

TEACHING LITERATURE THROUGH MULTIPLE INTELLIGENCES-BASED ACTIVITIES

JUSTINE S. GOLIFARDO
CATHERINE B. NABONG
HAPPY A. ASTRERA



STUDENT OUTPUTS

Teaching Literature through Multiple Intelligences-Based Activities

Justine S. Golifardo, Catherine B. Nabong, Happy A. Astrera

Philippine Normal University, justinegolifardo@yahoo.com

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Abstract: According to Gardner, we have a number of different intellectual strengths, or domains of intelligence, but still one of these intelligences is dominant. Multiple intelligences can increase students' confidence and enthusiasm for learning, improve their academic achievement and change teachers' perceptions of their students' learning abilities. Data were collected using class observations and interview. The researchers identified the dominant intelligence of the intact class of Grade 11 Senior High School students, who were chosen because they're all taking literature subject, through an MI Test. Next, literary readings or videos were uploaded to their EDMODO accounts. These are just lectures in video format and not the differentiated activities developed by the researchers. The students accessed these materials and based from what they have learned they were tasked to make group outputs using their multiple intelligences which were given face-to-face. Researchers determined how the use of MI activities helped the students in their literature lessons by observation. Students were first taught in the traditional method of teaching. The researchers observed the number of learners participating. After the second week, students were then subjected to classes with activities based on their MI. Students were interviewed about their feedback and perceptions regarding such strategy in the class. The researchers found out that using Multiple Intelligence-based activities make students feel confident therefore making them active. However, although MI-based activities are helpful, they have the tendency to only focus on the strength of the students and it may neglect the improvement of the students' weaknesses.

Keywords: Education Innovation, Multiple Intelligences, literature lesson, EDMODO
Themes: Educational Innovation; Learner engagement

Introduction

"We need to offer a variety in teaching which will give equal opportunities to people with different styles" (Maley, 1983).

Teachers have great idea for a lesson and spend hours preparing a lesson presentation and activity that they sure are going to be a hit. However, as teaching, we sometimes look out and find a few students disengaged during the content presentation. In this manner we have determination to find a way to meet the needs of all of his learners.

Technological advances in all fields have rapidly expanded during the past thirty years. Digital technologies and computers are now commonplace within our lives. Consequently, educational accountability all over the world is calling for practical research-based evidence to investigate the impact of these great evolutions on the performance of teachers as well as students. All the recent studies have found that the wider accessibility of technology tools has resulted in wider usages (Schrum, 2010). Teachers and those who devote their professional lives to the educational field have to consider such advancements and relate them to the teaching and learning process to keep abreast with the rapidly evolving world. Technology then is considered to be the key to provide the next generations with the needed tools and resources to access, use and attain the expected skills for a modern society. EDMODO is one of technology's products which address collaborative learning in classroom interaction. In this software, students and instructors can network in an environment that keeps the focus solely on teaching and learning without the risk of inadvertently glimpsing into each other's private lives.

All students are different and it makes sense that all students learn differently. Howard Gardner's theory of multiple intelligences suggests that all learners learn in a combination of eight different ways or intelligences.

As an educator, how can we most effectively incorporate MI Theory and Technology into the curriculum to create an optimal learning experience? Do students learn better with technology because it taps many of their intelligences? Multiple intelligences theory on the other hand recognizes the unique nature of each individual student. Developing lessons based on this theory requires a blend of the teacher's personal instructional style with the particular combination of student multiple intelligences profiles present in any given class. Undeniably some teachers, who are interested incorporating multiple intelligences theory into their instruction, have some uncertainty of whether they have to revise their objectives, or how they could decide on which intelligences to employ in their lesson, or whether they have to incorporate all the intelligences into a lesson (Mckenzie, 2005).

However, teachers should edit and revise existing lessons with the idea of maximizing the number of intelligences accommodated. This should not be an exercise in documenting the intelligences that the lessons

already address. To simply categorize existing lessons by the intelligences they accommodate is to spend time revising the lessons teachers intend to change. Making modifications based on multiple intelligences is to take lessons teachers already know and love and improve them by making additional connections for all their students. Yet teachers should understand what it means to accommodate, stimulate, or employ the intelligence in a lesson. In this context, exercising the intelligence means that an activity utilizes that intelligence for the explicit purpose of instruction.

