Abstract

What motivates students? This personal wondering provided the opportunity to examine what motivates students to do quality work. Through careful, purposeful planning, students have had opportunities to utilize their multiple intelligences in a social studies unit. This has led to the identification of assignments that appear to take advantage of students’ intelligences as well as trends in student participation. The purpose of this study is to assess the relationship between student motivation, participation and one’s dominant intelligence.

Participating in this study were sixteen sixth grade students. Data were collected through discussion, observation, and student surveys and were further analyzed and used in classroom instruction. Based on the evidence, I found students participate more frequently when lessons are geared toward their dominant intelligence as well as a relationship between student success and a high level of motivation that is derived from both self motivation and parental motivation.
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Introduction

The intent of this inquiry stems from observed student behaviors within the classroom that appeared to signal a lack of interest or motivation, including hurried work, disinterest in assignments, and negative verbal comments when new material or assignments are introduced. Some behaviors included not listening to directions (causing students to redo work), turning work in late, and poor quality work in a variety of types of assignment.

I was seeking to motivate students to do quality work with assignments based on the multiple intelligences and choice in the social studies unit *Passports to Understanding: an Examination of World Cultures*. As part of this unit, students were asked to read *Iqbal*. This book is based on the true story of Iqbal Masih, a child who freed himself and many other child laborers. This on-going instruction included various assignments that provided student-choice options based on multiple intelligences. As I gathered information regarding what motivated students and what types of activities and assignments they preferred, I was able to apply the data to my future lesson plans.

However, before this research could take place, I needed approval from the Office for Research Protection Institutional Review Board. This extensive process required a detailed description of the research and data collection process followed by parental and participant consent. Once approved by all parties, the data collection process began (the parental consent letter can be found in Appendix A).
Since motivation is a construct, I needed to decide how to define motivation in operational terms so that it would be observable. In order to help operationalize the definition of motivation, I turned to the professional literature.

This literature review includes definitions of motivation, variables impacting student motivation, and an overview of the theory of multiple intelligences. In this research two main ideas are explored: student motivation and multiple intelligences. Student motivation entails internal and external factors influencing participation in lessons and activities, homework completion, and how students approach learning. An additional variable that also may play a role in student motivation is the degree to which learning activities match students’ dominant intelligence. The theory of multiple intelligences allows educators and students to identify learning activities that match students’ preferred ways of learning as well as those that do not.

Motivation is a rather complex notion. Motivation, defined by Brookhart, et. al., is a disposition toward something (2006). Hong breaks motivation into two parts: source and strength (2004; p. 199). Student motivation can be intrinsic, parent-motivated, and/or teacher-motivated (Hong, 2004). However, motivation is not limited to outside variables, but also the personal value and meaning placed on activities. Kohn suggests two forms of motivation, intrinsic and extrinsic (1999). Intrinsic motivation can be thought of as “a fancy term for finding something worth doing in its own right” (Kohn, 1999, p. 97). The individual has decided the task has value and therefore will complete it. Extrinsic motivation suggests doing something in order for something else to follow, such as a
reward (Kohn, 1999). Thus, when an activity is intrinsically motivating, doing the activity is a reward in itself because the activity is perceived as enjoyable. On the other hand, when extrinsic motivation is in play, the reward follows the completion of the activity. Since motivation is a complex construct that cannot be directly observed, it was necessary for this inquiry to define it in operational or observable terms. For the purposes of this research, motivation is defined as a student’s effort exerted to complete assignments to the best of his/her ability and his/her willingness to participate in class discussions and activities.

There are multiple motivational theories one can examine to gain a better understanding of student motivation in the classroom. However, the expectancy x value theory emphasizes ideas seen throughout this study. The expectancy x value theory connects student motivation to two factors: student success and the outcome for completing the task with success (Levin & Nolan, 2007). The x in this theory represents “the interaction between two factors” (Levin & Nolan, 2007, 137). According to Levin and Nolan, if students believe they have the potential to achieve academically, value good grades and other outcomes, they will be willing to put forth effort to achieve those goals (Levin & Nolan, 2007, p. 137). If a student does not value either the task or does not believe in his ability to succeed, the student is not likely to put forth substantial effort (Levin & Nolan, 2007). Levin and Nolan state, “If either factor is zero, no effort will be put forth” (Levin & Nolan, 2007, 137). Good and Brophy suggest teachers utilize the expectancy x value theory in their classroom through the following steps: “establish a supportive classroom climate, structure activities so that they are at the appropriate level of difficulty, develop learning objectives that have personal meaning and relevance for
the students, and engage students in personal goal setting and self-appraisal, and help
students recognize the link between effort and outcome suggested by attribution theory”

Attribution theory states, “When students attribute success to effort and failure to
lack of effort or inappropriate types of effort, they are likely to exert additional effort in
the future” (Levin & Nolan, 2007, 136). If students believe the effort they put forth is
directed to their success, the effort exerted will be higher. A student’s perception of
his/her ability to succeed at a given task may be negatively connected to his effort. In
attempt to protect one’s self from failure, putting forth little or no effort can be the result
if the student believes he/she does not have the abilities necessary to be successful at the
task. The attribution theory can be positively used in the classroom. This may support
students’ self-worth in a positive manner to reduce negative associations with ability and
self-worth. Differentiating instruction within the classroom by breaking down complex
tasks and providing additional learning support will set students up for success as well as
provide them with a positive learning environment supportive in case of failure.

