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Multiplying Intelligence in the Classroom by **Bruce Campbell**

The Theory of Multiple Intelligences developed by Dr. Howard Gardner, cochair of Project Zero at Harvard University, gained national attention through his book *Frames of Mind*. Since then there has been growing interest in practical applications to education.

Intrigued with the theory, I have developed a program to teach to the seven intelligences in my third grade classroom of 27 students. The plan to engage the various intelligences involves the use of learning centers and a thematic, interdisciplinary approach.

Seven centers were developed, each dedicated to one of Gardner's seven intelligences. The classroom was physically restructured to accommodate the centers, signs designate the different areas and I began a whole new kind of lesson planning, one that approaches the teaching of any topic in seven different ways. After three months, lesson planning is admittedly still a challenge. However, I think my own seven intelligences are beginning to awaken to the challenge. It has become increasingly more natural and less arduous to plan the content of each center for each day. The names of the seven centers vary from Gardner's terminology to appeal to young students.

A portion of each school day, approximately 2 -1/2 hours, is devoted to the students working in the centers. The students move in groups of three or four through all seven centers spending about twenty minutes at each one. For example, while studying a unit on Planet Earth, the seven centers provided activities to help the students learn about the structure of the earth.

- In the **building center**, the students actually constructed a three layer replica of the earth with three colors of clay to represent the core, the mantle and the crust. They sliced their clay earths in half for a cross-section view.
- In the **math center**, each group worked with geometric concepts of concentric circles, radius, diameter, etc.
- At the **reading center**, the students read a story called "The Magic School Bus" that depicted a group of school children exploring the inside of the earth.
- The **music center** provided a listening/spelling activity. The students listened to music while studying spelling words such as earth, crust, mantle and core.
- The **art center** involved cutting out concentric circles of different sizes and colors, pasting and labeling them to identify the different zones.
- The **working together** (interpersonal) **center** had a cooperative learning activity where the students had to read a fact sheet on the earth and jointly answer questions.
- The **personal work** (intrapersonal) **center** involved a fantasy writing activity on the subject: "Things you would take with you on a journey to the center of the earth".

At the end of the 2 -1/2 hours spent at the center, I can say with certainty that every one of my 27 students knew the structure of the earth, and perhaps even more importantly, had learned artistically, mathematically, musically, linguistically, kinesthetically, interpersonally and independently. I have noticed that my role as a teacher dramatically shifts as the students work at their multiple centers. My role becomes that of a facilitator of learning.

The students enjoy the learning centers. What I think they probably enjoy the most is the myriad of opportunities each has to succeed at learning. I enjoy watching their success.

This is a list of the Centers as they were structured at the time this article was written:

Gardner's Identified Intelligence	Center Name
Kinesthetic Intelligence	Building Center
Visual-Spatial Intelligence	Art Center
Mathematical-Logical Intelligence	Math Center

Musical Intelligence	Music Center
Linguistic Intelligence	Reading Center
Interpersonal Intelligence	Working Together Center
Intrapersonal Intelligence	Personal Work Center

About the Author

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Multiple Intelligences Survey

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Part I

Complete each section by placing a “1” next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- _____ I enjoy categorizing things by common traits
- _____ Ecological issues are important to me
- _____ Hiking and camping are enjoyable activities
- _____ I enjoy working on a garden
- _____ I believe preserving our National Parks is important
- _____ Putting things in hierarchies makes sense to me
- _____ Animals are important in my life
- _____ My home has a recycling system in place
- _____ I enjoy studying biology, botany and/or zoology
- _____ I spend a great deal of time outdoors

- _____ TOTAL for Section 1

Section 2

- _____ I easily pick up on patterns
- _____ I focus in on noise and sounds
- _____ Moving to a beat is easy for me
- _____ I’ve always been interested in playing an instrument
- _____ The cadence of poetry intrigues me
- _____ I remember things by putting them in a rhyme
- _____ Concentration is difficult while listening to a radio or television
- _____ I enjoy many kinds of music
- _____ Musicals are more interesting than dramatic plays
- _____ Remembering song lyrics is easy for me

- _____ TOTAL for Section 2

Section 3

- _____ I keep my things neat and orderly
- _____ Step-by-step directions are a big help
- _____ Solving problems comes easily to me
- _____ I get easily frustrated with disorganized people
- _____ I can complete calculations quickly in my head
- _____ Puzzles requiring reasoning are fun
- _____ I can't begin an assignment until all my questions are answered
- _____ Structure helps me be successful
- _____ I find working on a computer spreadsheet or database rewarding
- _____ Things have to make sense to me or I am dissatisfied

