responses		
	Unit I	Unit II
Tom (Did not complete any projects)	<ol style="list-style-type: none"> 1. Because I did not have the right information. I was confused about the 1800's. 2. Take notes, regular tests, build stuff. 	<ol style="list-style-type: none"> 1. Because I thought I could do it on my own. 2. Take notes and read out of the book.
Kayla (Completed both projects, only did questionnaire for Unit II)		<ol style="list-style-type: none"> 1. Ms. C told us we needed to complete the project or we would receive a 0 for the project grade. 2. Yes, there was enough time. 3. I think the projects are great and I don't have any other suggestions.

Although I hoped that the questionnaire would help me tweak the use of the Multiple Intelligence projects in the classroom, I found that the responses yielded that project completion was more related to motivation than the choices that the students had made.

Student Survey

I had my students complete a survey (see Appendix D) after the first unit and then again after the second unit. The same questions were used for both surveys. Their responses are found in Table 4 and Table 5. As you can see the student responses between Unit I and Unit II did not change very much. It was obvious that my students started out with a strong feeling towards learning about Multiple Intelligences and they were able to keep that opinion. One hundred percent of students either strongly agreed or agreed with the importance of learning about multiple intelligences in Unit I and that percentage stayed consistent throughout the study.

The amount of students who felt that studying was difficult before learning about the Multiple Intelligences was split fifty-fifty between students who agreed and disagreed in Unit I. However the survey results from Unit II showed that sixty percent of students agreed that studying was difficult before learning about the Multiple Intelligences. I found this to be interesting because even though some students did not complete their projects they were beginning to

access the information through their study habits, which is a positive bi-product of teaching the students about the Multiple Intelligence Theory.

In both Unit I and Unit II one hundred percent of students found learning to be easier after teaching them about the Multiple Intelligences. This I found to be interesting as well, because that meant that even if the students were not taking advantage of the class projects related to Multiple Intelligences they were at least making a connection to the material through the intelligences which is a step in the right direction.

The Unit I survey indicated that before learning about the Multiple Intelligences the students stated that they used Bodily/Kinesthetic, Visual/Spatial, Naturalist, and Intrapersonal Intelligences to use information. They then stated that they still used those types of intelligences to learn information after they were taught about the different types of intelligences. I thought that this was a positive reflection of how the teachers are trying to show and allow students to experience information in different ways, so that students can learn in areas that are most comfortable to them. In Unit II the only difference between the responses is that Bodily/Kinesthetic was no longer included. After checking the records this is because the student who learned best and continued to learn best through the Bodily/Kinesthetic Intelligence was withdrawn from my class. That is the reason the answers to questions two and five are different. The students stayed very

consistent throughout the two surveys, which led to consistent results and analysis of the data.

Table 4

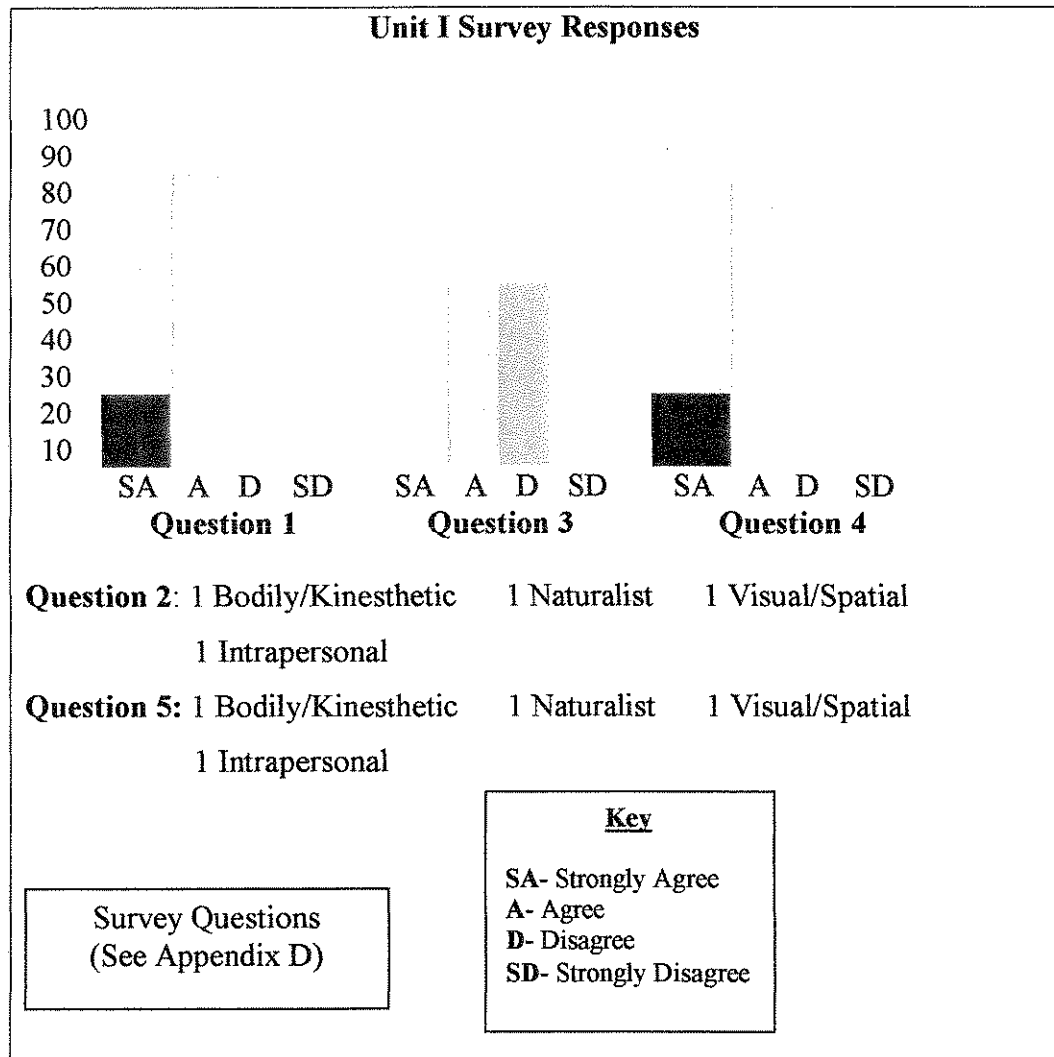
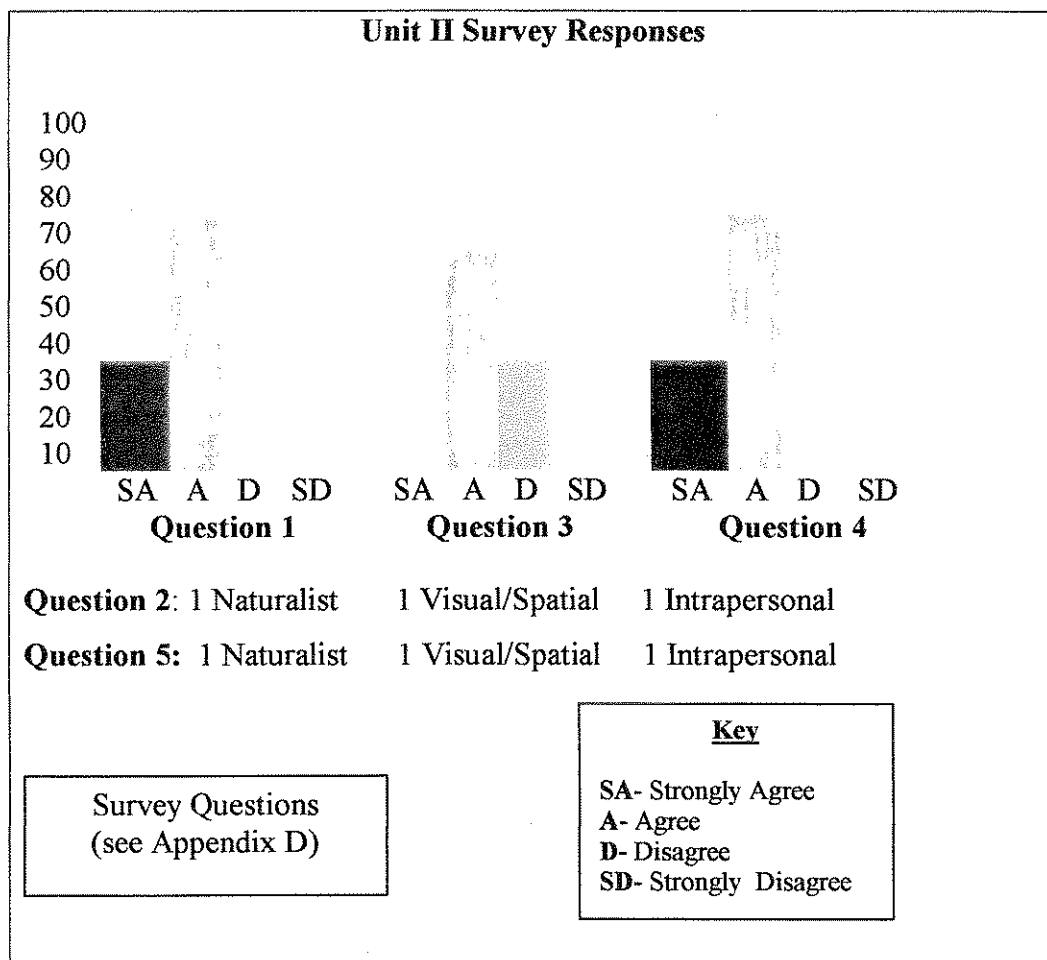


Table 5



Student Interview

The student interviews were based on the student survey questions (see Appendix D), and were done after the in-class project was completed. Although the questions were the same, I used them as a spring board to allow the students to express their thoughts and feelings in more detail. The students' responses were very interesting and informative.