Value placed on assignments comes from both the teacher and students. When a
student identifies meaning to assignments, the magnitude of effort exerted to complete it
successfully is higher. According to Trautwein, et. al., there is a direct impact on student
performance when a student affirms that value (2006). Still, it is the student’s choice to
complete and put effort into assignments. As educators, a certain level of importance and
worth is placed on homework and other various assignments. If a student does not
confirm the teacher’s value of an assignment, then the student’s effort may dwindle.
Kohn states when student interest decreases, excellence will as well (1999, p. 98). He
also makes a connection between students’ intrinsic motivation with the quality of work or learning (Kohn, 1999).

If it is student-placed value that is key in the completion of assignments, then student choice should be implemented. Brookhart suggests motivation is dependent on the task at hand (2006, p. 160). Thus, providing students with choice allows not only for an array of possibilities, but also the opportunity to take ownership of the assignment and assigning value to the task. According to Kohn, providing students with tasks that will encourage students’ personal motivation is critical to helping students succeed (1999). This idea alone establishes a connection to Gardner’s theory of multiple intelligences.

Howard Gardner, a Harvard psychologist, formulated the theory of multiple intelligences to help explain student’s natural preferences for some types of learning over others. Gardner suggests that school may place too much emphasis on linguistic and mathematical ability at the expense of other ways of being smart (Levin & Nolan, 2007). The theory of multiple intelligences supports the idea of instructional variety, through eight complimentary and independent intelligences. The eight multiple intelligences, as described by Kornhaber, are linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist (2004, p. 5-6). Linguistic intelligence is often seen in writers, poets, and public speakers. It allows individuals to understand the world around them through language. Logical-mathematical, according to Kornhaber “enables individuals to use, appreciate, and analyze abstract relationships” (2004, p. 5). Scientists and engineers utilize this intelligence at the highest level. The aforementioned intelligences are typically the focus of education. Spatial intelligence allows individuals to recreate images from memory. Visual or spatial information is
transformed, allowing for the creation of mental maps (Kornhaber, 2004). Composers and musicians communicate and understand sound; this is known as musical intelligence (Kornhaber, 2004). Bodily-kinesthetic intelligence allows individuals to problem solve in the highest degree; this can be observed in choreographers and rock climbers (Kornhaber, 2004). The following two intelligences, interpersonal and intrapersonal, deal with the workings of humanity but in separate regards. Interpersonal is based on interpreting other’s feelings and solving problems through those observations (Kornhaber, 2004). Intrapersonal, however, is based on interpreting one’s personal feelings to construct truthful images of him/herself. This leads to wise life choices (Kornhaber, 2004). The last intelligence is naturalist. This intelligence uses the natural world when problem solving (2004).

When equipped with an understanding of the eight multiple intelligences, the possibility of incorporating assignments deemed favorable to students is greater. Students’ more dominant intelligence may be accommodated specifically when flexibility is present within the curriculum. However, students need the opportunity to develop weaker intelligences as well as fostering their stronger ones. As means to do this, teachers may find themselves providing students with choice, but it is important to remember the value that is placed on assignments. Suggested markers of multiple intelligences within the classroom include awareness, quality work, an exchange of ideas among teachers, and across-curriculum learning opportunities (Smith, 2002). These aspects of multiple intelligences support the need for diverse, challenging assignments that will promote individual student learning. Howard Gardner states, “…use MI so that youngsters can become literate, master the ways of thinking of important disciplines, express themselves
in various artistic symbol systems, understand the community and the broader world in which they live, and achieve a better understanding of themselves and an enhanced capacity to deal with others in civil and productive ways” (as cited in Kornhaber, 2004). All of these aspects of multiple intelligences support the need to incorporate and embed multiple intelligences into the classroom on a daily basis.

Equipped with this understanding of the potential connection between student motivation variables and multiple intelligences, I was ready to embark on my teacher inquiry project that examined the impact of using multiple intelligences deliberately on student motivation levels. This was the starting point of my inquiry. A goal of this inquiry was to gain an understanding of student motives for completing work. This allowed for further data collection regarding motivation.
Context

My inquiry took place in a sixth grade classroom at Mount Nittany Middle School. Out of twenty-three students, sixteen participated in this study; nine participants were female, seven were male. Two students receive learning support; two students receive learning enrichment. The majority of my class is reading at the basic level, based on the State College Area School District Reading Assessment. Although the class is quite dynamic, racial diversity is limited. The classroom consists of one student who is Indian, one who is Brazilian-Canadian, and seventeen students who are Caucasian.

The socio-economic status within the classroom is diverse. Among those participating, at least two are known to have no insurance; one female qualifies for reduced-cost school lunches and two known participants come from single parent homes. Eleven of the participants have parents with higher education backgrounds; seven participants’ parents are working class or blue collar families. These demographics are based on anecdotes and student addresses.