- _____ TOTAL for Section 3

Section 4

- _____ It is important to see my role in the “big picture” of things
- _____ I enjoy discussing questions about life
- _____ Religion is important to me
- _____ I enjoy viewing art masterpieces
- _____ Relaxation and meditation exercises are rewarding
- _____ I like visiting breathtaking sites in nature
- _____ I enjoy reading ancient and modern philosophers
- _____ Learning new things is easier when I understand their value
- _____ I wonder if there are other forms of intelligent life in the universe
- _____ Studying history and ancient culture helps give me perspective

- _____ TOTAL for Section 4

Section 5

- _____ I learn best interacting with others
- _____ The more the merrier
- _____ Study groups are very productive for me
- _____ I enjoy chat rooms
- _____ Participating in politics is important
- _____ Television and radio talk shows are enjoyable
- _____ I am a “team player”
- _____ I dislike working alone
- _____ Clubs and extracurricular activities are fun
- _____ I pay attention to social issues and causes

_____ TOTAL for Section 5

Section 6

- _____ I enjoy making things with my hands
- _____ Sitting still for long periods of time is difficult for me
- _____ I enjoy outdoor games and sports
- _____ I value non-verbal communication such as sign language
- _____ A fit body is important for a fit mind
- _____ Arts and crafts are enjoyable pastimes
- _____ Expression through dance is beautiful
- _____ I like working with tools
- _____ I live an active lifestyle
- _____ I learn by doing

_____ TOTAL for Section 6

Section 7

- _____ I enjoy reading all kinds of materials
- _____ Taking notes helps me remember and understand
- _____ I faithfully contact friends through letters and/or e-mail
- _____ It is easy for me to explain my ideas to others
- _____ I keep a journal
- _____ Word puzzles like crosswords and jumbles are fun
- _____ I write for pleasure
- _____ I enjoy playing with words like puns, anagrams and spoonerisms
- _____ Foreign languages interest me
- _____ Debates and public speaking are activities I like to participate in

_____ TOTAL for Section 7

Section 8

- _____ I am keenly aware of my moral beliefs
- _____ I learn best when I have an emotional attachment to the subject
- _____ Fairness is important to me
- _____ My attitude affects how I learn
- _____ Social justice issues concern me
- _____ Working alone can be just as productive as working in a group
- _____ I need to know why I should do something before I agree to do it
- _____ When I believe in something I will give 100% effort to it
- _____ I like to be involved in causes that help others

Lesson Planning Workshop – Handout 2

_____ I am willing to protest or sign a petition to right a wrong

_____ TOTAL for Section 8

Section 9

_____ I can imagine ideas in my mind

_____ Rearranging a room is fun for me

_____ I enjoy creating art using varied media

_____ I remember well using graphic organizers

_____ Performance art can be very gratifying

_____ Spreadsheets are great for making charts, graphs and tables

_____ Three dimensional puzzles bring me much enjoyment

_____ Music videos are very stimulating

_____ I can recall things in mental pictures

_____ I am good at reading maps and blueprints

_____ TOTAL for Section 9

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	
6		X10	
7		X10	
8		X10	
9		X10	

Part III

Now plot your scores on the bar graph provided:

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8	Sec 9

Part IV

-
Key:

- Section 1 – This reflects your Naturalist strength
- Section 2 – This suggests your Musical strength
- Section 3 – This indicates your Logical strength
- Section 4 – This illustrates your Existential strength
- Section 5 – This shows your Interpersonal strength
- Section 6 – This tells your Kinesthetic strength
- Section 7 – This indicates your Verbal strength
- Section 8 – This reflects your Intrapersonal strength
- Section 9 – This suggests your Visual strength

Remember:

- ☞ Everyone has all the intelligences!
- ☞ You can strengthen an intelligence!
- ☞ This inventory is meant as a snapshot in time – it can change!
- ☞ M.I. is meant to empower, not label people!

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<http://surfaquarium.com/MIinvent.htm>

Learning Style Inventory

<http://alaika.lcc.hawaii.edu/lrc/lstest.html>

1. If I have to learn how to do something, I learn best when I:

- (V) Watch someone show me how.
- (A) Hear someone tell me how.
- (K) Try to do it myself.

