Appendix H: Gardner’s Eight Intelligences

Gardner’s Multiple Intelligences
Visual/Spatial—show me
Logical/Mathematical—why bother?
Verbal/Linguistic—who says?
Musical/Rhythmic—I hear it!
Bodily/Kinesthetic—Just do it!
Interpersonal/Social—Can we talk?
Intrapersonal/Introspective—What’s in it for me?
Naturalistic—able to make consequential distinctions in the natural world, the physical world
Gardner’s Eight Intelligences

Gardner worked with brain-damaged veterans at Boston’s Veteran Medical Center and with developing minds of children through his work on Project Zero at Harvard’s Graduate School of Education. Using these experiences, he formulated a theory advocating seven (now eight) ways of viewing the world: He extended the accepted verbal and mathematical intelligences to include spatial, musical and kinesthetic, interpersonal, intrapersonal and naturalistic intelligences. He suggests that although the intelligences are independent, they also work together. He offered this as an alternative to the IQ (intelligence quotient). His multiple intelligences theory allows one to assess the whole individual rather than just verbal and mathematical. Others have interpreted Gardner’s theory for practical application in the classroom (Lazear; L. Campbell; Armstrong; O’Connor & Young; Chapman, Bellanca, and Swartz; B. Campbell). (Frames of Mind, Gardner, 1983; Integrating Curricula and Multiple Intelligences, Fogerty, 1995; Seven Ways of Knowing, Lazear, 1991; Seven Ways of Teaching, Lazear, 1991; Seven Pathways to Learning, Lazear, 1994; Multiple Intelligence Approaches to Assessment: Solving the Assessment Conundrum, Lazear, 1994; Teaching and Learning Through the Multiple Intelligences, L. Campbell, 1992; The Multiple Intelligences Handbook, B. Campbell, 1994; If the Shoe Fits...How to Develop Multiple Intelligences for the Classroom, Chapman, 1993; Seven Kinds of Smart, Armstrong, 1993; Multiple Intelligences in the Classroom, Armstrong, no date; Seven Windows to A Child’s World, O’Connor and Young, 1994; Multiple Assessments for Multiple Intelligences, Chapman, Bellanca, and Swartz, 1994.

Visual/Spatial: Show Me!
- Images, graphics, drawings, sketches, maps, charts, doodles, pictures, spatial orientation, puzzles, designs, looks, appeal, mind’s eye, imagination, visualization, dreams, nightmares, films, and videos.

Logical/Mathematical: Why Bother?
- Reasoning, deductive and inductive logic, facts, data, information, spreadsheets, databases, sequencing, ranking, organizing, analyzing, proofs, conclusions, judging, evaluations, and assessments.

Verbal/Linguistic: Who Says?
- Words, wordsmiths, speaking, writing, listening, reading, papers, essays, poems, plays, narratives, lyrics, spelling, grammar, foreign languages, memos, bulletins, newsletters, newspapers, e-mail, faxes, speeches, talks, dialogues, and debates.

Musical/Rhythmic: I Hear It!
- Music, rhythm, beat, melody, tunes, allegro, pacing, timbre, tenor, soprano, opera, baritone, symphony, choir, chorus, madrigals, rap, rock, rhythm and blues, jazz, classical, folk, ads and jingles.

Bodily/Kinesthetic: Just Do It!
- Art, activity, action, experiential, hands-on, experiments, try, do, perform, play, drama, sports, throw, toss, catch, jump, twist, twirl, assemble, disassemble, form, re-form, manipulate, touch, feel, immerse, and participate.

Interpersonal/Social: Can We Talk?
- Interact, communicate, converse, share, understand, empathize, sympathize, reach out, care, talk, whisper, laugh, cry, shudder, socialize, meet, greet, lead, follow, gangs, clubs, charisma, crowds, gatherings, and twosomes.

Intrapersonal/Introspective: What’s in It for Me?
- Self, solitude, meditate, think, create, brood, reflect, envision, journal, self-assess, set goals, plot, plan, dream, write, fiction, nonfiction, poetry, affirmations, lyrics, songs, screenplays, commentaries, introspection, and inspection.

Naturalistic/Physical World: Relating to natural world; when students have the ability to make consequential distinctions in the natural world and can use this ability productively, e.g. to hunt, to farm, [to inquire or discover], in biological, physical sciences, etc.