The Multiple Intelligence Theory in English Language Teaching

Theme-based lesson plans on Halloween

Anna Svava Sólmundardóttir

240683-5399

Abstract

In this project I will show how Multiple Intelligence theory can be applied in the English language classroom, meeting different students with different needs. I have created a theme-based series of English language lesson plans based on the Multiple Intelligence theory. I have developed and gathered a number of activities for each of the intelligences on the theme of Halloween.

In the beginning I explain the Multiple Intelligence theory, its origins and some of its key points. I also discuss how the theory affects students as well as portraying the benefits of adapting it to the English language classroom. At the end are detailed lesson plans including activities that focus on different intelligences.

Index

Introduction

Today's ideas about education focus on individualized education and learner autonomy. Students are supposed to be responsible for their own learning and should be made aware of their strengths and weaknesses. Intelligence has traditionally been measured by using I.Q. tests but those tests only measure one type of intelligence. In my opinion I.Q. tests are not an entirely accurate way to determine who are intelligent and who are not. Therefore the Multiple Intelligence theory is very important to modern education because its main point is that every individual has eight intelligences and they all work together in a unique way.

The theory of Multiple Intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University, and it was first published in the book *Frames of mind: The Theory of Multiple Intelligences*. In the book he looks at intelligence from a wider perspective than had ever been done before. He points out that human talents and intelligences are so much more than the old I.Q. tests had shown. It is no longer a question of how intelligent people are; it is how their intelligence works. He presented a new vision on intelligence and the theory is a pluralistic view of mind which recognizes many different sides of cognition and cognitive styles. Therefore it is important to acknowledge that people have different cognitive strengths (Gardner 2006:5). Gardner's ideas of intelligence show us that children learn differently and one child can, for example, be excellent in math but be weaker in learning languages and vice versa. Therefore it is necessary to have a variety of approaches and activities. The theory suggests that instead of relying on one form of curriculum, schools should offer individualized education so that the curriculum meets the needs of each child (Gardner 2006:61).

Originally Gardner identified seven main intelligences: Linguistic, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal and Intrapersonal. In 1999 he added an eighth, Naturalistic Intelligence (Fasko 2001:126).

The theory can change the way teachers and students think about learning. A simple test which shows which intelligences students are strong in can really give them a new perspective. It can get them to change their attitude towards their own intelligence and learning and raise their self-esteem. For example if a student learns that he is strong in Naturalistic Intelligence but doesn't excel in Logical-Mathematical Intelligence he can get a whole new perspective on his abilities and change his views about learning. He could practice his stronger intelligence and develop his weaker intelligences. I believe that it is very important for teachers to focus on students' strengths and the Multiple Intelligence theory can help with that.

1. The Multiple Intelligence Theory and the Student

It is very important for students' self-esteem that they find their strengths and that they know how to use them. It is therefore important for teachers to know how to work with the different intelligences and be able to use various teaching methods. The activities have to be appealing and suitable for the students and it is good to work with different intelligences together in order to get the students to develop the intelligences that they are weaker in. Understanding the numerous ways that children acquire knowledge enables teachers to use a variety of strategies to reach children with different types of intelligence (Campbell 2008: 187).

Gardner says that our schools and culture focus most of their attention on the Linguistic and Logical-Mathematical intelligences (Fasko 2001:126). We value the highly communicative and logical people of our culture. However, 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. In fact many of these students are labeled learning disabled or "ADD" (attention deficit disorder) because they don't function in the typical classroom environment. Therefore the theory of Multiple Intelligences offers a major transformation in the way that 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 (Armstrong 2000, January 15).

Teachers should build up their lessons in a way which engages all or most of the intelligences. When focusing on the students' needs, it optimizes learning for the whole class. Teachers who use the Multiple Intelligence theory see the benefits such as active learners and successful students (Nolan 2003:119). Gardner suggests that almost everyone has the ability to develop all eight intelligences if they are given appropriate encouragement, enrichment and instructions (Armstrong 2000:9).

2. The Multiple Intelligence Theory and Language Teaching

There is much evidence that schools influenced by Multiple Intelligence theory are effective (Gardner 2006:83) and with an understanding of the theory teachers can better understand the learners. They can allow students to safely discover their strengths, learn in many ways and they can help students to be in control of their own learning (Guignon 1998, March 12).

It is well known that schools have emphasized reading and writing in language teaching. There are many students that function well in that kind of learning environment but there are also students who don't. The Multiple Intelligence theory opens the door to a variety of teaching strategies which can easily be applied in the language classroom. It gives teachers opportunities to widen modern teaching strategies by using various assignments and activities (Armstrong 2000:51).

Teachers have to use different methods and activities to meet the needs of all students, not just of those who excel in reading and writing. The theory can be used in many different ways and works well in the entire school system. It offers opportunities for students to use and develop all the different intelligences, not just the ones that they excel in. It also offers different learning styles and methods as well as various activities. Each of the intelligences is prospective in every learner and it is part of the teacher's job to look after and help children to develop their own intelligences (Nolan 2003:119).

It is interesting to see that acknowledgement of the theory exists within many different language teaching methods. For example the Silent Way emphasizes the development of student's inner thinking (Intrapersonal Intelligence). Total Physical Response emphasizes language learning through physical action (Bodily-Kinesthetic Intelligence) while Suggestopedia emphasizes the use of music (Musical Intelligence) to deepen understanding of learning. The Communicative Approach as well as cooperative learning stress the importance of interpersonal relationships (Interpersonal Intelligence) (Lin 2005, March 12).

Language teachers today have to be aware that students have different strengths, learning styles and even learning potentials but with the Multiple Intelligence theory we can teach students effectively in different ways. It is a good idea to give the students a Multiple Intelligence test to see which intelligences are outstanding for each student. Then the teacher can create a learning environment that is suitable for each student. By observing the students and keeping track of how they react to different activities, it is possible to improve the teaching by appealing to the students' strengths. As long as teachers use a range of different activities according to the intelligences, there will always be a time during the day or week when students have their highly developed intelligence(s) actively involved in learning (Armstrong 2000:51).

3. Lesson Plans Guide

The lesson plans will be suitable for students at the lower secondary level, especially the 8th grade. It should meet all the different strengths that students may have according to Gardner's Multiple Intelligence theory. Lesson planning with a focus on Multiple Intelligence theory brings more variety into the classroom regarding teaching methods and for the students to get activities that suit their strengths and interests. Keep in mind that intelligences work together so some of the activities focus on more than one.

The aim is that the students will get the opportunity to find out where their strengths and weaknesses are so they can be more responsible for their own learning. The National Curriculum states that students should be responsible for their own learning and should know how to strengthen and improve their knowledge (Aðalnámskrá 2005:17). Before you start working with the lesson plans it is a good idea to give the students a quick test (see Attachment 1) (Chapman and Chislett 2006, April 4) which shows you and the students where their strengths and weaknesses are. After trying out the different activities they will do a self-assessment to see what they have learned and what they think they need to focus on in their further studies. The National Curriculum says that students should gain insight and understanding to various cultural aspects in English speaking countries (Aðalnámskrá 2007:16). Therefore the theme is going to be Halloween and the activities are Halloween based.

I have created and developed twelve activities which can be used in many different ways. I have two different activities for each intelligence to show how functional the Multiple Intelligence theory is in the classroom. However I only have one activity for the Musical Intelligence and the Naturalistic Intelligence.