Designing a multiple intelligences lesson that incorporates technology into classroom instruction requires teachers to start with a clear educational objective as proposed in Bloom's taxonomy of educational objectives for cognitive domain which later had been revised as a new version (Anderson & Krathwohl, 2001). Benjamin Bloom has introduced six progressively complex steps of cognitive development. He offered teachers a rubric for developing instructional objectives at increasingly advanced levels of higher-order thinking. The taxonomy is considered among the most practical theories of instructional and learning (Tomei, 2003). Creating instructional objectives requires teachers to identify specific objectives for learning outcomes.

Although the use of technology in education is now crucial all over the world, it is still less ordinary to be integrated in schools and educational institutions. Access, as well as training regarding technology tools seems to be absent. Due to the traditional approaches used in the teaching of literature, it can be assumed that technology is not incorporated in the teaching process, which is too teacher-centered. Despite the highly positive attitudes towards technology integration reported by teachers and students, traditional techniques are still dominant when teaching literature. Therefore, the study calls for providing the effectiveness of technology in teaching literature.

Literature

The Multiple Intelligence Theory

Howard Gardner suggested that we may have a number of different intellectual strengths, or domains of intelligence. Each of these are located in discrete parts of the brain, responsible for a particular human ability, relatively autonomous from other human faculties and progressing through Piagetian-like stages from the level of novice, to apprentice, to experts. They may be influenced by heredity or by cultural values (Olson and Schiesl, 1996).

This assumption can be the explanation for the many ways students learn and become achievers in class (Conti, 2014). Here are the nine intelligences (Sreenidhi and Tay, 2017):

1. Linguistic – capacity to use words effectively, whether orally or in writing
2. Logical-mathematical – capacity to use numbers effectively and to reason well
3. Spatial – ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions
4. Bodily-kinesthetic - expertise in using one's whole body to express ideas and feelings and facility in using one's hands to produce or transform things
5. Musical – capacity to perceive, discriminate, transform, and express musical forms.
6. Interpersonal – ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people
7. Intrapersonal – self-knowledge and the ability to act adaptively on the basis of that knowledge
8. Naturalist – expertise in the recognition and classification of the numerous species—the flora and fauna—of an individual's environment
9. Existential – concerned with 'ultimate issues', what Gardner considers to be the capacity to locate oneself with existential features of the human condition such as the significance of life, the meaning of death and the fate of both the physical and psychological worlds.

Debunking the Myths

As many educators tried to apply the MI theory in their classrooms, there have been some misconceptions that developed around it. Here are some of those according to Gardner himself as cited by Ellingson (2007):

1. Since seven intelligences have been identified, there should be seven tests to assess each intelligence in order to determine valid scores for each area (Gardner, 1995).
2. Intelligence is the same as a domain or a discipline (Gardner, 1995).
3. Intelligence is equal to a learning style, cognitive style, or working style (Gardner, 1995).
4. MI theory is not experiential (Gardner, 1995).
5. MI theory conflicts with: (a) general intelligence, (b) influences from heredity, or (c) environmental factors that influence intelligence (Gardner, 1995).

6. MI theory is so broad that it lowers the meaning of intelligence (Gardner, 1995).

MI in the Classroom

Sreenidhi and Tay (2017) in their study, listed down some benefits of assessing the multiple intelligence of students.

1. Helps individuals realize their unique talents and boosts confidence.
2. It can be used to enhance the academic performance of students.
3. The assessment scores serve as a foundation for examining suitable careers for people.
4. Allows employees to ascertain their strengths and weaknesses, thereby, highlighting areas of improvement.
5. Training, development, mentoring and educational inputs – discover the sort of instruction and teacher or mentor a person is likely to benefit most from, what activities he/she will best respond to.
6. Selection and placement – helps in evaluating an individual's suitability to positions, organizations and work environments.
7. Helps create competent teams with balanced talent mix for efficient completion of specific assignments.

