UNIVERSAL DESIGN FOR LEARNING: MULTIPLE INTELLIGENCES AND TECHNOLOGY IN A LITERATURE UNIT IN A SEVENTH GRADE LANGUAGE ARTS CLASSROOM

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PROJECT

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UNIVERSAL DESIGN FOR LEARNING: MULTIPLE INTELLIGENCES AND TECHNOLOGY IN A LITERATURE UNIT IN A SEVENTH GRADE LANGUAGE ARTS CLASSROOM

A Project

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Abstract

of

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Statement of Problem

As we move into the 21st century, students need more exposure to newer technologies and ways of learning. These interactions are necessary for students’ success in their futures. Collaboration is one of the key components in a tool like the Wiki, where students can edit and share information in one place.

In addition to integrating technology into instruction, it is also important for teachers to emphasize other ways of learning. Howard Gardner asserts that various intelligences exist within every learner. The more teachers nurture all intelligences, the better for the ultimate acquisition of knowledge and skills by the learner.

Sources of Data

Effective lesson design is vital to merge these concepts together. Employing Universal Design for Learning (UDL) allows teachers to have carefully thought-out plans to reach all learners, and not just a “one size fits all” approach.

The purpose of this project is to combine technology and Multiple Intelligences within a literature unit constructed using UDL. The lessons can be adapted to any grade level; however, this project will specifically focus on seventh grade language arts standards for California.

Conclusions Reached

Within a three-week literature unit, teachers can incorporate 21st century technology skills, while also accounting for multiple intelligences, multiple ways of learning. These activities and strategies will provide the learner with valuable skills for their future educational endeavors.

_______________________, Committee Chair
Dr. Kay Moore

_______________________
Date
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Chapter 1

INTRODUCTION

Background

Twenty-first century students have vastly different needs than those in years past. Due to the rapidly expanding societal use of technology, students should be exposed to as much technology as possible during their K-12 experiences. Classroom activities should have an emphasis in developing students’ skills in technology. For example, a web quest can guide their academic skills into an on-line adventure that can be both educational and entertaining. As more and more information comes available in an increasingly more rapid manner, teachers need to make sure students can filter and use that information for a purpose.

Another issue that needs to be considered in what is needed to facilitate optimal student learning is the fact that there is more than one way to learn. A classroom may be filled with as many different learning styles as there are students. A teacher knows that he or she cannot teach a concept in one way. A teacher must differentiate and adapt their ways of teaching to the ways of learning of their students.

Furthermore, individuals have different learning styles. In 1983, Howard Gardner developed a theory called “Multiple Intelligences.” He proposed that every person has each of these nine intelligences: logical-mathematical, verbal-linguistic, bodily-kinesthetic, visual-spatial, musical, interpersonal, intrapersonal, naturalist, and existentialist (Gardner, 1983). As each individual possesses these intelligences, some
stronger and some weaker, teachers can use this philosophy to teach and reach their students.

One way to accommodate for the intelligences is through language arts. Many stories lend themselves to great activities. Through a novel unit, students can be engaged in what they are learning. Teachers can purposefully select novels that are of interest to the students; that have valuable themes, like bullying, multiculturalism, or prejudice; or that are at the reading levels of the students. An additional benefit is that teachers can satisfy their state standards.

By presenting lessons through Universal Design for Learning (UDL), a current trend in differentiated instruction, teachers can teach the necessary standards and have the students process them to a more meaningful degree. Stemming from a special education viewpoint, UDL emphasizes the importance of knowing each individual student’s strengths and weaknesses. UDL allows teachers to reflect upon strategies that will work for the specific students in their classrooms.

Consequently, this project will incorporate technology and multiple intelligences into a literature unit via Universal Design for Learning, so that seventh grade language arts teachers will have a unique resource they can successfully implement.

Purpose

Through this project, seventh grade language arts teachers will have an accessible and tangible template for any novel-based literature unit and will meet the needs of their students’ multiple intelligences and at the same time, enhance 21st century skills. This unit template will allow teachers to teach the necessary standards by using various
multiple intelligence-based activities, along with an increased amount of technology within the unit.

Significance

Teachers will definitely benefit from this project as this template will become a curriculum guide for implementing creative, tech-savvy activities. In addition, these activities could be altered to fit their students’ individual needs.

The ultimate goal for any educator is for the students to understand what they learn. Gardner and Moran (2006) state that “information comprises a collection of such inputs in any format that can be interpreted, understood, and made use of by the person (or, more precisely, by his or her computational capacities)” (Gardner & Moran, 2006, p. 228). This shows that learning styles are an important part of grasping concepts. If teachers are creative in their methods, students will benefit by learning important information.

Limitations

Since the subject matter is limited to language arts, the other disciplines will not have a specific guide to refer to. However, the activities, both multiple-intelligence-based and technology-based, could be generalized and used without the umbrella of the literature unit. Another possibility for other disciplines is to utilize a novel that contains content which could fit in their curriculum.

Another limitation is the grade level. This project will benefit specifically seventh grade language arts teachers, especially since the California standards focus is on
seventh grade. In addition, the technology component might not be developmentally appropriate for a lower elementary classroom.

Yet another limitation could be the skills the students bring with them. If some students have not been as exposed as others have, the teachers will have to differentiate their instruction to accommodate the students who need more guidance.

Still another limitation, especially in these times of budget cuts, computers or computer labs might not be available. In this case, the teacher might have to adapt in terms of conducting partner activities or whole class usage. It would also benefit students and teachers if their classrooms were set up with interactive whiteboards, so teacher modeling can occur.

Definition of Terms

Blog (“web log”): entry log where information is shared online

Multiple Intelligences: the nine areas that Howard Gardner (1983) described the mind as possessing (verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, natural, existential)

Universal Design for Learning: a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences via multiple means of representation, multiple means of action and expression, and multiple means of engagement (CAST, 2008)

Web 2.0 tools: web applications, such as blogs or wikis, which facilitate interaction

Wiki: on-line collaboration where people can add and/or edit information
Expectation

From this project, teachers and students will have a better view of the subject of reading and language arts. Teachers will have a strong grasp of how to differentiate their instruction. They will learn to be flexible with their curriculum. Students will benefit from being exposed to a myriad of activities that help to cultivate all of their intelligences while retaining the information that California content standards expect them to master.

The chapters that follow will be organized in this fashion: Chapter One introduces background, significance, purpose, and limitations for the study. Chapter Two presents a review of literature on Multiple Intelligences, Universal Design for Learning, and technology for the 21st century. Chapter Three addresses the methodology of the creation of the project. Chapter Four details the summary and recommendations for implementing the project. Finally, the project is located in the appendices.
Chapter 2
REVIEW OF LITERATURE

Introduction

Seventh grade language arts teachers must teach many concepts within their school year. They must also consider their audience: students of the 21st century. Many states currently participate in the initiative with The Partnership for 21st Century Skills. One of their goals is to “provide tools and resources to help the U.S. education system keep up by fusing the three Rs and four Cs (critical thinking and problem solving, communication, collaboration, and creativity and innovation)” (Partnership for 21st Century Skills, 2004). This group realizes that students have vastly different needs than before. By fostering these skills, students will be able to compete and survive in a global economy. Unlike a “banking system,” where teachers put in and students put out, students can be creators of their own knowledge. Educators are acknowledging that our educational system must prepare our students for the future.