2. When I read, I often find that I:

- (V) Visualize what I am reading in my mind's eye.
- (A) Read out loud or hear the words inside my head.
- (K) Fidget and try to "feel" the content.

3. When asked to give directions, I:

- (V) See the actual places in my mind as I say them or prefer to draw them.
- (A) Have no difficulty in giving them verbally.
- (K) Have to point or move my body as I give them..

4. If I am unsure how to spell a word, I:

- (V) Write it in order to determine if it looks right.
- (A) Spell it out loud in order to determine if it sounds right.
- (K) Write it in order to determine if it feels right.

5. When I write, I:

- (V) Am concerned how neat and well spaced my letters and words appear.
- (A) Often say the letters and words to myself.
- (K) Push hard on my pen or pencil and can feel the flow of the words or letters as I form them.

6. If I had to remember a list of items, I would remember it best if I:

- (V) Wrote them down.
- (A) Said them over and over to myself.
- (K) Moved around and used my fingers to name each item.

7. I prefer teachers who:

- (V) Use the board or overhead projector while they lecture.
- (A) Talk with a lot of expression.
- (K) Use hands-on activities.

8. When trying to concentrate, I have a difficult time when:

- (V) There is a lot of clutter or movement in the room.
- (A) There is a lot of noise in the room.
- (K) I have to sit still for any length of time.

9. When solving a problem, I:

- (V) Write or draw diagrams to see it.
- (A) Talk myself through it.
- (K) Use my entire body or move objects to help me think.

10. When given written instructions on how to build something, I:

- (V) Read them silently and try to visualize how the parts will fit together.
- (A) Read them out loud and talk to myself as I put the parts together.
- (K) Try to put the parts together first and read later.

11. To keep occupied while waiting, I:

- (V) Look around, stare, or read.
- (A) Talk or listen to others.
- (K) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

12. If I had to verbally describe something to another person, I would:

- (V) Be brief because I do not like to talk at length.
- (A) Go into great detail because I like to talk.
- (K) Gesture and move around while talking.

13. If someone were verbally describing something to me, I would:

- (V) Try to visualize what she was saying.
- (A) Enjoy listening but want to interrupt and talk myself.
- (K) Become bored if her description got too long and detailed.

14. When trying to recall names, I remember:

- (V) Faces but forget names.
- (A) Names, but forget faces.
- (K) The situation that I met the person other than the person's name or face.

Scoring Instructions: Add the number of responses for each letter and enter the total below. The area with the highest number of responses is probably your primary mode of learning. Because most people learn through a mixture of all three styles, read all of the learning suggestions given and select those you feel will work best for you.

Visual	Auditory	Kinesthetic
V = _____	A = _____	K = _____

Direct Instruction

(Bridges to Practice [BP], Guide Book 4 - Section 4, p -21-23)

- Phase 1 - Provide Objective
- Phase 2 - Introduce and Model the Skill
- Phase 3 - Provide Guided Practice with Feedback
- Phase 4 - Encourage Independent Practice and Generalization

OR

My simple formula...

- You do it.
- You do it with the student's help.
- The student does it with your help.
- The student does it.

EDUCATION

<http://www.geocities.com/HotSprings/9569/education.html>



LAKOTA METHODS OF LEARNING



Perspectives for Teachers

WHEN ADDRESSING THE NATIVE AMERICAN STUDENT IN THE CLASSROOM



- The average Native American incorporates a traditional [learning style](#) into daily efforts
- [Internal language](#) is picture/emotion based
- Interacting is generally via [Body Language](#)
- Assume that there needs to be a [4 contact](#) approach to the given topic/subject
- There needs to be a ["safe"](#) environment, always
- [Dialogue](#) is small groups oriented
- Silence is generally because there is a social mixture of differing ["cliques"](#) within the classroom
- Never [single out](#) a student
- Facilitate a ["formed group"](#) atmosphere prior to any instruction effort



The following educational observations are taken from the South Dakota Department of Health, Indian Country Community Planning Group, "Needs Assessment" and "Gap Analysis" findings for HIV Education, 1999-2001