Because of the promising benefits of taking MI theory into consideration in the teaching learning process, some educators really took interest in Gardner's work. Derakhshan and Faribi (2015) studied the effects of multiple intelligences on learning and teaching English. They found out that no single method of teaching can best suit all types of learners. Teachers need to employ various strategies and approaches to accommodate all intelligences.

Another study was conducted by Dolati and Tahriri in 2017. They investigated whether there are differences among EFL instructors of various intelligence types in terms of the types of activities that they implement in their classes. It was revealed that only teachers of logical-mathematical type were influenced by their dominant intelligence type. Other intelligence types did not have any influence on the types of activities being implemented in the classes.

The problem in education is that there is this concept of "one size fits all". So to address this, Zebari, et. al (2018) set a plan for teaching EFL based on the identification of their students' dominant MI. They also tried to see the differences in the types of intelligence between male and female students and found out there is none.

Armstrong (1994) suggested that by chunking the broad range of human abilities into the multiple intelligences, we now have a map for making sense out of the many ways in which children learn, and a blueprint for ensuring their success in school and in life. This is because using MI in school activities gives the students an opportunity to apply their knowledge in real world settings. Armstrong also gave four key points about the MI theory:

1. Each person possesses all eight intelligences.
2. Intelligences can be developed.
3. Intelligences work together in complex ways.
4. There are many different ways to be intelligent.

De Figueroa (2008) claimed that if we recognize the different intelligences, it can give us ideas about new methods of constructing knowledge and it will help us appreciate better how children learn. There will be a paradigm shift from emphasizing how teachers can teach to how students can learn. She suggested several strategies that can help students through MI: Inter and intrapersonal activities, Team teaching, Centers of instruction, Inclusion of students with special needs, Project based learning, Cooperative learning, Thematic Instruction and Performances and presentations.

Surprisingly, not only educators are interested with the MI theory. Gurau (2007), a well-known businessman, shared on an article that businessmen who are smart still fail in because of some factors: (1) they can't play well with others, (2) they can't understand and/or inspire/motivate others, and (3) they make bad choices on moral or ethical issues. He claimed that multiple intelligences are important in optimizing success in a fast growing business venture.

Purpose of the Research

This research aimed for the following objectives:

1. To identify the dominant intelligence of Grade 11 Senior High School students in a private basic education institution in the National Capital Region, Philippines.
2. To determine how the use of Multiple Intelligences activities help the Senior High School students in their literature lessons.

Methodology

A. Research Design

Qualitative design

As technology is increasingly used in the educational process, it is becoming a more powerful tool in putting the multiple intelligences to use. The purposeful and thoughtful association of technology and Gardner's multiple intelligences theory can benefit both students and teachers throughout the learning process. To assess the most dominant multiple intelligence of each students from Grade 11 Senior High School of a private basic education institution in NCR, Philippines, the researchers used a predesigned assessment exam readily available online (<https://personalitymax.com/multiple-intelligences-test/>) which only took 9 minutes to finish. The test is free of charge. The results of this exam helped determine the most dominant Multiple Intelligence of each student which in return could help teachers provide a more effective approach in teaching learnings in the literature subject. The EDMODO only served as a platform of delivering the readings and lectures of the class. This platform provided learners with access to the lessons while in the comforts of their own home and in their most preferred phase of acquiring knowledge. Thus, with the integration of technology, which is EDMODO, this research aimed to discover how useful teaching literature was in the application of Multiple Intelligences?

B. Data Collection

The participants are all grade 11 from a private basic education institution in the Philippines. Purposive sampling was used. Participants were chosen because they are all taking a literature subject in their curriculum. Upon identifying their dominant multiple intelligence, literary reading or videos were uploaded to their EDMODO accounts. The students accessed these materials and based from what they have learned they were tasked to make group outputs using their multiple intelligences. The usefulness of the use of MI was observed on the quality of the outputs they produced. There were class observations. Students were also interviewed about their feedback and perceptions about such approach and strategy in the class. Three low performing and three high performing students were chosen to be interviewed so as to see the variations in their opinion and to get a full spectrum of perception of the study across all types of students

C. Data Analysis

A website offering free MI assessment was used in determining the MI of the students. Rubrics were then used in grading the MI outputs of the students. Observation notes were also taken during the implementation of the activities inside the class. Interviews with students were transcribed and summarized.