Based on this belief, this project will give teachers a new approach to the California Content Standards for English Language Arts. Within the context of a novel unit, to promote twenty-first century skills, UDL lessons that include Multiple Intelligences and Web 2.0 tools will be designed for implementation.

Multiple Intelligences

Definition of Multiple Intelligences

In 1983, Howard Gardner presented his theory of Multiple Intelligences (MI): that there is no one way to assess an individual’s intelligence. He proposed that intelligence,
not directly related to the amount of knowledge, is “a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (Gardner, 1999, p. 33). The cultural setting could change from generation to generation. Therefore, he believes that any one test might not be the ideal way to measure intelligence.

Initially, in 1983, Gardner was able to identify seven intelligences. Then, in 1999, he added two more, naturalist and existentialist, to bring together the nine intelligences. These nine intelligences (verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, naturalistic, and existentialist) subsist in all learners, some intelligences more prevalent than others. For example, some people who are excellent at math (logical-mathematical intelligence) might not fare so well in reading (verbal-linguistic intelligence).

The Nine Intelligences

Verbal-linguistic intelligence.

“Linguistic intelligence is the capacity to use language—your native language, and perhaps other languages—to express what’s on your mind and to understand other people” (Baum, Viens, & Slatin, 2005, p. 14). This is one of the intelligences that is valued in schools today, because many activities in which students engage are geared toward language.

Teachers are guided by the state standards. Many of the California standards are written to support the verbal-linguistic intelligence. For instance, reading standard 3.1 for seventh grade states that students must “articulate the expressed purposes and
characteristics of different forms of prose (e.g., short story, novel, novella, essay)” (Ong & Geeting, 1998, p. 43). The verb “articulate” denotes verbalization.

Many of the standards are easily transferrable to verbal-linguistic activities. An example is that students can “compare two or more different stories that have similar plots; find connections between two very different stories” (Zwiers, 2004, p. 241). Using language to produce a comparison is a common skill that students are expected to perform.

Students might also “rewrite a fairy tale from the point of view of a minor character” (Zweirs, 2004, p. 241). Some of the other tasks might be to “list at least five major characteristics . . . [or] create and edit a 500-word story . . .” (Weber, 2005, p. 143). These activities invite students to engage in the lesson through the use of their language.

In addition to these, a technological component which promotes verbal response might be producing a class poem where “each computer has an open word processing document with the lines that are incomplete (e.g., “I am”, “I see,” “I think”)” (McCoog, 2007, p. 26). By integrating computers, teachers are ensuring that students gain exposure to technology, needed for life in the twenty-first century.

Logical-mathematical intelligence.

Another heavily-emphasized intelligence in schools is the logical-mathematical. “Students with logical-mathematical intelligence have a strong grasp of abstractions, cause and effect, code and pattern recognition, logic problems, and equations” (Willis, 2007, p. 54). Students strong in this intelligence fare better on standardized tests than do other students who have a weak logical-mathematical intelligence.
Some sample activities to enhance this intelligence would be to “make a graph or chart, [or] create a poem or song that describes what you are learning in math” (Zwiers, 2004, p. 240). To some students, math concepts are internalized better if there are elements of engagement, or fun ways to create meaning.

In a study conducted by Douglas, Smith Burton, and Reese-Durham (2008), two groups of students in math classes were investigated: one group using multiple intelligence strategies, and the other using lecture-style direct instruction. “Multiple Intelligence garners significant increases in several areas of importance to a student’s academic, social, and emotional well-being” (Douglas et al., 2008, p. 187). Some of the strategies used were “completing logic problems, creating rhymes to remember mathematical concepts, building or constructing a model, inventing a board game to illustrate learned material . . .” (Douglas et al., 2008, p. 186). These activities actively engaged the students, and students were able to apply what they learned through modes of understanding that worked for each particular student. The results showed that the group using MI strategies had higher math test scores than the group that did not incorporate those strategies.

McCoog (2007) suggested for teachers to use interactive whiteboards for “visualization of concepts and the ability to move geometric objects” (McCoog, 2007, p. 26). Students can come up to manipulate the objects on the screen. The logical-mathematical learners can also use spreadsheets or databases to collect and store their information.

Visual-spatial intelligence.
“Spatial intelligence refers to the ability to represent the spatial world internally in your mind” (Baum, et al., 2005, p. 16). This intelligence is not heavily focused on in schools today. Art and creativity, in many schools, have taken the backseat to content focused on high-stakes testing. However, teachers can still foster this intelligence by integrating some of the following activities.

One activity might be to “create a collage on a topic from science, social studies, or English and give a detailed explanation of the pieces” (Zwiers, 2004, p. 237). Teachers should designate time in the classroom for projects such as this. Teachers do struggle with time management, but they should also realize that covering a subject faster will not necessarily translate into a meaningful learning experience. Collages are a great way for students to individualize their learning.

Other activities to foster spatial intelligence might be “playing board games, following maps, building models, conceptualizing in three dimensions, and engaging in hands-on science projects” (Willis, 2007, p. 54). Again, time might be an issue, but if the teacher plans appropriately, the students will benefit by the teacher’s efforts.

For spatial learners, McCoog (2007) suggested that, “students can research famous quotes and images and then give a short introspective speech” (McCoog, 2007, p. 26). Using the Internet is another use of technology that is necessary for students to know. The teacher must train and guide the students on how to find age-appropriate material on the web. Certain websites contain erroneous information. School authorities should first block certain sites; then, they should gain parent permission to use the
Internet; next, teachers should instruct the students on proper use; and finally, the students can have a productive outlet for this intelligence.

**Bodily-kinesthetic intelligence.**

“Bodily-kinesthetic intelligence is the capacity to use your whole body or parts of your body—your hands, your fingers, and your arms—to solve a problem, make something, or put on some kind of production” (Baum, et al., 2005, p. 16-17). Although more time is devoted to the first two intelligences, verbal-linguistic and logical-mathematical, this intelligence would provide more creativity, time, and controlled chaos for the teacher and student.

Some examples of activities to enhance bodily-kinesthetic intelligence could include: “play charades, using characters and concepts as the clues; act out a story or part of a story and explain its significance; [or] create a drama that shows how a group of people lived in the past” (Zwiers, 2004, p. 238). This may seem like play, but teachers must relay the reasons and purposes for these activities. Integrating meaning into a lesson through student-led actions is a great tool for learning. It may be unstructured at times, but with good classroom management, student cooperation and production will be evident.