The study materialized more specifically through the social studies unit, “Passports to Understanding.” The basis of this unit is focused on “developing an awareness of the world as a community of people with similar wants, needs, and dreams” (SCASD, 2006). Throughout the unit, various enrichment activities encompassing themes of social justice were introduced to promote global citizenship.
Wonderings and Questions

Main Wondering

How does student motivation to do quality work change or improve when multiple intelligences are introduced in the Passport Unit?

Sub-questions

- *What do the students know about multiple intelligences in general and about themselves?*

- *Do the students know how they learn best and have they ever thought or talked about it?*

- *What motivates individuals personally, for instance, when doing their homework? Do they like homework or just do it because they have to?*

- *How do you assess various MI projects and still maintain "equality" or fairness among students?*

Data Collection and Analysis Process

There were three methods of collecting data: observation, discussion, and surveying. In the earlier stages of the inquiry, discussions and observations were the primary forms of collecting data. Identifying student participation was the main focus of each of the observations. I decided that a tangible way to observe motivation would be through student participation. Participation shows not only understanding of what is asked but also the willingness to expend some effort throughout lessons. When a student voluntarily participated during a lesson, a single tally was placed after his/her name for each response (see Appendix F). If a student was called on to answer a question without volunteering, an “F” was placed after his/her name. Although a total of five observations
were taken during random social studies lessons, three specific observations occurred during two linguistic and one spatial intelligence based lessons. The focus during these times remained on voluntary student participation as well as forced or called on responses. Participation was one measurable indicator of motivation used in this study.

However, as the inquiry became more complex it was feasible to incorporate a number of surveys. The first student survey focused on desired homework activities, reasons for doing homework on a daily basis, whether or not students thought they had done exceptional work and the motives for that quality work. The second student survey questioned students’ learning preferences and preferred intelligence. Students were to rank which “smarts” they identified with most.

I also collected data informally. In an attempt to get unbiased data, the research was not discussed in depth with participants. Yet on multiple occasions, students had student-initiated opportunities to verbally express their feelings toward assignments ranging from posters, group work, writing assignments, and oral presentations. At least five participating students were present at each discussion; some were whole group, deliberate conversations, while others were unintentional, student driven. Each discussion provided a glimpse into either their understanding of multiple intelligences or what assignments and activities they preferred.

The first step in the analysis process was creating a list of students participating in the study. These students were identified based on completed Institutional Review Board consent forms. They were later arranged in order based on their grades, which for this study was used as the indication of quality work. Survey #1 was organized to represent student motives to do exceptional quality work (see Appendix C). The results from
Survey #4 were then organized to represent students’ stronger intelligence (see Appendix F). Class participation during the multiple intelligence-based lessons was tabulated for further analysis. The final step of the analysis process included making inferences as well as correlations between student motivation and class participation toward multiple intelligences.

While looking at student identified motives for doing quality work, three reoccurring motives were getting good grades, parental influence, and personally wanting to do quality work (see Appendix H). This illustrated the connection between students’ social studies grades and their motivation. From there a percentage was calculated to show the relationship between those who had good grades and those who listed getting good grades as their motivation. Through tabulated student participation during three observations, it was possible to see the connection between the number of participants and to which intelligence the lesson activities were connected. The relationship between when students participated and which intelligence the lesson was based provided dramatic results (see Appendix H). The results of this data are further explained in the Claims portion of this study.

Claims

I. Claim: Students who have intrinsic and extrinsic (parental) motivation to do quality work, earn good grades.

The data obtained through this study have shown that fifty percent of the participants reported that they were motivated to ‘get good grades.’ Of those students, nearly sixty-
three percent received a grade in the A to A- range, 97.4-89.7-percentile deeming quality work (see Appendix H). It is important to note that all of the participants who said parents influence their motivation were also identified in the A to A- range. The remaining motives for wanting to do well as reported by participant responses showed no strong correlation to quality work. This further exemplifies the importance of parental and intrinsic motivation.

When looking at Survey #5, eight students reported getting a good grade or avoiding a bad one was their motivation to complete homework assignments. While further examining these eight students, six fell under the same category, motivated to get good grades, as seen in Appendix H. This connection supports getting good grades and being motivated by grades. The two students who did not receive grades in the A to A- range fell into the B to C range. Based on interactions with these two students, it can be argued one student is unwilling to exert effort on assignments and the other may not be capable of achieving the goal of good grades or the effort exerted does not meet those expectations.

II. Claim: Students participate more frequently when lessons are geared toward their dominant intelligence.

In the participation section of the study, it can be seen that students participated 233% more in the observed spatial-based lesson than the linguistic-based lesson (see Appendix H). This overwhelming increase in participation is primarily linked to thirty-eight percent of the participants stating spatial intelligence was their dominant intelligence. It is also
important to note that sixty-seven percent of those who stated spatial intelligence was their more dominant intelligence were in the A to A-, grade range. This may indicate that participation in lessons geared toward your stronger intelligence allows one to reach a higher standard of work quality. Determining the frequency of which students participate not only shows student engagement, but also the desire to partake in the activities in the classroom.

III. Sub-question Discussion

- *What do the students know about multiple intelligences in general and about themselves?*

- *Do the students know how they learn best and have they ever thought or talked about it?*

During an informal whole class discussion, one student introduced the idea of learning styles. Although this is not the same as multiple intelligences, it was interesting to hear their ideas about the ways they learn. On a second occasion, three students participated in a student-initiated conversation about what they liked about school and what they preferred in terms of assignments. Students were given a survey asking which past activities they preferred (see Appendix C). This provided even more insight to student preferences, which allowed me to modify lessons and assignments according to their preferences.