Results and Discussion

In this section, the results are discussed under the research questions of the study.

Research Question 1: What is the dominant intelligence of each of the Grade 11 Senior High School students of a private basic education institution in the National Capital Region, Philippines?

As a result of the analysis of responses obtained through an online assessment, students multiple intelligences profiles were identified.

Table 1. Result of the MI Assessment

Multiple Intelligences	Boys	Girls	Total
Musical	1	3	4
Interpersonal	1	3	4
Linguistic	0	4	4
Intrapersonal	1	3	4
Naturalist	2	1	3
Kinesthetic	2	1	3
Visual	1	2	3

Based from the table above, Linguistic, Musical, Intrapersonal and Interpersonal has the same number of students in the class. It shows that 4 students possess linguistic intelligence indicating that they have high

communicative, spoken and written forms (Gardner, 1999), 4 students can recognize rhythms, tones, pitch and musical patterns (Gardner, 1983), 4 students can understand moods, feelings and motivations of other people (Gardner, 1999) and another 4 students possess the ability to understand themselves, as well as to appreciate one's strengths, weaknesses, feelings, needs and goals, and they can operate effectively in life (Gardner, 1993; Christison, 1996). While kinesthetic, naturalist and visual has the same number of students. It shows that 3 students have the ability to identify the natural forms around birds, flowers, animals and other fauna and flora, as well as geographical features (Armstrong, 2000, p.20), 3 students have the ability to solve problems or to fashion products using their body (Gardner, 1993, p. 9) and another 3 students have the ability to use and represent visual and spatial ideas like form, space, color and shape (Gardner, 1999). The task given to linguistically and musically inclined students was to compose a song that can be the theme song of a travel vlog. To make a mood board that illustrates why travelling is important and beneficial for a person was the activity for Intrapersonal. The naturalist and interpersonal people had to make a tourist campaign in promoting a certain place they have been, used power point presentation and emphasize the nature of the place (flora and fauna). A role play showing an excerpt from the Diary of a Young Girl was the task for visual and kinesthetic students.

Research Question 2: How does the use of Multiple Intelligences-based activities help Senior High School students in their literature lessons?

The analysis of the classroom observations gives information on how the MI-based activities helped the students in their literature class. Addressing individual differences is one of the main reasons why the MI-Based activities were used in class.



Figure 1. The participants while they were working with their MI-based outputs

As the students work with their groupmates based from their MI, they showed a lively and active participation in the activity. The classroom was filled with a new level of enthusiasm as each student proposes a lot of creative ways to deliver their particular piece of performance. Since each group has their own task and it was according to their interest, the students have their own initiative to accomplish it. With this, it agrees with what Sreenidhi and Tay (2017) stated in their study that assessing the multiple intelligences of the students helps individuals realize their unique talents and boosts their confidence. The teacher doesn't need to force the students to participate and do the task. Instead, they are attentive enough, because the teacher had their attention and interest already, enough to make the learning process successful.

Though they belong and were grouped with the same MI's some learners acted as leaders, continuously motivating the others to give their a piece of their thoughts while others prefer to be passive and just agreed to what the 'leader' would decide in doing. In the abstraction of lesson, more students were engaged when introduced to activities which target their MI's. They recited and talked more compared to the usual set up of class discussion.

The researchers think that when they apply MI-based activities in their classes, their students are more motivated; they enjoyed the task more and felt happy. Students understand and remember language points better when MI-based-activities were applied in the classroom. They also claim that MI- based activities kept students active and involved in the class. They can reach more students and relate to their intelligences by bringing variety to their lessons. Therefore, they felt happy and satisfied and they received positive feedback and saw positive outcomes. Overall, teachers' observation revealed that the MI-based activities had positive influence on their students' learning, motivation and success, as well as on their teaching. This is consistent to the research findings of Christison (1996) as he indicated that the schools should function on the basis of the principles of Multiple Intelligence Theory to identify and foster the students' intelligence in order to cater for students' intelligence profiles, needs and interests and match them to a particular curricula and styles of learning and to Bakić-Mirić (2010) who stated that implementation of MI-based activities helped teachers to better recognize and value

students' abilities. The results also indicated that the students showed higher interest and participation in the learning process.