Teacher objectives for students could be to “perform a dance . . . [or] pantomime” (Weber, 2005, p. 144). With these intentions, teachers will be able to provide opportunities for the development of bodily-kinesthetic intelligence. Being aware of one’s body and surroundings is an important skill, especially for athletes or actors.
McCoog (2007) proposed “video production, virtual field trips, and PDAs for data collection . . . [or] presentation software and speakers can be used to simulate the environment” (McCoog, 2007, p. 27). This intelligence is enhanced with technology by using the learners’ auditory senses.

Musical-rhythmic intelligence.

“Musical intelligence is the capacity to think in music—to be able to hear patterns, recognize them, remember them, and perhaps manipulate them” (Baum, et al., 2005, p. 15). Extra-curricular programs, like band, are very unique, and many teachers have had to prioritize other curricula ahead of music. With budget cuts and test scores, administrators sometimes are faced with difficult decisions. Therefore, teachers could purposefully include musical elements to their lessons for exposure to this intelligence.

Some activities can include: “add sound effects to a story or poem to bring out certain characteristics to liven it up; the class can then make the sounds when each part is read in class; create a song or chant to remember facts from math science, social studies, or English; create a chant that includes the dialogue of characters in a story; [or] learn to play a song, and perform it in front of the class” (Zwiers, 2004, p. 238). These can easily be integrated in the curriculum. Enhancing this intelligence does not necessarily translate into musical talent, but it does provide an experience for the learner.

While teachers can use music for memory, Kassell (1998) asserted that, “it is possible to integrate music with educational and musical integrity in ways that can lead students to a deeper involvement with the basics of music literacy . . .” (Kassell, 1998, p.
29). To fully develop the musical intelligence, Kassell believes that teachers must set a focus and purpose; teachers can have students investigate a certain genre of music.

“A good technology to use with musical learners is a software program that synthesizes music into waves” (McCoog, 2007, p. 26). This can also lend itself to integrating other intelligences, with the emphasis on music.

*Social-interpersonal intelligence.*

“Interpersonal learners interact well with society and have been labeled in classroom-management circles as the ‘talkers’” (McCoog, 2007, p. 27). Students with strong interpersonal intelligence need more time in class to express their thoughts and feelings, which many times, teachers may not provide due to time constraints.

Some activities in which students might get involved may include: “develop a script of dialog from a story and dramatically present it to the class; create interviews with important characters or personages from the subject you are studying; [or] discuss a text in a group setting with each student having a defined role (e.g., reciprocal teaching)” (Zwiers, 2004, p. 239). These tasks could easily be woven into a curriculum. Students are able to expand upon their social skills, which they will be able to use when they engage in their future learning experiences.

Joseph (2008) investigated strategies on teaching the French Revolution. He suggested showing “a film version of the public execution of Marie Antoinette and tell students to imagine they are part of the crowd witnessing her death . . .” (Joseph, 2008, p. 163). Placing oneself in someone else’s shoes is an important skill to cultivate. Joseph (2008) agreed that teachers must try to reach their students in creative ways.
Another way to reach these learners is to use “numerous online survey tools to create a test for other students . . . [and] create a visual representation of the results” (McCoog, 2007, p. 27). This allows students to be creative in selecting a topic, or a teacher can narrow topics for them, still giving them room for choice. The more opportunities that teachers give students, the more the students feel ownership of their learning.

Self-intrapersonal intelligence.

“Intrapersonal intelligence refers to having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward” (Baum, et al., 2005, p. 18). This intelligence is an important life-long skill, which should be nurtured in the classroom.

Teachers can promote this intelligence by having students “write and illustrate an autobiography; set some short-term and long-term goals for life; [or] relate the content of reading and lessons to personal experiences and future plans” (Zwiers, 2004, p. 239). In some teacher’s manuals, making connections is a strongly emphasized skill. Good teachers tap into students’ prior knowledge before having them learn a new concept. Building upon students’ backgrounds or helping build that schema adds more experiences that they may draw upon later in life.

Other activities that enhance intrapersonal intelligence could be to “close your eyes, go inside yourself, and listen for the response to a question you have about an issue in your life, [or] practice focusing techniques from different cultures” (Shepard, 2004, p.
Although these activities might not be numerically measureable, they are still useful tools for students.

Some activities that utilize a technology component might be “computer-based journaling, concept mapping, and Internet research” (McCoog, 2007, p. 27). All students, not just those with a strong intrapersonal intelligence, can benefit and gain exposure to computer-based projects.

*Naturalistic intelligence.*

“Naturalist intelligence designates the human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations)” (Baum, et al., 2005, p. 19). This newer intelligence encourages scrutiny of the world around us, especially since our natural resources are dwindling.

Some activities that teachers may want to include in their plans are to “use a matrix to classify plants and animals; summarize and synthesize an article of interest from *National Geographic* magazine; [or] create models, diagrams, and computer images of [scientific concepts]” (Zwiers, 2004, p. 241). These activities are geared toward science, but teachers might be able to use similar strategies in other content areas. For example, in language arts, a story might have rats as the antagonists, which then lends itself to a research-based extension activity that promotes the naturalistic intelligence.

Another activity might be to “photograph nature and reflect and write on how this photo relates to your life” (Shepard, 2004, p. 215). This is another example of relating to
other content areas. In social studies, for example, if the unit was on the Gold Rush, the teacher could show and discuss pictures of nature from that time period.

It is also evident that intelligences can overlap. One activity suggested by Walters and Straits (2008) was a unit assessment “pooling their knowledge and creativity to write a song incorporating the information they have learned about rocks” (Walters and Straits 2008, p. 24). This activity utilizes the interpersonal and musical intelligences as well.

To integrate technology, McCoog (2007) suggested “synthesizing the change of seasons or showing the transition of animals . . . [by using] electronic databases and spreadsheets” (McCoog, 2007, p. 27). This would be implemented by first charting or graphing the number of animals that migrate during a certain time of the year. The process and the representation of data is a useful extension to the curriculum.

*Existentialist intelligence.*

“These learners focus on the big picture and why the world operates the way it does” (McCoog, 2007, p. 27). This newer intelligence might be more difficult for elementary teachers to teach their students.

McCoog (2007) suggested “the best technologies to use with these learners are communication and problem-solving applications” (McCoog, 2007, p. 27). Students in the upper-middle to high school grades will be able to tap more deeply into and nurture this intelligence. Hopefully, these students would have their views on the world a little more mapped out than elementary students. High school students could pose a question and research ways to answer it. They then, using other intelligence as well, could present or display their findings in a way meaningful to them.
Multiple Intelligences in Education

Gardner’s theory has helped influence the educational community. Teachers find ways to teach all of their students, and Gardner’s theory reinforced the idea of “one size does not fit all” way of teaching. All the while, teachers have differentiated their instruction according to their students’ individual needs. Levy (2008) asserts that “differentiated instruction is a set of strategies that will help teachers meet each child where they are when they enter class and move them forward as far as possible on their educational path” (Levy, 2008, p. 162). Although students may currently possess intelligence or intelligences stronger than the others, they still would benefit with exposure to all intelligences.