- *What motivates individuals personally, for instance, when doing their homework? Do they like homework or just do it because they have to?*

Students in this study have identified two primary reasons for completing homework: they *have to* and they want good grades. At the start of this inquiry, students’ motivation was unknown. As to better understand the students, surveys addressing this question were given. According to the final survey given, eight out of sixteen students stated the reason
for completing a major assignment and other homework assignments was to either get a good grade or avoid a bad grade (see Appendix I). Three other students stated for the first question, why did you complete the final project for Iqbal, they wanted to get good grades. Other answers included a personal desire to complete the project, parents made the individual, avoiding trouble, required to complete the assignment and because it was fun. The wide range of answers indicates a variety of motives for completing work. For those who indicated grades were the motives for fulfilling requirements may be extrinsically motivated.

- How do you assess various multiple intelligence projects and still maintain "equality" or fairness among students?

Creating assignments focused on the same idea is complicated. If only one of the choices were to stand alone, what would its value be? This forced each assignment to be well developed, appropriate, and have the same worth as other choices. Since student choice was incorporated by tailoring assignments to students’ intelligences, all assignments had to be equal. This was the only way to maintain fairness in grades and substance. Creating and using rubrics for each available choice maintained fairness among the assignments (see Appendix J).

**Conclusions**

The implications of this study have reinforced the need for open communication between the teacher and students from the beginning of the year. This communication not only establishes clear expectations, but also an insight to what students know about themselves as learners. If students enter the classroom supported and driven by their parents as well as themselves, motivation to do quality work will only be further reinforced. In regards to this study, a class discussion concerning the classroom environment provided specific insight to students’ understanding of learning styles as
well as their own learning without explicitly asking about multiple intelligences. One student’s response stated the need to have a variety based on different learning styles. This provided base line information about their understanding of how they learned as individuals, which eliminated the need to force the idea of multiple intelligences on the students.

Identifying multiple intelligences within the classroom, although complex, can be very beneficial if the teacher uses that information to plan lessons that are adapted to students’ intelligences. Based on the data collected, it is apparent that student participation increases when lessons are geared toward their stronger intelligence. Still, it is important to teach in a variety of ways in an attempt to reach all eight intelligences. Although it is difficult to teach in respect to all of the multiple intelligences, when the effort to do so is made, the payoff should be substantial. Not only will student participation increase, but it is likely that student learning will increase as well.

Student motivation comes from a wide range of elements. Students may be intrinsically motivated to get good grades but there is a stronger variable: ability. Are the students who want to get good grades actually capable of reaching their goals? The desire to get good grades may be present in all students, but the likelihood of getting good grades is based on ability. Students who listed getting good grades or personal reasons as their motivation to do quality work appeared not only in the A to A- range, but also in the B to C range. This is the distinction between wanting to do exceptional or quality work and actually achieving that goal. It is important, though, to look at students’ expectations. Do they believe they can do well and therefore place value on the assignment? This being said, it is necessary for teachers to take into consideration the value x expectancy theory
as well as the attribution theory. By taking into consideration these theories, it is possible to support students in many ways for future academic success.

As an educator, I feel student work should focus on issues of quality rather than quantity. If a student is shown the difference between the two, students may be motivated to do their best on every assignment. This can be implemented in the classroom beginning with lessons geared toward dominant student intelligences. As students gain confidence in the quality of their work, ‘weaker’ intelligences-based lessons will be introduced. All eight of the multiple intelligences should be taught within the classroom. This study is just the beginning in the world of intelligences and motivation.

I hope to further my knowledge in the areas of the Multiple Intelligence Theory and student motivation. The data collected thus far shows the potential that teaching through the multiple intelligences has in a classroom. Will there be a connection between student participation, motivation, and students’ weaker intelligences?

**New Wonderings**

**How can teachers reinforce the importance of quality work?**

The quality of student work appears to have increased based on informal observations. Although, if these informal observations are inaccurate, what can a teacher do to ignite the flame under students? When a major project is handed in and is tattered, sloppy, and has careless mistakes, what can be said or done to deter this from happening again? The motives students have listed are both intrinsic and the influence of parents. If these are the only two motives listed, does the teacher actually influence student motivation and
therefore quality of work? If so, what teacher behaviors appear to have the greatest impact on student motivation?

**Do student motivations change throughout the year?**

This inquiry project was conducted over a two to three month period. As such, it provides an extended snapshot of student behavior and motivation. Was student motivation during this short time period representative of student motivation and behavior throughout the entire school year? I am interested to know whether or not student motivations would have changed had I started the inquiry in the beginning of the school year. Would participation decrease as the year went on or would it increase? At the beginning of the school year, routines, processes, and the environment are different, does this increase the need to please compared to the end of the year?