Figure 2. Presentation of some of the outputs

Perceptions of Students about Multiple Intelligence-based Activities

Table 2. Responses of the Students to the Interview Questions

Questions	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
1-most dominant intelligence	<i>Linguistic and visual</i>	<i>Interpersonal</i>	<i>Visual</i>	<i>Linguistic</i>	<i>Musical</i>	<i>Linguistic</i>
2-activities involving dominant intelligence	<i>...useful and easy...</i>	<i>...made me feel comfortable...</i>	<i>...interesting...</i>	<i>...interesting... gave me confidence...</i>	<i>...Relaxing and peaceful...</i>	<i>...confident in doing activities...</i>
3-learning is more interesting when you are able to use your dominant intelligence (explain)	<i>Yes...helpful</i>	<i>Yes...for enhancement of skills</i>	<i>Yes...easier</i>	<i>Yes...helps in being decisive about future decisions</i>	<i>Yes... expressive about one's self</i>	<i>Yes...upper hand...motivation...better ment of skills</i>
4-advantage of using this strategy in lessons	<i>Benefit from other with the same intelligence</i>	<i>Improving one's self</i>	<i>Gives focus</i>	<i>Lesson plan more suitable...help for struggling students</i>	<i>Understand abilities of students</i>	<i>Identifying the strength and weakness of students</i>
5-disadvantage of using this strategy in lessons	<i>none</i>	<i>Improvement only on the dominant intelligence</i>	<i>If visuals are not available, it will be hard</i>	<i>Limited</i>	<i>Time consuming</i>	<i>Focus only on the dominant intelligence</i>

This table shows that there were six students who were interviewed to share their perception and perspective regarding the use of Multiple Intelligence-based Activities in their literature class. Two out of six are verbal linguistic learners while only one is musical, visual and interpersonal. Then, one student is a combination of both visual and verbal linguistic. When asked how they find the Multiple Intelligence-based activities they did in class, they described it as interesting and easy. They felt confident and relaxed in doing such activities because they know they are good with it. All of them agreed that learning is interesting when they are able to use their dominant intelligence because it is helpful for them in enhancing their skills, expressing themselves, being motivated and

having the upper hand. One of them even said knowing your dominant intelligence will help you make informed decisions in the future in choosing your career because you already know your capabilities. They have also enumerated some advantages of using MI-based activities in the class. According to the students, it makes them benefit from those with the same intelligence as them because they can work collaboratively. It helps them improve themselves and give focus to more important things. On the side of the teacher, the students think it can help them plan lessons that are more suitable because knowing the MI of students means that the teachers understand the abilities of the students, as well as their weaknesses. This knowledge will enable teachers to help struggling students. Although the students think MI-based activity is good for a literature class, they also found some disadvantages of it. They think it limits the students into improving because it only focuses on their dominant MI. It is also time consuming for them and they find it hard if the materials accommodating their MI are not readily available.

Conclusion and Recommendations

Based from the results discussed above, the researchers came up with the following conclusions:

1. The class is really diverse in such a way that each student has a different dominant intelligence and only few got the same.
2. Using Multiple Intelligence-based activities made the Senior High School students feel comfortable and confident because their strengths were being highlighted.
3. This strategy made the students more participative and active therefore, the class was more engaging.
4. In this set up, no one felt left behind because everybody could contribute something to the task at hand.
5. MI-based activities are really helpful for the literature class.
6. Although MI-based activities are helpful, they have the tendency to only focus on the strength of the students and it may neglect the improvement of the students' weaknesses.

To help teachers implement Multiple Intelligence-based activities in a literature class, here are some recommendations:

For instruction

- Teachers can devise their lessons to promote individualized learning by addressing the different intelligences in balance. In addition, MI Theory could be taught in classes to raise student's awareness of their abilities.
- Recognize that not all students are good with words, as not all of them are linguistic learners, so expect that some will find it more challenging to grasp literary pieces.
- Highlight their strengths (dominant MI) while also helping them improve the other intelligences that they have.

