

# A Smattering of Activities Using Multiple Intelligence Theory

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**Internet search terms:** *multiple-intelligence-activities; multiple-intelligence-lessons, multiple-intelligence-lesson-plans, teaching-multiple-intelligence*

## 1. Linguistic Intelligence

• **Basic creative dramatics.** Creative dramatics uses no written dialogue and few props. Students find or are given an interesting or important event related to the story, text, or unit of study. Their goal then is to bring that event to life using creative dramatics. These dramatic presentations should be relatively short with no written scripts.

• **Creative dramatics as problem solving.** Find an interesting or important problem related to the story, text, or unit of study. Use creative problem solving to generate solutions and pick the best one (see Chapter 10). Use creative dramatics to bring the problem and its solution to life.

• **Radio drama.** Students take an interesting or important event or portion of a story and create written dialogue with narration.

• **Newspaper articles.** Using an objective voice, write a newspaper account of events related to the story, text, or unit of study.

• **Oral presentations.** Create a short speech describing an interesting or important idea or event related to the story, text, or unit of study.

• **Support-a-statement.** Given a statement, students must look for details to support that statement. This activity often works best if you give students a minimum number of supporting details to look for. The support-a-statement can be used for an oral speech. It is also a good vehicle for teaching about paragraphs (an idea with supporting details), or it can become the basis for a longer paper. In a paper, each supporting detail becomes a paragraph or section.

• **Poetry.** Poetry is using words to create pictures. It is an effective tool for advancing students' language skills, because poems call for careful observation and a precise use of words. Writers of poetry must be attuned to patterns, sounds, and the subtle effect of words. Start out with free verse poems before looking for rhyming patterns, syllable counts, or word sounds. Students who are not hindered by a particular form can focus on finding the best words to express their ideas. In free verse students use words or phrases, but not complete sentences, to create a picture of an interesting or important person or event related to the story, text, or unit of study. Another way to use poetry is to have students use only words taken from a social studies or other textbook to create an interesting poem.

• **Newspaper article.** Using a more formal, academic style, students write an objective account of an interesting or important event related to the story, text, or unit of study. Before writing, students should first list the important facts on a separate sheet of paper. This prewriting activity will help them create more concise, focused, and structured writing. It will also enable them to add missing information.

• **T-talk.** Provide students a dualistic statement related to the story, text, or unit of study. Students generate ideas in pairs and small groups to research consensus in rejecting or accepting the statement.

• **Oprah interview.** The Oprah interview is a type of role playing activity. Here a student takes on the role of a character from history. The student does research to get information about the character. Another

students, playing the role of Oprah does an interview.

## **Verbal/Linguistic**

### **HISTORY**

- Play "What's My Line?" with figures from history
- Debate important issues & decisions from the past
- Create limericks about key historical events
- Study poetry from different periods of history
- Compile a note book of history jokes

### **MATHEMATICS**

- Write a series of story problems for others to solve
- Explain how to work a problem to others while they follow along doing it
- Make up puns using math vocabulary, terms, concepts, & operations
- Solve problems with a partner--one solves & one explains the process
- Create poems telling when to use different math operations

### **LANGUAGE ARTS**

- Teach "concept mapping" to help remember content
- Write a sequel/next episode to a story or play
- Create crossword puzzles/word jumbles for vocabulary words
- Play "New Word for the Day"--learn a new word & use it frequently during the day
- Practice impromptu speaking & writing

### **SCIENCE & HEALTH**

- Write a humorous story using science vocabulary/formulas
- Create a diary on "The Life of a Red Blood Cell" (from the cell's perspective!)
- Write steps used in an experiment so someone else can do it
- Make up an imaginary conversation between different parts of the body
- Give a speech on "Ten steps for healthful living"

### **GLOBAL STUDIES & GEOGRAPHY**

- Read & learn stories, myths, & poetry from other cultures
- Hold a "Countries of the World" spelling & pronunciation bee
- Keep an "Insights from other Cultures for Us" log
- Study a road map & give verbal instructions to get someplace
- Learn basic conversation in several foreign languages

### **PRACTICAL ARTS & P.A.**

- Give verbal explanation of gymnastic routines
- Write instructions for the use & care of machines in industrial technology
- Tell another how to run a word processing program--then do it
- Pretend you're a radio sportscaster--describe a game in process
- Play "Recipe Jeopardy"--make questions for answers given

### **FINE ARTS**

- Listen to a piece of music & make up a story about it
- Verbally describe an object while a partner draws it
- Tell a partner the steps to a dance while they perform it
- Turn a Greek/Shakespearean tragedy into a situation comedy
- Describe an emotion/mood & play music it suggests
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### **Word Smart" kids may enjoy:**

- Writing letters, poems, stories, descriptions

- Leading an oral discussion or debate
- Creating audio tapes
- Giving an oral presentation
- Writing or giving a news report
- Developing questions for, and conducting an interview
- Presenting a radio drama
- Creating a slogan
- Writing their own story problems
- Keeping a journal or diary
- Writing a verbal defense
- Creating a word game to go along with your present topic
- Doing Storytelling or writing all types of Humor/Jokes

**Project Ideas:**

- Compare/Discuss a Story
- Conduct an Interview
- Create a Booklet
- Create a Slogan
- Develop a Dictionary of new terms
- Develop a Petition
- Lead a Class Discussion
- Lead a Press Conference
- Participate in a Debate
- Write and/or Tell a Story
- Write a creative Advertisement
- Write a Poem
- Write a Script to a TV Production
- Write Text for a Power Point Presentation
- Write Text for a Web page

## 2. Logical-mathematical intelligence

• **Averages.** Use inquiry (above) or collect other types of samples related to the story, text, or unit of study to look for averages or statistical trends.

• **Word problems.** Create authentic problems using concepts found in the story, text, or unit of study. Put students in small groups to solve them.

• **Describing in numbers.** Ask students to describe an idea, item, concept, or event using numbers instead of words or pictures.

• **Cause and effect: inductive reasoning.** Within the story, text, or unit of study, look for interesting or important events. Given a particular event (cause), ask students to use an infer-o-gram and inductive reasoning to infer what might happen (effect).

### Infer-O-Graph

Inferring the Possible Effect	
The event cause:	
<u>Clues or Important Information</u>	
1.	
2.	
3.	
4.	
Possible Effect:	

• **Cause and effect: deductive reasoning.** Given a particular effect related to the story, text, or unit of study, ask students to use deductive reasoning to determine the cause

### Deduct-o-graph.

Deducing the Possible Cause	
The event effect:	
<u>Clues or Important Information</u>	
1.	
2.	
3.	
4.	
Possible Cause:	

• **Creating groups: inductive reasoning.** This strategy reflects naturalistic or qualitative methodologies. In inductive reasoning students observe a field or an event in order to understand the groups in it. As data are collected and recorded, students organize or classify the groups. Finally, students describe the

field or event in terms of the groups.