**Future Implications**

The inquiry process has taught me a great deal about teaching, students, and the learning that occurs throughout the year. Although one’s inquiry is based on an initial question, it has the ability to rapidly evolve into something different. Throughout the process, I found myself constantly trimming and redefining my wondering in attempt to focus it. Yet, inquiry is quite the experience. I learned through my students, the need to constantly reassess my teaching and the way I presented information. Since motivation and multiple intelligences were at the heart of my inquiry, I continually examined the activities I assigned thinking, “Is this what is best for my students?” My teaching and
beliefs have been molded and reshaped because of this experience, allowing myself to grow each time.

While this has been a great experience, the need to reexamine my approach is evident. The timeline to conduct research is much more extensive than I had anticipated. The approval required, receiving parental consent, and incorporating additional activities within a hectic school day schedule are all things that demand attention and consideration. However, data collection is an area for improvement.

With each survey given, a great deal of information is gained if the questions are worded concisely and directly. There isn’t one survey I would not change. At the time, I did not know exactly what I wanted to hone in on and therefore the questions were worded awkwardly. In hindsight, the survey questions would be directed specifically toward one idea instead of three. If I had known exactly what I wanted to get out of each survey, the surveys would be a better source of data; the questions could have been worded differently yielding more desirable and more useful responses.

In addition to redesigning the surveys, I would have liked to incorporate student interviews into my data collection. I feel this direct communication with students would allow for probing questions. By asking probing questions, I would gain a better understanding of their motives to do quality work, what exactly they consider quality work, and identifying the intelligence from which they learn best. Communicating with students is always a valuable learning experience that promotes a positive relationship.

Despite what I would do differently, I know my students better now than I did at the beginning of this process. Inquiry provides educators the opportunity to strengthen their relationships with students as well as their understanding of the students in their
classroom. This experience has taught me a great deal about time management in the classroom in order to accomplish the many restrictions and objectives educators must juggle. Inquiry is demanding and requires commitment. Determining the answer to my wondering not only provided me with ways to enhance student learning, differentiate instruction, and teach toward students’ intelligences, but also providing students with the best possible education. The inquiry process is a personal learning experience that betters all parties involved. Conducting this study has been a challenge, but, I would argue, the ends are justified.
References


March 25, 2008

Dear Parent(s)/Guardian(s),

Hello, I am Victoria Strope, a Penn State Professional Development School student intern. As part of my student teaching I am conducting research concerning ways to optimize students’ learning. Through surveys, interviews, homework assessment, and other methods of data collection, I will analyze what motivates students to do their homework and other assignments for school. I will incorporate multiple intelligences into the curriculum as a way of differentiating the instruction. My intention is to support student interest and increase their motivation to do quality work.

The data collection is nothing more than adapting the curriculum to better meet the needs of the students. I will apply the data I collect to a written honors’ thesis. My curiosity concerning multiple intelligences and student motivation stems from encouraging students to always do their best.

I look forward to continuing to teach your child this semester. If you have any questions or concerns, feel free to contact me through the school’s telephone number, 466-5133, or through my email, vas11@seasd.org.

Enclosed are two detailed explanations of the study. Please send one signed consent form to school with your child. Ask your child to drop it in the drop box located on the rectangular table.

Respectfully yours,

Victoria Strope
Title of Project: Multiple Intelligences in the Classroom

Principal Investigator: Victoria Strope, PSU PDS Intern
Mount Nittany Middle School
State College, PA 16801
(814) 466-5133; vas5002@psu.edu

Advisor: Dr. James Nolan
204G Rackley Building
University Park, PA 16802
(814) 865-2243; jimnolan@psu.edu

1. Purpose of the Study: The purpose of this research study is to explore how 6th grade students’ motivation increases when multiple intelligences are supported through the various homework assignments and in-class activities.

2. Procedures to be followed: Through surveys, interviews, homework assessment, and other methods of data collection, I will analyze what motivates students to do their homework and other assignments for school. Your child will be asked to continue participating in these normal activities of classroom life.

3. Discomforts and Risks: Your child will experience no risks in participating in this research beyond those experienced in everyday life. Your child may be encouraged to produce higher quality work, which would occur during regular instruction anyhow. Your child might feel somewhat anxious at being observed during the lesson, but these feelings should not be beyond normal daily living.

4. Benefits: Your child may learn more about himself/herself as a learner by participating in this study. Your child may have a better understanding of what motivates him/her to produce high quality work and/or their best work. Throughout this study your child’s interests in the curriculum may increase as well as their motivation to complete and turn in exceptional work. This research may provide me with a better understanding for how a select group of students learn best. This information could help plan homework, projects, in-class work, and show students ways to increase their and make student services better. This information might assist students in getting used to college life.

5. Duration: This research will end June, 2008. It would take your child approximately 50 hours per week to complete the educational research.

6. Statement of Confidentiality: Your child’s participation in this research is confidential. The data will be stored and secured at Mount Nittany Middle School in a locked classroom. The audio and video records will be destroyed by 2011. Penn State’s Office for Research Protections, the Social Science Institutional Review Board may review records related to this research study. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.

7. Right to Ask Questions: Please contact Victoria Strope at (814) 466-5133 with questions, complaints or concerns about this research. You can also call this number if you feel this study has harmed you. Questions about your rights as a research participant may be directed to Penn State University’s Office for Research Protections at (814) 865-1775. You may also call this number if you cannot reach the researcher or wish to talk to someone else.