For Assessment

- Use a variety of assessment strategies or tasks to accommodate all types of intelligence. The assessment could be a written or oral test, original artwork by the student, a building task or some other activity which gives the teacher an idea of how well the student learned the new concept.
- Taking MI Theory into consideration in shaping materials for students might improve learning and teaching processes, encourage students, and raise their interest and motivation.

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APPENDICES

A. Interview Questions



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies
Manila



Interviewee: _____

Grade Level: _____

To the respondent: All information shared during the interview will remain confidential and will be used for the sole purpose of this research. Please sign below if you agree.

Signature over printed name

Interview Questions:

1. What is your most dominant intelligence?
2. How did you find the activities involving your dominant intelligence?
3. Do you think learning is more interesting when you are able to use your dominant intelligence? Why or why not?
4. What are the advantages of using this strategy in lessons?
5. What are the disadvantages of using this strategy in lessons?

B. Permit to conduct the study



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies
Manila



March 6, 2019

To:

Principal
Lyceum of Alabang

Dear Mr./Ms./Mrs. _____,

Greetings of peace and prosperity!

We are graduate students from the Philippine Normal University. As part of our subject requirements in ED 704 we were tasked to conduct a research about educational innovations. The title of our paper is “Teaching Literature Through Multiple Intelligences-Based Activities” which aims to (1) identify the dominant intelligence of Grade 11 Senior High School students, and (2) determine how the use of Multiple Intelligences-based activities can help the Senior High School students in their literature lessons.

In line with this, we would like to ask for your permission to use the Grade 11 – HUMSS students in your school for the conduct of the study, which will involve a lesson and interview. Rest assured that all the data which will be gathered will remain confidential and will be used for the sole purpose of the study.

We are hoping for your positive response regarding this matter. Thank you and God bless.

Prepared:

Catherine B. Nabong
Researcher

Justine S. Golifardo
Researcher

Happy A. Astrera
Researcher

Noted:

Dr. Celine Sarmiento
Professor
Philippine Normal University

Approved:

Rodrigo Calapan
Principal
Lyceum of Alabang

C. Lesson Plan



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies
Manila



Lesson Plan for Creative Non-fiction Grade 11

I. OBJECTIVES

A. CONTENT STANDARD

The learner understands the distinction between and among creative nonfiction types and forms.

B. PERFORMANCE STANDARD

The learner competently delivers an artistic presentation summarizing and analyzing the form, theme and techniques of a chosen creative nonfictional text.

C. LEARNING COMPETENCIES

1. **HUMSS_CNF11/12-IIa-15** Explain the relationship of elements and ideas found in the various forms and types of creative nonfictional texts through a close reading
2. **HUMSS_CNF11/12-IIa-16** Compare and contrast the different forms and types of creative nonfictional texts
3. **HUMSS_CNF11/12-IIb-c-17** Deliver an artistic presentation summarizing, analyzing, and commenting on a chosen creative nonfictional text representing a particular type or form

II. CONTENT

- A. Forms and Types of Creative Non-fiction (any of the following):
1. Autobiography/ Biography
 2. Literary Journalism/Reportage
 3. Personal narratives
 4. Travelogue
 5. Reflection essay
 6. True narratives
 7. Blogs
 8. Testimonials
- B. Delivering a presentation on a chosen type or form of creative nonfiction

III. LEARNING RESOURCES

A. References

Nomadic Matt. (2019). How to Get Around Southeast Asia on the Cheap. Retrieved from <https://www.nomadicmatt.com/travel-blogs/get-around-southeast-asia/>

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B. Materials

- EDMODO
- PowerPoint Presentation
- Rubrics for grading the MI-based Activity

IV. PROCEDURE

A. Reviewing the previous lesson or presenting the new lesson

Review: Define the different elements of creative non-fiction that was discussed in the previous lesson.

- a. Plot
- b. Characters
- c. Characterization
- d. Point of View
- e. Angle
- f. Setting and Atmosphere
- g. Symbols and Symbolisms
- h. Irony
- i. Figures of speech
- j. Dialogue
- k. Scene

B. Establishing a purpose for the lesson

Answer and discuss the questions below:

- What is the importance of expressing yourself through writing?
- What are the benefits of reading such literary pieces?