The activities can either extend to several lessons or can be used as activities in station work. The activities take from twenty – forty minutes and many of them are especially good to set up for stations. You can divide the classroom into stations and each station has one activity. Students are divided into groups of three – four and the groups go from one station to another and complete the activities. If the lesson plan is used like that it might take several lessons to complete the circle but it is all based on how many station you are going to use.

Parts of the activities are thought to be group activities and the other half should be done individually. It is important that students know how to work in both ways. Group work requires cooperation between the students and encourages social interaction. It is good for the students to know how to work in group because can reflect real life and prepare them for that.

The Multiple Intelligence theory provides a great variation of assessment by suggesting multiple ways to evaluate students (Armstrong 2000:92). In the lesson plans there is not much emphasizing on assessment except from self-assessment forms and a writing criteria rubric. However it is important to observe the students and keep notes on how well they are working and improving in every activity. At the end of the theme you can compare your notes to the students' self-assessments.

4. Theme-based Lesson Plans - Halloween

4.1 Linguistic Intelligence

People with high Linguistic Intelligence show abilities with words and languages. They like reading, writing, telling stories and playing word games (Armstrong 2000:22). They are sensitive to sound structure and how language and words function (Armstrong 2000:4).

Activity 1:
History of Halloween

Objectives and goals:
- Students practice vocabulary concerning Halloween
- Students should be able to know facts about Halloween and why it is celebrated
- Creative writing

Required Materials:
The History of Halloween (see Attachment 2) (Time for Kids 2007, April 18) and prepared worksheet (see Attachment 3) (Teachnology 2007 a, April 18).

Procedure:
1. Students read a handout, History of Halloween, silently.
2. Students should get a feel for Halloween and think about how they would celebrate Halloween and what costume they would like to be.
3. Students think about what costume they would be on Halloween and how would their normal life be like if the were that costume. It is a fun activity and a great idea to hang their work on the wall so everybody can read each other work.

Working modes:
Individual work

Activity 2:

Writing a scary story or a ghost story

Objectives and goals:

- Practice creative writing
- Practice vocabulary related to Halloween

Required Materials:

Special Ghost sheets to write the story on (see Attachment 4), story starters to help students along (see Attachment 5) (ABC Teach 2008, March 31), a vocabulary list (see Attachment 6) (Teachnology 2007 c, April 18), dictionaries and an assessment rubric (see Attachment 16) (Rubistar 2004, April 22).

Procedure:

1. Students should write a ghost story or a scary story on specially prepared ghost sheets. Writing on these ghost sheets is more motivating than writing on a plain paper.
2. Students will be able to use some story starters to help them get an idea of what to write about. They can also use Halloween related words from a vocabulary list.
3. The story should have a beginning, middle and an ending and it is necessary to point that out. The length of the story is not important and the aim is quality not quantity. You can use an assessment rubric to assess the stories (see Attachment 16).
4. Students should take care of spelling and grammar and will have access to dictionaries. The stories can be hung up so students can read each other work.

Working modes:

Individual work

Assessment:

It is a good idea to assemble the stories and read through them to see how students do in this activity. Give students feedback by writing comments or use stamps.

Other ideas regarding the Linguistic Intelligence:

- Listening exercises
- Vocabulary activities
- Grammar exercises
- Word games
- Oral presentation
- Summarizing
- Authentic readings
- Discussions and debates (Kennedy 2005, January 15)

4.2 Logical-Mathematical Intelligence

People with high Logical-Mathematical Intelligence have the ability to use numbers effectively and are sensitive to logical patterns and relationships (Armstrong 2000:2). They like experimenting, questioning and figuring out logical puzzles (Armstrong 2000:22). They have a unique way of searching for relationships and connections, categorizing, sequencing and outlining. The Logical-Mathematical learner typically solves problems with logic, calculates math problems quickly, and prefers to see things categorized in a logical sense of order (Kennedy 2005, January 15).

Activity:
Halloween crossword and word search.

Objectives and goals:
- Students practice their vocabulary
- Students practice their logical thinking

Required Materials:
Halloween crossword (see Attachment 7) (ESL-Galaxy.com 2008, March 31) and Halloween word search (see Attachment 8).

Steps of the lesson:
1. Students work on the crossword and word search.
2. They are allowed to work together, either in pairs or the group together.

Working modes:
Individual work, pair work or group work

Other ideas regarding the Logical-Mathematical Intelligence:

- Word order activities

- Categorizing

- Problem- solving activities

- Computer games

- Critical thinking activities (Kennedy 2005, January 15)

4.3 Spatial Intelligence

The Spatial Intelligence has to do with vision and spatial judgment. They have a strong visual memory and are often artistic. They are sensitive to colors, shapes, form, space and the relationships that exist between these elements (Armstrong 2000:2). They like designing, drawing and visualization (Armstrong 2000:22).

Activity 1:
Create a collage poster

Objectives and goals:
- Students should work together
- Students should try to show creativity
- Each member of the group is involved

Required Materials:
Posters, colored paper, scissors and glue

Procedure:
1. Students have to create a scary poster which describes something related to Halloween.
2. Each group makes one poster and each member of the group should have a role. Their work will include cutting and pasting figures and things and glue it to a poster.
3. When each group has finished working on their poster they present their poster and explain their ideas. Each member should take part of the presentation.

This activity also connects to the Linguistic Intelligence.

Working modes:
Group work

Assessment:

Try to see if all of the members in the groups are involved. Keep notes on and how much effort they put in their posters. Students with strong Spatial Intelligence should stand out in this activity and possibly be the group leaders and poster designers.

Activity 2:

Creating ghosts (Craftbits 2007, April 2)

Objectives and goals:
- Students are able to be creative
- Students practice vocabulary related to fear

Required Materials:

Balloons, fishing line, needles, white fabric and fabric-colors

Procedure:
1. Students get a piece of white fabric which is going to be their ghost. The can draw eyes, hands or anything they want by using fabric-colors. They should also write a scary word on the fabric.
2. Next students blow up the balloon and tie a length of fishing line to the knotted end of the balloon.
3. Next thread the fishing line onto a needle and thread the needle up through the centre of the white fabric. The fabric should hang off the balloon so it looks like a ghost.
4. Have the students hang their ghost in the ceiling to make the classroom look scarier.

Working modes:

Individual work

Other ideas regarding the Spatial Intelligence:

- Making mind maps

- Creating various art and craft projects

- Making charts

- Creating videos

- Taking photographs

- Creating slide shows (Kennedy 2005, January 15)

4.4 Bodily-Kinesthetic Intelligence

This area has to do with movement and actions. In this category people are generally skilled at physical activities such as sports or dance and often prefer activities which include movement. They may enjoy acting, dancing, touching, gesturing and in general they are good at building and making things. They like hands-on learning and tangible experiences (Armstrong 2000:22).

Activity 1:
Create a play

Objectives and goals:
- Focus on cooperation
- Students get to express themselves and use their imagination
- Practice spoken language

Required Materials:
Costumes and other properties

Procedure:
1. The plays should be related to Halloween and students will have to create them.
2. Each member of the group should have a role and should try to take part of the preparation. Make sure that everyone is involved.
3. Time limits vary from how much time you want to spend on the activity. It is a good idea to spend a whole lesson on the activity but it can also be used in station work. You should walk around and help the students with any vocabulary that they need. The properties could be wigs, old clothes, glasses, hats, sheets, masks, stuffed animals and so on.
4. At the end of the theme or the lesson each group performs their play. The play is supposed to be in English of course. It is a good idea to remind the students to respect each others' work and listen carefully to the other groups.