Kayla felt that it was important to learn about the different intelligences because it helped her learn how to study by herself and with others. Tiffany thought that learning about the different intelligences was interesting because a student can have different ways to learn “stuff”. Tiffany said that the Multiple Intelligences were “pretty cool”; while Tom felt that he learned more by using the Multiple Intelligences. These responses were very interesting because they showed that students understood the importance the Multiple Intelligences had and also the positive impact they could have on their studying.

I thought Tiffany’s response to question two was fascinating because I asked her what made her enjoy the Intrapersonal Intelligence so much. Tiffany responded by stating that she thinks better alone, and has less of a chance of being distracted if she is working by herself. This is a classic Tiffany response because she really does not like working with others. She came out of her shell a little bit during the in-class project, but did not like it when other students would try and help her with aspects of the project. Some students and adults are just more comfortable being independent of others and do not want or enjoy receiving assistance. Tiffany is one of those students I believe if given more experience with the Interpersonal Intelligence will begin to grow an ability to work with others. She may never truly enjoy working with other students or adults, but Tiffany will at least experience some improvement.

Some students did not respond to question number three as I expected. For instance, Kayla felt that before learning about the Multiple Intelligences it was hard to study. When asked further what made it easier now to study, Kayla responded by saying she has matured and knows the importance of studying. Although this was not the response that I was looking for, it was nice to know that Kayla is growing an understanding about how school is important. To be successful, she has to put forth an effort. Tiffany thought that studying was easier now because she was able to use the projects to learn the information that was being presented rather than studying, and this was easier. It is understandable that students learn better with hands-on manipulative materials rather than pen and pencil notes. Tom did not agree that studying was hard before the Multiple Intelligences. He felt that before he was able to work with different people, which made learning easier. However, Tom also felt that learning was easier now that he has been exposed to the different Multiple Intelligences. He “didn’t get it before” but Tom is starting to understand how to use the Multiple Intelligences. I was impressed to see that Tom was realizing that he didn’t understand the material before which made it difficult for him to study. Now that he is using the skills he has learned about the Multiple Intelligence Theory, Tom is able to grasp the information more completely and improve his grades.

I then asked the students to describe the intelligence that they are most successful with. Kayla felt that she was most successful with the Visual/Spatial

Intelligence because she finds seeing a picture and reading information helpful in processing information in her own words. Tiffany still felt that she was most successful with the Intrapersonal Intelligence, but was willing to try other intelligences. Tiffany thought she might be interested in using the Logical/Mathematical Intelligence. However, when it came time to completing the Unit II projects she used Visual/Spatial. This still impressed me because Tiffany tried something different, which is very hard to get her to do. Tom felt that he was most successful with the Bodily/Kinesthetic Intelligence because he likes to “build stuff”. Tom does like to build things, but he never actually completed a project for me in this area.

Overall, I was impressed by the student responses and their honesty. By the conclusion of the interview I was very hopeful and excited about seeing the Unit II projects that the students would be completing rather shortly.

Rubrics

By using rubrics (see Appendix E) to grade the student projects, I was able to have consistent expectations of project quality, along with having the ability to provide students with the benchmarks for an “A”. I thought the students would find the rubrics to be very handy and informative in regards to my expectations of their projects. However I found that the students might have read the project requirements stated in the top portion of all rubric sheets, but they did not take

into account the separate benchmarks that led to their grades. I did review each benchmark before the students were able to begin working on their assignment.

For Unit I most of the students' scores were between two and three out of a total of four points, which is not that great. By Unit II, however, the students were consistently scoring either three or four out of four. This is a marked improvement and it showed that there was a better understanding of my expectations, but not a desire to fully express their potential and creativity. Although, compared to Unit I, the Unit II projects reflected a dramatic improvement. The Unit I average was a sixty percent, while the average for Unit II was a ninety percent. This percentage reflects of the students who completed their projects.

Tests

At the completion of each unit the students were required to take a test to represent their knowledge. Although I know a test focuses on the Verbal/Linguistic Intelligence, I still think that it is important to find out what facts the students have learned. However, by coupling the test with the Multiple Intelligence projects I am making sure that the students are not only being assessed in one area of intelligence. They are being assessed in an area of their choice and the Verbal/Linguistic Intelligence.

Although the student test scores never reached a level of high achievement, their grades did rise between Unit I and Unit II. The smallest

improvement was six percentage points between the grades for the Unit I test and Unit II test. The largest and most impressive jump occurred between Tom's tests. His Unit I score was a thirty-four percent, but his Unit II score was a fifty-seven percent. This is an increase of twenty-three percentage points. That is a very large increase. I believe Tom's grade increased so much because he expressed a greater interest in the chapter. Since Tom had a greater interest in WWI he was more motivated to do well. Below is Table 6, which shows the increases in grades between Unit I and Unit II. All student grades increased during this study.

Table 6

Test Score Comparisons			
	Unit I	Unit II	% Increase
Stephanie	46		
Kayla	61	74	13
Tom	34	57	23
Tiffany	65	78	13

Coding

During my study I would often peruse through my field log, which is the collection of materials used for my Data Analysis, and look for common themes

that were being mentioned, I have placed a sample of my coding index as Figure

4.

Figure 4

Sample Coding Index		
Code	Field Log Pg. #s	Related Codes
1. Ability Level	18, 20, 34	Feelings, Student Likes/Dislikes, Student/Teacher conversations, Student Attitude, Teacher Attitude, Frustration, Student Questions, MI Assignments, Teacher Clarification, Student Choice, Project Interpretation, Student Comments, Student/Teacher Concerns & Problems, Student Effort, Participation/Completion, Class Project, Directions, Miscues by Students, Student Attention, Oral Reading, Directions, Quizzes, Class Notes, Brainstorming Project Ideas, Attendance
2. Assumption of Student Attitude	18, 30, 33	Feelings, Student Likes/Dislikes, Student/Teacher conversations, Student Attitude, Teacher Attitude, Frustration, Student Questions, MI Assignments, Teacher Clarification, Student Choice, Project Interpretation, Student Comments, Student/Teacher Concerns & Problems, Student Effort, Participation/Completion, Class Project, Directions, Miscues by Students, Student Attention, Student Comments
3. Brainstorming Project Ideas	14	Student Questions, MI Assignments, Teacher Clarification, Student Choice, Project Interpretation, Student/Teacher Conversations, Student Comments, Student/Teacher Concerns & Problems, Student Effort, Participation/Completion, Class Project.

What I did was work through my Field Log and write thoughts that would come to mind. The purpose of this was to find repetitive statements or actions that often came up on my reflections. By doing this I was able to see areas of concern for both my students and myself, along with areas of success.

By looking at Figure 4 you can see that a lot of my codes were directly related to one another. By having this relation I am able to have a visual picture of the correlations of data. By coding I was more able to see how different bits of data and information were related to each other.

Bins and Theme Statements

Using bins and themes was the next step in my process of analyzing the hidden data that could be found. Grouping coding statements together to fit in common topic areas creates bins. Theme statements are established by looking at the data that is reflected based on the organization of the bins. You can review the visual representation of bins in Figure 5, and the theme statements that were created in Figure 6.