C. Presenting examples/instances of the new lesson

Answer and discuss the questions below:

- Give one example of a creative non-fiction that you have read.
- What was the message of the literary piece that you have read?
- How did it make an impact on you as a person?

D. Discussing new concepts and practicing new skills #1

(HUMSS_CNF11/12-IIa-15 Explain the relationship of elements and ideas found in the various forms and types of creative nonfictional texts through a close reading)

The creative non-fiction literary pieces will be given to the students through EDMODO (This can be given as homework a day before the lesson is introduced to the class). After they have read the two compositions, students have to identify and take note of the following elements found in them: (They have to write their answers on their notebook.)

1. Plot
2. Characters
3. Characterization
4. Point of View
5. Angle
6. Setting and Atmosphere
7. Symbols and Symbolisms
8. Irony
9. Figures of speech
10. Dialogue
11. Scene

E. Developing Mastery

(HUMSS_CNF11/12-IIa-16 Compare and contrast the different forms and types of creative nonfictional texts)

Based from their notes on what they have read in the EDMODO, students will fill out the chart below so as to compare and contrast the Diary of a Young Girl and the travel blog.

Diary of a Young Girl		Nomadic Matt Blog Entry	
Differences	Similarities	Differences	

F. Finding practical applications of concepts and skills in daily living

(HUMSS_CNF11/12-IIB-c-17 Deliver an artistic presentation summarizing, analyzing, and commenting on a chosen creative nonfictional text representing a particular type or form)

MI-based Activity

Directions: Students were grouped according to their dominant intelligence. Each group will make an output based from what they have learned.

- **Linguistic-musical** – compose a song that can be the theme song of a travel vlog.
- **Intrapersonal-Existential** – make a mood board that illustrates why travelling is important and beneficial for a person.
- **Naturalist-interpersonal** – make a tourist campaign in promoting a certain place you’ve been to using PowerPoint Presentation. Emphasize the nature of the place (flora and fauna).
- **Logical-mathematical** – make a timeline of the important events in Anne Frank’s life.
- **Spatial-Bodily-kinesthetic** – role play the excerpt from the Diary of a Young Girl.

Rubric for grading the output:

CRITERIA	4	3	2	1
Content (explanation)				
Presentation (voice, blockings, etc.)				
Creativity (unique and innovative)				
Mechanics (following directions)				

G. Making generalizations and abstractions about the lesson

Complete the following statements:

I learned from Anne Frank that _____.

I learned from Nomadic Matt that _____.

H. Evaluating learning

Quiz (Modified True or false)

Directions: Write the word *TRUE* if the statement is correct. If false, identify the word/s that made it wrong and write the correct word.

1. Anne Frank was 16 years old when she wrote the last entry on her diary.
2. Thailand and India are included in the Southeast Asian tour.
3. Uber is a household name in transportation in Southeast Asia.
4. Anne Frank compared herself to what a romantic movie is for a profound thinker.
5. When everybody starts hovering over Anne, she gets cross, then sad, and finally ends up turning her heart inside out, the bad part on the outside and the good part on the inside.

D. Literary Piece Used for the Lesson

(Excerpt from the "Diary of a Young Girl")

TUESDAY, AUGUST 1, 1944

Dearest Kitty,

"A bundle of contradictions" was the end of my previous letter and is the beginning of this one. Can you please tell me exactly what "a bundle of contradictions" is? What does "contradiction" mean? Like so many words, it can be interpreted in two ways: a contradiction imposed from without and one imposed from within. The former means not accepting other people's opinions, always knowing best, having the last word; in short, all those unpleasant traits for which I'm known. The latter, for which I'm not known, is my own secret.

As I've told you many times, I'm split in two. One side contains my exuberant cheerfulness, my flippancy, my joy in life and, above all, my ability to appreciate the lighter side of things. By that I mean not finding anything wrong with flirtations, a kiss, an embrace, an off-color joke. This side of me is usually lying in wait to ambush the other one, which is much purer, deeper and finer. No one knows Anne's better side, and that's why most people can't stand me. Oh, I can be an amusing clown for an afternoon, but after that everyone's had enough of me to last a month. Actually, I'm what a romantic movie is to a profound thinker — a mere diversion, a comic interlude, something that is soon forgotten: not bad, but not particularly good either. I hate having to tell you this, but why shouldn't I admit it when I know it's true? My lighter, more superficial side will always steal a march on the deeper side and therefore always win. You can't imagine how often I've tried to push away this Anne, which is only half of what is known as Anne — to beat her down, hide her. But it doesn't work, and I know why.