Infer-o-Gram	
<i>Effect:</i>	
<i>Clues</i>	<i>Important Background Information</i>
1. 2. 3.	1. 2.
<b>Probable cause:</b>	

• **Future impact.** Students examine current scientific, technological or other types of innovations (*Popular Science* magazine is a very good place to find pictures and short descriptions of these.) Using the form in Figure 12.2, students brainstorm, individually or in small group, to find both the positive and negative future consequences. Finally, they describe how their life might be different as a result of the innovation. Future impact can also be applied to student’s lives. Here, instead of an innovation, they might list either a future event or a decision that they have to make.

**Figure 12.2. Future Impact Chart**

Event, Activity, Decision, or Choice:	
<b>Future Positive Consequence</b>	<b>Future Negative Consequences</b>
1. 2. 3. 4.	1. 2. 3. 4.
<i>How your life will be different as a result of the event, activity, decision, or choice:</i>	

• **Compare and contrast.** Use the compare-O-graph or comparing T-chart or the comparison chart (Chapter 7) to compare events, persons, or eras.

• **Analyzing people.** Use rating character traits, character maps, person charts, or attribute charts to analyze people from different historical eras.

• **Analyzing events.** Use the plot profile (Chapter 11) to analyze and interpret events. Use the orderizer (Chapter 11) to put events in order.

• **Support-a-statement.** Make a statement related to some person or event in history (Chapter 7). Students then find clues to support that statement.

• **Analyzing decisions.** Use ranking decisions to identify possible decisions for problems in historical and rank them in order of effectiveness.

• **Analyzing historical problems.** Use the problems solving strategies and activities related to problem-based learning to generate possible solutions to problems found in history (Chapter 7).

• **Cause and effect.** This activity invites students to use deductive and inductive reasoning to infer the possible cause or causes of an event or the possible effects of an event (see Chapter 3). Cause and effect can be done on both a personal level and a public/historical level. That is, you can look at the cause of an effect to examine historical and current events. You can also use it to help students examine the forces in their lives. For example, what might be the possible effect of a certain choice or course of action? These sorts of interpersonal examples invite students to make personal connections with the curriculum. They should, however, be used with discretion and only after you get to know your students.

## **Logical/Mathematical**

### **HISTORY**

- Find examples where "history repeated itself"
- Compare & contrast different periods of history
- Ask factual, process, & higher-order questions about key historical decisions (a la Bloom's taxonomy)
- Create time sequence charts with titles for major eras of history
- Predict what the next decade will be like based on patterns of the past

### **MATHEMATICS**

- Find unknown quantities/entities in a problem
- Teach how to use a calculator for problem solving
- Create number sequences & have a partner find the pattern
- Mind-map proofs for geometric theorems
- Design classification charts for math formulas, processes, & operations

### **LANGUAGE ARTS**

- Predict what will happen next in a story or play
- Create an outline with 4 main points x 4 sub points x four sub- sub points
- Learn to read, write, & decipher "code language"
- Analyze similarities & differences of various pieces of literature
- Use a "story grid" for creative writing activities

### **SCIENCE & HEALTH**

- Use the symbols of the Periodic Table of Elements in a story
- Find five different ways to classify a collection of leaves
- Create a goal-setting chart for a study of AIDS (what I know, want to know, & what I learn)
- Learn the pattern of successful & reliable scientific experiments
- Practice webbing attributes of various systems of the body

### **GLOBAL STUDIES & GEOGRAPHY**

- "Follow the Legend" map-reading games & exercises
- Play "Guess the Culture" based on artifacts in an imaginary time capsule
- Rank-order key socio-economic factors that shaped a culture's development
- Predict what will happen in several current-event stories
- Learn cause & effect relations of geography & geological events

### **PRACTICAL ARTS & P.E.**

- Follow a recipe to make bread from scratch
- Find the relation of keyboard actions & computer performance

- Design a physical exercise routine using a matrix
- Create problem solving scenarios for machines used in industrial technology
- Make a classification matrix on meaning's) of computers symbols

#### **FINE ARTS**

- Learn patterns of ten different dance steps
- Compose a piece of music from a matrix
- Use a Venn diagram to analyze characters in a play
- Create a "paint-by-numbers" picture for another to paint
- Analyze plays using the classical dramatic structure model

#### **"Math Smart" kids, may enjoy:**

- Listing or organizing facts
- Using deductive reasoning skills
- Using abstract symbols and formulas
- Solving logic and/or story problems
- Doing brainteasers
- Analyzing data
- Using graphic organizers
- Working with number sequences
- Computing or Calculating
- Deciphering codes
- Forcing relationships/Syllogisms
- Creating or finding patterns
- Hypothesizing/Conducting an experiment

#### **Project Ideas:**

- Categorize Information and facts about your topic
- Compare and/or contrast a topic using Graphs
- Create a Venn Diagram Create a Pamphlet of info
- Create and conduct an Experiment
- Create Word Puzzles for your classmates
- Create a Timeline
- Develop a Fact file
- Develop a Game about your topic
- Develop a Memory System based on numbers/patterns
- Interpret data from your topic area
- Keep a Journal on your topic
- Produce a Document in Excel
- Translate data from a variety of sources
- Make a Calendar related to your topic
- Develop and Present a Database
- Use your deductive reasoning skills
- Write a computer program or modify an existing one
- Write a Guided Visual Imagery
- Write a Poem or an Essay
- Write an Editorial Essay

### 3. Spatial Intelligence

- **Period art.** Study the art of the time period, place, or culture. What does the art tell you about the people and events? What values can you infer? What common themes do you see?

- **Images from popular culture.** Collect pictures from magazines and newspapers that illustrate interesting or important ideas from the story, text, or unit of study.

- **Creating art.** Create art projects based on the story, text, or unit of study. With middle school students, give them an idea from the story, text, or unit of study, and then allow them the freedom to choose a medium and style to express that idea. For example, in studying civil rights, one middle school teacher asked her students to use a visual medium to express the idea of freedom.

- **Maps.** Have students create maps related to the story, text, or unit of study or use maps to find actual places related to the story, text, or unit of study. Mapquest, Google earth and other online

- **Treasure hunt.** One interesting activity you could use is to provide a name of a city along with the state or country. Have students plug in the name of the city and then let them give you as much information about it as they can. Google Earth will show

- **Sponge activities.** Sponge activities are short, fun activity designed to soak up a few extra minutes before lunch, recess, or another activity. These are good opportunities to reinforce concepts. A sponge activity to reinforce cardinal directions is an I'm-thinking-of riddle. "I'm thinking of something round on the east side of the room." "I'm thinking of a rectangle with words on the north side of the room."

