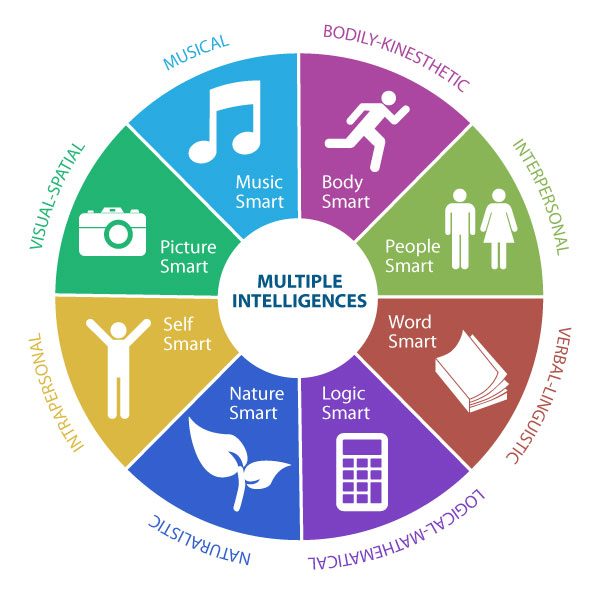
**ITEM NO. 4**

**THEME: MULTIPLE INTELLIGENCE**

**The** theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

* **Linguistic intelligence** (“word smart”)
* **Logical-mathematical intelligence** (“number/reasoning smart”)
* **Spatial intelligence** (“picture smart”)
* **Bodily-Kinaesthetic intelligence** (“body smart”)
* **Musical intelligence** (“music smart”)
* **Interpersonal intelligence** (“people smart”)
* **Intrapersonal intelligence** (“self-smart”)
* **Naturalist intelligence** (“nature smart”)

**Dr**. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don’t receive much reinforcement for them in school. Many of these kids, in fact, end up being labelled “learning disabled,” “ADD (attention deficit disorder,” or simply underachievers, when their unique ways of thinking and learning aren’t addressed by a heavily linguistic or logical-mathematical classroom.

**The** theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more (see [Multiple Intelligences in the Classroom, 4th ed.](https://www.amazon.com/Multiple-Intelligences-Classroom-Thomas-Armstrong/dp/1416625097/ref=pd_lpo_sbs_14_t_0?_encoding=UTF8&psc=1&refRID=1HBTT36QE2DF6RWC5SN1)). The good news is that the theory of multiple intelligences has grabbed the attention of many educators around the country, and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad news is that there are thousands of schools still out there that teach in the same old dull way, through dry lectures, and boring worksheets and textbooks. The challenge is to get this information out to many more teachers, school administrators, and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds (see [In Their Own Way).](https://www.amazon.com/Their-Own-Way-Discovering-Intelligences/dp/1585420514/ref=sr_1_1?s=books&ie=UTF8&qid=1474414596&sr=1-1&keywords=in+their+own+way)

**The** theory of multiple intelligences also has strong implications for adult learning and development. Many adults find themselves in jobs that do not make optimal use of their most highly developed intelligences (for example, the highly bodily-kinaesthetic individual who is stuck in a linguistic or logical desk-job when he or she would be much happier in a job where they could move around, such as a recreational leader, a forest ranger, or physical therapist). The theory of multiple intelligences gives adults a whole new way to look at their lives, examining potentials that they left behind in their childhood (such as a love for art or drama) but now have the opportunity to develop through courses, hobbies, or other programs of self-development (see [7 Kinds of Smart](https://www.amazon.com/Seven-Kinds-Smart-Identifying-Intelligences/dp/0452281377/ref=sr_1_1?s=books&ie=UTF8&qid=1474414686&sr=1-1&keywords=7+kinds+of+smart)).

SOURCE: institute4learning.com/resource/article/multiple-intelligence

**4.1** Match the following with the corresponding intelligence.

**Picture Intelligence**

|  |  |
| --- | --- |
| I. | (i) Visual – spatial |
| II. | (ii) Verbal - linguistic |
| III. | (iii) Logical - Mathematical |
| IV. | (iv)Interpersonal – People smart |

1. I- iv, II- iii, III- I, Iv- ii
2. I- iii, II- iv, III- ii, IV-i
3. I- ii, II- ii, III- iv, Iv- iii
4. I-I, II- I, III- iii, Iv- iv

|  |  |  |
| --- | --- | --- |
| Domain : Reading Literacy | Theme: Multiple Intelligence | Class : IX  Expected Time: 02 minutes  Total Credit: 02 |
| Description of Item:   |  |  | | --- | --- | |  | Text | |  | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome as per NCERT  . Read compare and Contrast  .Analysing& reflecting | |

|  |  |
| --- | --- |
| **Reading Literacy** | |
| Framework | Characteristics |
| Text Format | Non Continuous |
| Text Type | Exposition |
| Scenario | Public |
| Cognitive process | Locating and understanding |
| Item | Simple MCQ |
| Proficiency Level | 1 B |

**Credit Pattern:**

**Full Credit: 02 marks**

**Partial Credit: no partial credit**

**Nil Credit: other responses and missing**

Description of Answer Key and Credits:

|  |
| --- |
| **Full Credit: (2 marks)**  (b) I-iii, II- iv, III- ii, IV- i  **Partial Credit**: N/A  No credit: any other response or missing |