Students have to work together, create a setting and express themselves and therefore this activity connects to the Linguistic Intelligence, Spatial Intelligence, and Interpersonal Intelligence.

Working modes:
Group work

Assessment:
Keep notes on how students work within the group and mark those who take control and those who follow. Also note how students express themselves. This gives you some ideas on areas that you might have to work on with the students.

Activity 2:
The game *Guess who.*

Objectives and goals:
- Students practice speaking English
- Students practice vocabulary related to Halloween
- Students practice their acting skills

Required Materials:
Student's imagination

Procedure:
1. This is a competitive game involving all members of the group. One student at a time acts out a certain role, which has to be somehow related to Halloween, and the other members of the group should try and guess what the person is doing or who he is supposed to be. The actor gets 30 seconds to get the others to guess the word. The students take turns in acting.

2. Each member collects points for correct guesses and the actor gets two extra points if the other group members guess the word.

Working modes:

Group work

Other ideas regarding

- Dancing
- Field trips
- Scavenger hunts
- Various games involving movement (Kennedy 2005, January 15)

4.5 Musical Intelligence

This intelligence has to do with rhythm, music and listening. People who have high Musical Intelligence are more perceptive to sounds, rhythms, tones and music. They like singing, whistling, humming and tapping feet and hands (Armstrong 2000:22).

Activity:
Poetry

Objectives and goals:
- Show students that it is easy and fun to create poems
- Students practice their creativity

Required Materials:
It's Halloween poem (see Attachment 9) (Borg [No year], April 2),
Last Night's Nightmares poem (see Attachment 10) (Nesbitt [No year], April 2) and
Halloween acrostic poem activity (see Attachment 11) (Teachnology 2007 b, April 2).

Procedure:
1. Students read through the two different poems. The poems are very different and that shows the students that poetry doesn't have to be boring and it can be done in many different ways.
2. Next they get the opportunity to create their own poem. They can choose their own style and way to do it. Those who have a hard time getting started can use the Halloween acrostic poem sheet to help them along.
3. It is up to the students if they want to share their poems with the class.

Working modes:
Individual work

Assessment:

Assemble the poems and read through them. Give students positive feedback by writing comments or stamps.

Other ideas regarding the Musical Intelligence:

- Creating songs
- Singing
- Learning about music
- Creating rhythms
- Creating audio presentation
- Playing instrument
- Having music in the background while studying (Kennedy 2005, January 15)

4.6 Interpersonal Intelligence

This area has to do with interaction with others. People who have high Interpersonal Intelligence are usually friendly and are sensitive to others' moods, feelings and motivations (Armstrong 2000:2). They like leading, organizing and relating and work best as part of a group (Armstrong 2000:22).

Activity 1:
Halloween board game (see Attachment 12) (ESL-Galaxy.com 2008, March 31)

Objectives and goals:
- Practice speaking English
- Practice their knowledge about Halloween

Required Materials:
See Attachment 12

Procedure:
See Attachment 12

Working modes:
Individual work and group work

Activity 2:

Interviews

Objectives and goals:

- Students practice speaking English
- Students practice communication
- Students practice vocabulary use

Required Materials:

Prepared question list (see Attachment 13)

Procedure:

1. Students pair up and interview each other about Halloween.
2. Students should write down each other answers.

Working modes:

Pair work

Assessment:

Collect the answers from the students and see how well they answered and what vocabulary they were using.

Other ideas regarding the Interpersonal Intelligence:

- Paired activities
- Written communication
- Interactive computer games
- Peer teaching (Kennedy 2005, January 15)

4.7 Naturalistic Intelligence

People with high Naturalistic Intelligence possess expertise in the flora and fauna of the environment. They might like playing with pets, gardening, investigating nature and caring for the Earth (Armstrong 2000:22).

Activity 1:
Animals and Halloween

Objectives and goals:
- Get students to think about animal related to Halloween
- Students practice writing
- Students have to be creative

Required Materials:
One or two books about animals and dictionaries

Procedure:
1. Students brainstorm about what animals are connected to Halloween, for example black cats, spiders and bats.
2. Students can look up the animal in the books and should write a couple of sentences about them in English. They can use dictionaries to look up words. Students are allowed to write more if they want.
3. Then they can draw a picture of their favorite Halloween animal if they finish writing early.

Working modes:
Individual work

Other ideas regarding the Naturalistic Intelligence:

- Experiments

- Photo essays

- Investigations

- Nature walks

- Recognition of things in the nature (Kennedy 2005, January 15)

4.8 Intrapersonal Intelligence

People with high Intrapersonal Intelligence have great self-knowledge and they have an accurate picture of themselves. They know about their strengths and weaknesses as well as their motivations, desires and intentions (Armstrong 2000:2). They are good at setting goals for themselves, planning and reflecting on their work. They prefer to work alone (Armstrong 2000:22).

Activity:
Students reflect on the different activities that they have been working on in the Halloween theme.

Objectives and goals:
- Get students to think about their own learning
- Students should try to figure out their strengths and weaknesses
- Set goals for themselves
- Students do self assessment

Required Materials:
Prepared rubrics and self-assessment forms (see Attachment 14 and 15)

Procedure:
1. This lesson wraps up the discussion of Halloween and all the different activities that the students have been working on.
2. Students should reflect on these activities by filling out a rubric which helps them to think about their learning and learning habits.
3. Students will also fill out self assessment rubrics and set goals for themselves. The goals could be what areas they feel like they have to improve for example working with others, speaking in front of the class etc.

Working modes:

Individual work

Assessment:

Students fill out rubrics and self assessment forms which they mark and hand in. Now it is a good idea to compare what the students said to your own notes. It will be interesting to read their goals and it is good to have the students stick to those goals and review them in several weeks.

Other ideas regarding the Intrapersonal Intelligence:

- Essays
- Journals
- Diaries
- Research activities
- Explore personal interests (Kennedy 2005, January 15)

Conclusion

Organizing teaching with the Multiple Intelligence theory in mind offers various teaching ideas and can increase students' interest in their studies. That way there is a chance for everyone to shine and feel comfortable in the classroom. The teaching becomes more like the real world and gives students the opportunity to develop their special abilities which is very useful in later life.

It is important that schools value what the students can do and support their strongest intelligences as well as improving the others. Implementing the Multiple Intelligence theory to the English language classroom can mean a better outcome for the students as well as the teacher because there is so much variety involved.

The theory also offers various possibilities and ways to better and more organized assessment where students are greatly involved. It also gives them the opportunity to think about their own learning and set goals for themselves regarding the intelligences.

Resources

Aðalnámskrá grunnskóla. Drög að nýrri námskrá í erlendum tungumálum. 2005.
Menntamálaráðuneytið, Reykjavík.

ABC Teach. 2008. *Halloween Story Starters.* Retrieved on March 31, 2008 from
http://www.abcteach.com/Halloween/storystarters.htm

Anne Guignon. 1998. *Multiple Intelligences: A Theory for Everyone.* Education world.
Retrieved on March 12, 2008 from http://www.educationworld.com/a_curr/curr054.shtml

Armstrong, Thomas. 2000. *Multiple Intelligences in the Classroom.* 2nd edition.
Association of Supervision and Curriculum Development, USA.