- **Simon says.** For younger students, Simon Says can be used with directions. "Simon says, turn to the south. Simon says, take one step west."

- **Hide-the-thimble with directions.** In the classroom, one student is sent out of the room and a thimble or some small object is hidden. Next, the student enters the room and is directed to the thimble using steps and cardinal directions until the thimble is found. For example, the direction giver would say, "*Enter the room and walk south five steps. Walk three steps to the south, etc.*" At first, the teacher should give directions. Later, students are selected to give directions.

- **Map directions.** Give each student a map of a region or state that has fairly small grid or squares on it. Starting at a given place, try to get students to find out where the imaginary thimble is hidden by guiding them to another place. Directions are given to help them move about the grid. For example, "*Move three squares south, two squares west, and three squares north.*" Older students can use a road map and be asked to find a specific location. "*Go to Highway 7, turn north and travel for about 20 miles. At Flying Cloud Drive, turn east and drive for 10 miles. Turn north on Anderson Lake Parkway. Where are you?*"

- **Map grid bingo.** Create bingo cards in the form of a city map with grids and coordinates. The city map can be real or imaginary. Six letters are listed along the horizontal axis and six numbers are listed on the vertical axis. Use two dice or create two spinners, one with numbers and one with the letters A-F on it. Students play in teams of two, two pair to a game. One person throws the die while the other places a marker on the correct grid. To place a marker on the map, the player must identify a city, road, or something with the grid on the map. The pair that gets six in a row first wins the game.

- **Body maps.** This is an activity for kindergarten and first grade that allows students to see that the map stands for something. Using a large sheet of butcher paper, students have a partner trace an outline of their body. They then create a map of their body by putting in organs, joints, or specific muscles.

• **Maps from stories.** In the inside cover of the book, *Winnie the Pooh* (Milne, 1976); there is a map of the Hundred Acre Forrest that shows where events of the story occurred. This makes a good starting place for students to begin to see physical spaces in relation to other physical spaces. For older students, use the maps of Middle Earth from Tolkien's *Lord of the Rings*. Also, as students read any story, imagination and inference can be used to create a map based on things and events found in a story.

• **Make a map/make a village.** Create a community using milk boxes, paper, tongue depressors, and other items. Strips of paper can be used to indicate roads, railroad tracks, rivers and lakes. Depending on the size, small cars, airplanes, and people can be included. As a learning center, students are asked make a map of the village. Students can also be given a map and then asked to create a village.

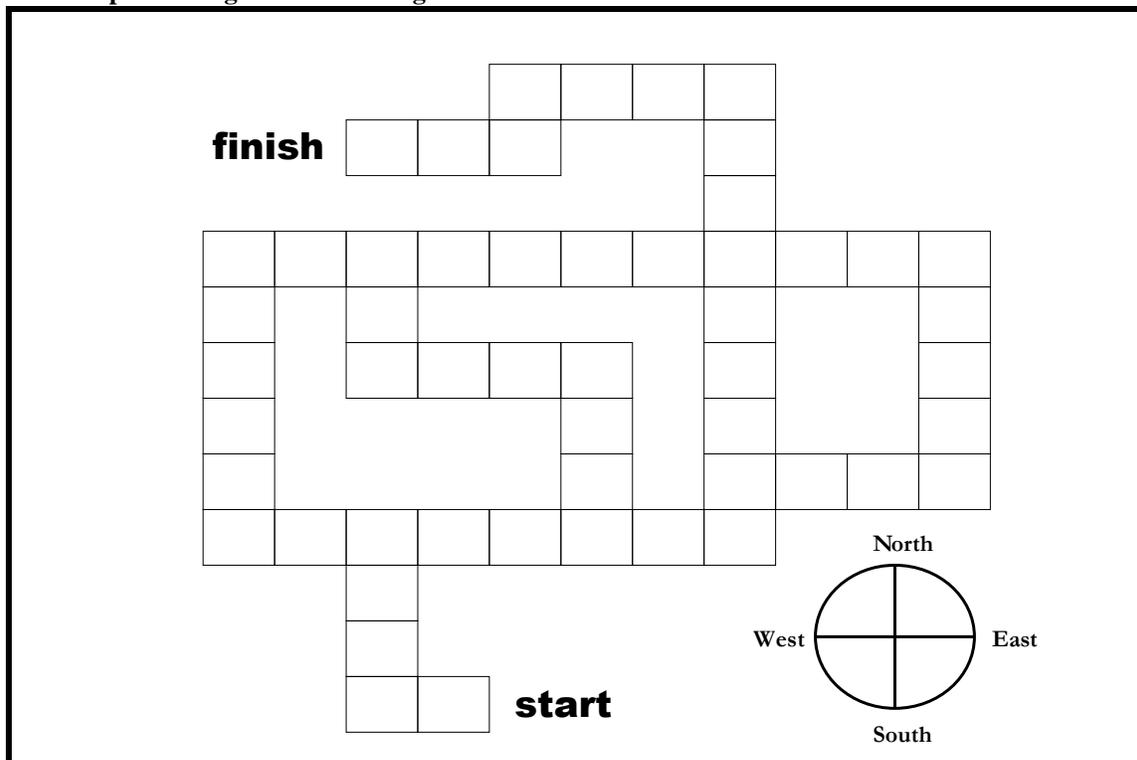
• **City planning.** Students can develop their own imaginary kingdoms, cities, or towns and use maps to show the lay out. Encourage them to be creative but at the same time, talk about city planning and the resources necessary to maintain a population within a community.

• **Community map.** Put up a map of the community and use a pin, yarn, and a picture to indicate where each student in the class lives

• **Radar and minerals deposits.** This game is similar to the old *Battleship* game and can be used to reinforce the concept of longitude and latitude and to practice finding locations using coordinates. This is a game played in pairs. First, two identical maps are created or used that have longitude and latitude coordinates. As children sit at a table facing each other, a box, book, or some other barrier is created so that students cannot see each other's maps. Next, both students are given three to five identical small shapes of paper. These are valuable mineral deposits. Each student places them on their map so that the other can see them. The goal is to guess where the other person's mineral deposits are hidden using coordinates before that person finds yours. The first person to find all the mineral deposits first is the winner.

• **Map board games.** Create simple board games that are in the form of maps with cardinal directions on them (see Figure 1). Eventually, students will want to create their own board games.

Figure 1. Simple board game for learning cardinal directions.





- **Mapquest.** Students can visit Mapquest at [www.mapquest.com](http://www.mapquest.com). This can be used to find or check the distance and travel time between two or more locations.

- **A travel map.** Given a simple community map, students can use a colored pencil or marker to trace and record the places they went during the week or over the weekend.