**4.2** In what way are the intelligences interconnected?

1. The intelligences/ skills are in a way unique and can’t be compared or connected thus the question is absurd.
2. The skills may be interconnected but there is no scheme to describe it.
3. Two different individual prosperous in different intelligences can together acquire multiple intelligence at ease.
4. They are interconnected in a way that one can learn all of them and be perfect in all aspects considered.

|  |  |  |
| --- | --- | --- |
| Domain : Reading Literacy | Theme: Multiple Intelligence | Class : IX  Expected Time: 02 minutes  Total Credit: 02 |
| Description of Item:   |  |  | | --- | --- | |  | Text | |  | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome as per NCERT  . Read compare and Contrast  .Analysing& reflecting | |

|  |  |
| --- | --- |
| **Reading Literacy** | |
| Framework | Characteristics |
| Text Format | Non Continuous |
| Text Type | Exposition |
| Scenario | Public |
| Cognitive process | Understanding and arriving at conclusion |
| Item | Complex MCQ |
| Proficiency Level | 1 B |
|  | |

**Credit Pattern:**

**Full Credit: 02 marks**

**Partial Credit: N/A**

**Nil Credit: missing**

Description of Answer Key and Credits:

|  |
| --- |
| **Full Credit: (2 marks)**  (C) Two different individuals prosperous in different intelligence can together acquire multiple intelligence at ease  **Partial Credit**: N/A  No credit: any other response or missing |

**4.3** Why is IQ testing limited according to Dr Gardner?

……………………………………………………………………………………………………………………………………………………

|  |  |  |
| --- | --- | --- |
| Domain : Reading Literacy | Theme: Multiple Intelligence | Class : IX  Expected Time: 02 minutes  Total Credit: 02 |
| Description of Item:   |  |  | | --- | --- | |  | Text | |  | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome as per NCERT  . Read compare and Contrast  . Analysing& reflecting | |

|  |  |
| --- | --- |
| **Reading Literacy** | |
| Framework | Characteristics |
| Text Format | Non Continuous |
| Text Type | Exposition |
| Scenario | Public |
| Cognitive process | Understanding and evaluate |
| Item | Close constructed Response |
| Proficiency Level | 2 |

**Credit Pattern:**

**Full Credit: 02 marks**

**Partial Credit: N/A**

**Nil Credit: missing**

Description of Answer Key and Credits:

|  |
| --- |
| **Full Credit: 02**  1.Personality of an individual has various other aspects other than I .Q. giving preference to it and ignoring others makes the measure and worth of one’s ability limited  **Partial Credit:** No individual possess more than one intelligence.  **No Credit**: Vague answer |

**4.4** How is multiple intelligence a cure for being learning disabled?

|  |  |  |
| --- | --- | --- |
| Domain : Reading Literacy | Theme: Multiple Intelligence | Class: IX  Expected Time: 02 minutes  Total Credit: 02 |
| Description of Item:   |  |  | | --- | --- | |  | Text | |  | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome as per NCERT  .Infers & Understands | |

|  |  |
| --- | --- |
| **Reading Literacy** | |
| Framework | Characteristics |
| Text Format | Non Continuous |
| Text Type | Exposition |
| Scenario | Public |
| Cognitive process | Evaluate and Critical Thinking |
| Item | Open Constructed Response |
| Proficiency Level | 3 |

**Credit Pattern:**

**Full Credit: 02**

**Partial Credit: 01**

**Nil Credit: missing**

Description of Answer Key and Credits:

|  |
| --- |
| **Full Credit: 02**  Facts:-  a. Makes them aware of the skills they possess.  b. Makes them multi-dimensional in their personality  c. Utilization of the competency they are born with.  **Partial Credit:**  Learning disability may lead to explore some other inherent potential.  **No Credit:**  Multiple Intelligence is panacea of learning disability.  **Or any vague answer.** |

**4.5** What does the theory of multiple Intelligences suggest?

1. Teacher to teach the lesson in a wide variety of ways
2. To teach in traditional way
3. To redesign the way of teaching

(d) To focus on the textbook and worksheet

|  |  |  |
| --- | --- | --- |
| Domain : Reading Literacy | Theme: Multiple Intelligence | Class: IX  Expected Time: 02 minutes  Total Credit: 02 |
| Description of Item:   |  |  | | --- | --- | |  | Text | |  | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcome as per NCERT  . Identifies the details and sequence of ideas  . Infers & Understands | |

|  |  |
| --- | --- |
| **Reading Literacy** | |
| Framework | Characteristics |
| Text Format | Non Continuous |
| Text Type | Exposition |
| Scenario | Public |
| Cognitive process | Locating and understanding |
| Item | Simple MCQ |
| Proficiency Level | 1 B |
|  | |

**Credit Pattern:**

**Full Credit: 02**

**Partial Credit: 0**

**Nil Credit:** 0

Description of Answer Key and Credits:

|  |
| --- |
| **Full Credit: (2 marks)**  (a)Teacher to teach the lesson in a wide variety of ways  **Partial Credit**: 00  **No credit**: any other response or missing |

**Name of the teacher: Manish Kumar Yadav**

**Designation: Vice-Principal**

**Email: kvsyadavmanish79@gmail.com**

**Phone Number: 9450376023**

**Name of the Vidyalaya: Mughalsarai**

**KVS Region: Varanasi**