Armstrong, Thomas. 2000. *Multiple Intelligences.* Retrieved January 15, 2008 from
http://thomasarmstrong.com/multiple_intelligences.htm

Borg, Chris. [No year] *It's Halloween*. Retrieved on April 2, 2008 from
www.members.aol.com/_ht_a/pumpkinave/music/itshalloween.htm

Campbell, Caroline S. 2008. Multiple Intelligences: Discovering the Giftedness in All.
Childhood Education 84, 3:187.

Chapman, A and Chislett, V 2006. *Multiple Intelligence Test – based on Howard
Gardner's MI Model.* Retrieved on April 4, 2008 from
http://www.businessballs.com/freepdfmaterials/free_multiple_intelligences_test_young_people.pdf

Craftbits. 2007. *Halloween Ghosts*. Retrieved on April 2, 2008 from
http://craftbits.com/viewProject.do?projectID=193

ESL-Galaxy.com. *ESL Holiday and Festival Worksheets.* 2008. Retrieved on March 31, 2008 from http://www.esl-galaxy.com/holiday/halloween.pdf

Fasko, Daniel Jr. 2001. An Analysis of Multiple Intelligences theory and Its Use with the Gifted and Talented. *Roeper Review* 23, 3:126–130.

Gardner, Howard. 2006. *Multiple Intelligences: New Horizons.* Basic books, USA

Kennedy, Teresa. 2003. *Activities for the Language Classroom.* Retrieved January 15, 2008 from http://www.teresakennedy.com/activities.htm

Lin, Po-Ying. 2005. *Multiple Intelligences Theory and English Language Teaching.* Retrieved March 12, 2008 from http://www.52en.com/xl/lunwen/lw_3_0015.html

Nesbitt, Kenn. [No year]. *Last Night's Nightmares.* Retrieved on April 2, 2008 from http://www.gigglepoetry.com/poem.aspx?PoemID=546&CategoryID=26

Nolen, Jennifer L. 2003. Multiple Intelligences in the Classroom. *Education* 124, 1:115-119.

Rubistar. 2004. *Story Writing: Constellations.* Retrieved on April 22, 2008 from http://www.muncie.k12.in.us/planetweb/Your%20Rubric%20Story%20Writing%20%20Constellations.htm

Teachnology a). 2007. *If I was a…? Worksheet.* Retrieved April 18, 2008 from http://www.teach-nology.com/worksheets/misc/halloween/if/

Teachnology b). 2007. *Halloween Acrostic Poem.* Retrieved on April 2, 2008 from http://www.teach-nology.com/worksheets/misc/halloween/poem/

Teachnology c). 2007. *Halloween Vocabulary List.* Retrieved April 18, 2008 from http://www.teach-nology.com/worksheets/misc/halloween/vocab/

Time for Kids. 2007. *The Haunted History of Halloween.* Retrieved April 18, 2008 from http://www.timeforkids.com/TFK/specials/story/0,6079,58038,00.html

Attachments

Multiple Intelligences Test - based on Howard Gardner's MI Model

more info at
businessballs.com

(young people's version - see businessballs.com for adults and self-calculating versions)

Score the statements: 1 = Mostly Disagree, 2 = Slightly Disagree, 3 = Slightly Agree, 4 = Mostly Agree.

Alternatively for speed or ease - tick the box if the statement is more true for you than not. This is page 1 of 2.

Longer manual and self-calculating versions for people over 16 years of age are available free from businessballs.com.

Score or tick the statements in the white-out boxes only	Score	
I can play a musical instrument		1
I often have a song or piece of music in my head		2
I find it easy to make up stories		3
I have always been physically well co-ordinated (run, jump, balance, etc)		4
Music is very important to me		5
I am a good liar (if I want to be)		6
I play a sport or dance		7
I am a very social person and like being with other people		8
I find graphs, charts and diagrams easy to understand		9
I find it easy to remember quotes or phrases or poems or song lyrics		10
I can always recognise places that I have been before, even when I was very young		11
When I am concentrating I tend to doodle		12
I find mental arithmetic easy (sums in my head)		13
At school one of my favourite subjects is / was English		14
I like to think through a problem carefully, considering all the consequences		15
I love adrenaline sports and scary rides		16
I enjoy individual sports best		17
I find it easy to remember telephone numbers		18
I set myself goals and plans for the future		19
I can tell easily whether someone likes me or dislikes me		20
To learn something new, I need to just get on and try it		21
I often see clear images when I close my eyes		22
I don't use my fingers when I count		23
At school I love / loved music lessons		24
I find ball games easy and enjoyable		25

34

Statement		Row
My favourite subject at school is / was maths		26
I always know how I am feeling		27
I keep a diary		28
My favourite subject at school is / was art		29
I really enjoy reading		30
It upsets me to see someone cry and not be able to help		31
I prefer team sports		32
Singing makes me feel happy		33
I am happy spending time alone		34
My friends always come to me for emotional support and advice		35

Add the scores or ticks in each column and write the total for each column in the boxes on the right.

The highest scores indicate your natural strengths and potential - your natural intelligences.

There are no right or wrong answers.

My strongest intelligences are (write them here):

Intelligence type	your totals					
Linguistic						
Logical-Mathematical						
Musical						
Bodily-Kinesthetic						
Spatial-Visual						
Interpersonal						
Intrapersonal						

You are **happiest** and **most successful** when you **learn, develop, and work** in ways that make **best use** of your **natural intelligences** (our strengths and style and brain-type in other words).

This indicator can help you to focus on the sorts of learning and work that will be most fulfilling and rewarding for you.

The multiple intelligences definitions are available in sheet 2 of the MSExcel file containing this test. The file and more information about multiple intelligences are available from the website www.businessballs.com.

If you are using this test tool for teaching and development purposes you might find it helpful also to refer to the 'Fantasticat' ideas on the businessballs website, which are designed to help young people identify and express their own unique personal potential.

Where did Halloween come from?
There are many different ideas about Halloween's origins. What is most agreed on is that Halloween's original focus was more about harvests than horror.

Some say the tradition began with the Celts, who lived thousands of years ago in what is now Ireland, the United Kingdom and northern France. The Celts celebrated their new year on November 1, which marked the end of summer and the beginning of the dark, cold winter (the only two seasons the Celts recognized.) To help protect themselves and their crops during the long winter, the Celts staged a cheerful harvest celebration called Samhain (pronounced sow-in), which means "summer's end." Some say Celtic priests burned crops and animals as part of the celebration. They also supposedly wore costumes and told each other's fortunes at this time.

How did the name 'Halloween' come about?
By the 800s, Christianity had spread into Celtic lands and Pope Boniface IV named November 1 "All Saints' Day." It was a day to honor those who died for their beliefs. The celebration was also called "All-hallows" or "All-Hallowmas" People began to call the night before it "All-hallows Eve." This name eventually became Halloween.

Why did people start trick-or-treating?
Trick-or-treating most likely dates back to early All Souls' Day parades in England. During the festivities, poor people would beg for food. Families would then give them pastries called "soul cakes" in return for their promise to pray for the family's dead relatives. Children eventually took on this tradition, known as "going a-souling," and they would visit houses in their neighborhood for drinks, food and money.

Where did the idea of wearing Halloween costumes come from?
Dressing up in Halloween costumes also has European origins. Hundreds of years ago, people believed that ghosts roamed the streets on Halloween night, so they wore masks when they left home to fool ghosts into thinking they were other spirits.