I'm afraid that people who know me as I usually am will discover I have another side, a better and finer side. I'm afraid they'll mock me, think I'm ridiculous and sentimental and not take me seriously. I'm used to not being taken seriously, but only the "lighthearted" Anne is used to it and can put up with it: the "deeper" Anne is too weak. If I force the good Anne into the spotlight for even fifteen minutes, she shuts up like a clam the moment she's called upon to speak, and lets Anne number one do the talking. Before I realize it, she's disappeared. So the nice Anne is never seen in company. She's never made a single appearance, though she almost always takes the stage when I'm alone. I know exactly how I'd like to be, how I am ... on the inside. But unfortunately I'm only like that with myself. And perhaps that's why — no, I'm sure that's the reason why — I think of myself as happy on the inside and other people think I'm happy on the outside. I'm guided by the pure Anne within, but on the outside I'm nothing but a frolicsome little goat tugging at its tether.

As I've told you, what I say is not what I feel, which is why I have a reputation for being boy-crazy as well as a flirt, a smart aleck and a reader of romances. The happy-go-lucky Anne laughs, gives a flippant reply, shrugs her shoulders and pretends she doesn't give a darn. The quiet Anne reacts in just the opposite way. If I'm being completely honest, I'll have to admit that it does matter to me, that I'm trying very hard to change myself, but that I'm always up against a more powerful enemy. A voice within me is sobbing, "You see, that's what's become of you. You're surrounded by negative opinions, dismayed looks and mocking faces, people, who dislike you, and all

because you don't listen to the advice of your own better half." Believe me, I'd like!' to listen, but it doesn't work, because if I'm quiet and serious, everyone thinks I'm putting on a new act and I have to save myself with a joke, and then I'm not even talking about my own family, who assume I must be sick, stuff me with aspirins and sedatives, feel my neck and forehead to see if I have a temperature, ask about my bowel movements and berate me for being in a bad mood, until I just can't keep it up anymore, because jj when everybody starts hovering over me, I get cross, then sad, and finally end up turning my heart inside g out, the bad part on the outside and the good part on the inside, and keep trying to find a way to become what I'd like to be and what I could be if ... if only there were no other people in the world.

Yours, Anne M. Frank

ANNE'S DIARY ENDS HERE.

Link for the travel blog entry:

<https://www.nomadicmatt.com/travel-blogs/get-around-southeast-asia/>

D. Multiple Intelligences-based Activities

1. Linguistic-musical – compose a song that can be the theme song of a travel vlog.

This activity catered the linguistic intelligence because the students will use their skills in words by writing lyrics to the song. On the other hand, musical intelligence was used in putting melody and tone to the lyrics.

2. Intrapersonal-Existential – make a mood board that illustrates why travelling is important and beneficial for a person.

This activity catered to the intrapersonal and existential in such a way that it requires the students to reflect on themselves to determine why travelling is important and beneficial. The activity allows them to be in touch with themselves.

3. Naturalist-interpersonal – make a tourist campaign in promoting a certain place you've been to using PowerPoint Presentation. Emphasize the nature of the place (flora and fauna).

This activity required students with intelligence in nature to use their knowledge in identifying the flora and fauna of a particular place while it also used the interpersonal intelligence of others which means they are good with people and good with promoting a campaign.

4. Logical-mathematical – make a timeline of the important events in Anne Frank's life.

This activity catered to the logical-mathematical learners in such a way that it required them to use numbers in making a timeline of Anne Frank's life.

5. Spatial-Bodily-kinesthetic – role play the excerpt from the Diary of a Young Girl.

This activity made use of the spatial intelligence and bodily kinesthetic intelligence of students by role playing where they were required to make movements of their body and at the same time understanding the important details of the story.