8. Voluntary Participation: Your decision to allow your child to participate in this research is voluntary. He/she can stop participating at any time. Your child does not have to answer any questions he/she does not want to answer. Refusal to take part in or withdrawing from this study will involve no penalty or loss of benefits your child would receive otherwise.

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Your child must be in Mrs. Squier’s homeroom class to take part in this research study. If you agree to allow your child to take part in this research study and the information outlined above, please complete the following sections and then sign your name, write your child’s name, and indicate the date below.

**May the researcher use your child’s coursework for research purposes? Circle one option.**

1. No
2. Yes

**May the researcher audio and video record your / your child’s participation in the research? Circle one option.**

1. I give my permission to be (audio/digitally, or video) taped.
2. I do not give my permission to be (audio/digitally, or video) taped.

**May the researchers use your child’s video or voice records for future research? Circle two options:**

1. I do not give permission for my recordings to be archived for future research, reports, and publications. The records will be destroyed by 2011.
2. I do not give permission for my recordings to be archived for educational and training purposes. The records will be destroyed by 2011
3. I give permission for my recordings to be archived for use in future research reports and publications.
4. I give permission for my recordings to be archived for educational and training purposes.

You will be given a copy of this consent form for your records.

I give permission for my child, ________________________________ to participate in this research.

Please print first and last name of your child

_________________________________________  ____________
Signature of Parent or Guardian                              Date

_________________________________________  ____________
Signature of Researcher                                    Date

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This chart was created based on participation marks collected during various social studies lessons.

The *People Just People Powerpoint* lesson is categorized under the **spatial intelligence**.

The *Slice Discussion/Read Aloud* lesson is categorized under the **linguistic intelligence**.

The discussion that occurred on March 25, 2008 is categorized under the **linguistic intelligence**.
APPENDIX C

SURVEY #1

Name: ____________________

When you go home, what do you usually do first? Please explain.

What motivates you to do your homework every day?
   a. Your friends
   b. Your parents make you
   c. You want to do your best
   d. You want to be rewarded for doing your work
   e. Other (please explain)

What would you prefer?
   a. A creative project for homework, such as making a poster, collage, brochure, or comic strip
   b. A writing assignment, such as the essay of the week or the social studies journal entry
   c. Other (please explain)

What activity would you like to see as part of social studies?
   a. More creative writing
   b. Creative projects (posters, post cards)
   c. Debates/Oral presentations
   d. Other (please explain)

Have you ever done an exceptional job on an assignment?
   a. Yes (please explain)
   b. No (please explain)
   b. Other (please explain)

If yes, what motivated you to do an exceptional, quality job?

How can teachers help you do “above and beyond” work on assignments?

How do you feel when you do a good job on an assignment?
   a. Proud
   b. Excited
c. Indifferent (it didn’t make you feel good or bad)
d. Bad
e. Other (please explain)

This chart represents one piece of data taken from Survey #1. When students were asked what kind of assignment they preferred, their answers were noted and placed in the categories below.
When you go home, what do you usually do first? Please explain.

Homework, play, go to bed.

What motivates you to do your homework every day?
   a. Your friends
   b. Your parents make you
   c. You want to do your best
   d. You want to be rewarded for doing your work
   e. Other (please explain)

What would you prefer?
   a. A creative project for homework, such as making a poster, collage, brochure, or comic strip
   b. A writing assignment, such as the essay of the week or the social studies journal entry
   c. Other (please explain)

What activity would you like to see as part of social studies?
   a. More creative writing
   b. Creative projects (posters, post cards)
   c. Debates/Oral presentations
   d. Other (please explain)

Have you ever done an exceptional job on an assignment?
   a. Yes (please explain)
   b. No (please explain)
   c. Other (please explain)

I have gotten A's or A+ on some assignments.

If yes, what motivated you to do an exceptional job?

I like having good grades so I can get a good job later in life.
When you go home, what do you usually do first? Please explain.

I get a snack and do homework so I can chill with my friends.

What motivates you to do your homework every day?

a. Your friends
b. Your parents make you
c. You want to do your best
d. You want to be rewarded for doing your work
e. Other (please explain)

What would you prefer?

a. A creative project for homework, such as making a poster, collage, brochure, or comic strip
b. A writing assignment, such as the essay of the week or the social studies journal entry
c. Other (please explain)

What activity would you like to see as part of social studies?

a. More creative writing
b. Creative projects (posters, post cards)
c. Debates/Oral presentations
d. Other (please explain)

Have you ever done an exceptional job on an assignment?

a. Yes (please explain) Because I want to be graded nicely for my work.
b. No (please explain)
c. Other (please explain)

If yes, what motivated you to do an exceptional job?