On Halloween, people would also place bowls of food outside their homes to please the ghosts and discourage them from entering their houses. Over the course of several centuries, people gradually began to eat these goodies themselves (and leave nothing for the ghosts!).

Where did the name 'Jack-o'-Lantern' come from? The name "Jack-o'-Lantern" comes from an old Irish myth about a famous trickster named Stingy Jack, who was not allowed into either heaven or hell because of his trickery. So, according to the story, the devil gave Jack a glowing piece of coal placed inside a hollowed-out turnip to light his way at night. As the legend goes, Jack has been roaming the face of the earth ever since. The Irish named this ghostly figure "Jack of the Lantern," which was later shortened to "Jack o' Lantern."

Why are Jack-o'-Lanterns made out of pumpkins? Hundreds of years ago, children in Scotland and Ireland made their version of Jack-o'-Lanterns out of turnips. They'd hollow them out, carve faces on them and place candles inside. Then they would carry them around at night to scare away wandering evil spirits like Stingy Jack. All of this changed, however, when European immigrants came to America and saw that pumpkins made better Jack-o'-Lanterns because of their bright orange color, round shapes and soft insides.

COOL FACTS ABOUT PUMPKINS

Did you know...?

- Pumpkins are not vegetables - they're actually fruits. A pumpkin is a type of squash and a member of the gourd family. Squash, cucumbers and melons belong to this family, too.
- People have grown pumpkins in North America for five thousand years.
- Forget apples - a pumpkin a day will keep the doctor away. That's because pumpkins are packed with lots of vitamins, protein, iron and fiber.
- In 1996, the largest pumpkin ever grown was raised by Paula and Nathan Zehr in New York. It weighed 480 kg!

If I Was A....?

Name: _____

1. What costume do you want to wear for Halloween? Pretend you are this character for the remaining questions.	_____ **Costume**
2. On an average day what would you do if you were this costume?	_____ _____ _____
3. Where would you live?	_____ _____ _____
4. Who else (friends) would live with you?	_____
5. Do you think your life is better than it is now? Why or why not?	_____ _____ _____
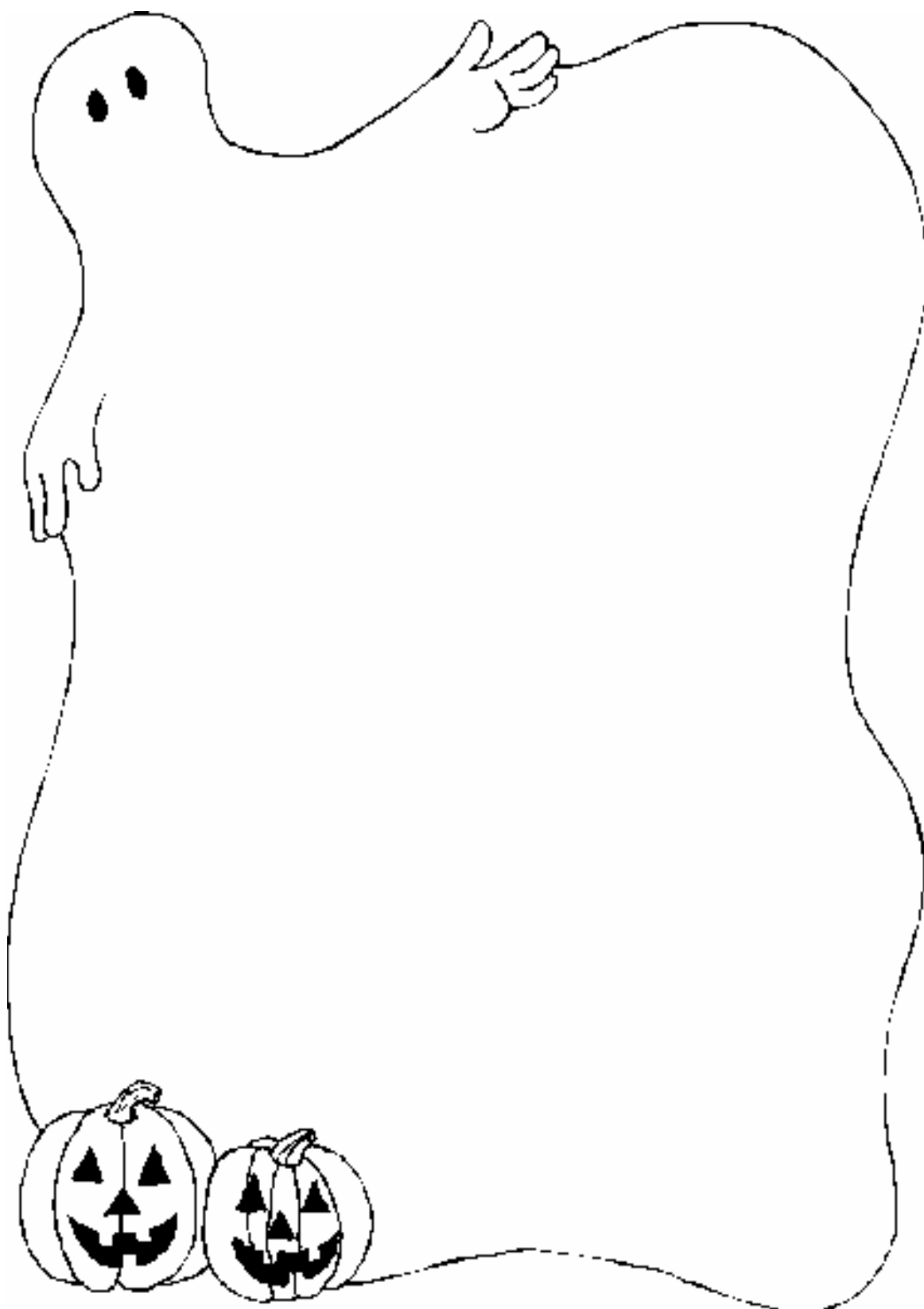
Pick a story starter below and write a story.

___

1. It was a dark and stormy night when....
2. My friends and I were trick or treating and knocked on the door....
3. Meow! The black cat was scared....
4. The silliest Halloween ever started when....
5. The white sheets with black eyes peering through holes of the costume gave no clue as to who the kid was...
6. Running down the street with candy flying, I saw....
7. I was counting all my candy when all of a sudden...
8. A yellow glow was coming from the jack-o-lantern, only...
9. Whirling winds on this cold October evening send chills down my spine...
10. They claim the house was haunted, but it looked okay to me, so....
11. My friends and I like to go trick-or-treating because...
12. I had the most fun on the Halloween when I....
13. My mom and dad like to.......
14. A Halloween party is fun to plan...first you...
15. You won't believe this story, but it is true...

Halloween Vocabulary List

Ghost	The spirit of someone who has died, esp. one that is believed to have returned to earth to haunt a place or living people.
Haunted	Inhabited or visited by ghosts.
Mask	A covering for all or part of the face, usu. worn to disguise the wearer's identity.
Monster	An imaginary or mythical creature, often with features of two different animals or of animals and humans.
Mummy	A corpse preserved by embalming, esp. one embalmed and wrapped by or in the manner of the ancient Egyptians.
Potion	A mixture for drinking, esp. one that is supposed to have medicinal, magical, or poisonous effects.
Pumpkin	A large, round, orange fruit that has thick edible flesh.
Bat	Night-flying mammals that have wings that sense objects mostly by means of reflected sound waves rather than by vision.
Scary	Causing fear; frightening.
Spell	A word, phrase, or the like used to bewitch or enchant; charm; incantation.
Vampire	A legendary being, often said to be a revived corpse that preys on people in order to suck out their blood.
Witch	A woman who practices or is believed to practice occult magic; sorceress.
Zombie	A spell or supernatural force that, according to voodoo belief and legend, can enter a corpse, return life to it, and then control its actions.
Carve	To form or inscribe by cutting.
Costume	A set of clothes suited to a particular season, occasion, or activity.