- **Map the gerbil.** In a box or on a table top, create a village with artifacts. Blocks could be used or you could actually create a replicate village. Students would then create a map of this village. Next, put a gerbil in this village and have students record its path as it moves about the village using a line on. To extend this into science, you can put a gerbil in the imitation village with some food at one part. You chart it and time it to see how long it takes it to find the food with a colored pencil. Then, select a different gerbil and record its path using a different colored pencil. This allows you to make comparisons.

- **Classroom travel map.** This is a version of hid the thimble. Here, two students leave the room. A thimble or some object is hidden in the room. Each student in the classroom has a map of the classroom at their desks. The hallway students enter the classroom individually and classroom students record the path that each student takes on their maps. This is a fun way to begin to develop the space to paper relationship. Students might also look for similarities in searching patterns.

- **Sand table maps/environments.** Commercially developed sand table maps can be purchased for use in a classroom. Some teachers instead use a small inflatable swimming pool with a small layer of sand. You can also create a sand table map using a sheet of plywood nailed to rectangular frame of 2x6 inch boards. The bottom should be lined with a heavy plastic drop cloth. Sand maps can be used in a variety of ways. Younger students can create villages using artificial houses. Older students can begin to explore city planning and topography. The sand allows you to easily rearrange. However, you might also experiment with a denser soil to enable students to create hills and valleys.

- **Global positioning satellites.** There are a variety of web sites that describe how global positioning satellites (GPS) or geographic information systems (GIS) software and web sites might be included as part of map and globe activities. Web sites for activities and lesson plans are found below.

## **Visual/Spatial**

### **HISTORY**

- Have imaginary talks/ interviews with people from the past
- Make visual diagrams & flow charts of historical facts
- Imagine going back in time--see what it was like "back then"
- Paint a mural about a period of history
- Imagine & draw what you think the future will be like

### **MATHEMATICS**

- Do a survey of student's likes/dislikes then graph the results
- Estimate measurements by sight & by touch
- Add, subtract, multiply, & divide using various manipulatives
- Imagine using a math process successfully, then really do it
- Learn metric measurements through visual equivalents

### **LANGUAGE ARTS**

- Play vocabulary words "Pictionary"
- Teach "mind mapping" as a note taking process
- Draw picture of the different stages of a story you're reading
- Learn to read, write, & decipher code language
- Use highlight markers to "colorize" parts of a story or poem

## **SCIENCE & HEALTH**

- Draw pictures of things seen under a microscope
- Create posters/flyers showing healthy eating practices
- Create montages/collages on science topics (e.g. mammals)
- Draw visual patterns that appear in the natural world, including the microscopic
- Pretend you are microscopic & can travel in the bloodstream

## **GLOBAL STUDIES & GEOGRAPHY**

- Draw maps of the world from your visual memory
- Study a culture through its visual art--painting & sculpture
- Make maps out of clay & show geographical features
- Make decor for the classroom on a culture you are studying
- Use a map to get around an unfamiliar place or location

## **PRACTICAL ARTS & P.E.**

- Draw pictures of how to perform certain physical feats
- Create visual diagrams of how to use machines in industrial technology
- Practice drawing objects from different angles (e.g. drafting)
- Learn a series of "spatial games" (e.g. horseshoes, ring toss)
- Imagine your computer is human--draw how it works

## **FINE ARTS**

- Watch dancers on video & imagine yourself in their shoes
- Pretend you can enter a painting--imagine what it's like
- Listen to music with eyes closed & create a sculpture from clay
- Draw the sets for the various scenes of a play you are reading
- Draw the visual and color pattern of a dance

## **Art Smart'' kids may enjoy:**

- Creating charts, posters, graphs, or diagrams
- Creating a Web page or PowerPoint project
- Making a videotape or film
- Creating pie charts, bar graphs, etc.
- Making a photo album
- Creating a collage
- Making a mobile or sculpture
- Designing a mindmap
- Making a map
- Using color and shape
- Developing or using Guided Imagery
- Understanding Color Schemes
- Pretending to be someone else, or something else

## **Project Ideas:**

- Build a sculpture
- Color Code a Process or Flowchart
- Comic Strip
- Create a bulletin board for your topic
- Create a colorful mural
- Create a Power Point presentation
- Create an Animated film
- Create a Photo Essay
- Create a Video Production
- Create Graphics for a Multi-Media Presentation
- Create Costumes for a production
- Draw illustrations
- Draw a Map or Chart
- Create a Comic Strip/Book
- Outline and build a Web page
- Make a Video or Visual Collage
- Make a Project Cube
- Use multi-media equipment to present info

- Use clay to create a sculpture
- Write a Guided Visual Imagery
- Write a Picture Book on your topic
- Write a Rebus Storybook

## 4. *Bodily-Kinesthetic Intelligence*

- Dance
- Mime
- Drama
- Show things using physical body.
- Letter sounds - body movement
- To help remember, make physical movements a part to remember words or letter sounds.
- Sight words -- use hands to create letters as you spell.
- Air letters ...
- Letter actions ...

### Body/Kinesthetic

#### HISTORY

- Perform and/or create dramas from a period of history
- Re-enact great scenes or moments from history for today
- Hold an historical period costume & food day
- Play "Great Moments from the Past" charades
- Learn dances from previous periods of history (e.g. the minuet, waltz, etc.)

#### MATHEMATICS

- Use different parts of the body to as a "rule" to measure different things
- Add & subtract members to & from a group to learn about fractions
- Invent something that requires applying math concepts
- Create & act out a play in which the characters are geometric shapes or other math concepts
- Make up a playground game that uses math concepts/operations

#### LANGUAGE

- Play "The Parts of a Sentence" charades
- "Embody" (act out) the meaning of vocabulary words
- Act out a story or play that you are studying
- Learn the alphabet and/or spelling through body movements & physical gestures
- Make up a "Parts of Speech" folk dance

#### SCIENCE & HEALTH

- Role play the parts & dynamics of the life of a cell
- Create the rotation of planets with the class as the solar system
- Become & act out the different states of matter
- Conduct a series of "hands-on" scientific/health experiments
- Study & try various "biofeedback" techniques/methods

#### GLOBAL STUDIES & GEOGRAPHY

- Learn folk dances/dramas of a culture being studied
- Create gestures to represent the legend of a map
- Play "physical movement games" from another culture
- Simulate "going shopping" using currency from another country
- Study "body language" from different cultural situations

#### PRACTICALARTS & P.E.

- Learn & perfect various "multi-tracking" routines (e.g. rub stomach & pat head)
- Invent something in manufacturing technology classes (e.g. a new house, a tool, etc.)
- Practice physical movements in your mind then with your body
- Make up a new kind of snack food, prepare it, & eat it
- Create & perform a drama on how a computer operates

#### FINE ARTS

- Create the dance equivalent for different inventions, machines, settings, etc.