Therefore, one reason to use MI in the classroom is to differentiate instruction. “The core of differentiated instruction is flexibility in content, process, and product based on student strengths, needs, and learning styles” (Levy, 2008, p.162). Good teachers are aware of the different needs of their students. Teachers are able to alter and adjust their teaching style to help their students. Teachers can scaffold instruction so their students will feel the success of learning. “The classroom has to be a place where each student feels safe (not seen as a failure, a nerd, a test score, a social pariah) and also challenged (to become the best it is in that student to be)” (Tomlinson and McTighe, 2006, p.46).

Another reason to use MI in the classroom is for students’ future educational endeavors. “MI-inspired teaching can facilitate the kind of critical-creative thinking that will allow our students to flourish in an increasingly multidisciplinary social and
intellectual environment” (Sword, 2007, p. 247). While these skills are essential, collaboration and group work are also valued, especially in the workplace.

Many jobs today and in the near future are evolving. Employers value workers who can think critically and solve problems. In July 2009, the Council of Economic Advisers met. According to the Executive Office of the President (2009), “many highly-paid occupations require workers with good analytic and interactive skills” (Executive Office of the President, Council of Economic Advisers, 2009, p.i). Student interaction is sometimes looked upon as chaos, but if a reflective teacher facilitates the instruction, it will be effective and the students will have a skill needed for their futures.

Yet another reason to use MI is that in any setting, not just in the school, students are bombarded with information; if they are presented material in various and numerous ways, the brain will be able to hold on to that information for longer amounts of time. “The key to a brain-compatible classroom is to grow more synaptic connections between brain cells with minimal to no loss of existing connections” (Rushton and Juola-Rushton, 2008, p. 88). If students are to learn in classrooms, teachers must provide the necessary atmosphere to provide for maximum retention of the concepts. One way to reach this goal is through the theory of multiple intelligences.

Teachers could think of which intelligences are the strongest in their classrooms, which intelligences are the weakest, and which intelligences are not present at all. They could provide opportunities to have the students be exposed to each of the nine intelligences, and not just verbal or logical for the traditional test. “It is behind the scenes, by participating in collegial planning, being studious of innovative learning
modalities, and valuing the background experience of each student that the teacher preparing for this supportive learning environment ensures student success while avoiding the pitfall of teaching to the test” (Rushton and Juola-Rushton, 2008, p. 88).

Teachers have to ensure quality learning is happening; within their control, teachers can help students accomplish much in a short amount of time.

If individuals have the capacity to develop each of the nine intelligences, teachers should make sure to include this idea in their long-range plans. Teachers should try to strive to teach the each individual child, and they can do this through Universal Design for Learning.

Universal Design for Learning

**Definition of Universal Design for Learning (UDL)**

Stemming from an architectural viewpoint, Ron Mace stressed the importance of “a structure to accommodate the widest spectrum of users” (Rose & Meyer, 2002, p.70). This led to the idea that students with disabilities were not getting their needs met. The disparity between what is expected and how to achieve it was so great that, initially, the Center for Applied Special Technology (CAST) sought to “expand learning opportunities for individuals with disabilities” (Rose & Meyer, 2002, p.2). After finding that the problem was not the learners, but instead, with the curricula, this idea has since spread to create more opportunities for learning inclusive of all students.

In general education, UDL has created a tangible solution for differentiating instruction. Meo (2008) states that “as a framework for creating a flexible curriculum, which in standards-based settings includes instructional goals, methods, assessments, and
materials, UDL takes advantage of innovative technologies to accommodate learner differences” (Meo, 2008, p. 22). Teachers are able to be flexible with what they teach, how to assess the students, and how to engage the students.

Many teachers thoroughly look at many resources when it comes to their daily, weekly, and yearly plans. “Reflective teachers respond to this challenge with creative lessons that engage students in meaningful ways” (Conner and Legares, 2007, p. 27). Lessons that are thought-out and carefully planned to engage students will ultimately benefit the educational system. If teachers plan with the students at the forefront of their objectives, the curriculum changes.

In a study conducted by Spooner, Baker, Harris, Delzell, & Browder (2007), at the college level setting, students taking classes in education were assessed on how well they could implement UDL concepts to students with disabilities. Students in the treatment group were exposed early on to UDL concepts explicitly, while the control group saw the concepts later in the study. One of the findings concluded that careful lesson planning before presenting the material, as opposed to altering the material as an afterthought, although time consuming, is much more beneficial for the students (Spooner, Baker, Harris, Delzell, & Browder, 2007).

Teachers can plan and create meaningful, standards-based lessons where they provide choices and opportunities for the student to learn and be engaged. CAST has provided many resources for teachers. “With its primary focus on K-12 students, CAST has also developed teaching handbooks, practical guides that provide teachers with ideas about ways to integrate universally designed learning tools and strategies into the
“curriculum” (McGuire, Scott, & Shaw, 2006, p.169). These tools for teachers promote the limitless possibilities of UDL concepts.

Three Principles of UDL

Recognition networks.

The first principle is providing multiple means of representation. CAST (2008) described this as providing options for perception, language and symbols, and comprehension. For example, UDL lessons would employ tools that define words or customize the display of information. Some tools might be digital books or highlighted handouts. Teachers purposefully use materials suited to their students that helps them to gain knowledge.

Strategic networks.

This principle deals with providing multiple means for action and expression. CAST (2008) stated that the lesson must account for physical action, expressive skills, and executive functions. Teachers are aware of how students are going to produce or show what they learned. For example, teachers can use speech-to-text devices, graphic mapping software, cooperative learning, or oral tests.

Affective networks.

This principle involves multiple means of engagement. Student interest is an important factor for persisting with learning a topic. Teachers increase motivation by challenging students and having them set their own personal goals and expectations. When students are excited about what they learn, they are able to value their education.
Teachers may use graphics, interactive software, games, songs, or performance-based assessments.

*Standards-Based UDL Framework with a Focus on MI*

Teachers “should interpret from more than one perspective and point of view; be purposeful and reflective; and create an environment that promotes curiosity and questioning (inquiry) and pushes reading, writing, thinking, feeling, talking, and taking action beyond the obvious” (Long & Gove, 2003, p.350). Having students think critically and use higher-levels of thought are more useful than memorization and short-term retention.

In fact, in 1956, Benjamin Bloom created Bloom’s Taxonomy, a leveled hierarchy of cognitive processes of intellectual behavior. These six levels (knowledge, comprehension, application, analysis, synthesis, and evaluation) are used by teachers to evaluate content mastery. Since this time, people have adapted these levels. For example, Churches (2008) stated, “a former student of Bloom, Lorin Anderson with D. Krathwohl, revised Bloom’s Taxonomy and published Bloom’s Revised Taxonomy in 2001” (Churches, 2008, p.1). This includes remembering, understanding, applying, analyzing, evaluating, and creating. Churches then went even further and applied these levels to a digital framework. He listed skills that involve collaboration, design, and construct. These skills will certainly be beneficial to any learner, as society becomes more and more digitally adept.

Meanwhile, many of our students need various ways to acquire the information. Teachers can help by using UDL. UDL planning involves goals, methods, materials, and
assessments. Students must be able to access the material, interpret what they learn, and demonstrate what they know.