Halloween
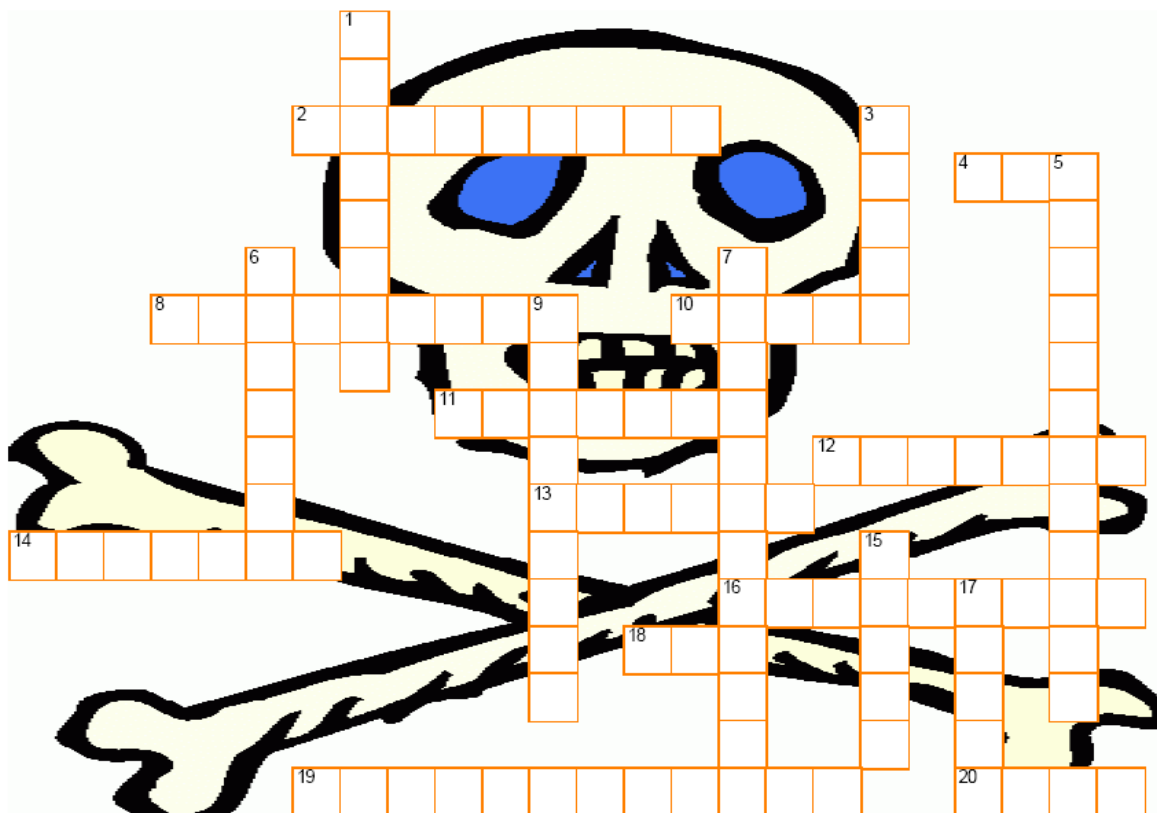
HALLOWEEN TRICKORTREAT HAUNTEDHOUSE CANDY BOO BLACK PUMPKIN SPIDER JACKOLANTERN COSTUME VAMPIRE WITCH BAT OCTOBER TOMBSTONE GRAVEYARD HOWL MOONLIGHT WEREWOLF PARTY

Across

2. The place where people are buried. Plus a scary place to be on Halloween.

4. A flying creature who hangs up-side-down to sleep and only goes out at night.

8. The light reflected from the surface of the moon.

10. What people give kids on Halloween night.

11. An orange squash that is seen in the fall.

12. An undead creature that drinks blood.

13. Creepy animal with 8 hairy legs.

14. In what month is Halloween celebrated?

16. Celebrated on October 31.

18. What ghosts say.

19. Carved pumpkin

20. A wailing cry that wolves make.

Down

1. A person transformed into a wolf.

3. A fun gathering of friends.

5. Children's chant on Halloween.

6. An outfit to wear on Halloween

7. A residence full of spooks and ghosts.

9. A marker for graves

15. What kind of cat should you avoid on Halloween?

17. A lady who casts spells and makes potions.

Halloween

Across and down crossword answers filled in:

- 1. WEREWOLF
- 2. GRAVEYARD
- 3. PARTY
- 4. BAT
- 5. TRICKKOTRRTAT (TRICKORTREAT)
- 6. COSTUME
- 7. HAUNTED
- 8. MOONLIGHT
- 9. TOMBSTONE
- 10. CANDY
- 11. PUMPKIN
- 12. VAMPIRE
- 13. SPIDER
- 14. OCTOBER
- 15. BLACK
- 16. HALLOWEEN
- 17. WITCH
- 18. BOO
- 19. JACKOLANTERN
- 20. HOWL
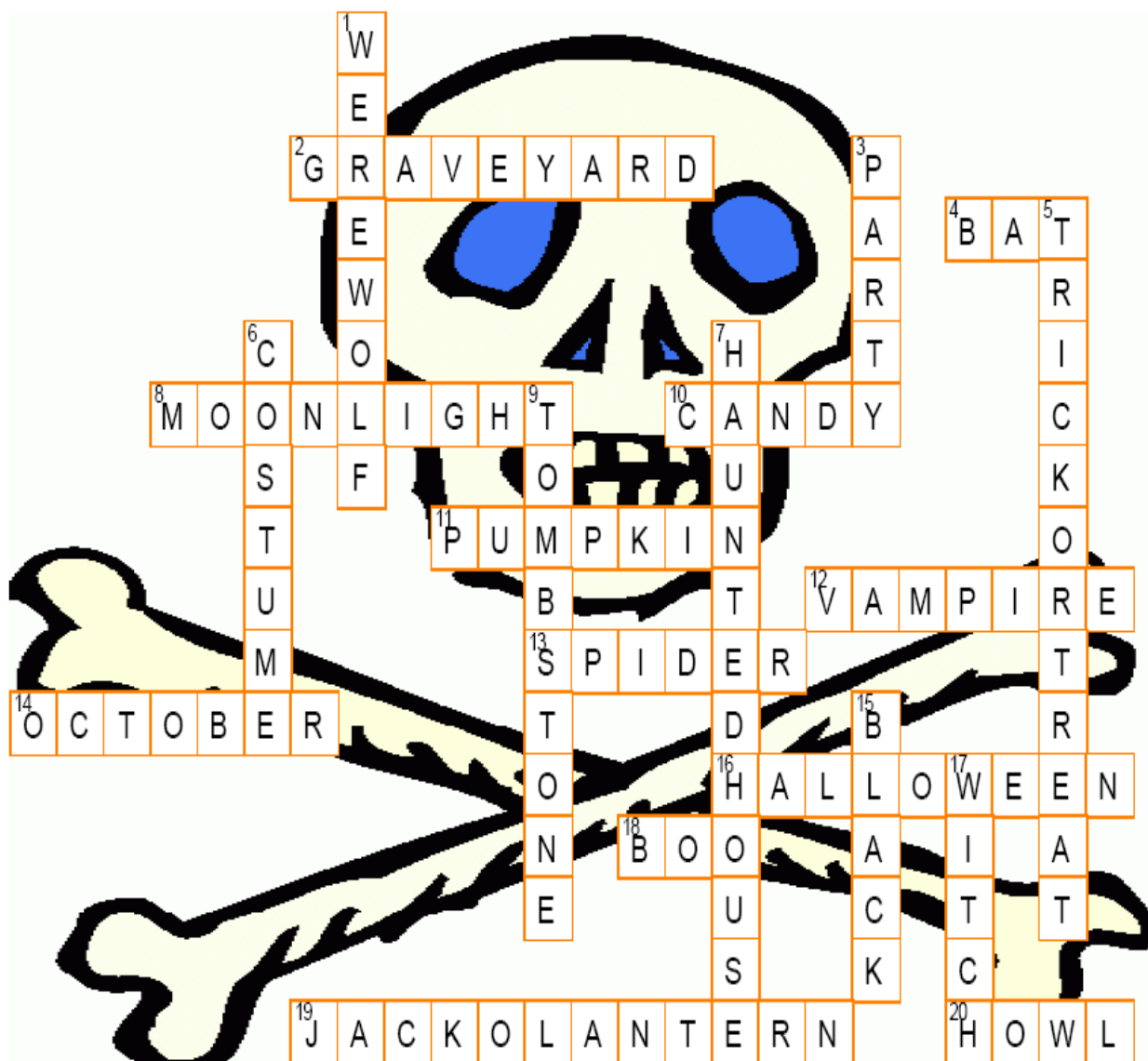
Halloween Word Search

