

## Teaching History by Activating Multiple Intelligences

### Overview

This option involves the creation of a unit which draws upon Howard Gardner's list of multiple intelligences to teach a significant historical issue, concept, event, or person. In addition, this option includes the creation of a narrative in which the participant presents the history to be learned, so that another person who is not well-versed in this history could read the narrative and present the unit.

### Required Components

1. A list of student learning objectives that specify what knowledge and skills students are expected to gain as a result of this unit. Objectives must be keyed to specific standards, benchmarks, and indicators from the Ohio academic standards for social studies at the targeted grade level.
2. An original narrative that summarizes or tells the history that will be. The narrative should have sufficient depth and detail to provide background for a teacher who is unfamiliar with the content being taught, and it should demonstrate knowledge gained from the TAH seminars, assigned readings, or other adult level readings selected by the participant. The narrative should reflect graduate level writing, and should fully and correctly reference sources used in preparing the narrative.
3. A description of the specific types of intelligence that the unit will activate or use, and a list of the activities, learning experiences, or materials that are keyed to each targeted intelligence.
4. A copy of any study materials that students will use to help them achieve the intended learning objectives.
5. A description of how learning will be assessed, as well as copies of any assessment instruments to be used in determining what students have learned. Answer keys and/or scoring rubrics must be included.
6. A summary of what students will do. This may take the form of lesson plans. The goal is to provide enough detail that another educator could take the plan and implement it. The activities and materials chosen should be well-suited to helping students learn the intended objectives through the targeted intelligence.

Teaching American History by Activating Multiple Intelligences  
Year One Final Project

Grading Checklist

Name \_\_\_\_\_ District \_\_\_\_\_

Title \_\_\_\_\_

Components	Point Value	Points Earned	Comments
The unit addresses content covered or closely related to the subject matter for the TAH year 1 activities.	10		
The history summary is well-written and accurate, and it adequately addresses significant issues, events, concepts, or biographical information about actual or fictional historical characters.	30		
Student learning outcomes reflect significant historical content.	10		
All student learning activities address the content specified in the learning objectives.	10		
The unit addresses significant historical content by activating two or more of Gardner's multiple intelligences.	10		
The lesson plan is clear and easy to follow.	10		
The student assessment materials are well designed and are likely to yield information on how well students achieved the learning objectives.	10		
Social Studies standards, benchmarks, and indicators for the appropriate grade level are referenced for the learning objectives.	5		
All required materials were submitted.	5		

.Total Score \_\_\_\_\_

Grade \_\_\_\_\_