In addition, to strengthen student buy-in to instruction, students can decide their own goals on how much should be read and by when. If teachers put students in groups to read a novel, using interpersonal intelligence, they have control of their learning. With teacher support, each group member can play a role and be held accountable to their group.

As far as the recognition network, the novel could be represented as a digital book. Within a chapter of a novel, a teacher can achieve one of the guidelines of CAST (2008), which is to provide “options that define vocabulary and symbols, clarify syntax and structure, decode text, or illustrate key concepts non-linguistically” (CAST, 2008, p. 13). Teachers are using multiple means of representation, especially beneficial for enhancing the visual and intrapersonal intelligences. Even if the novel is not available through the CAST website, teachers can find ways to fulfill the guideline, especially with the use of MI strategies.

In addition to an MI focus in UDL lesson planning, another important focus is technology. In today’s society, where the younger generations are used to new technologies, teachers can use this information two ways: first, they can advance their own knowledge and apply what they learn in the classrooms, and second, teachers can appeal to more students if their classroom experiences are rich in the efficient use of technology. Technology allows for multiple ways to represent, to express, and engage students. UDL supports that technology can be a vehicle to student learning. This
project will incorporate computer-led activities, created to enhance visual-spatial and interpersonal intelligences with Web 2.0 tools.

Technology: Effective Uses of Web 2.0 Tools

Societal Background

Since technology has altered our society in such a major way, it is only natural for schools to be a part of the digital movement. Teachers realize that today’s students are different from when they went to school, or even when they completed their teacher preparations. “Having digital technology at their fingertips all the time means that students think, work, and play differently from previous generations” (Solomon & Schrum, 2007, p. 27). Students nowadays learn in a dramatically different way from students from just a few years ago. Some teachers have been able to adjust their methods to meet the needs of individual students; if our students are more into technology now, teachers should make sure to be one step ahead and plan to use technology in their UDL lessons.

The process by which a student creates meaning has changed. Teachers should use the most current and available resources to help their students become familiar with computers and what they have to offer. “Incorporating technology in our language arts instruction is a must” (Borsheim, Merrit, & Reed, 2008, p. 90). Traditional schools have put heavy emphasis on language arts and math. If technology is integrated into these subjects, students will gain more experience and the skills needed for their futures.

Definition of Web 2.0 Tools
Since society is changing, people are changing. Students are used to getting instant information. In the recent past, communication via the web was limited to those who knew the technological workings of the Internet. Programmers were versed in HTML codes, and graphic designers used their skills to create the visual aspect of web design. Now, with social networking sites, such as MySpace and Facebook, any person without prior knowledge of web development can create a site that can have complex links, images, and text.

The tools on the web have evolved from its beginning stages to the present. In the beginning, web designers were the only ones knowledgeable to create and maintain websites. However, the technology advanced. From Web 1.0 to 1.5 to 2.0, a variety of enhancements has been made. Chiefly, “Web 1.0 tools allow only website owners (not users) to collaborate or manipulate the information or text displayed, [while] Web 2.0 tools enable users to create, edit, manipulate, and collaborate online” (Handsfield, Dean, & Cielocha, 2009, p. 40). The Internet was only accessible to those in charge of the web, but now that the information is open to the public, anyone can use the Internet to create information. Teachers, in the past, have been the “givers” of information. Now, teachers should strive to teach their students how to use that information in an effective and creative way.

“Integration of Web 2.0 technologies, utilized by skillful teachers, can promote student learning and facilitate the development of lifelong skills such as collaboration, creative thinking, and knowledge construction” (Nelson & Mims, 2009, p.80). The Web
2.0 tools allow for higher-level thinking, as students are able to produce and contribute to some creation they can call their own.

Some tools included in Web 2.0 are: social bookmarking, where “people can take control of information, rating and responding to what they like and don’t like” (Imperatore, 2009); social networking, where “Internet users can communicate with each other on forums and discussion boards” (Imperatore, 2009); blogging, “online journals on which others can comment” (Imperatore, 2009); wikis, “easy-to-edit Web sites that users can modify or add to” (Imperatore, 2009); and podcasting, “radio shows broadcast on the Internet” (Imperatore, 2009). With all these different ways to communicate, share, and create, users are taking ownership of what they do and what they learn. If a student is an active participant in their learning, they are more likely to retain that information for future use.

Summary

Teaching students to cooperate and collaborate will help them to be successful in their futures. Teaching them to be creative and innovative are also valuable skills. By having students participate in lessons designed using UDL and incorporating multiple intelligences and Web 2.0 tools into a literature unit, seventh grade language arts teachers can teach the standards in a unique way. Using the template design in this project can help teachers guide their students into the 21st century.
Chapter 3

METHODOLOGY

In order to structure this project, a newer concept, UDL, has been combined with an older one, MI, to create a unique way to efficiently develop a skill base for language arts teachers who want their students to succeed in the twenty-first century.

First, the author saw the necessity of inclusion of the California content standards. In a time where high-stakes testing is prevalent, language arts teachers can justly incorporate these activities into the scope and sequence of their instruction. This project will focus specifically on four key seventh grade Language Arts standards in California:

Reading 3.2 Narrative Analysis of Grade-Level-Appropriate Text: identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)

Reading 3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters

Reading 3.4 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness)

Reading 3.5 Narrative Analysis of Grade-Level-Appropriate Text: contrast points of view (e.g., first and third person, limited and omniscient, subjective
and objective) in narrative text and explain how they affect the overall theme of the work.

There are more standards that could be mastered by reading a novel instead of using a textbook, but these standards in particular account for ten out of thirteen multiple-choice questions from the California Standards Test. These “focus standards” are listed in the UDL template and the Unit Plan Overview in the Appendices C, D, E and F.

Second, the author saw lesson planning and design as a necessity. An introduction to the UDL concepts led to further investigation of appropriate strategies. For example, in the expressive network, teachers will keep their instructional focus on the standards. Also, to tap into the affective network of UDL, instead of using a textbook, where publishers have a national audience, teachers could teach their content standards using a novel approach, a novel that starts with the students’ interest level. Choosing a novel allows students to connect to what they are reading, and learning is exemplified. In addition, to break the monotony of textbook use in schools, students are encouraged and motivated to learn. Therefore, the template contains a lesson plan from the CAST website, including a list of materials, possible curriculum barriers, and the actual lessons. The project includes three week-long plans in UDL format where teachers can decide what days to read the story and where to fit in the activities.

Third, the author carefully researched the theory of Multiple Intelligences. The template includes an activity that nurtures each intelligence, with more focus on the intelligences that do not get much exposure in schools today. In addition, the current Web 2.0 tools were examined. Two of the most accessible tools, wikis and blogs, were
used in this guide. Students can easily upload many forms of media using a wiki site, and blogs provide an interpersonal venue where they can exchange information. The template also lists the focus MI strategies and the activities to go along with the Web 2.0 tools. These suggested activities are meant to be utilized with the assumption that the teacher knows what works with the students in the classroom; therefore, any adjustments can be altered within the documents. The sequence of MI and Web 2.0 activities can be changed to fit students’ needs.

The lessons were created in editable documents so that seventh grade Language Arts teachers may adapt and use in their own classrooms. It can be viewed and edited on www.taskstream.com/ts/Raga/7thgradela.htm in the “Teacher Tools” tab.

In conclusion, these steps were taken to produce this project and could be replicated in order to create a new unit based on this structure:

1. Choose a novel based on student interest or teacher purpose (possible themes: bullying or prejudice). Grade-level lists can be found at

2. Choose standards to focus unit.

3. Sign up for wiki and blog site. Some common sites are blogger.com and wikispaces.com. Ensure on-site computers have access to these websites. Decide on questions to be utilized on these sites. Identify target standards to create questions,
such as, “What does the main character go through?” Other questions could be open-ended, like, “What would you have done if you were the character?” For more examples, see Appendices G and H.

4. Survey class for MI strengths and weaknesses.

5. Choose MI that are not heavily emphasized in schools (i.e., verbal-linguistic, logical-mathematical). Decide on assessment activities for student choice. Examples of assessment activities:
   a. Plot: Powerpoint or poster
   b. Characterization: sketch out a character or act out a scene
   c. Theme: Comic strip, song

6. Place steps 2, 3, 4, and 5 in a chart or table, as in Appendix A, for a certain time allotment; in this project, it will be a three-week unit.

7. For each week, create weekly lesson plans using UDL template to focus on student engagement, as in Appendices B, C, and D.

8. After the planning stage, survey students with a Pre-Assessment, as in Appendix I, focusing on knowledge of the novel, individual MI strengths and weaknesses, and how comfortable they are with technology.

9. Implement the unit plan.
10. Give the students the Post-Assessment, like Appendix J. Evaluate unit for effectiveness and look for future revisions by getting student feedback. Adjust as necessary.

These steps would be a reproduction of a literature unit that would encourage students to be more prepared for the twenty-first century. Skills like collaboration and creativity are emphasized.

Table 1
*UDL: MI and Technology in a Novel*

<table>
<thead>
<tr>
<th>Multiple Intelligences</th>
<th>Technology</th>
<th>Novel</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Nurture all 9</td>
<td>• Web 2.0</td>
<td>• 3-week unit</td>
</tr>
<tr>
<td>• Provide choices</td>
<td>• wiki</td>
<td>• Focus on standards</td>
</tr>
</tbody>
</table>

These steps may be altered according to student need. Many lesson plans are subject to flexibility. Since focus is on student-centered learning, the plan is meant to be adapted and may change year to year, or class to class. Variations of this unit are acceptable and essential for successful implementation.
Chapter 4

SUMMARY AND RECOMMENDATIONS

Summary

The goal of this project was to create a unique way to integrate multiple intelligences and technology into a literature unit. This project was also created to be tailored to fit the needs of 21st century students. The lessons can be adapted and altered as needed.

Incorporating multiple intelligences into any lesson helps make learning fun. When students are engaged, learning is more meaningful. Every learner has his/her own strengths and weaknesses, and teachers should make sure to reach every child. Having students construct their own meaning contributes to the realization of metacognition.

Incorporating technology into any lesson helps students become familiar with the current applications. As we move toward a digital society, where information is instantaneous, students need practice on creating meaning from many sources. If teachers use technology as the vehicle for learning, students will explore more ways of accessing and processing material.

Recommendations

Computer and Internet access is crucial to the implementation of this project. If students do not have access at home, school is the only opportunity for growth in this
area. A teacher who uses this project also needs to have access to a blog site and a wiki site. They would also need to regulate and monitor their students’ progress online.

For successful implementation, a teacher must also be conscious of each individual’s strengths and weaknesses. In a middle school setting, where a teacher could have over 100 students, this may be a challenge. However, in the long run, it will benefit the students and the teacher.

In creating this project, the novel choice was difficult. The author found a limited selection of books in the school library, and many of the students’ interests might not be met. Along with that, coordination with the history department would be ideal, so that the students will have a novel to read in their language arts class that would complement what they are studying in their history class.

Technology is also evolving. A teacher should be on the look-out for alternative ways of collaboration other than wikis or blogs. With students in the 21st century, it is important that education keep up and keep moving with the newest trends. “Smart” classrooms make it easier for teachers to make classroom presentations that students are used to, as they are media-driven. Therefore, teachers should provide more exposure and practice for their students.

Creating a curriculum unit is a daunting task. However, when the pieces fit together and concepts merge, planning becomes easier. A goal of finding a unique way to combine 21st century skills for every learner is accomplished with careful, but purposeful development. The hope is that educators do find this to be a beneficial addition to their repertoire of artistic lesson designs.
APPENDICES
APPENDIX A

Three Week Literature Unit Overview
# APPENDIX A

## Three Week Literature Unit Overview

<table>
<thead>
<tr>
<th>Multiple Intelligence Activity</th>
<th>Web 2.0 Tool: Interpersonal &amp; Visual MI</th>
<th>CA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Wiki topics:</td>
<td>3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</td>
</tr>
<tr>
<td>Interpersonal: With a neighbor, predict what you think the climax would be.</td>
<td>1. While reading your book, look for examples of how this satisfies the CA standards for 7th grade.</td>
<td>3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</td>
</tr>
<tr>
<td>Visual: Start a plot graph (basic situation, events, climax, resolution).</td>
<td>2. Upload any connections to other experiences, books, movies, etc. that relate to the plot or characters.</td>
<td>3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).</td>
</tr>
<tr>
<td>Kinesthetic: Choose a few pages from this week’s selection. Choose a narrator and character parts. Act it out.</td>
<td>Blog topics:</td>
<td>3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.</td>
</tr>
<tr>
<td></td>
<td>1. Pick a character from the story. What makes them likable? Describe.</td>
<td>3.2, 3.3, 3.4, 3.5 (above)</td>
</tr>
<tr>
<td></td>
<td>2. Find a quote from a character. What does this tell you about the character? Can you make a connection to another famous quote?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

UDL Lesson: Examples of Prevailing Methods and Materials
## APPENDIX B
UDL Lesson: Examples of Prevailing Methods and Materials

<table>
<thead>
<tr>
<th>Materials/Media</th>
<th>Methods/Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Printed materials</strong></td>
<td><strong>Information presentation method</strong></td>
</tr>
<tr>
<td>Textbook</td>
<td>Chalk/white board</td>
</tr>
<tr>
<td>Workbook</td>
<td>Overheads</td>
</tr>
<tr>
<td>Trade book</td>
<td>Lecture</td>
</tr>
<tr>
<td>Posters</td>
<td>Printed notes/outlines</td>
</tr>
<tr>
<td>Worksheets</td>
<td>Handouts</td>
</tr>
<tr>
<td>Newspapers/magazines</td>
<td></td>
</tr>
<tr>
<td>Novel</td>
<td></td>
</tr>
<tr>
<td><strong>Computer based materials</strong></td>
<td><strong>Learning context</strong></td>
</tr>
<tr>
<td>CD-ROM</td>
<td>Small-group discussion</td>
</tr>
<tr>
<td>Internet</td>
<td>Large-group discussion</td>
</tr>
<tr>
<td>Interactive software</td>
<td>Independent reading</td>
</tr>
<tr>
<td>Applications</td>
<td>In-class assignment</td>
</tr>
<tr>
<td>Graphics</td>
<td>Homework</td>
</tr>
<tr>
<td><strong>Images</strong></td>
<td><strong>Instructional formats</strong></td>
</tr>
<tr>
<td>Photographs</td>
<td>Small-group instruction</td>
</tr>
<tr>
<td>Drawings</td>
<td>Individual seatwork</td>
</tr>
<tr>
<td>Timelines</td>
<td>Lecture</td>
</tr>
<tr>
<td>Graphs</td>
<td>Collaborative learning</td>
</tr>
<tr>
<td>Charts</td>
<td>1-to-1 instruction</td>
</tr>
<tr>
<td>Tables</td>
<td>Hands-on activities</td>
</tr>
<tr>
<td>Maps</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation/student response media</strong></td>
<td><strong>Project/presentation formats</strong></td>
</tr>
<tr>
<td>Video</td>
<td>Term paper/research paper</td>
</tr>
<tr>
<td>Audio (tape/CD)</td>
<td>Group project</td>
</tr>
<tr>
<td>Slides/overheads</td>
<td>Oral presentation</td>
</tr>
<tr>
<td>Pen/pencil</td>
<td>Handwritten paper</td>
</tr>
<tr>
<td>Highlighters</td>
<td>Drawing/diagram</td>
</tr>
<tr>
<td>Art supplies</td>
<td>Three dimensional project</td>
</tr>
<tr>
<td>Computer tools</td>
<td>Oral reading</td>
</tr>
<tr>
<td>Music</td>
<td>Graphic presentation</td>
</tr>
<tr>
<td><strong>Objects</strong></td>
<td><strong>Student research</strong></td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Library research</td>
</tr>
<tr>
<td></td>
<td>Online research</td>
</tr>
<tr>
<td></td>
<td>Data collection</td>
</tr>
<tr>
<td></td>
<td>Interviews</td>
</tr>
</tbody>
</table>
APPENDIX C

UDL Lesson: Curriculum Barriers (Sample)
# APPENDIX C
UDL Lesson: Curriculum Barriers (Sample)

**Grade:** 7th  
**Teacher:** Justine Raga  
**Subject:** English Language Arts

**Standard:** R3.3 analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters

**Goal:** After students read a novel, they will analyze and represent their character.

<table>
<thead>
<tr>
<th>Materials and Methods</th>
<th>Student Qualities</th>
<th>Potential Barriers/Missed Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed book</td>
<td>EL students</td>
<td>Difficulty with vocabulary</td>
</tr>
<tr>
<td></td>
<td>Slower readers (fluency)</td>
<td></td>
</tr>
<tr>
<td>Note-taking:</td>
<td>Manuel: slow processor</td>
<td>May not get all the notes from class</td>
</tr>
<tr>
<td>Cornell Notes</td>
<td>Vanessa: Constantly out of seat</td>
<td>May miss instruction</td>
</tr>
<tr>
<td>(characterization)</td>
<td>David: Organization problems [pair these up]</td>
<td></td>
</tr>
<tr>
<td>Library/computer</td>
<td>EL students</td>
<td>Difficulty with speaking</td>
</tr>
<tr>
<td>research</td>
<td>Shy students</td>
<td></td>
</tr>
</tbody>
</table>

**UDL Solutions for Instructions and Assessments**

What technology devices or methods and materials will minimize the barriers and expand learning opportunities for these learners?

- Altering an interactive Smartboard lesson might minimize barriers. A Webquest would also minimize barriers.

What technology devices or methods and materials will promote valid evaluation of learner responses?

- I would want to create a blog and one of the topics might be, “What would I want to do differently for the next time?”

Also, the Senteo response remotes would provide good feedback.
APPENDIX D

UDL Lesson: Week One
# Lesson Overview

<table>
<thead>
<tr>
<th>Title:</th>
<th>Journey Through a Novel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Justine Raga</td>
</tr>
<tr>
<td>Subject:</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Grade Level(s):</td>
<td>7</td>
</tr>
<tr>
<td>Duration:</td>
<td>Week One of Three</td>
</tr>
<tr>
<td>Subject Area:</td>
<td>Novel</td>
</tr>
<tr>
<td>Lesson Description for Week:</td>
<td>Plot and Characterization</td>
</tr>
<tr>
<td>State Standards:</td>
<td>3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s). 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</td>
</tr>
</tbody>
</table>

## Goals

<table>
<thead>
<tr>
<th>Lesson Goals:</th>
<th>Students will be exposed to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- MI: interpersonal, visual, kinesthetic</td>
</tr>
<tr>
<td></td>
<td>- Web 2.0: Blog, wiki (interpersonal &amp; visual MI)</td>
</tr>
</tbody>
</table>
### Methods

<table>
<thead>
<tr>
<th>Anticipatory Set:</th>
<th>Discuss the picture on the cover or show pictures from the time period of your novel.</th>
</tr>
</thead>
</table>
| **Introduce and Model New Knowledge:** | 1. Draw a plot graph.  
2. Discuss character’s actions, speech, appearance, thoughts, and other’s reactions (5 aspects of indirect characterization).  
3. Wiki and blog introduction. Students will be provided choices on which topics they would like to add, edit, and create. |
| **Provide Guided Practice:** (Using MI strategies) | Interpersonal: With a neighbor, predict what you think the climax would be.  
Visual: Start a plot graph (basic situation, events, climax, resolution).  
Kinesthetic: Choose a few pages from this week’s selection. Choose a narrator and character parts. Act it out. |
| **Provide Independent Practice:** (Using Web 2.0 tools) | Possible wiki topics:  
1. Look for examples of how this book satisfies the CA standards (see web example in Appendix G).  
2. Upload media regarding any connections to personal experiences, books, movies, etc. that relate to the plot or characters.  
Possible blog Topics:  
4. Find a quote from a character that seems important. What does this tell you about the character? Can you make a connection to another famous quote? |

### Assessment

<table>
<thead>
<tr>
<th>Formative/Ongoing Assessment:</th>
<th>Teacher monitoring. Since formal assessments are not included, it is up to teacher to decide on grading.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative/End Of Lesson Assessment:</td>
<td>Teacher checks websites and MI activities.</td>
</tr>
</tbody>
</table>
**Materials**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Novel</td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E