Find the scary words that are hidden in the scramble
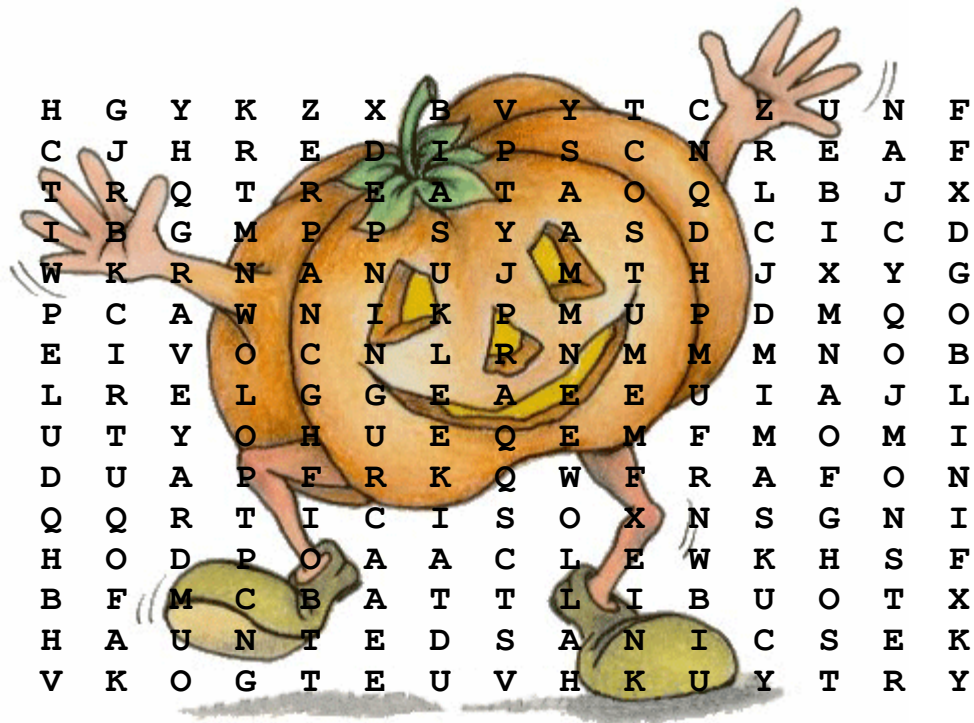
```
H  G  Y  K  Z  X  B  V  Y  T  C  Z  U  N  F
C  J  H  R  E  D  I  P  S  C  N  R  E  A  F
T  R  Q  T  R  E  A  T  A  O  Q  L  B  J  X
I  B  G  M  P  P  S  Y  A  S  D  C  I  C  D
W  K  R  N  A  N  U  J  M  T  H  J  X  Y  G
P  C  A  W  N  I  K  P  M  U  P  D  M  Q  O
E  I  V  O  C  N  L  R  N  M  M  M  N  O  B
L  R  E  L  G  G  E  A  E  E  U  I  A  J  L
U  T  Y  O  H  U  E  Q  E  M  F  M  O  M  I
D  U  A  P  F  R  K  Q  W  F  R  A  F  O  N
Q  Q  R  T  I  C  I  S  O  X  N  S  G  N  I
H  O  D  P  O  A  A  C  L  E  W  K  H  S  F
B  F  M  C  B  A  T  T  L  I  B  U  O  T  X
H  A  U  N  T  E  D  S  A  N  I  C  S  E  K
V  K  O  G  T  E  U  V  H  K  U  Y  T  R  Y
```

Bat	Mask
Cat	Monster
Coffin	Mummy
Costume	Pumpkin
Ghost	Spider
Goblin	Treat
Graveyard	Trick
Halloween	Vampire
Haunted	Witch

It's Halloween

After Columbus has sailed away
after the 25 hour day
when the last date of this month is seen
it's Halloween

The pumpkins have all left their patch
the spiders have begun to hatch
the bats and cats are black, the witches green
on Halloween

As the sun is sinking low
the Jack-o'-lanterns start to glow
their light unlocks the mutant gene
of Halloween

Now out come heavenly angels with wings so frail
devilish demons with pointed tail
and everything else that's in between
it's Halloween

There are skeletons with bones picked clean
aliens with an eerie sheen
zombies with severe gangrene
mummies looking pale and mean
cyborgs half human and half machine
Frankenstein has poor hygiene
Dracula flies through a window screen
Wolf man howls like a wolverine
Grim reapers shrouded face stares out unseen
an executioner pulls his guillotine
and on it dances a beheaded queen
who shakes her bloody tambourine
the gruesome spectacle is so obscene
it's like a horror magazine
your blood is chilled right through the spleen
on Halloween

The air is split by screams of Trick or Treat
stuffed candy sacks drag down the street
hello to fat, good bye to lean
it's Halloween

The flickering candle light begins to fade
soon must end this mad night's parade
tormented souls slowly turn serene
late Halloween

Now the creepy creatures have ceased to creep
the ghouls and ghosts have gone to sleep
but they'll all relive this frightful scene
next Halloween

