Child Development II

Unit 1 – Investigating Development Theories

Formative Assessment 2 – Multiple Intelligences and Brain Development

Multiple Intelligences and Brain Development

Howard Gardner

Outcome: Investigate the theory of multiple intelligences; how it has impacted what we know about brain development; and the impact this theory has had on educational techniques/differentiated learning in elementary, middle, and high schools.

Also investigated, will be the expanded exposure and the influence of television, media, social networking, computers, and video games on the brain development in children.

The Multiple Intelligences: Media, video games, computers:

Logical-mathematical Violence and behavior

Spatial Gender roles/expectations

Linguistic Social and emotional implications

Bodily-kinesthetic Intellectual implications

Musical Physical, lack of exercise and

Interpersonal obesity

Intrapersonal Alternative activities

Naturalistic

Existential

Working in groups of 2-3, groups will research one” multiple intelligence” (or Media/Video illustration discussed on next page) and create one section of a graphic organizer to be compiled by the class. This will be displayed in our classroom. Your MI section should be cut in the shape illustrating your MI, labeled with the MI name, and contain the following information:

Explanation of the “MI”

Learning styles for people high or low in the MI

Examples of differentiated learning strategies for this MI

Careers for people high in the MI

Each group will also present a lesson for the class illustrating your MI.

The lesson needs to be teacher approved

The lesson should be between 5-10 minutes

Can be for any age/grade level, but needs to be stated

Must involve the MI being illustrated

Media and Brain Development

Two groups will research and display their findings on large paper cut out in the shape of

form of media. On the paper, summarize your research on the following areas. Each group may research three of the following categories

Media, video games, computers:

Violence and behavior Gender roles and expectations

Intellectual implications Social and emotional implications

Alternative Activities Physical implications, lack of exercise and obesity

Each group will present an activity for the class to do together as alternative to television watching, video games, and/or computer activities.

The activity needs to be teacher approved

The activity should be between 5-10 minutes

Can be for any age/grade level, but needs to be stated

Must include a discussion of advantages of a child participating in this activity

Names\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Multiple Intelligent Lesson or Media/Video Alternative Activity

Answer the following for your presentation in paragraph form:

Describe your presentation and the appropriate age group for the activity.

Explain the MI being demonstrated or the alternative activity:

What will the class learn from your presentation?

Write out step by step the directions to be given to the class for your activity.

The activity needs to be low-cost, with the goal being to only use our classroom supplies. If you do need additional supplies, list them and who is responsible for bringing the supplies to class.

On the back of this paper, evaluate your activity, planning involved, and the learning experience of the students. This should be 2-3 paragraphs.