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Table 5.1 Differentiating Content Using Multiple Intelligences (MI) Theory

<i>Intelligence</i>	<i>Sample Ways to Access Content</i>
Verbal/Linguistic	<ul style="list-style-type: none"> Oral Presentations Speeches Books Newspapers Internet Research Tape Recorders Reports Books on Tape
Logical/Mathematical	<ul style="list-style-type: none"> Calculators and Other Technology Math Manipulatives Outlines Timelines Lab Experiments Puzzles Formulas Math Games
Visual/Spatial	<ul style="list-style-type: none"> Graphs Concept Maps Graphic Organizers Videos PowerPoint Presentations Cameras Lego Blocks Posters Charts Cartoons
Bodily/Kinesthetic	<ul style="list-style-type: none"> Field Trips Building Tools Hands-on Tactile Learning Multisensory Learning Manipulatives Role Playing Acting Cooperative Learning Experiments Sports/Games Sports Equipment
Musical/Rhythmic	<ul style="list-style-type: none"> Songs About People, Books, Countries, Historic Events Raps Jingles Rhymes Mnemonic Devices

Intelligence	Sample Ways to Access Content
	Poetry Musical Instruments Tape Recorder
Naturalist	Plants Animals Field Trips Identifying Elements of and/or Relationship to Nature Gardening Tools Naturalists' Tools (e.g., Binoculars)
Interpersonal/People Smart	Think-Pair-Share Activities Cooperative Group Learning Role Play Debate Co-teaching Board Games Props for Role Plays Party Supplies
Intrapersonal/Self Smart	Journals Diaries Self-Monitoring Materials Materials for Projects

educational benefit of educational objectives (Marzano, Pickering, & Pollock, 2001) indicate that students learn more when their teachers provide them with clearly written objectives and when the objective is at the correct level of difficulty. Average-achieving students seem to gain more from being provided with written objectives than their high- or low-achieving classmates who seem to gain more when written objectives are augmented with visual and auditory exemplars.

Clearly, the use of taxonomies to select and communicate expected content outcomes could be of value to learners. With that said, we offer two cautions in using taxonomies to differentiate student access to the content of learning.

First, when using taxonomies to develop objectives, emphasis must be placed on developing a range of objectives rather than a single objective for the entire class. For decades, teachers in preparation have been taught how to write objectives based upon taxonomies such as Bloom's. Yet, this instruction has led to few teachers differentiating objectives for various learners within a lesson or unit. This may be due to the way in which teachers were taught to formulate lessons or school district requirements regarding lesson plan formats that set a single objective per lesson. A universal design perspective to differentiate