- Create "human sculpture tableaux" to express an idea
- Make up gestures, postures, or facial expressions to accompany a musical score
- Design a "living painting" of a classical work
- Practice doing impromptu dramatic mime activities

#### **Body Smart" kids may enjoy:**

- Creating a dance or movement sequence
- Role Playing
- Using physical gestures to communicate an idea
- Performing a skit or play
- Making manipulatives
- Building a model
- Performing Martial Arts
- Making a board or floor game
- Putting together a puzzle
- Creating and/or participating in a scavenger hunt
- Performing a pantomime
- Demonstrating sports games

#### **Project Ideas:**

- Build or Construct a Model
- Choreograph a dance to explain something
- Conduct a class demonstration
- Conduct an Experiment
- Create a Board game
- Develop a Memory System based on Movements
- Devise a scavenger hunt on your topic of study
- Develop a television program
- Explain something using only movement
- Invent a floor game for your class
- Perform a Skit
- Present your info using sign language
- Role Play an interpretation of your topic

## 5. Musical intelligence

- **Analysis of related music.** Look for music of a time period, place, or culture. What does the music say about the people or events? What messages can be inferred from the lyrics?
- **Find song lyrics.** Look for songs with lyrics that seem to express an idea, event, or concept covered in the story, text, or unit of study.
- **Create song lyrics.** Create new lyrics for a known song incorporating interesting or important concepts from the story, text, or unit of study.
- **Music for radio drama.** Create a radio drama related to something in the story, text, or unit of study (see Chapter 9). Look for music to use as an introduction or as background music for interesting or important parts.
- **Outstanding musicians.** Create alternate assignments whereby musically talented students can compose a song or perform music related to concepts from the story, text, or unit of study.

### Musical/Rhythmic

#### HISTORY

- Analyze different historical periods through their music
- Create a series of key dates in history "raps"
- Teach/learn songs/music that were popular in previous eras (e.g. Gregorian chant, WWII songs)
- Make musical instruments from the past & compose a piece using them
- Watch films about the past & focus on the sounds of history

#### MATHEMATICS

- Learn mathematical operations through songs, jingles, & rhythmic beats
- Learn addition, subtraction, multiplication, & division through drum beats
- Break a set of tones and/or rhythmic patterns into various groups to learn division tables
- Play the "Rhythm Game" to learn times tables (slap thighs, clap hands, snap fingers)
- Make up sounds for different math operations & processes

#### LANGUAGE ARTS

- Learn Morse Code & practice communicating with it
- Use different kinds of music for different kinds of writing
- Create song/raps to teach grammar, syntax, phonetics semantics, & other language concepts
- Learn & practice "phonetic punctuation" (a la Victor Borge)
- Illustrate a story/poem with appropriate sounds, music, rhythms, & vibrations

#### SCIENCE & HEALTH

- Learn to use music, rhythm, sound, & vibrations to reduce stress
- Listen to the sound & rhythmic patterns of the environment (humanly-created & nature)
- Try various humming patterns to see how they can alter your mood & awareness
- Experiment with the effects of vibration on sand in a metal plate
- Assign sounds to systems you are studying such as the nervous system, circulatory systems, etc.

#### GLOBAL STUDIES & GEOGRAPHY

- Listen to & analyze different kinds of music from different cultures
- Play musical & percussion instruments from around the world
- Learn the key characteristics of music & rhythmic patterns from different cultures
- Create a sound/tonal-based legend for a map
- Learn & sing songs from nations/countries being studied

#### PRACTICAL ARTS & P.E.

- Perform physical exercise routines in sync with music
- Record & recognize the varying sounds of a computer operating (and what they mean!)
- Experiment with the effects of different kinds of music on how you eat
- Learn to recognize various machines in industrial technology via their sounds

- Use music to help improve keyboarding skills & speed

### **FINE ARTS**

- Play "Guess the Rhythm/Instrument" when listening to various musical pieces
- Turn a nonmusical play into a musical or into an "old time radio show"
- Practice impromptu music composition using the "stuff" in your surroundings
- Draw, paint, or sculpt a piece of music as it plays
- Make up a creative/interpretive dance to a piece of music

### **Music Smart" kids may enjoy:**

- Writing or singing a curriculum song in the content area
- Developing and/or using rhythmic patterns as learning aids
- Composing a melody
- Changing the words to a song
- Finding song titles that help explain content
- Creating a musical game or collage
- Identifying music that helps students study
- Using musical vocabulary as metaphors
- Creating, designing, and building a musical instrument
- Incorporating environmental sounds into a project or presentation
- Using percussion vibrations
- Showing or explaining tonal patterns

### **Project Ideas:**

- Change words to an existing song so that it teaches something about your topic
- Create a Musical Game
- Create a Music Collage
- Create a Radio Program
- Find a new use for Music Technology
- Lead a Choral Reading
- Make an Audio Tape
- Sing or Rap a song that explains your topic
- Write a short musical about your topic
- Write song lyrics for your content area

## 6. Interpersonal intelligence

- **Cooperative learning activities**

- **Personal connections.** Look for ways that items related to the story, text, or unit of study affect or connect with the students as individuals. For example, in studying the distributions of goods and services, students might choose a particular product from their lives and trace it back to its origin, looking at all the people and processes involved.

- **The metaphor.** Use a topic related to the story, text, or unit of study as metaphor. For example, in studying alliances, students might be asked in a journal or writing assignment to describe a time when they made an alliance with others for some purpose. These types of writing activities are best shared in small group.

- **Social skills.** Teach social skills

### Leadership Activities

The following activities can be used to develop leadership skills and study leaders.

- **Study of leaders.** Design a unit on leaders. This unit can be studied as a stand alone unit, or embedded within relevant subject area (Bisland, Karnes, & Cobb, 2004). For example, as a part of your leadership unit, in science class you could study important leaders in science. In your units, use biographies and autobiographies to understand the dynamics of leaders' lives as well as to get a sense of their values, and thinking. Also look for their common characteristics. Include leaders from all cultures and all time periods throughout the world. Also, study leaders who have brought about positive change and also those who caused harm and destruction.

- **Local leaders.** Within your community, ask leaders in community organizations, business, religious organizations, and government to come in and talk about their leadership styles.

- **Leaders in current events.** Identify important leaders in current events. Create a leadership bulletin board and ask your students to bring magazine, newspaper, and internet articles related to each leader.

- **Small group leadership activities.** After studying the characteristics of leaders and leadership skills, put students in small groups to accomplish a task or to solve a problem. Working in small groups will allow your students to practice leadership skills in a safe setting area (Bisland, Karnes, & Cobb, 2004). With each task, randomly select one person to be the leader. Every student should have equal opportunities to experience the leadership role. The leader in each group is in charge of organizing priorities and delegating responsibilities in order to complete the task on time.