Figure 5

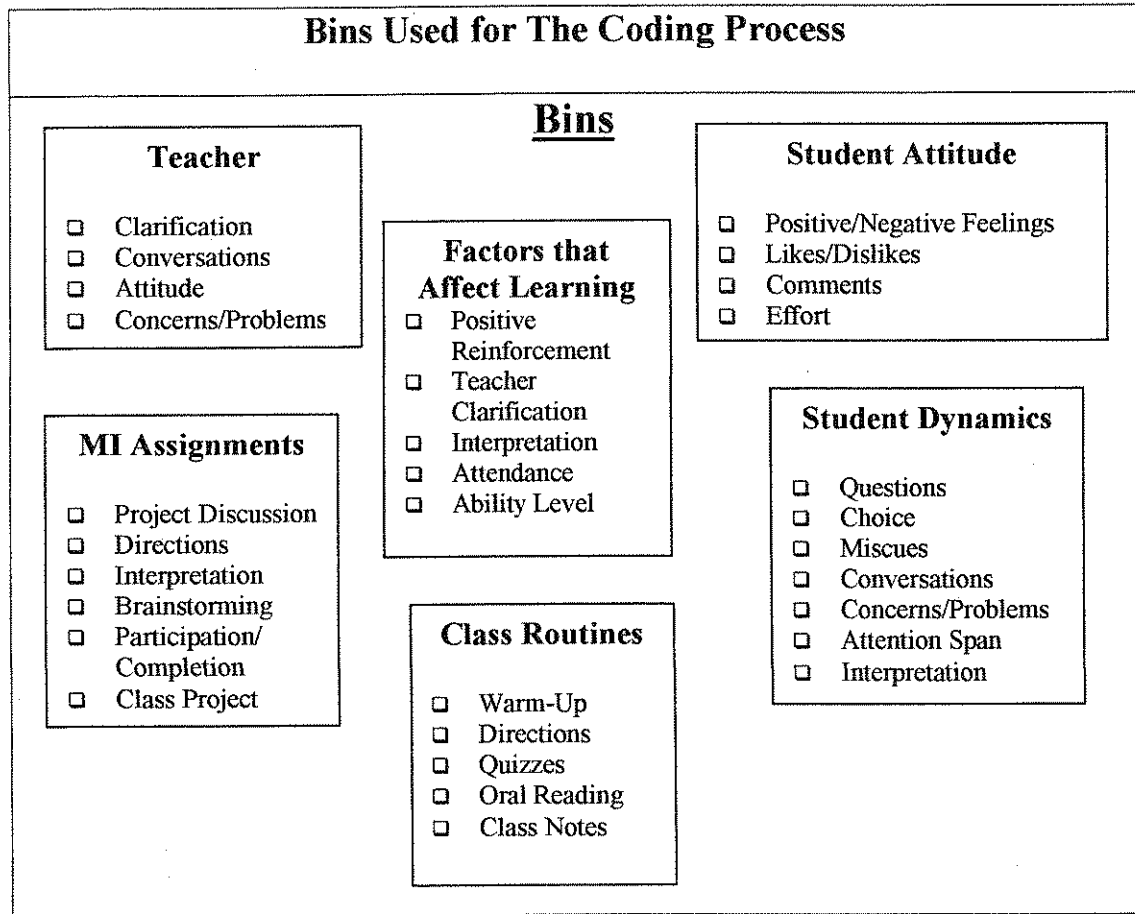


Figure 6

Theme Statements
1. The teacher plays a significant role in the success a student has with the curriculum.
2. Student dynamics establishes the quality of collaboration and understanding.
3. It is important to help students attain a positive attitude toward the curriculum to promote success in the classroom.
4. While strong class routines are the foundation to the success of any classroom, they are not the final product; the teacher and her choice of activities can make the curriculum come alive and allow the students to interact with information as opposed to memorizing the material.
5. Learning can be affected both positively and negatively by extenuating factors.

As you can see in Table 1.8 by first bin was titled “teacher” because it described my reactions, conversations, attitude, and concerns regarding the Multiple Intelligence being used in my classroom. I found this bin to be useful because I was better able to see the effects I had on my own study, whether positive or negative. My analysis of this bin showed me that my attitude towards this study fluctuated based on my student’s performance. When my students were doing poorly, not completing assignments and having a general lack of interest

my descriptions are very negative and harsh. However, once my students began to buy into the importance of the Multiple Intelligence projects, and they started looking forward to the projects my attitude became more positive in my reflections.

It then became obvious to me that my attitude and my students' attitude fed off of each other. The more excited my students were, the more enthusiastic I got. This led to the cycle of good spirits during the class project, and Unit II. As you can see by the reflection in my theme statement that the teacher plays a significant role in the success a student has with the curriculum.

My second bin focused on Student Dynamics. I thought that this bin was reflective of the questions and conversations my students had with each other and myself. It included their choices for projects and the miscues that they experienced. The miscues led me to question how my students were interpreting their project tasks and accomplishing their goals. Based on my interpretation of this bin I was able to better understand how my students were intimidated by choices and felt unprepared for the task. It was also easy to see through conversations that my students were worried about the grading process and whether or not the work they completed would be good enough. I also found in student dynamics that when the students became more comfortable with the expectations, they were able to work closely together and lend each other a

helping hand. Mainly, this bin describes how student dynamics establishes the quality of collaboration and understanding between the students.

Based on my experiences with student dynamics, I analyzed and interpreted the student's attitudes toward Multiple Intelligence projects. The students demonstrated both positive and negative feelings towards this opportunity. Although all students said they were looking forward to the opportunity to complete Multiple Intelligence projects, once they began working, the students began to complain because they had to complete a significant amount of work at home. The students made it very clear that they disliked the idea of finishing work at home. Eventually after having a class meeting and completing a class project together the students were able to have a better attitude towards the projects. The students were able to feel more confident towards their ability to complete their projects. With that confidence they were more positive about their experiences. They also tried to make their projects more visually appealing for others and for me.

By increasing the positive feelings towards the Multiple Intelligence projects, I was able to see a great amount of student improvement once the students had improved their feelings towards the projects. The positive attitudes directly affected student motivation. I went from having forty percent of my class completing the assignments to having sixty-seven percent completion. I found

that the student's positive attitudes towards the curriculum eventually promoted success in the classroom.

The fourth bin was established to focus on how the Multiple Intelligence assignments affected the students. This bin focused on project discussions, directions given, and interpretation of the directions, brainstorming, the participation and completion of projects, along with the use of class projects.

The project discussion involved my class's initial discussion about the Multiple Intelligence research I would be doing in class and the projects that my students were assigned. The students usually had a positive attitude regarding the projects. They were continually up for the challenge. Whenever the project was discussed in class I did my best to offer clear and explicit instruction. Along with providing oral instructions, I often wrote the directions down and provided more elaborate details in regards to their questions. I considered directions to be both oral and written, this also included the provided rubrics.

The students often interpreted the directions correctly, however sometimes they made mistakes. For example, during the class meeting, shortly after the first project, Kayla mentioned that she was afraid of adding too much to her project and getting a low grade because of it. The interpretation of the projects was important because if the students didn't understand what was expected of them, they would be unable to complete the Multiple Intelligence assignments.

After the instructions were given regarding the projects the students had the opportunity to brainstorm ideas to help them complete projects. During this time the students needed to list materials, creative thoughts, and any ideas that might pop into their heads. The students never asked for assistance, but I often circulated the classroom trying to offer any assistance. The students usually offered creative ideas. The brainstorming process was very useful because the students had the chance to think critically about how they wanted to complete their projects, and the intricate details that would help them create unique projects.

As you can see in Table 2 (See page 57) project completion increased between Unit I and Unit II. This occurred because the students had a better understanding of what was expected of them. Since I was able to speak openly with the students about their concerns during our class meetings, I found that the students were able to boost their self-confidence they had. I also believe that part of the booster was the in class project. You can also see that the students were very honest about the reasons they had for not completing a project.

This bin was important to my research because it reflected the growth of my students, and their newfound desire to be successful. Although the Multiple Intelligence projects were challenging and thought provoking, they had a useful and important place in my classroom.

I felt and continue to feel that class routines are the foundation to the success of any classroom. They are not the final product; the teacher and her choice of activities can make the curriculum come alive and allow the students to interact with information as opposed to memorizing the material. This idea comes from my class routines. Whether or not my students were completing Multiple Intelligence projects, they still had daily class routines that never changed. They had warm-ups, quizzes, oral readings, and class notes. These routines are important enough to mention because they established consistent expectations. When students have consistency in the classroom, they are more stable, and they feel more confident about their performance.

The last bin that was created listed the factors that affected the students learning. This was important to establish because often times teachers just become frustrated when the students are not grasping the material. However, there may often be outside circumstances that are preventing the students from understanding. When looking through my field log and coding my data, I found the following items affected the learning of my students: positive reinforcement, teacher clarification, interpretation, attendance, and ability level.