Learning Style	The average Native American student has adopted a social learning system that combines both the "white" culture and pseudo traditional styles. Problems appear to surface when one style/culture is out of balance with the other. The student will rely on the instructor to create/lead a "safe" classroom environment. This facet is implied by the student to the instructor.
Internal Language	Comprehension appears to utilize an emotion/picture formation. Problems appear when the delivery of information is "analytical" only. Subject matter needs to include a hands-on, feeling aura. Stories, or numerous examples (set in real life situations) will assist the student in formulating the "pictured" subject. Also, the subject matter needs to be delivered to the student in a "rhythmical" manner.
Body Language	"Verbalizing" is generally centered on facial and body positioning. Even though a student appears not to interact via speaking; he/she, generally is interacting, communicating via the physical expressions of the face, hands, legs, upper body movements. Correct interpretation of body language by the instructor, will assist in delivery of materials.
Four Contact	Any instruction should center on four, separate and distinctive teacher/student encounters. Contact One: monologue by teacher. Contact Two: same, basic monologue by teacher with one or two questions by student. Contact Three: dialogue by teacher/student over prior monologued material. Contact four: Closure aspect. Student dominated monologue of material understanding(s). Teacher corrects on "small" points if necessary.
Safe Environment	It is the responsibility of the teacher to facilitate and provide a learning environment that is comfortable and social in nature for the benefit of the student. By providing this environment prior to giving of the subject matter, the teacher is stating to the student that, "...you as a learner are valuable, totally accepted, and that your needs are respected by me, the teacher...". Also, a safe environment implies no mixing of the students' social cliques. Mixing of cliques will result in non-cooperation and a defensive stance (also acting out) by the student. Time is also to be at the speed of the students' needs, not that of academic expedience.
Dialogue	Each student belongs to a social clique varying in size from 3-10 members. This is the learning, testing, developing area for the student. Any mixing of cliques, or increase in clique familiar size will result in a defense stance by the student. Verbalizing is safe, when the clique is familiar in membership and/or size.
Cliques	As a social interaction tool, the Lakota student has become part of a small mobile group, or clique. The joined clique meets the inherent need of the student. This is one of the most important circles for the average Lakota. Recognition of the clique implies social respect and

	dignity by all concerned.
Singling out	In Lakota culture, chastisement is accomplished by "separating" an individual from the clique/group. By pointing out a student, one in essence, separates that individual from the group; therefore, chastisement. Generally, verbalized answers are given via body/facial language.
Formed Group	In order to facilitate a safe environment, make the group comfortable with the surroundings and each other prior to instruction. If there is a mix of cliques, provide activities that bond the groups into one extended group.

[The Learning Disabled Student](#)

(Click on the link above to access information on this site developed and presented by adult educators in Colorado)

Definition

(Endorsed by "Bridges to Practice: A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities" - A project of the National Institute for Literacy <http://www.nifl.gov/lincs/collections/LD/LD.html>)

Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be *due to central nervous system dysfunction*. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g., cultural differences, insufficient, inappropriate instruction, psychogenic factors), it is *not* the direct result of those conditions or influences.

The National Joint Committee for Learning Disabilities (1981)

- Believed to be neurological (the central nervous system) in origin, does have an organic, not psychological, cause
- Spans the person's life, therefore never "cured"; can develop coping strategies to adapt through life
- **Therefore, learning strategies must be portable**
- Includes social behavior irregularities

Behavioral Characteristics of LD Adults

(Taken from <http://edu-ss10.educ.queensu.ca/~lda/ldachar.htm>)

In Adolescence

- Poor and laborious handwriting and/or bizarre spelling mistakes
- Disorganized; books in a mess, notes out of order, loses things
- Poor social skills, few friends, or socializes with a younger group
- Lacks insights into his own future, his strengths and weaknesses
- Tendency to be very literal, rigid, humourless, and/or gullible
- Vulnerable to peer pressure, often the "scapegoat" in situations

In Adulthood

- Excellent verbal ability, but cannot express thoughts on paper
- Mechanical aptitude, but difficulty with reading, writing or spelling
- Lacks social skills and has difficulty maintaining relationships or making friends
- Learns well when shown, but cannot follow written and/or verbal instructions
- Feels constantly anxious, tense, depressed and has a very poor self-concept
- Cannot organize belongings, time, activities or responsibilities

Principles of Instruction for LD Students
(<http://www.swadutled.com/ldmodules/esl-ld.htm>)

by Ardith R. Loustalet Simons
Staff Development Specialist
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619 Bowen Street
Longmont, CO 80501

Following is a list of principles which apply as teachers work with adult students with disabilities. While this list is not all-inclusive, it has the added benefit of improving instruction for learners with other types of learning problems as well:

- Be highly structured and predictable.