#### EXAMPLE: small group leadership activity

What can be done to help students be kinder and more respectful of others at our school? Your group will need to find a solution for this problem, describe a plan for implementing this solution, and design a presentation. You will have two days to complete your task. Your solution and implementation plan will be presented to the class. The presentation should be between five and ten minutes in length and must include some sort of visual aid.

Rating Checklist for Kindness and Respect Activity	
Criteria	Rating
1. The group finished the project on time.	
2. The group was successful in finding a solution.	

3. The solution is practical and effective	
4. The implementation plan is practical and effective.	
5. The presentation was easy to understand.	
6. The presentation included visual aids.	
7. Speakers used effective oral speaking skills.	
8. The presentation was 5 to 10 minutes in length.	
<b>Key:</b> 4 = outstanding; 3 = very good; 2 = good; 1 = low; 0 = did not meet criteria.	

• **Fish bowl.** In a *fish bowl* activity, one group of students works in a small group to complete a task or solve a problem while the rest of the class watches. After the task is completed, the rest of the class discusses the group's process, its success in accomplishing the task or solving the problem, and the various social skills used. The individual leadership characteristics and the social skills described above can be used to help the class analyze and review the fish bowl interaction. In these fish bowl activities you sometimes might choose one person to be the leader and at other times you might allow for leadership to emerge. With any fish bowl activities, students should always be asked if they wish to volunteer.

## Interpersonal

### HISTORY

- Do an historical period "jigsaw" (each one learns part & teaches others)
- Role-play a conversation with an historical figure
- Imagine "passing over" into other times/lives--describe their feelings, thoughts, beliefs, values
- Make a case for different perspectives on the Revolutionary War
- Discuss the impact of key historical decisions on today's world

### MATHEMATICS

- Solve complex story problems in a group
- Conduct an "interviewing others" research project & calculate results as percentages
- "Each one teach one" new math processes/ operations
- Describe *everything* you do to solve a problem to a partner
- Have teams construct problems linking many math operations, then solve them

### LANGUAGE ARTS

- Experiment with joint story-writing--one starts then pass it on
- Analyze the message or moral of a story with a group--reach a consensus
- Use a "human graph" to see where a group stands on an issue
- Read poetry from different perspectives & in different moods
- Conduct language drill exercises with a partner (make it into a game)

### SCIENCE & HEALTH

- Discuss "Saying No to Drugs" & create Say NO" strategies
- Assign group research projects--groups design and implement their research plans
- Use lab teams for science experiments & exercises
- Discuss controversial health topics & write team positions papers
- Describe the "before & after" of key scientific paradigm shifts

### GLOBAL STUDIES & GEOGRAPHY

- Assume the perspective of another culture & discuss a current news item
- Find the relation of geography/climate to customs/values
- Create scenarios of "culture shock" & analyze for its causes
- Brainstorm & prioritize ways to overcome "ugly Americanism"
- Learn to read different kinds of maps, then teach another how to understand them

### PRACTICAL ARTS & P.E.

- Teach & play a series of non-competitive games
- Assign teams to prepare and serve meals from foreign countries
- Use peer coaching teams for projects in industrial technology
- Have students work in pairs to learn & improve sports skills
- Create cooperative computing teams to learn computer skills

### FINE ARTS

- Learn a new dance & teach it to others
- Create a team cooperative sculpture from clay
- Sketch your partner with different expressions
- Practice "Stop the Action & Improvise" while dramatizing a play
- Learn to sing rounds & counter-melody

**"People Smart" kids may enjoy:**

- Giving feedback to the teacher or to classmates
- Intuiting other's feelings
- Empathy practices
- Establishing a Division of Labor
- Person-to-person communication
- Cooperative learning strategies
- Collaborative skills
- Receiving feedback
- Sensing other's motives
- Group projects
- Teaching someone else something new
- Learning from someone outside of school
- Other points of view
- Creating group rules
- Acting in a play or simulation
- Conducting an interview
- Creating "phone buddies" for homework

**Project Ideas:**

- Contact group members via email/snail mail
- Conduct a Press Conference
- Create Classroom Learning Centers
- Create a Culture gram
- Develop and Implement Group Rules
- Lead a Press Conference
- Run a Debate
- Set up an email listserv
- Solve a problem with a partner
- Use Conflict Management skills
- Use email to contact

## 7. Intrapersonal Intelligence

### Activities for Stimulating Moral Reasoning

This section describes activities that can be used to enhance students' moral reasoning.

• **Behavior chart.** Have your students look for examples of behavior on each of Kohlberg's or Gilligan's levels in a trade book, narrative text, textbook, current events, or history. The charts in Figure 15.6 are then used to record the behaviors. Using inference, students generate a conclusion or big idea based on their data.

Figure 15.6. Behavior charts.

Kohlberg Chart	
Levels of Moral Reasoning	Behaviors
1. Punishment	
2. Rewards	
3. Social Approval	
4. The Law	
5. Social Contract	
6. Universal Principle	

Conclusions or big ideas:

Gilligan Chart	
Stages of the Ethics of Care	Behaviors
1. Concern for Self	
2. Concern for Others	
3. Concern for All	

Conclusions or big ideas:

• **Line graph.** When reading a story in a trade book, ask students to list the actions of the lead character. Then use inference to decide the level of moral reasoning or stage of the ethics of care associated with each action. Finally, have students create a line graph to show these levels and how they changed over the course of the book.

• **Analyzing levels, stages, and actions.** Ask students to analyze a specific action found in books, current events, or history. Ask them to discuss and infer the possible moral reasoning the person or people might have used to decide on this action.

• **Moral dilemmas.** Moral dilemmas are based on the idea that children develop the capacity for moral reasoning and advance more quickly to higher levels by practicing their reasoning skills and by hearing the thoughts and moral reasoning of other students. A moral dilemma is where students are given a real-life situation in which there is a dilemma, a decision, or a problem that must be solved. Students are then put into small groups of two to five students and asked to come to a consensus in finding an answer, solution, or decision. The answer is not as important as the reasoning that goes along with it. Teachers should float as unobtrusively as possible to get a sense of where students are at. Whenever possible, try to construct a moral dilemma that pertains to students' lives. And just as with the values clarification activities described above, teachers should not correct, evaluate, or validate students' responses and they should not lead students toward a predetermined choice or response.