As you can see these factors can both be helpful or harmful to a students understanding. By providing my students with positive reinforcement they were able to feel better about themselves, which led to a greater motivation to complete their projects. Along with this reinforcement I tried my best to clarify any

questions that the students had regarding the expectations I had for them. This way the students would have a greater understanding of the task at hand.

The two aspects of this bin that I didn't have control over were attendance and level of performance. Even though I could not control these, I felt that it was my job to increase both my student's level of attendance and their performance. Although I hoped that these would increase as a bi-product of the joy my students felt working with the Multiple Intelligence projects, I am realistic. I believe that there was a small increase in attendance, which helped with their project completion. The students enjoyed completing the projects and working on them while they were in school, but it was not the driving force of their attendance. Although my students' performance level increased slightly, I was happier to see their desire to be successful increase. I believe that if my students would continue working with the multiple intelligence projects they would have a better understanding of many aspects of history. They would also be able to demonstrate their understanding in a more concrete and creative manner rather than paper/pencil tests.

CONCLUSION

Many people have done research involving the theory of multiple intelligences. As you can see from my Literature Review, my study was unique. Not only were my students able to complete creative projects based on the theory of Multiple Intelligences, but they also were able to choose from all eight intelligences. The choice provided my students with a chance to test the waters in many different areas.

I do believe that I have seen growth in some of my students. This to me is very important. I think Gardner would agree as well. I have found that even though my students liked having choice regarding projects, the requirement to complete work at home was too demanding for the students to take advantage of this opportunity.

If I was to do this study again, I might provide fewer Multiple Intelligence project choices for the students and have the students only develop the projects during class time. With these changes the students might feel like they are being given the opportunity to do something interesting and not for homework. I am curious to see how the students would perform in this situation. I also wonder if they would have been more receptive to the Multiple Intelligence projects if all of the history lessons I taught had been taught within the Multiple Intelligence approach.

Overall, I am pleased with the findings of my study, and I am looking forward to continuing qualitative research in my classroom as a way of providing my students with a better education. This is the reason I became a teacher in the first place, to watch the light bulb in my students' head go off, and see them demonstrate a newfound wealth of knowledge.

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Appendix A

Multiple Intelligences Survey

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<http://surfaquarium.com/MI/inventory.htm>

Part I

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- _____ I enjoy categorizing things by common traits
- _____ Ecological issues are important to me
- _____ Hiking and camping are enjoyable activities
- _____ I enjoy working on a garden
- _____ I believe preserving our National Parks is important
- _____ Putting things in hierarchies makes sense to me
- _____ Animals are important in my life
- _____ My home has a recycling system in place
- _____ I enjoy studying biology, botany and/or zoology
- _____ I spend a great deal of time outdoors

- _____ TOTAL for Section 1

Section 2

- _____ I easily pick up on patterns
- _____ I focus in on noise and sounds
- _____ Moving to a beat is easy for me
- _____ I've always been interested in playing an instrument
- _____ The cadence of poetry intrigues me
- _____ I remember things by putting them in a rhyme
- _____ Concentration is difficult while listening to a radio or television
- _____ I enjoy many kinds of music
- _____ Musicals are more interesting than dramatic plays
- _____ Remembering song lyrics is easy for me

- _____ TOTAL for Section 2

Section 3

- I keep my things neat and orderly
 Step-by-step directions are a big help
 Solving problems comes easily to me
 I get easily frustrated with disorganized people
 I can complete calculations quickly in my head
 Puzzles requiring reasoning are fun
 I can't begin an assignment until all my questions are answered
 Structure helps me be successful
 I find working on a computer spreadsheet or database rewarding
 Things have to make sense to me or I am dissatisfied

 TOTAL for Section 3

Section 4

- I learn best interacting with others
 The more the merrier
 Study groups are very productive for me
 I enjoy chat rooms
 Participating in politics is important
 Television and radio talk shows are enjoyable
 I am a "team player"
 I dislike working alone
 Clubs and extracurricular activities are fun
 I pay attention to social issues and causes
 TOTAL for Section 4

Section 5

- I enjoy making things with my hands
 Sitting still for long periods of time is difficult for me
 I enjoy outdoor games and sports
 I value non-verbal communication such as sign language
 A fit body is important for a fit mind
 Arts and crafts are enjoyable pastimes
 Expression through dance is beautiful
 I like working with tools
 I live an active lifestyle
 I learn by doing
 TOTAL for Section 5

Section 6

- I enjoy reading all kinds of materials
 Taking notes helps me remember and understand
 I faithfully contact friends through letters and/or e-mail
 It is easy for me to explain my ideas to others
 I keep a journal
 Word puzzles like crosswords and jumbles are fun
 I write for pleasure
 I enjoy playing with words like puns, anagrams and spoonerisms
 Foreign languages interest me
 Debates and public speaking are activities I like to participate in

 TOTAL for Section 6

Section 7

- I am keenly aware of my moral beliefs
 I learn best when I have an emotional attachment to the subject
 Fairness is important to me
 My attitude effects how I learn
 Social justice issues concern me
 Working alone can be just as productive as working in a group
 I need to know why I should do something before I agree to do it
 When I believe in something I will give 100% effort to it
 I like to be involved in causes that help others
 I am willing to protest or sign a petition to right a wrong

 TOTAL for Section 7

Section 8

- I can imagine ideas in my mind
 Rearranging a room is fun for me
 I enjoy creating art using varied media
 I remember well using graphic organizers
 Performance art can be very gratifying
 Spreadsheets are great for making charts, graphs and tables
 Three dimensional puzzles bring me much enjoyment
 Music videos are very stimulating
 I can recall things in mental pictures
 I am good at reading maps and blueprints
 TOTAL for Section 8

Part II

Now carry forward your total from each section and multiply by 10 below:
Section Total Forward Multiply Score

Section	Total	Multiply	Score
1		x10	
2		x10	
3		x10	
4		x10	
5		x10	
6		x10	
7		x10	
8		x10	

Part III

Create a bar graph by hand or on the computer to display your complete Multiple Intelligence Survey results.

You may use the following references to label the section of your x-axis.

Part IV

Now determine your intelligence profile!

Key:

Section 1 – This reflects your Naturalist strength

Section 2 – This suggests your Musical strength

Section 3 – This indicates your Logical strength

Section 4 – This shows your Interpersonal strength

Section 5– This tells your Kinesthetic strength

Section 6 – This indicates your Verbal strength

Section 7 – This reflects your Intrapersonal strength

Section 8 – This suggests your Visual strength

Remember:

Everyone has all the intelligences! You can strengthen an intelligence!

This inventory is meant as a snapshot in time – it can change!

M.I. is meant to empower, not label people!

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Appendix B

Unit Topics and Subtopics

1. The Progressive Era
 - a. New Opportunities
 - b. The Beginnings of Progressivism
 - c. Theodore Roosevelt as President
 - d. William Howard Taft as President
 - e. Woodrow Wilson and the New Freedom

2. The World at War
 - a. A Time of Uncertainty
 - b. Road to War
 - c. World War I
 - d. A Plan for Peace

Appendix C
MULTIPLE INTELLIGENCE QUESTIONNAIRES

Directions: Please complete the following questions to the best of your ability. After you have answered the questions you are responsible for attaining a parent signature, and returning the form to me tomorrow.

- 1. Why didn't you complete one of the Multiple Intelligence projects when you were given choices as to how to complete it, and provided one class day to ask questions and complete research?**

- 2. What are your suggestions for future ways to cover the material other than projects?**

I am aware that my son/daughter did not complete a one hundred point project and this greatly affects their grade. I understand the consequences for incomplete projects and have read the above questions and answers.

Parent/Guardian Signature: _____ Date : _____

MULTIPLE INTELLIGENCE QUESTIONNAIRES

Directions: Please complete the following questions to the best of your ability. After you have answered the questions you are responsible for attaining a parent signature, and returning the form to me tomorrow.

- 1. **What motivated you to complete one of the Multiple Intelligence projects that provided you choices towards finishing your task?**

- 2. **Did you find the class period that I provided to ask questions and complete research helpful?**

- 3. **What are your suggestions for future ways to cover the material other than projects?**

I am aware that my son/daughter completed a one hundred point project and that greatly affects their grade. I read his/her above opinions and have had the opportunity to discuss with her the importance of class work.