Getting a good grade and seeing the smile on my mom or dad's face.
**APPENDIX D**

**SURVEY #2**

<table>
<thead>
<tr>
<th>NAME OF ASSIGNMENT: PERSUASIVE ESSAY: VACATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Smiley" /></td>
</tr>
<tr>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>I enjoyed doing this assignment</td>
</tr>
<tr>
<td>If you are somewhere in the middle, circle the number you think best fits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF ASSIGNMENT: READ ALOUD AND DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Smiley" /></td>
</tr>
<tr>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>I enjoyed doing this assignment</td>
</tr>
<tr>
<td>If you are somewhere in the middle, circle the number you think best fits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF ASSIGNMENT: TRAVEL LOG (REFLECTIVE WRITING)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Smiley" /></td>
</tr>
<tr>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>I enjoyed doing this assignment</td>
</tr>
<tr>
<td>If you are somewhere in the middle, circle the number you think best fits.</td>
</tr>
</tbody>
</table>
NAME OF ASSIGNMENT: Persuasive Essay: Vacation

10 9 8 7 6 5 4 3 2 1

😊 I enjoyed doing this assignment

😊 I did not enjoy this assignment.

If you are somewhere in the middle, circle the number you think best fits.

NAME OF ASSIGNMENT: Just a Slice Lesson (Book Activity and Discussion)

10 9 8 7 6 5 4 3 2 1

😊 I enjoyed doing this assignment

😊 I did not enjoy this assignment.

If you are somewhere in the middle, circle the number you think best fits.

NAME OF ASSIGNMENT: Travel Log (in general)

10 9 8 7 6 5 4 3 2 1

😊 I enjoyed doing this assignment

😊 I did not enjoy this assignment.

If you are somewhere in the middle, circle the number you think best fits.
NAME OF ASSIGNMENT: Persuasive Essay: Vacation

😊
I enjoyed doing this assignment

😢
I did not enjoy this assignment.

If you are somewhere in the middle, circle the number you think best fits.

NAME OF ASSIGNMENT: Just a Slice Lesson (Book Activity and Discussion)

😊
I enjoyed doing this assignment

😢
I did not enjoy this assignment.

If you are somewhere in the middle, circle the number you think best fits.

NAME OF ASSIGNMENT: Travel Log (in general)

😊
I enjoyed doing this assignment

😢
I did not enjoy this assignment.

If you are somewhere in the middle, circle the number you think best fits.
### NAME OF ASSIGNMENT: Persuasive Essay: Vacation

<table>
<thead>
<tr>
<th>10</th>
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<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>😞</td>
</tr>
</tbody>
</table>

I enjoyed doing this assignment

If you are somewhere in the middle, circle the number you think best fits.

I did not enjoy this assignment.

---

### NAME OF ASSIGNMENT: Just a Slice Lesson (Book Activity and Discussion)

<table>
<thead>
<tr>
<th>10</th>
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<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>😞</td>
</tr>
</tbody>
</table>

I enjoyed doing this assignment

If you are somewhere in the middle, circle the number you think best fits.

I did not enjoy this assignment.

---

### NAME OF ASSIGNMENT: Travel Log (in general)

<table>
<thead>
<tr>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>😞</td>
</tr>
</tbody>
</table>

I enjoyed doing this assignment

If you are somewhere in the middle, circle the number you think best fits.

I did not enjoy this assignment.
### APPENDIX E

**SURVEY #3**

Answer the following questions on a scale of 1-5:

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<tr>
<th>Frequently</th>
<th>Sometimes</th>
<th>Never</th>
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</thead>
<tbody>
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<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**How often do you volunteer answers, comments, or ideas during a math lesson?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**How often do you volunteer answers, comments, or ideas during a science lesson?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**How often do you volunteer answers, comments, or ideas during a social studies lesson?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**How often do you volunteer answers, comments, or ideas during a reading lesson?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**How often do you volunteer answers, comments, or ideas during a computer lesson?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**How often do you volunteer answers, comments, or ideas during a class discussion?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**Extremely Uncomfortable**

**Somewhat Comfortable**

**Extremely Comfortable**

**How comfortable participating, in a math lesson, do you feel?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**How comfortable participating, in a science lesson, do you feel?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**How comfortable participating, in a social studies lesson, do you feel?**

<p>| 1 | 2 | 3 | 4 | 5 |</p>
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**How comfortable participating, in a reading lesson, do you feel?**

| 1 | 2 | 3 | 4 | 5 |

**How comfortable participating, in a computer lesson, do you feel?**

| 1 | 2 | 3 | 4 | 5 |

**How comfortable participating, in a class discussion, do you feel?**

| 1 | 2 | 3 | 4 | 5 |

---

Why do you volunteer? Please be specific in your explanation.
This image represents the combined student responses from this survey.

Name:  

Date:  

Answer the following questions on a scale of 1-5.

<table>
<thead>
<tr>
<th>Extremely Uncomfortable</th>
<th>Somewhat Comfortable</th>
<th>Extremely Comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. How often do you volunteer answers, comments, or ideas during a math lesson?
   - 1
   - 2
   - 3
   - 4
   - 5

2. How often do you volunteer answers, comments, or ideas during a science lesson?
   - 1
   - 2
   - 3
   - 4
   - 5

3. How often do you volunteer answers, comments, or ideas during a social studies lesson?
   - 1
   - 2
   - 3
   - 4
   - 5

4. How often do you volunteer answers, comments, or ideas during a reading lesson?
   - 1
   - 2
   - 3
   - 4
   - 5

5. How often do you volunteer answers, comments, or ideas during a computer lesson?
   - 1
   - 2
   - 3
   - 4
   - 5

6. How often do you volunteer answers, comments, or ideas during a class discussion?
   - 1
   - 2
   - 3
   - 4
   - 5

7. How comfortable participating in a math lesson, do you feel?
   - 1
   - 2
   - 3
   - 4
   - 5

8. How comfortable participating in a science lesson, do you feel?
   - 1
   - 2
   - 3
   - 4
   - 5

9. How comfortable participating in a social studies lesson, do you feel?
   - 1
   - 2
   - 3
   - 4
   - 5
APPENDIX F

Survey # 4

Name: _______________

On a scale of one to 5, individually rank the following assignments.