Chris Borg
www.members.aol.com/_ht_a/pumpkinave/music/itshalloween.htm
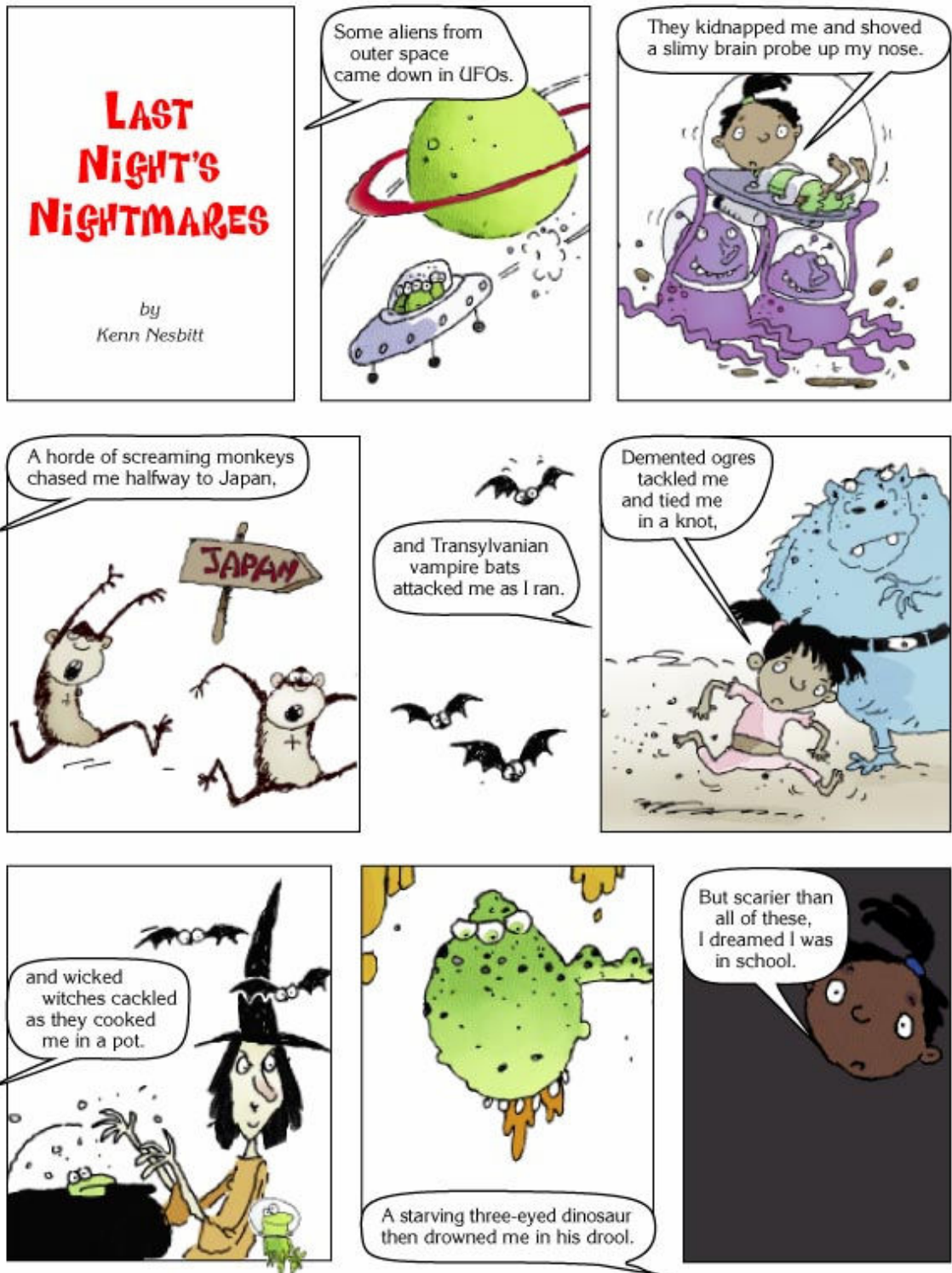
Halloween Acrostic Poem

An acrostic poem is one where you choose a word or name and use each letter in the name as the beginning of a word or line that tells something about that person or topic.

Example: An acrostic poem using the word "Sun."

Sometimes when we go to the beach, I will get sun burn.

Usually if I put Sun block on my skin, I will not burn.

Noon is when I'm really prone to burning.

Write an Acrostic Poem using the word below.

H

A

L

L

O

W

E

E

N

Halloween Board Game

Start	1	2
5	4	3. Go forward 3 spaces
6	7 Go back to Start	8
Go back 3 spaces 11	10	9
12	13	14
Finish	16	15 Go back to Start

Halloween Game Questions

Start

Coffin

1. What do we use coffins for?

Bat

2. Why are bats called "nocturnal animals"?

Mask

5. Where do we wear masks?

Ghost

4. What is the opposite of "appear"?

3. Go forward 3 spaces

Pumpkin

6. What do people make out of pumpkins at Halloween?

7

HALLOWEEN

Go back to Start

Haunted House

8. Who lives in haunted houses?

11. Go back 3 spaces

Witch

10. What does a witch fly with?

Spider

9. What can a spider make?

Skull & Crossbones

12. What do skull & crossbone signs mean?

Mummy

13. Which country is well-known for mummies?

Vampire

14 What is a vampire's favourite drink?

Finish

Black Cat

16. What sound does a cat make?

15.

HALLOWEEN

Go back to Start

www.esl-galaxy.com

www.english-4kids.com

Halloween Game Answers

Start

Coffin

2. put dead people inside

Bat

2. because they fly in the night

Mask

5. on our face

Ghost

4. Disappear

3. Go forward 3 spaces

Pumpkin

6. To make lanterns

7

HALLOWEEN

Go back to Start

Haunted House

8. Ghosts

11. Go back 3 spaces

Witch

10. broom

Spider

9. a web

Skull & Crossbones

12. risk of death

Mummy

13. Egypt

Vampire

14. human blood

Finish

Black Cat

16. meow or mew

15.

HALLOWEEN

Go back to Start

How to play

Tools: You need dice and chips according to the number of groups you want to play with.

Only give the students the first two sheets(i.e the Board Game & the question reference worksheets) The answer sheet is for the teacher only.

Rules:

Students take turns rolling the dice. Everytime they roll the dice they advance according to the number that shows up on the dice. When students get to a space, they refer to the question sheet.They read the question that corresponds to the space and give a correct answer. If they cannot give a correct answer, they loose the space and return to their previous space, while their opponent takes a turn to roll.

The Signs

 This sign means students must go back to start. (not good at all for the player)

 The GO FORWARD SIGN helps you advance.(GOOD)

 The GO BACK sign is another trap in the game. (NOT GOOD)

N:B – Encourage students to come up to you and ask for the answer to a question they are not sure about the answer. However, for the teacher to give them the answer, students should ask the full question. The teacher whispers the answer in the students ears, they go back and tell their opponent. If students do not know the answer and do not ask the teacher, they loose the space and go back to their previous space.

The first team to get to Finish wins.

Designed by

Futonge Kisito

Name: _____

Interview

1. Have you ever celebrated Halloween?

2. Would you like to celebrate Halloween in Iceland?

3. How would you dress up for Halloween?

4. How would you plan a Halloween party?

Name: _____

Halloween Theme Project

Put X were you think it is suitable	Always	Usually	Sometimes	Never
I worked well in the project				
I work well in groups				
I was open to new ideas				
I was able to present my ideas				
I had a enough to do				
I liked the activities				

Halloween Theme Project

1. What activity/activities did you like the most and why?

2. What activity/activities did you not like and why?

3. Do you like working in groups? Why/why not?

4. What activities do you think you did well in?

5. What activities do you think you didn't do well in?

6. What do you think you need to improve?

7. Set 3 goals for yourself (things you need to focus on).

Ghost Story

Name: _____

	4	3	2	1
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.

Total score:

Comments: