

## MI Answer Sheet

Name: \_\_\_\_\_

### Poem 1 – Sonnet #43

How do I love thee? Let me count the ways.  
I love thee to the depth and breadth and height  
My soul can reach, when feeling out of sight  
For the ends of Being and ideal Grace.  
I love thee to the level of every day's  
Most quiet need, by sun and candlelight.  
I love thee freely, as men strive for Right;  
I love thee purely, as they turn from Praise.

I love with a passion put to use  
In my old griefs, and with my childhood's faith.  
I love thee with a love I seemed to lose  
With my lost saints, I love thee with the breath,  
Smiles, tears, of all my life! and, if God choose,  
I shall but love thee better after death.

*Elizabeth Barrett Browning*

### Poem 2 – My November Guest

My Sorrow, when she's here with me,  
Thinks these dark days of autumn rain  
Are beautiful as days can be;  
She loves the bare, the withered tree;  
She walks the sodden pasture lane.

Her pleasure will not let me stay.  
She talks and I am fain to list:  
She's glad the birds are gone away,  
She's glad her simple worsted grey  
Is silver now with clinging mist.

The desolate, deserted trees,  
The faded earth, the heavy sky,  
The beauties she so truly sees,  
She thinks I have no eye for these,  
And vexes me for reason why.

Not yesterday I learned to know  
The love of bare November days  
Before the coming of the snow,  
But it were vain to tell her so,  
And they are better for her praise.

*Robert Frost*

### Station 1: Verbal/Linguistic

Poem 1 \_\_\_\_\_

Poem 2 \_\_\_\_\_

### Station 2: Logical/Mathematical

Poem 1 \_\_\_\_\_

Poem 2 \_\_\_\_\_

### Station 3: Visual/Spatial

My Scene

#### **Station 4: Bodily/Kinesthetic**

Briefly describe your pantomime of poem #1.

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#### **Station 5: Musical/Rhythmic**

Poem 1 \_\_\_\_\_

Poem 2 \_\_\_\_\_

#### **Station 6: Interpersonal/Group Learner**

You and your partner's argument:

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#### **Station 7: Intrapersonal/Self Learner**

Spring: \_\_\_\_\_

Summer: \_\_\_\_\_

Fall/Autumn: \_\_\_\_\_

Winter: \_\_\_\_\_

#### **Station 8: Naturalist/Scientific**

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# **Station 1**

## **Verbal/Linguistic**

Poets use imagery (words that appeal to the senses – sight, sound, touch, smell, taste) to convey the meanings of poems and help readers relate to the ideas.

Briefly read over both poems. You don't need to understand the poems to experience the effect of imagery. Look for words that help you see, hear, taste, smell, or feel something. List at least three examples of imagery from each poem.

## Station 2

### Logical/Mathematical

Rhyme scheme is the description of a poem's end rhyme pattern. Below is an example of a piece of a poem from William Shakespeare that has been labeled with a rhyme scheme.

Shall I compare thee to a summer's day? (**A**)

Thou art more lovely and more temperate: (**B**)

Rough winds do shake the darling buds of May, (**A**)

And summer's lease hath all too short a date. (**B**)

Both Browning and Frost's poems have a rhyme scheme or pattern. Describe each poem's pattern.

## **Station 3**

### **Visual/Spatial**

Poetry uses words to create images in the reader's minds.

Sometimes these images create a complete scene (like a mental picture) in the reader's mind. Choose one poem and sketch the scene or setting of the poem that you see in your mind. Use vivid images and colors from your mental picture to make a quick sketch.

## **Station 4**

### **Bodily/Kinesthetic**

#### **HELP WANTED**

Now Hiring: A mime to express heartfelt emotions while poetry is being read. Free coffee while working!

Congratulations on your new job!

Prepare for your new job as a pantomime by creating a few movements that will help convey the meaning of poem #1 as it is read in the coffee house.

## **Station 5**

### **Musical/Rhythmic**

Some poems use the number of syllables in each line to create a beat or rhythm. In poetry, the number of syllables per line is a measure of the meter, or length of the line. For example, look at the lines of poetry below from Edna St. Vincent Millay. Notice, each line contains 8 beats.

All I could see from where I stood  
Was three long mountains and a wood;  
I turned and looked the other way,  
And saw three islands in a bay.