#### EXAMPLE: Plagiarism Moral Dilemma

Mr. Atherton gives the following moral dilemma to groups of students in his 8th grade social studies class:

Pat has been getting up early to deliver newspapers in the mornings to make some extra money to buy some new basketball shoes. After school, Pat goes to basketball practice. This makes for a very long day and Pat is usually pretty tired by the time the family has finished supper in the evening. There is a big report due in Pat's social studies class; however, Pat has forgotten about it until the night before it is due. Pat is in a panic because this report is a big part of the final grade for the quarter. Pat's grades in other classes are not very good. If Pat doesn't earn a passing grade in this class, Pat will not be eligible to play basketball for the rest of the season because of academic eligibility requirements. In desperation, Pat goes on the Internet and finds a website that contains a report that meets most of the requirements of the assignment. It could easily be downloaded and copied, and with just a few changes Pat could hand it in. What should Pat do? What would your advice to Pat be?

When creating these types of moral dilemmas, Mr. Atherton tries, whenever possible, to use a gender-neutral name and to avoid including gender-identifying pronouns. Also, he uses a deck of cards and has students draw for groups of four. In this way, there are a variety of different types of groups, some fairly heterogeneous in terms of race, gender, and ability, while others are more homogeneous.

Students are given about 15 minutes to read through the problem and decide what they think Pat should do. At the end, one person is chosen to share their group's advice and supporting reasons with the class. After each group presents their ideas, Mr. Atherton opens this up for a whole class discussion.

### *Values Clarification Activities*

Values clarification activities usually involve defining, listing, ranking, or rating things that students value. These activities come in many different forms, but they should have some or all of the following four characteristics: First, students' insights and ideas are respected. Teachers do not correct, evaluate, or validate students' responses. Second, students are free to make choices. Teachers do not lead students toward a predetermined choice or response. Third, there is a discussion or sharing of ideas either before or after the activity. And fourth, students are encouraged to consider both the positive and negative consequences of their choices.

Below are ideas for possible values clarification activities. Keep in mind the developmental level of your students in adapting each activity to your teaching situation.

- **Define that which is valued.** Students list or define five to ten things that they value. You could do this in a number of different categories such as: material things, virtues, personal characteristics, experiences, activities, or people. A common starting activity is to have them list five physical objects they value. After sharing their lists, in small groups or in a journal, ask students what their valued objects might say about them or who they are.

In subsequent lessons, have students list or define what they value related to friendship traits, jobs or occupations, social skills, amendments in the U.S. Bill of Rights, citizenship responsibilities, student responsibilities, student rights, human rights, topics of interests, leisure activities, entertainment options, books, TV shows, or movies. These should always be followed by some sort of processing activity where students are asked, "What does this tell you about who you are and what you value?" Any of these activities can be extended by asking students to rank the items in their lists from most important to least important and having them justify or support their top choices.

- **Ranking personal values or virtues.** Given a list of personal values or virtues such as honesty, compassion, and hard work; ask students to rank them from most important to least. They should then describe their reasons for picking their top two values. This works well as a small group activity because it always invites good conversation. The answers students come up with are not nearly as important as the preceding conversation. It is in conversation that students must clarify and communicate that which they value as well as listen to and learn from others.

• **Ranking experiences.** In a large group, generate a list of present or future experiences that students find enjoyable such as playing football, getting a driver’s license, eating dinner with the family, or talking with friends. Individually or in a small group, ask students to rank them from most important to them to least important. They should then describe their reasons for picking their top two experiences. This kind of activity helps you to understand your students and see what is of value to them. Make sure you do not diminish students’ choices here.

• **Ranking decisions.** Present your students with a description of a problem or a decision that must be made in a particular situation. This problem or decision can be taken from current events, history, or science, or from a trade book, story, television show, or movie (see Chapter 3). Then give students three to eight solutions or decisions relative to this problem. Ask them to rate or rank the decisions and to describe the value reflected in their top choice. This lesson can be extended on subsequent days by having students generate a list of their own solutions or decisions. They can also rank their solutions from most compassionate to least, most effective to least, most economic to least, most enjoyable to least, etc.

• **Virtue reflected by choices.** Give or have your students find an example of a choice or an action made by a person or character in a story, in history, or in current events. Using the thinking skill *inference* (see Chapter 7), have students describe the virtue reflected by the choice or action. For younger children, you may need to provide a list of virtues from which to choose.

• **Virtues determine choices.** Give or have your students find an example of a choice or action that must be made by a person or character in a story, in history, or in current events. Then give them three personal values or virtues. In small groups, have students determine and describe a choice that would reflect each virtue. For example, what would the compassionate choice be? What would the humble choice be? What would be a courageous choice?

• **Considering the consequences.** Present your students with a description of a problem or a decision that must be made in a particular situation. Give or have students identify three solutions or choices and ask them to describe both the positive and negative consequences of each (see Chapter 7). Then have students rank the decisions or solutions.

#### **HOW DO I? Extend Values Clarification Activities**

The values clarification activities above can be done individually by students. They can also be extended for use in small groups. When doing small group values clarification activities, have your students generate and list some of their own ideas on a sheet of paper or in a learning log before joining the group. This ensures that each group has a diverse set of ideas with which to work. The group is then able to generate additional ideas and come to a consensus as to their top choice or choices. For example, after sharing their own lists of personal traits that they value, students would then try to find three or four important traits with which their whole group can agree. Keep in mind that the lists or answers that students come up with are not as important as the thinking and discussion that occur during the decision-making process. By being actively engaged in this thinking and reasoning process, students are able to identify and define their own sense of values.

#### ***Thinking Skills Applications in Values Education***

Chapter 7 describes how to use both creative and critical thinking skills to enhance learning. The following activities incorporate thinking skills to help students begin to form or identify their own personal values or virtues.

• **Fluency.** In small groups, ask students to brainstorm to find different examples of a particular virtue from their lives, literature, history, or current events. Example: Self-discipline is a virtue. Generate examples of

instances where you or other people have demonstrated this trait.

- **Flexibility.** Using an action from literature, history, current events, or students' lives, have students find alternative actions which demonstrate a particular virtue. Example: In the story "The Three Little Pigs," what might have happened if all three of the pigs had all cooperated in building their houses?

- **Originality.** Have your students create an advertising campaign along with brochures, posters, or TV commercials to promote a particular personal value or virtue.

- **Compare.** Have your students find an example of people who embody a particular virtue. These people can be selected from students' lives, literature, history, or current events. Use the compare-o-graph in Figure 15.3 to have students list interesting or important traits, life events, or experiences in the column under each person's name. Then look for commonalities.

Figure 15.3. Compare-o-graph for looking at common experiences

Virtue: <i>courage</i>		
Sally Ride	<a href="#">Leonora Marie (Kearney) Barry</a>	Margaret Mead

**Commonalities:**

- 1.
- 2.
- 3.

- **Compare and contrast.** Give your students or have them find an example of a person who embodies a particular virtue. This person might be famous or local, currently living or from history, real or from a book, movie, or TV show. Then students use a comparison chart to examine the similarities and differences in life events or traits between themselves and the selected person (see Chapter 7).