UDL Lesson: Week Two
### Lesson Overview

<table>
<thead>
<tr>
<th>Title:</th>
<th>Journey Through a Novel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Justine Raga</td>
</tr>
<tr>
<td>Subject:</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Grade Level(s):</td>
<td>7</td>
</tr>
<tr>
<td>Duration:</td>
<td>Week Two of Three</td>
</tr>
<tr>
<td>Subject Area:</td>
<td>Novel</td>
</tr>
<tr>
<td>Lesson Description for Week:</td>
<td>Theme and Point of View</td>
</tr>
<tr>
<td>State Standards:</td>
<td>3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness). 3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.</td>
</tr>
</tbody>
</table>

### Goals

<table>
<thead>
<tr>
<th>Lesson Goals:</th>
<th>Students will be exposed to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• MI: existentialist, intrapersonal, verbal, musical</td>
</tr>
<tr>
<td></td>
<td>• Web 2.0: Blog, wiki (interpersonal &amp; visual MI)</td>
</tr>
</tbody>
</table>
### Methods

<table>
<thead>
<tr>
<th>Anticipatory Set:</th>
<th>Show video clips that demonstrate one of the novel’s particular themes.</th>
</tr>
</thead>
</table>

| Introduce and Model New Knowledge: | 1. Discuss definition of theme.  
2. Discuss point of view.  
3. Wiki and blog check: Are there any obstacles? |
|-----------------------------------|-------------------------------------------------------------------------|

| Provide Guided Practice:          | Visual: Continue plot graph.  
Existentialist: Answer blog question #1.  
Intrapersonal/Verbal: Select a passage. Write it from a different point of view. Reflect on how this affects the theme.  
Musical: Create a song about your favorite passage of the story. Or think of a song/piece of music that would fit well if this book was made into a movie. |
|-----------------------------------|-------------------------------------------------------------------------|

| Provide Independent Practice:     | Possible wiki topics:  
1. Continue to look for and add examples of how this book satisfies the CA standards (see web example in Appendix G).  
2. Upload media regarding connections to theme. |
|-----------------------------------|-------------------------------------------------------------------------|

| Provide Independent Practice:     | Possible blog topics:  
3. What universal connection can you make? Does the theme of the novel apply to all cultures? |
|-----------------------------------|-------------------------------------------------------------------------|

### Assessment

<table>
<thead>
<tr>
<th>Formative/Ongoing Assessment:</th>
<th>Teacher monitoring. Since formal assessments are not included, it is up to teacher to decide on grading.</th>
</tr>
</thead>
</table>

| Summative/End Of Lesson Assessment: | Teacher checks websites and MI activities. |
### Materials

<table>
<thead>
<tr>
<th>Novel</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F

UDL Lesson: Week Three
APPENDIX F
UDL Lesson: Week Three

Lesson Overview

<table>
<thead>
<tr>
<th>Title:</th>
<th>Journey Through a Novel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Justine Raga</td>
</tr>
<tr>
<td>Subject:</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Grade Level(s):</td>
<td>7</td>
</tr>
<tr>
<td>Duration:</td>
<td>Week Three of Three</td>
</tr>
<tr>
<td>Subject Area:</td>
<td>Novel</td>
</tr>
<tr>
<td>Lesson Description for Week:</td>
<td>Literary Elements</td>
</tr>
</tbody>
</table>
| State Standards:       | 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).  
3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.  
3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).  
3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work. |

Goals

<table>
<thead>
<tr>
<th>Lesson Goals:</th>
<th>Students will review:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MI: verbal, logical, musical, visual, interpersonal, intrapersonal, kinesthetic, naturalistic, existentialist</td>
</tr>
<tr>
<td></td>
<td>Web 2.0: blog, wiki (interpersonal &amp; visual MI)</td>
</tr>
</tbody>
</table>
**Methods**

<table>
<thead>
<tr>
<th>Anticipatory Set:</th>
<th>Show Powerpoint example of a finished product (teacher or student created).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce and Model New Knowledge:</td>
<td>1. Discuss literary elements from the past two weeks.</td>
</tr>
</tbody>
</table>
| Provide Guided Practice: (Using Web 2.0 tools) | 1. Gallery Walk of four standards: In four corners of room, post standard. Have students present/discuss their findings from wiki.  
2. Discuss blog and wiki results. |
| Provide Independent Practice: (Using MI strategies) | Project choices: Powerpoint, poster, act out scene, diorama, comic strip, song performance… |

**Assessment**

| Formative/Ongoing Assessment: | Teacher monitoring. At this point, students should know literary terms (plot, characterization, theme, point of view), and be familiar with blog and wiki sites. |
| Summative/End Of Lesson Assessment: | Teacher checks websites and final project. |

**Materials**

| Novel |  |
| Internet |  |
| *Have available for student choice: computers for constructing a Powerpoint, poster paper, shoe boxes, colors, construction paper… |  |
APPENDIX G

Wiki Website Sample
Welcome to Mrs. Rago's Wiki site! Here we can post and edit information about the book *Bud, Not Buddy*. We're going to be discussing and learning about this fabulous book. Let's get started!

You and your group decided which standard we will be focusing on for this book. Type the standard on your page, and explain your reason for choosing that standard.
CA Standard: 1.1 Vocabulary and Concept Development: clarify word meanings through the use of definition, example, restatement, or contrast.

An example is on pg. 21: That way if I didn't kill him with the rake and it came down to the house, if it was on the floor maybe a silver blade in his heart would be just as good as a silver bullet.

Another example is on pg. 32: Every once in a while a big shower of apaches would blow up from inside the dark cloud, making it look like a gigantic black genie was trying to rise up out of the smokestack.

Another example is on pg. 32: The locomotive was hissing and spitting.

another example is on pg. 47. I looked up to see whose doggone hand was so doggone big and why they'd put it around my neck.
CA standard: 3.5 narative analysis of grade-level-appropriate text contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narative text and explain how they effect the overall theme of the work.

an example is on pg. 1: here we go again

another example is on pg. 1 she stoped at me

another example is on pg. 14 she looked over at me

another example is on pg 15 we shall hold on his beloved valuables

another example is on pg 13 we went out of the kitchen
APPENDIX H

Blog Website Sample
APPENDIX H
Blog Website Sample
APPENDIX I

Pre-Assessment for Students
APPENDIX I

Pre-Assessment for Students

Before reading the novel, answer these questions:

1. What do you know about __________ (insert something about the novel: time period, setting...)?

2. After taking the Multiple Intelligence assessment, which were your two strongest intelligences? Which were your two weakest?

3. On a scale of 1-10, 10 being most comfortable, how do you feel about navigating a computer? The Internet?

4. What is a blog?

5. What is a wiki?
APPENDIX J

Post-Assessment for Students
APPENDIX J

Post-Assessment for Students

1. What did you learn about __________ (insert something about the novel: time period, setting…)?

2. Think about the activities from this unit. Which activity did you enjoy the most? Which intelligence did this emphasize?

3. Which activity did you enjoy the least? Which intelligence did this emphasize?

4. After using the blog site and the wiki site, what did you learn about yourself? Your classmates?

5. Would you use a blog or wiki on your own, without teacher direction?

6. Any other comments or suggestions?

7.
REFERENCES


Studies, 99(4), 161-164.


The partnership for 21st century skills (2004). Tuscon, AZ.