Always: explain the purpose of the lesson; break down tasks into small, sequential parts; present directions one step at a time, using both oral and written directions;
- Include opportunities to use several senses and learning strategies.

Always: provide auditory, visual, and concrete cues; use physical demonstration of abstract concepts, such as left/right; use color for visual impact; encourage the student to repeat verbal information; act out action verbs.
- Provide constant structure and multi-sensory review.

Always: preview and review major points, both orally and visually; ask the student to state in his/her own words what has been presented; make frequent eye contact to maintain attention and encourage participation.
- Recognize and build on learners' strengths and prior knowledge.

Always: relate new materials to daily life; combine life skills such as reading medicine labels and filling out forms with phonics, word recognition, and reading comprehension; provide success-oriented activities.

- Simplify language but not content; emphasize content words and make concepts accessible through the use of pictures, charts, maps, time lines, and diagrams.

Always: use visual aids such as overhead projectors, films, videos, slides, chalkboards, flip charts, computer graphics, or illustrations; use games, songs, rhymes to help students listen to sounds.

- Reinforce main ideas and concepts through rephrasing rather than through verbatim repetition.

Always: provide intensive instruction until the materials is mastered; allow ample time for learning a task (a student with a learning disability will take longer to master new material; provide instruction to help transfer of learning from one task and setting to another; set up small discussion groups to allow time for each student to talk and use the language they have already developed.

TAKEN from -- <http://members.aol.com/WERedu/PlanEg1.html>

Lesson Plan - Papyrus

(This lesson is taken from WER Teaching Pack [Ancient Civilizations: Egypt](#) Module 3 Lesson 3)
[Brochure available](#)

Lesson plans similar to this are available monthly in the FREE WER Newsletter - *WideHorizon*. [You are invited to subscribe.](#)

For teachers of students who are learning English as a second language, students who are academically challenged, or students in grades below 5/6, there is a version of this lesson (called Lesson Plan Basic - Papyrus). The material is written at a much lower readability level with assignments appropriate for this level. It may be found at:

<http://members.aol.com/WERedu/PlanEg1Basic.html>

Contents of this lesson plan:

1. Student's information sheet
2. Student's assignments
3. Teacher's notes ([Why not let your students work with authentic papyrus imported from Egypt?](#))
4. Assessment rubric

1. Student's information sheet

Papyrus

Papyrus was the main writing surface used by the Egyptians.

Papyrus was invented very early on in Egypt's history. Examples have survived from the 1st Dynasty (3100-2890 B.C.E.) and it was used continuously until the 11th century C.E.

Papyrus was also used in the ancient civilizations of Kush, Greece and Rome.

How was papyrus made?

Papyrus was made from a reed like plant that grew in the marshes of the river Nile. The plant grew to a height of about 10 feet.



When harvested, the hard outer fibers were peeled away and the core was sliced into strips.

The strips were soaked in water. This removed most of the sugar content.

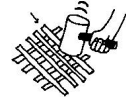
After soaking, the strips were pounded and the water drained away. The strips were then placed side by side, overlapping slightly.

A second set of strips was then placed at right angles to the first, again overlapping slightly.

They were again pounded and left to dry under a heavy weight.

Enough sugar remained in the strips to seal them together.

Finally, the surface was polished to a smooth finish by rubbing with a stone or block of wood. The surface was then ready for writing with paint or ink.



2. Student's assignments

Assignment 1

On the handout “Papyrus” there is a description of how papyrus was made together with diagrams.

Study the description and diagrams carefully and then write a set of instructions explaining how to make papyrus.

The information below on instructions will help you.

Instructions

Instructions tell us how to make something or how to do something. If they are to be understood easily, they need to be written in small steps, stage by stage.



They need to be straightforward and as simple as possible, and it helps if each step is numbered.

It also helps if diagrams are included.

Instructions are usually organized into three parts.

1. A statement of the subject of the instructions e.g. “How to make papyrus”.
2. A list of materials, equipment or ingredients that are needed.
3. Step by step instructions on what to do.

Writing instructions involves the use of verbs in the imperative mood (commands).

Here are some examples.

Instead of writing “Papyrus was made from a reed like plant that grew in the marshes of the river Nile,” you would write “**Gather** papyrus reeds from the marshes.”