Parent/Guardian Signature: _____ Date : _____

Appendix D

Multiple Intelligence Survey/Interview Questions



1. **It is important to learn about the different types of multiple intelligences.**

Strongly Agree Agree Disagree Strongly Disagree

2. **Before learning about the different types of multiple intelligences I would use the following intelligence to learn information.**

Verbal/Linguistic Bodily/Kinesthetic Visual/Spatial Musical

Naturalist Interpersonal Intrapersonal Logical/Mathematical

3. **Before learning about the different multiple intelligences I thought studying was hard.**

Strongly Agree Agree Disagree Strongly Disagree

4. **I think learning is easier now that I have been exposed to the different multiple intelligences.**

Strongly Agree Agree Disagree Strongly Disagree

5. **The intelligence that I am most successful using is:**

Verbal/Linguistic Bodily/Kinesthetic Visual/Spatial Musical

Naturalist Interpersonal Intrapersonal Logical/Mathematical

Appendix E

Unit I

The Progressive Era

Topics

- New Opportunities for Americans
- The struggle for control between national and state levels
- Beginnings of Progressivism
- Roosevelt, Taft, and Wilson as president

Unit Objectives

- The students will be able to support the reasons for urban growth after the Civil War. (**Evaluation**)
- The students will be able to compare and contrast the many groups that tried to improve the lives of working people in the late 1800's. (**Analysis**)
- The students will be able to evaluate the progressive reforms that took place at the local, state, and national levels of government. (**Evaluate**)

Study Objective

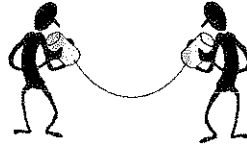
- The students will be able to evaluate, construct, contrast, illustrate, or describe information regarding the age of big business. (**Evaluation, Synthesis, Analysis, Application**)

Unit Description

The Progressive Era

New and growing industries were bringing the American people more opportunities than ever before by the late 1800's. Many Americans searched for answers to the problems caused by industrialization. Since reforms swept through the United States and brought many changes in the early 1900's this period became known as the Progressive Era.

Electoral Debate of 1896



Multiple Intelligence: Verbal/Linguistic

As a candidate for the election of 1896 your task is to debate the main issue surrounding the election. You must find a partner to debate for the opposite political party that you chose. After researching the issue of money being backed by gold, silver or both your task is to debate which theory is best for the economy of the United States.

	1	2	3	4
Accuracy	4 or more factual errors	3 factual errors	2 factual errors	All information is correct
Quotations	1 quote to support case	2 quotes to support case	3 quotes to support case	4 key quotes to prove case
Eye Contact	Reads speech	Looks at some people some of the time	Looks at some people all of the time	Looks at all of the people all of the time
Volume	Could not be heard	Could be heard by the people in the front	Could be heard by most people	Could be heard clearly by all people.
Visual Aid	None	Minimal	Colorful	Creative graphics that enhance speech
Creativity	Summarized articles rather than described the thoughts and feelings of the presidential candidate	Places themselves into the role of presidential candidate however they summarized their position and expressed either thoughts or feelings, not both	Partly placed themselves into the role of presidential candidate and tried to express their thoughts or feelings, but not both	Truly places themselves into the role of presidential candidate and described their views

Progressive Era Sports

Multiple Intelligence: Bodily/Kinesthetic

You are an up and coming athlete of the Progressive Era, and you are on tour demonstrating your talents. You must demonstrate your sport in front of the class, and write a one page evaluation of why the sport may have been so popular.

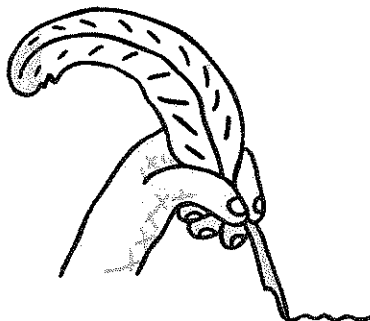
Sports

- Bowling
- Tennis
- Football
- Baseball
- Basketball



	1	2	3	4
Accuracy	More than 4 informational mistakes	No more than 3 informational mistakes	No more than 2 informational mistakes	All information is accurate
Punctuation, Grammar, Spelling	More than 7 mistakes	No more than 5 mistakes	Mo more than 3 mistakes	No mistakes
Eye Contact	Reads speech	Looks at some people some of the time	Looks at some people all of the time	Looks at all of the people all of the time
Visual Aid	Minimal graphics that do not bring anything to the presentation	Basic graphics that bring a little bit to the presentation	Colorful graphics that add to presentation	Creative Graphics that enhance presentation
Creativity	Used no creativity to demonstrate the sport of choice	Uses limited creativity to demonstrate sport of choice	Demonstrates creativity using artwork, and thoughtful description of the sport of choice	Uses posters, artwork, a lot of color, and thoughtful description to describe sport of choice

Writings of the Progressive Era



Multiple Intelligence: Interpersonal

Your task as a writer for a local newspaper is to read 3 short writings of the Muckrakers and journal how each one depicts life in the late 1800's. Your journal writings must be neatly done, and include some creativity.

	1	2	3	4
Accuracy	More than 4 informational mistakes	No more than 3 informational mistakes	No more than 2 informational mistakes	All information in accurate
Punctuation, Grammar, Spelling	More than 7 mistakes	No more than 5 mistakes	No more then 3 mistakes	No mistakes
Creativity	The journal is very sloppy. There are no drawing and nothing to make the reader interested in the information	The journal does not have colorful drawings, and does not try to use different perspectives. The journal is starting to look sloppy	The journal has some colorful drawings, and tries to use different perspectives	The journal has colorful drawings, uses different perspectives and is neatly done. (Typed)

Progressive Conservation

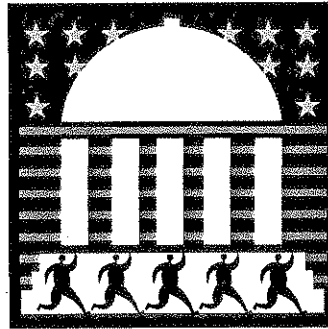


Multiple Intelligence: Naturalist

You are an environmentalist writer for the local newspaper in the late 1800's. Your task is to list the types of conservation taking place during the Progressive Era. Then brainstorm ideas about other ways resources could have been saved.

	1	2	3	4
Accuracy	More than 4 informational mistakes	No more than 3 informational mistakes	No more than 2 informational mistakes	All information is accurate
Relevance to Progressive Era	The information has no relevance to the Progressive Era	The information only briefly mentions the environmental effects	The information discusses the environmental effects the conservation movement had during the Progressive Era	The information offers a detailed description of the environmental effects
Creativity	The presentation of information has no creativity	The presentation of information offers a limited amount of creativity	The presentation of information offers an effective deal of creativity	The presentation of information offers a great deal of creativity.

Democratic Convention



Multiple Intelligence: Visual/Spatial

Your task as a Progressive Era architect is to recreate a three dimensional design of what the Democratic Convention hall would have looked like during the Progressive Era. You should include pictures of the candidates, a speech platform, and an area for patrons of the event.

	1	2	3	4
Accuracy	The convention hall does not look like it was a convention center during the Progressive Era	The convention hall looks as if it is dated about 20 years before or after the Progressive Era	The convention hall looks as if it was built shortly before or after the Progressive Era	The convention hall is a close replica of the Democratic convention hall during the Progressive Era
Appeal	No visual appeal	Little visual appeal	Captures our attention	Visually stimulates the audience
Relevance	No relevance to Progressive Era	Minimal relationship to Progressive Era	Relates specifically to Progressive Era	Relates and reinforces topic
Creativity	The presentation of the convention hall has no creativity	The presentation of the convention hall offers a limited amount of creativity	The presentation of the convention hall offers and effective deal of creativity	The presentation of the convention hall offers a great deal of creativity

Creativity of Song



Multiple Intelligence: Musical

You have been recently signed onto a educational consultation group. Your task is to create a song that will teach students about some vocabulary that is important to the Progressive Era. In your song you must explain and describe the terms, so students can remember, and define, and expand those ideas for upcoming tests and quizzes. If your song uses the beat of another song (i.e. I'm a little Tea Pot, Vanilla Ice, Ice Baby) than you must include a copy of the original song along with the written version of your own.