- **Support a statement.** Make a value statement regarding a famous person found in current events, literature, or history. For example, "Ruth Bader Ginsburg has great fortitude." Then have students find clues or information to support this statement. Use the support-a-statement

### Intrapersonal

#### HISTORY

- Keep a journal: "Questions from life history might be able to answer"
- Do a "pluses, minuses, & interesting" analysis of famous historical decisions
- Reflect on: "If I could be any historical figure, who would I be & why"
- Write an essay on: "Mistakes from the past I won't repeat"
- Imagine people from the past giving you advice for living today

#### MATHEMATICS

- Track different thinking patterns for different kinds of math problems
- Bridge math concepts beyond school into "real life" (what? so what? now what?)
- Use guided imagery to see & solve complex story problems
- Evaluate your strengths/weaknesses in understanding math--plan new strategies for success
- Watch your mood shifts/changes as you do math problems--note causes

#### LANGUAGE ARTS

- Write an autobiographical essay entitled: "My Life to Date"
- Write an autobiographical essay entitled: "My Life in the Future"
- Analyze literature for "connections to our lives today"
- Write a new poem each day for a week on "Who am I?" & "Where Am I Going?"
- Imagine being a character in a story/novel--what would you do differently or the same

### SCIENCE & HEALTH

- Design, implement, and evaluate a one-month "Be Healthy" project
- Reflect on pictures of the solar system & your own life on earth
- Write about "If I could be any animal what would I be & why"
- Lead a series of "I Become What I Behold" exercises (imagine you ARE an object, animal, etc.)
- Practice techniques for achieving relaxation & reducing stress (e.g. deep breathing)

### GLOBAL STUDIES & GEOGRAPHY

- Try using "awareness" or "consciousness raising" techniques from other cultures
- List criteria of your "ideal geography/climate"--find it on a map
- Discuss: "How I'd be different if I'd grown up in another culture"
- Learn "focusing techniques" from different cultures (methods for concentration)
- Keep a "feelings diary" as you read about current events

### PRACTICAL ARTS & P.E.

- Perform & discuss how different physical exercises make you feel
- List how things learned in industrial technology classes can help in your future life
- Write down & analyze "conversations with your computer"
- Watch yourself preparing a meal & note *everything* that goes on (thoughts, feelings, physical responses, etc.)
- Imagine a skill & then try to do it *exactly* as you imagined

### FINE ARTS

- Draw yourself from different angles while looking in a mirror
- Dance the different stages of your life's journey including the anticipated future
- Create a series of sculptures to express your moods
- Imagine yourself as *each* character in a play (note different feelings, values, beliefs, etc.)
- Carefully observe the effects of different kinds of music

### "Self Smart" kids may enjoy:

- Keeping a journal or diary
- Setting short/long-term goals
- Learning why and how the content under study is important in real life
- Describing his/her feelings about a subject
- Evaluating his/her own work
- Describing his/her personal strengths
- Carrying out an independent project
- Writing or drawing a personal history of his/her work
- Creating his/her own schedule and environment for completing class work
- Having silent reflection time
- Being allowed to emotionally process information
- Using metacognition techniques
- Using Focusing and/or Concentration skills
- Using higher-order reasoning skills
- Complex guided imagery
- "Centering" practices
- Thinking strategies

### Project Ideas:

- Create a Bulletin Board
- Create a collection
- Create a Comic Strip
- Create a personal analogy for...
- Create a timeline
- Describe qualities you have that would help you...
- Explain why you want to study...
- Evaluate your own work on...
- Explore Career Opportunities in the field of...
- Pretend you are...
- Set a Goal for yourself about

- Use Self Directed learning to help yourself...
- Work on a problem by yourself
- Write a Journal about ...

## 8. *Naturalistic intelligence*

### **Naturalist**

#### **HISTORY**

- Recognize & interpret historical trends (e.g. Toynbee)
- Understand how "natural events" have influenced history
- Create analogies between historical events & events in nature
- Study how animals have effected history & historical trends
- Study the lives of famous naturalists & their impact on history

#### **MATHEMATICS**

- Work story problems with patterns in nature
- Use of "nature manipulatives" in math problem-solving
- Graph positive & negative influences on the environment
- Understand the mathematical patterns of the natural world & environment
- Create & work calculation problems based on nature/natural processes

#### **LANGUAGE ARTS**

- Nature scene re-creation/simulations for literature & poetry
- Poetic/descriptive essay writing based on nature experiences
- Learn & practice using the vocabulary, idiom, jargon, & vernacular of the nature & the naturalist
- Understand influences of climate/environment on various authors
- Creative story-writing using animal characters & their characteristics

#### **SCIENCE & HEALTH**

- Classify different foods for healthy diet planning
- Experience past scientific experiments "first hand" (do them!)
- Keep a diary of the natural processes of your own body
- Use of various "naturalist taxonomies" on nature field trips
- Use cognitive organizers to explore & understand natural scientific processes

#### **GLOBAL STUDIES & GEOGRAPHY**

- Environmental representations for different cultures
- Grow, taste, & learn to recognize food from different cultures
- Study the influence of climate/geography on cultural development
- Recreate multi-media experiences of the natural environments of different parts of the world
- Study animals & insects from different parts of the world

#### **PRACTICAL ARTS & P.E.**

- Grow vegetables, fruits, herbs & use them in cooking
- Learn about uses of nature for building in construction & manufacturing technology
- Understand pluses/minuses of different fabrics based on their natural content
- Understand how climate & geography influence transportation technology
- Learn how to use nature responsibly & appropriately in industrial technology

#### **FINE ARTS**

- Compose using sound from nature & the environment
- Recognize & recreate visual images of natural patterns (paint or sculpt them!)
- Create dances which embody/demonstrate patterns, objects, & animals in nature
- Design "full-blown" dramatic enactments of natural process
- Make montages/collages incorporating "stuff" from nature

#### **Nature Smart" kids may enjoy:**

- Categorizing species of plants and animals
- Developing an outdoor classroom
- Collecting objects from nature
- Making celestial observations
- Using scientific equipment for observing nature
- Initiating projects on the Food chain, Water Cycle, or environmental issues
- Predicting problems in nature related to human habitation
- Joining an environmental/wildlife protection group

- Finding/Reporting/Researching local/global environmental concerns
- Building and labeling collections of natural objects from a variety of sources
- 

**Project Ideas:**

- Create a display/visual with objects from Nature
- Find problems in nature related to you subject
- Find examples of things in Nature related to your topic
- Observe and/or categorize a species of
- Observe and/or categorize the behaviors of
- Plan an Outdoor Classroom
- Teach your classmates about a scientific tool
- Find Global Concerns related to your topic