Instead of writing “The core was then sliced into strips,” you would write “**Slice** the core into strips.”

Assignment 2

Research

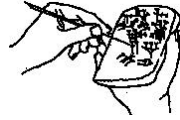
Carry out research to find out what else the Ancient Egyptians made from the papyrus plant.

Create a list and see if you can illustrate each item.

Assignment 3

Compare and contrast

The Mesopotamians had a script called cuneiform and wrote on tablets of clay.



The Egyptians had a script called hieroglyphics and wrote on papyrus

- Spend a little time imagining yourself using both systems.
- Think about the advantages and disadvantages of both.
- Decide which you think was the better system of the two.
- Write an argument to support your choice.
- Remember to support your choice with a selection of reasons and evidence.
- Include reasons that were relevant to those ancient people using the two systems.
- Include reasons that are relevant to people who study those cultures today.
- End your assignment with a summing up of your case.

3. Teacher's notes

The purpose of this lesson is to:

- give students an understanding of the main writing material of the ancient world;
 - provide an opportunity to carry out research;
 - compare and contrast the writing systems of Egypt and Mesopotamia;
 - work in the genre of writing instructions and using verbs in the imperative mood;
 - work in the genre of writing from a point of view and supporting it with evidence.
1. Spend some time as a class working through the information on papyrus.
 2. Discuss the information using the opportunity to recall what the class learned about writing in Mesopotamia. This will prepare students for the assignments on papyrus.
 3. Bring out in discussion how, although the resultant writing medium was quite different (namely papyrus and clay tablets), both societies achieved the same goal; they both used, in a very successful way, a new material that was abundantly available.

way, a raw material that was abundantly available.

4. If possible have students examine and handle authentic papyrus from Egypt. [WER can supply schools with papyrus](#). These have outlines on them allowing the students to paint within the guidelines to produce an attractive piece of artwork (blank papyrus is also available). This activity gives them experience of working in much the same way as the Ancient Egyptians where some of the artists were trained to draw the outlines and others to provide the color.

Assignments on Papyrus (teacher's notes)

In these assignments students develop:

- a) Historical and geographic literacy;
- b) Language skills;
- c) Critical thinking skills;
- d) Basic study skills.

a) Students increase their historical knowledge by understanding papyrus - its purpose, method of production and place in history.

In comparing Egypt and Mesopotamia in the context of writing materials, they are able to see how these two societies make full use of the freely available raw materials to develop successful writing materials. In the one case the papyrus reed which grew extensively in the marshes of the Nile; in the other, clay which was freely available to the people of the land between the two rivers.

b) Students have the opportunity to work in the genre of writing instructions and using verbs in the imperative mood. They also learn how to structure a set of instructions.

Students have the opportunity to work in the genre of writing from a particular point of view and supporting it with evidence. They achieve this by bringing together what they learned studying Mesopotamia with what they learned studying Egypt.

c) Critical thinking skills are called upon in order to compare and contrast the experiences of Egypt and Mesopotamia.

d) The activities in this assignment call for the skills of research on the use of the papyrus plant in Ancient Egypt.

(possible answers: Papyrus was lashed together to make canoes and rafts. It was woven into mats, baskets and sandals and the fibers were twisted together to make rope).

4. Assessment Rubric

Evidence of the following skills and knowledge should be looked for in the student's completed assignments.

Assessment Rubric for Assignment 1

The student's set of instructions:

- are easily understood;
- are written in correct chronological order;
- are written with the verbs consistently in the imperative mood;
- reflect a clear understanding of papyrus and how it is made;
- include clear diagrams that further clarify the written instructions.

Assessment Rubric for Assignment 2

The student's report:

- contains at least three uses for the papyrus plant, other than as a writing medium;
- reflects evidence of efficient research techniques;
- contains illustrations that enhance the written report.

Assessment Rubric for Assignment 3

The student's written argument:

- is clear and well reasoned in supporting one or other of the systems;
- is supported throughout with reasons and evidence;
- contains support that relates to the user (for example, it was easy to produce, it was easier to write on and so on);
- contains support that relates to present day archaeologists (for example, it is a far more durable material and so on);
- draws upon the ability to compare and contrast in order to support the viewpoint;
- is well structured, with an opening statement setting out the viewpoint of the writer, and a conclusion that contains a summing up of the argument;
- reflects the student's understanding of both systems.

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