Progressive Era Terms

- Commission Form
- City Manager Form
- Direct Primary
- Workers' Compensation

	1	2	3	4
Accuracy	3 or more factual errors	2 factual errors	1 factual errors	All information is correct
Spelling, Punctuation, and Grammar	More than 7 mistakes in the written song	No more than 5 mistakes in the written song	No more than 3 mistakes in the written song	No mistakes in the written song.
Creativity	Used no creativity to explain and describe the terms from the Progressive Era	Used limited creativity and color to express the Progressive Era terms	Demonstrates creativity using artwork, and song to describe the terms from the Progressive Era	Uses posters, artwork, demonstration, and a lot of color to explain and describe the terms of the Progressive Era

Comparative Population

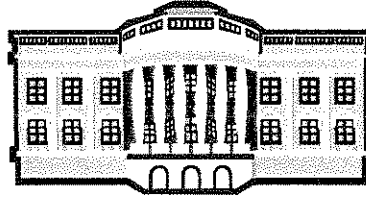


Multiple Intelligence: Logical/Mathematical

Your task is to create a spreadsheet that lists the state population for all of the states in 1912 compared with the state population of 2002. What are the numerical differences between the two populations? List what might have caused the population to increase or decrease during the last ninety years.

	1	2	3	4
Accuracy	More than 4 informational mistakes	No more than 3 informational mistakes	No more than 2 informational mistakes	All information is accurate
Documentation	No sources cited	1 or 2 sources used, but cited incorrectly	1 or 2 sources used and cited correctly	2 or more sources used and cited correctly
Graphics	No graphics	Minimal	Colorful Document	Creative graphics that enhance the document
Creativity	The presentation of information has no creativity	The Presentation of information offers a limited amount of creativity	The presentation of information offers an effective deal of creativity	The presentation of information offers a great deal of creativity.

Presidential Research



Multiple Intelligence: Social/Interpersonal

Your task as a historical analyst is to research one of the three presidents and share your views with the class about whether or not you believe they were a good president. Along with your presentation you must write a one page description explaining what they did for the economy, government, and workers.

Presidents

- Theodore Roosevelt
- William Howard Taft
- Woodrow Wilson

	1	2	3	4
Accuracy	More than 4 informational mistakes	No more than 3 informational mistakes	No more than 2 informational mistakes	All information is accurate
Punctuation, Grammar, and Spelling	More than 7 mistakes	No more than 5 mistakes	No more than 3 mistakes	No mistakes
Eye Contact	Reads speech	Looks at some people some of the time	Looks at some people all of the time	Looks at all people all of the time
Volume	Could not be heard	Could be heard by people in front	Could be heard by most people	Could be heard clearly by all people
Creativity	The presentation of information has no creativity	The presentation of information offers a limited amount of creativity	The presentation of information offers and effective deal of creativity	The presentation of information offers a great deal of creativity

Unit II

A World at War

Topics

- Causes of World War I
- Problems with Neutrality
- American Attitudes and Public Opinion
- Industry, Agriculture, and Labor
- A plan for peace

Objectives

- The students will be able to describe and examine the alliance conflicts and aggression that led to World War I. (**Comprehension and Analysis**)
- The students will be able to evaluate the reasons the United States entered the war. (**Evaluation**)
- The students will be able to explain and illustrate how the allies defeated the Central Powers. (**Comprehension and Application**)
- The students will be able to explain and formulate reasons as to what happened to President Wilson's plan for peace. (**Comprehension and Synthesis**)

Study Objective

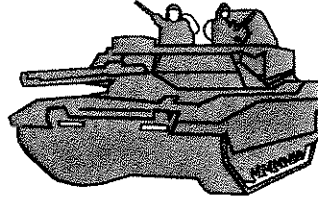
- The students will be able to evaluate, construct, contrast, illustrate, or describe information regarding the Progressive Era. (**Evaluation, Synthesis, Analysis, Application**)

Unit Description

The Progressive Era

Since the United States became a major world power it had to face many new problems and take on many new responsibilities. Woodrow Wilson was barely president for one year before war broke out in Europe. At the beginning of the war fighting only occurred in Europe, eventually it spread to the whole world. Eventually the United States joined fighting and war affected all aspects of life.

World War Battles

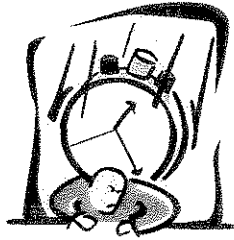


Multiple Intelligences: Visual/Spatial

Your task is to recreate a three dimensional version of a battlefield where an encounter between the United States and Germany took place. Along with your recreation you must write a one-page description of the battle.

	1	2	3	4
Accuracy	The battlefield was not present during WWI	The battlefield was not properly labeled, and the two armed forces were not distinguishable	The battlefield was properly labeled, and the two armed forces are distinguishable	The battlefield was properly labeled, and the two armed forces are distinguishable. The battlefield is an exact replica
Relevance to World War I	The information has no relevance to WWI	The information only briefly explains the battle of WWI	The information discusses the a few details of the battle	The information offers a detailed explanation of the battle.
Punctuation, Grammar, Spelling	More than 7 mistakes	No more than 5 mistakes	No more than 3 mistakes	No mistakes
Creativity	The presentation of the battlefield has no creativity	The presentation of the battlefield offers a limited amount of creativity	The presentation of the battlefield offers and effective deal of creativity	The presentation of the battlefield offers a great deal of creativity

Time Line



Multiple Intelligences: Logical/Mathematical

Your task is to create a time line depicting the period of time between when World War I began in 1914 to the creation of the Treaty of Versailles.

	1	2	3	4
Accuracy	More than 4 informational mistakes	No more than 3 informational mistakes	No more than 2 informational mistakes	All information is accurate
Punctuation, Grammar, Spelling	More than 7 mistakes	No more than 5 mistakes	No more than 3 mistakes	No mistakes
Creativity	The time line does not have any drawings and is done very sloppy.	The time line does not have drawings and is starting to look sloppy	The time line has colorful drawings, somewhat neat.	The time line has colorful drawings, and is neatly done.

American Attitudes



Multiple Intelligences: Verbal/Linguistic

You have been recently hired as a playwright for the local theatre. Your job is to create a two to four person play that depicts American attitudes towards the war. Describe the difference between preparedness and pacifism. Your play must have a playbill cover the gives a visual picture of your play.

	1	2	3	4
Accuracy	More than 4 informational mistakes	No more than 3 informational mistakes	No more than 2 informational mistakes	All information is accurate
Relevance to World War I	The play has no relevance to WWI	The play only mention WWI briefly	The play mentions accurate events of WWI	The play discusses accurate events in WWI in great detail.
Spelling, Punctuation, Grammar	More than 7 mistakes	No more than 5 mistakes	No more than 3 mistakes	No mistakes
Creativity	The playbill has no creativity	The playbill uses color, and character, but does not have original art that grabs the attention of the reader.	The playbill uses characters, color, and descriptions of what the play is about. The playbill grabs and holds the attention of the reader	The playbill uses many characters, well thought out descriptions, and a lot of color to grab the attention of the reader.

Selective Service

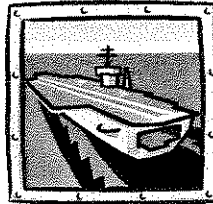


Multiple Intelligences: Musical / Rhythmic

You have been recently hired at a local radio station and your task is to create an ad campaign that describes the Selective Service Act, and remind men ages twenty-one to thirty to register.

	1	2	3	4
Accuracy	More than 4 informational mistakes	No more than 3 informational mistakes	No more than 2 informational mistakes	All information is accurate
Relevance to World War I	The information has no relevance to the Selective Service Act	The information only briefly mentions the Selective Service Act	The information discusses the selective service act and recruits men to sign-up	The information offers a detailed description of the Selective Service Act and recruits men to sign-up
Creativity	The presentation of information has no creativity	The presentation of information offers a limited amount of creativity	The presentation of information offers and effective deal of creativity	The presentation of information offers a great deal of creativity.

Warship Replica



Multiple Intelligence: Bodily/Kinesthetic

Your task is to build a submarine, or battleship replica from World War I. Your choice of ship can either be United States or German. You must then write a one-page description discussing the parts of the ship and how it was used during the war.

	1	2	3	4
Accuracy	The ship was not built during World War I	The ship was built 10 years before or after World War I	The ship was built shortly before World War I	The building was built during World War I
Relevance to World War I	The information has no relevance to WWI	The information only briefly mentions WWI	The information discusses how the ship was used during WWI	The information offers a detailed description of the ship and how it was used in WWI
Punctuation, Grammar, Spelling	More than 7 mistakes	No more than 5 mistakes	No more than 3 mistakes	No mistakes
Creativity	The presentation of the ship has no creativity	The presentation of the ship offers a limited amount of creativity	The presentation of the ship offers an effective deal of creativity	The presentation of the ship offers a great deal of creativity

Encouraging Public Opinion

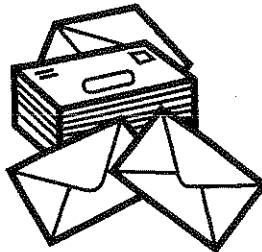


Multiple Intelligences: Interpersonal

The president has hired you to encourage the American population to support United States effort in World War I. Your task is to write a one-page pitch and then use that pitch to encourage your classmates to support the war.

	1	2	3	4
<u>Accuracy</u>	More than 4 informational mistakes	No more than 3 informational mistakes	No more than 2 informational mistakes	All information is accurate
Relevance to World War I	The information has no relevance to WWI	The information only briefly mentions WWI	The information discusses the benefits of WWI	The information offers a detailed description of WWI
Creativity	The presentation of information has no creativity	The presentation of information offers a limited amount of creativity	The presentation of information offers an effective deal of creativity	The presentation of information offers a great deal of creativity

Family Letters

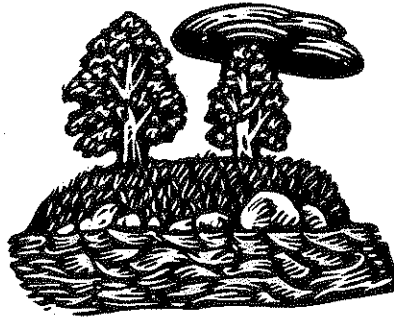


Multiple Intelligences: Intrapersonal

Imagine you are writing letters to your family members in one of the countries at war (Germany, France, United States, Great Britain). Discuss what might have been going through my mind during this period, and what things they might be seeing.

	1	2	3	4
Accuracy	More than 4 informational mistakes	No more than 3 informational mistakes	No more than 2 informational mistakes	All information is accurate
Punctuation, Grammar, Spelling	More than 7 mistakes	No more than 5 mistakes	No more than 3 mistakes	No mistakes
Creativity	The presentation of information has no creativity	The presentation of information offers a limited amount of creativity	The presentation of information offers an effective deal of creativity	The presentation of information offers a great deal of creativity

The Environment of World War I



Multiple Intelligences: Naturalist

Your job is to research the type of environment the soldiers were fighting in World War I Germany. Were they urban or rural environment? If it was urban how long has it been that way? If a battle took place in a rural area, research the type of trees and plants that grew there.

	1	2	3	4
Accuracy	More than 4 informational mistakes	No more than 3 informational mistakes	No more than 2 informational mistakes	All information is accurate
Relevance to World War I	The information has no relevance to World War I	The information only briefly mentions the environment of World War I battles	The information discusses the environment of World War I	The information offers a detailed description of the environment of World War I
Creativity	The presentation of information has no creativity	The presentation of information offers a limited amount of creativity	The presentation of information offers an effective deal of creativity	The presentation of information offers a great deal of creativity

Appendix F

Chapter 20: The Progressive Era Test

Match the Following Terms with their definitions (2 pts)

- | | |
|-------------------------------|--|
| 1. ___ Morill Act | a. Won the election of 1896 with 271 electoral votes |
| 2. ___ Louisa May Alcott | b. Elected in 1904, sought to push reform through congress. |
| 3. ___ Sherman Antitrust Act | c. Wanted to lower the tariff, reorganize the banking system, and make the antitrust laws stronger. |
| 4. ___ William Jennings Bryan | d. Wrote <i>Little Women</i> |
| 5. ___ William McKinley | e. Fought for better housing for the poor, unemployment insurance, child labor laws, and women's suffrag |
| 6. ___ Jane Addams | f. States were given public land to set up colleges. |
| 7. ___ Theodore Roosevelt | g. Based on the idea of controlling the limitation of trade |
| 8. ___ William Howard Taft | h. Set forth the idea that the government should act direct to promote the public good. |
| 9. ___ Bull Moose Party | i. Signed the Mann-Elkins Act, which improved the Hepburn Act and increased the power of the ICC |
| 10. ___ Woodrow Wilson | j. Democratic choice for president in 1896 |

Directions: Identify the following True or False Statements. Write The word TRUE or FALSE. (2pts)

1. _____ Muckrakers pointed out the need for reform by highlighting corruption in American life.
2. _____ Progressivism was a reform movement that sought to correct the problems brought about by the fall of industry and the growth of corruption.
3. _____ The worker's compensation law stated that companies did not have to pay workers hurt in industrial accidents.

4. _____ Compulsory attendance laws required students attend school for a certain part of the year.
5. _____ Under the city-manager form a professional manager was hired by the city council to take care of city business.

Complete the following multiple-choice questions (5pts)

1. _____ What was not a source of urban growth?
 - a. Blacks moved to cities for better jobs
 - b. Americans left their farms to work in offices
 - c. Immigrants searched for a better life.
 - d. American Indians started working on reservations.
2. _____ What was the purpose of the Sherman Antitrust Act?
 - a. Aimed at controlling big business, and prohibiting the restraint of trade.
 - b. Aimed at controlling big business, and encouraging the restraint of trade.
 - c. Aimed at controlling small business, and prohibiting the restraint of trade.
3. _____ What did Progressives seek to change at the local level?
 - a. They wanted to help the Blacks, Indians, and Mexican Americans.
 - b. They wanted to create big business.
 - c. They wanted to change the form of city government.
4. _____ How does the city manager form of government differ from the commission form of government?
 - a. The city-manager form hires one person to be in charge, where the commission form of government hires 5 people to share the work.
 - b. The city-manager form hires 5 people to be in charge, where the commission form of government hires 1 person to share the work.

- c. Neither a or b
5. _____ What progressive reforms were made under Taft?
- a. Created the 18th and 19th Amendment, Mann-Elkins Act and the Children's Bureau.
 - b. Created the 16th and 17th Amendment, Mann-Elkins Act and the Children's Bureau.
 - c. Created the 18th and 19th Amendment, Elkins Act and the Adult's Bureau.
6. _____ What did the Underwood Simmons Act Provide?
- a. Raised rates and allowed goods made in other countries to compete with American goods.
 - b. Lowered rates and didn't allow goods made in other countries to compete with American goods.
 - c. Raised rates and didn't allow goods made in other countries to compete with American goods.
 - d. Lowered rates and allowed goods made in other countries to compete with American goods.
7. _____ How did Wilson reform the nation's banking system?
- a. Passed the Federal Banking System
 - b. Disposed of the Federal Banking Reserve
 - c. Passed the barter system
 - d. None of the above
8. _____ What was the function of the FTC?
- a. Encourage all businesses to take part in interstate trade.
 - b. Close down all businesses that take part in interstate trade.
 - c. Check out all businesses that took part in interstate trade.
 - d. All of the above

9. _____ What were the provisions of the Clayton Antitrust Act?
- Businesses could not give rebates or hold stock in other companies that were making the same product or were in the same industry.
 - Businesses could give rebates or hold stock in other companies that were making the same product or were in the same industry.
 - Close down all businesses that hold stock in other companies that were making the same product or were in the same industry.
10. _____ How did Roosevelt become involved in the coal strike of 1902?
- Fired all of the mine owners and coal workers.
 - Called all of the mine owners and coal workers to the White house for a meeting.
 - Allowed people to use the government's coal reserve.

Define 5 of the following terms (2pts)

- Compulsory attendance laws- _____
- Regulatory commission- _____
- Progressivism- _____
- Muckrakers- _____
- Commission form- _____
- City-manager form- _____
- Direct primary- _____
- Worker's compensation law- _____
- Holding company- _____
- Conservation- _____

Name: _____

Chapter 22**A World At War****Directions: Identify the following terms. (1 point)**

- | | |
|-------------------------------|---|
| 1. _____ Woodrow Wilson | a. was signed on June 18, 1919 |
| 2. _____ Triple Entente | b. Germany can not sink passenger ships without warning. |
| 3. _____ Central Powers | c. a plan that called for cooperation among all countries of the world. |
| 4. _____ Lusitania | d. was made up of France, Russia, and Great Britain |
| 5. _____ Allied Powers | e. a British passenger liner |
| 6. _____ War Revenue Act | f. President during World War I |
| 7. _____ Fourteen Points | g. would work to preserve world peace. |
| 8. _____ League of Nations | h. Great Britain, France, Russia, Belgium, Rumania, Greece, Serbia, Montenegro, and Japan formed the _____. |
| 9. _____ Treaty of Versailles | i. Made income taxes a major source of revenue during the war. |
| 10. _____ Sussex Pledge | j. Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria fought as the _____. |

Directions: Complete the following short answer questions. (5 points)

1. Why was it difficult for Americans to remain neutral during the war?
 - a. They were fighting in the war.
 - b. Their relatives, friends, or family were fighting.
 - c. The Germans attacked Pearl Harbor
 - d. None of the above

2. How did German submarine warfare violate international law?
 - a. Submarines were able to fire a warning shot.
 - b. Submarines could keep passengers aboard their ships while waiting for assistance.
 - c. Submarines could not fire warning shots from the water.
 - d. Both a and b

3. Which nation switched sides?
 - a. United States
 - b. Italy
 - c. Germany
 - d. Russia

4. What was the Sussex Pledge?
 - a. Germany would not let passengers of suspicious ships on board the submarines.
 - b. Germany would let passengers of suspicious ships on board the submarines.
 - c. Germany would not fire without warning.
 - d. Germany would fire without warning.

5. Why were the Germans willing to risk the consequences of a return to unconditional submarine warfare?
 - e. Germans thought they could win the war before the US entered.
 - f. Germany had no considerations for human life.
 - g. Germany wanted to destroy as many ships possible.
 - h. None of the above.

6. What agencies were set up to regulate the economy.
 - a. Fire, Fuel, and Food Administration
 - b. Submarine, Car, and Heat Administration
 - c. Food, Fuel, and Railroad Administration
 - d. Both a and b

7. What effect did the war have on women?
 - a. Women took jobs of men
 - b. Women couldn't find jobs
 - c. Women were treated poorly at work.
 - d. None of the above

8. What was the Liberty Loan Act?
 - a. Allowed buses to be sold to the public
 - b. Allowed women to work for men
 - c. Did not allow bonds to be sold to the public
 - d. Allowed bonds to be sold to the public

9. What event aided the German effort?
 - a. Germany withdrawing from the war
 - b. Italy no longer participating in the war
 - c. Russia no longer participating in the war
 - d. United States sending troops to help the Germans.

10. Why did the Versailles Treaty shock Germans?
 - a. Stated Italy was the cause of the war
 - b. Stated Russia was the cause of the war
 - c. Stated Germany was the cause of the war.
 - d. Both a and c

11. What contributions did the United States make to the war?
- Food and Money
 - Money and Automobiles
 - Food and Automobiles
 - None of the above
12. What was the final outcome of the Versailles Treaty?
- The Italians had to pay a large sum of money because they were responsible for the war.
 - The Russians had to pay a large sum of money because they were responsible for the war.
 - The French had to pay a large sum of money because they were responsible for the war.
 - The Germans had to pay a large sum of money because they were responsible for the war.

Directions: Define 5 the following terms. (2 points each)

- infantry- _____
- trench warfare- _____
- munitions- _____
- propaganda- _____
- contraband- _____
- submarine- _____
- pacifism- _____
- lottery- _____
- convoy system- _____
- destroyers- _____
- disarmament- _____

Directions: Chose the correct answer and write the letter in the space provided. (2 points)

1. _____ The Triple Entente was made up of what countries.
 - a. France, Russia, and Great Britain
 - b. Germany, Austria-Hungary, and Italy
 - c. Serbia, America, and Iraq
 - d. none of the above

2. _____ The Allied Powers were made up of what countries.
 - a. Great Britain, France, Russia, Belgium, Rumania, Greece, Serbia, Montenegro, and Japan.
 - b. Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria
 - c. None of the above.

3. _____ The definition of propaganda is.
 - a. information designed to help a cause.
 - b. information designed to harm a cause.
 - c. both a and b
 - d. none of the above.

4. _____ Which country introduced the first submarine?
 - a. Germany
 - b. America
 - c. Italy
 - d. Serbia

5. _____ Who did the Republicans chose to run for presidency in the Election of 1916?
 - a. Charles Evans Hughes
 - b. John Pershing
 - c. Woodrow Wilson
 - d. Oscar the Grouch

Essay: If you were a German during the end of World War I, how would you feel about the Treaty of Versailles. Do you think this treaty is fair? What changes would you make if you had the opportunity? **Fill all of the lines. (10 points)**

Bonus: When is the next day that you have off?

Appendix G

September 2005

Dear Parents/Guardian,

During the fall semester of the 2005 school year, I will be completing courses toward a Master's degree in Curriculum and Instruction at Moravian College. The Master's degree program will help me stay in touch with the most current and effective teaching methods in order to provide a quality-learning environment for your child.

Moravian's program requires that I conduct a research study of my own teaching practices. My research this semester (September 1, 2005 – December 15, 2005) is focusing on the impact a multiple intelligence learning strategy will have on my American Cultures history class. The title of my research is Multiple Intelligence and Choice in the Social Studies Classroom. The focus of my research is on my students having choice about the kind of projects they have to complete for each unit. The choices will be based on multiple intelligence projects. The multiple intelligence theory is the thought that some students perform better with tasks that are specifically designed towards one of the eight multiple intelligences. The eight multiple intelligences are visual/spatial, logical/mathematical, verbal/linguistic, musical/rhythmic, bodily/kinesthetic, interpersonal/social, intrapersonal/introspective, and the naturalist intelligence. By the end of the study the students will have had the opportunity to choose a project from each of the intelligences. I will also have the opportunity to hold individual interviews with the students and help them identify their individual intelligences. By teaching the students this strategy I hope to improve their study habits, test skills, and test scores, and help the students identify the ways that they learn best. I hope that this improvement will bring a positive outlook towards learning for all students.

As part of my research I will be observing and reflecting on the students' learning. I will be collecting samples of students' work, interviewing students, and giving student surveys about the impact of the multiple intelligence strategies on the students' overall class grade.

All students in my classroom will be involved in building stronger study skills, as well as a better understanding of how they learn as part of my American History curriculum. Our principal, Mr. Martuscelli, has approved of this study and is looking forward to the results. Participation in this study is entirely voluntary and will not affect your child's grade in anyway. Your child may withdraw from the study at any time. If your child is withdrawn, I will not use any information pertaining to your child in my study.

All of the children's names will be kept confidential. Neither your child's name, nor the name of any student, faculty member, teacher, or public school will appear in any written report of publication of the study or its findings. Minor details of the students' work may be altered to maintain confidentiality. All research materials will be locked in a cabinet in my home, and will be destroyed upon completion of this study.

My faculty sponsor is Dr. Joseph Shosh. He can be contacted in the Education Department, at Moravian College by phone at 610-861-1482 or e-mail at jshosh@moravian.edu.

Our principal, _____, supports this study and may be contacted at school by phone at 484-373-6030.

If you have any questions or concerns about my in-class project, please feel free to contact me at school by phone at 484-373-6093 or e-mail me at acucchia@wilsonareasd.org. If not, please sign and return the bottom portion of this letter. Thank you for your help.

Sincerely,
Angela Rose Cucchiara

I attest that I am the student's parent/guardian and that I read and understand this consent form, and received a copy.

Parent/Guardian: _____
Child's Name: _____ Date: _____

September 2005

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Sincerely,
Angela Rose Cucchiara

I attest that I am the principal of the teacher participating in the research study, and I read and understand this consent form, and received a copy. Angela Rose Cucchiara has my permission to conduct this research at Wilson Area High School, Easton, PA.

Principal's Signature: _____ Date: _____

September 2005

Good Morning Students,

As you all know I am taking courses to complete my Master's Degree in Curriculum and Instruction at Moravian College. The Master's degree program will help me stay in touch with the most current and effective teaching methods in order to provide a quality-learning environment for your child.

Moravian's program requires that I conduct a research study of my own teaching practices. My research this semester (September 1, 2005 – December 15, 2005) is focusing on the impact a multiple intelligence learning strategy will have on my American Cultures history class. The title of my research is Multiple Intelligence and choice in the Social Studies Classroom. The focus of my research is on you having choice about the kind of projects you have to complete for each unit. The choices will be based on multiple intelligence projects. The multiple intelligence theory is the thought that some students perform better with tasks that are specifically designed towards one of the eight multiple intelligences. The eight multiple intelligences are visual/spatial, logical/mathematical, verbal/linguistic, musical/rhythmic, bodily/kinesthetic, interpersonal/social, intrapersonal/introspective, and the naturalist intelligence. By the end of the study you will have had the opportunity to choose a project from each of the intelligences. I will also have the opportunity to hold individual interviews with you and help all of you identify your individual intelligences. By teaching you this strategy I hope to improve your study habits, test skills, and test scores, and help you identify the ways that you learn best. I hope that this improvement will bring a positive outlook towards learning for all of you.

As part of my research I will be observing and reflecting on how your learning is improving now that you are receiving information through various modes of demonstration. I will be collecting samples of your work, holding interviews, and giving you surveys about the impact of the multiple intelligence strategies on the your overall class grade.

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