What is the meter of each of the poems (how many syllables used in each line)?

## **Station 6**

### **Interpersonal/Group Learner**

Poetry contests exist all over the world. Poets compete for money and prestige. Today, you and a partner have been hired as judges for this year's poetry contest. The two poems above are the finalists. Choose one, decide with your partner why it's the best and discuss your argument with a partner. Record your argument on the assignment sheet.



## **Station 7**

### **Intrapersonal/Self Learner**

In many poems, the poet describes his or her feelings. In poem #2, the poet describes his feelings during the fall when the leaves have fallen and the weather is getting cold and the sky is grey.

Think about how you feel during the four seasons. Quietly, write down 3-4 feelings you have during each season.

## **Station 8**

### **Naturalist/Scientific**

In poem #2, the month of November becomes a character. This “November guest” and the description of fall/autumn push the narrator to experience certain feelings.

Robert Frost now wants to write a sequel to this poem about an “April guest”. But, he needs your ideas. Give him some details about spring and what the natural world looks like at this time of year. Be specific and include details that would evoke emotions in a person.

## Instructional Strategy:

# Multiple Intelligences (MI) Stations

Purpose	Set Up	Timing	Cautions & Tips
Students will approach a piece of the curriculum from the 8 multiple intelligences. This helps ensure students feel the assignments are relevant and that they can utilize their own strengths.	<p>Students should be in teams or groups.</p> <p>Eight stations, representing the eight multiple intelligences, are set up around the room.</p> <p>Students have an answer sheet or response card.</p>	This strategy can be used at any time during a lesson or unit.	Students will be traveling around the room completing tasks. So, use a timer for each station to keep a healthy pace. Also, establish a quiet signal to utilize if you need the students' attention during the rounds.

## Steps:

1. Write the 8 tasks and collect the materials needed for each station. Set up the 8 stations.
2. Students receive an answer sheet or response card to travel with.
3. Assign a starting station for each team (teams can draw a number 1-8 from a hat, or you can quickly just assign).
4. Teams travel from one station to another completing each task together. Use a timer to keep a healthy pace.

## ***MI Activities and Products***

<b>Multiple Intelligences</b>	<b>Activities</b>	<b>Products</b>
Verbal/Linguistic	choral speaking, storytelling, retelling, speaking, debating, presenting, reading aloud, dramatizing, book making, nonfiction reading, researching, listening, process writing, writing journals	poetry, debate, story-telling, essay, checklist, journal, lecture, discuss
Logical/Mathematical	problem solving, measuring, coding, sequencing, critical thinking, predicting, playing logic games, collecting data, experimenting, solving puzzles, classifying, using manipulatives, learning the scientific, model, using money, using geometry	diagram, outline, timeline, chart, critique, graph
Visual/Spatial	graphing, photographing, making visual metaphors, making visual analogies, mapping stories, making 3D projects, painting, illustrating, using charts, using organizers, visualizing, sketching, patterning, visual puzzles	drawing, model, poster, photograph, storyboard, illustration, board game, graphic organizers, timelines
Bodily/Kinesthetic	hands on experiments, activities, changing room arrangement, creative movement, going on field trips, physical education activities, crafts, dramatizing, using cooperative groups, dancing	role play, skit, pantomime, dance, invention, lab, improvisation, prototype, impersonate, puppets
Musical/Rhythmic	Humming, rapping, playing background music, patterns, form, playing instruments, tapping out poetic rhythms, rhyming, singing	song, rap, lyrics, composition, jingle, slogan, melody
Interpersonal/Group Learner	classroom parties, peer editing, cooperative learning, sharing, group work, forming clubs, peer teaching, social awareness, conflict mediation, discussing, cross age tutoring, study group, brainstorming	discussion, roundtable, conversation, group activity, position statement, interview
Intrapersonal/Self Learner	personal response, individual study, personal goal setting, individual projects, journal log keeping, personal choice in projects, independent reading	journal, log, goal statement, belief statement, self-assessment, editorial
Naturalist/Scientific	reading outside, cloud watching, identifying insects, building habitats, identifying plants, using a microscope, dissecting, going on a nature walk, build a garden, studying the stars, bird watching, collecting rocks, making bird feeders, going to the zoo	classification, collection, solution, display, observation, forecast, investigation, exhibit