**Strongly Disliked = 1**  
**Thought it was ok = 3**  
**Really Liked =5**

<table>
<thead>
<tr>
<th>Score</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
<td>Impromptu Speeches</td>
</tr>
<tr>
<td>____</td>
<td>Informative Speeches</td>
</tr>
<tr>
<td>____</td>
<td>Poster for team (ex. The TERMINATORS)</td>
</tr>
<tr>
<td>____</td>
<td><em>Iqbal</em> Response to Video</td>
</tr>
<tr>
<td>____</td>
<td><em>Iqbal</em> Response to image of children/ “got Nike?”</td>
</tr>
<tr>
<td>____</td>
<td>Reading an Instructional book (<em>Iqbal</em>)</td>
</tr>
<tr>
<td>____</td>
<td>Letter about Literature</td>
</tr>
<tr>
<td>____</td>
<td>Participating in <em>Iqbal</em> discussions with the class</td>
</tr>
</tbody>
</table>

**Example Assignment:** Giving a speech while standing on my head.  **Score: 3**

**Directions:** Answer the following “WHY” questions. *When asked a “Why?” question: DO NOT answer: “I don’t know” or “I’m not sure” or “Because it was.”* Tell me what you thought of the assignment and the reasons you did/did not like it!! 😊

**What is your LEAST favorite *Iqbal* assignment? WHY?**

**What is your FAVORITE *Iqbal* assignment? WHY?**

**If you could pick from a list of options for an assignment what would you pick (poster, etc.)? WHY?**
Answer Y or N.

___ Do you enjoy working with others on assignments?

___ I would consider myself to be “word smart.”

___ I would consider myself to be “number/reasoning smart.”

___ I would consider myself to be “picture smart.”

___ I would consider myself to be “music smart.”

___ I would consider myself to be “body smart.”

___ I would consider myself to be “people smart.”

___ I would consider myself to be “self smart.”

___ I would consider myself to be “nature smart.”

In which of the following “Smarts” do you believe you fit best:

___ Picture Smart:
   • You tend to think in pictures and need to create vivid mental images to retain information.
   • You enjoy looking at maps, charts, pictures, videos, and movies.

___ Word Smart:
   • You think in words rather than pictures.

___ Body Smart:
   • Express themselves through movement
   • Have a good sense of balance and eye-hand co-ordination
   • Through interacting with the space around you, you are able to remember and process information.

___ People Smart:
   • You have the ability to relate and understand others
   • You try to see things from other people's point of view in order to understand how they think and feel.

___ Music Smart:
   • You have the ability to produce and appreciate music.
   • Tend to think in sounds, rhythms and patterns.
• Tend to immediately respond to music either appreciating or criticizing what you hear.

___ Nature Smart:
• Feels a definite connection and relationship with nature.
• Always wants to view and appreciate the aesthetics of nature. You favor natural settings over the human influenced environment.
• Visiting natural settings renews you.
• You are constantly aware of their surroundings.

___ Self Smart:
• You have the ability to self-reflect and be aware of one's inner state of being.
• You try to understand your inner feelings, dreams, relationships with others, and strengths and weaknesses.

___ Mathematical/Logical Smart:
• Ability to use reason, logic and numbers.
• You think conceptually in logical and numerical patterns making connections between pieces of information.
• Always curious about the world around them, these learner ask lots of questions and like to do experiments

Parts of this survey came from the following sites:
http://www.newhorizons.org/strategies/environmental/meyer.htm
http://www.ldpride.net/learningstyles.MI.htm
In which of the following “Smarts” do you believe you fit best:

1. **Picture Smart:**
   - You tend to think in pictures and need to create vivid mental images to retain information.
   - You enjoy looking at maps, charts, pictures, videos, and movies.

2. **Word Smart:**
   - You think in words rather than pictures.

3. **Body Smart:**
   - Express themselves through movement
   - Have a good sense of balance and eye-hand co-ordination
   - Through interacting with the space around you, you are able to remember and process information.

4. **People Smart:**
   - You have the ability to relate and understand others
   - You try to see things from other people’s point of view in order to understand how they think and feel.

5. **Music Smart:**
   - You have the ability to produce and appreciate music.
   - Tend to think in sounds, rhythms and patterns.
   - Tend to immediately respond to music either appreciating or criticizing what you hear.

6. **Nature Smart:**
   - Feels a definite connection and relationship with nature.
   - Always wants to view and appreciate the aesthetics of nature.
     - You favor natural settings over the human influenced environment.
   - Visiting natural settings renews you.
   - You are constantly aware of their surroundings.

5. **Self Smart:**
   - You have the ability to self-reflect and be aware of one’s inner state of being.
   - You try to understand your inner feelings, dreams, relationships with others, and strengths and weaknesses.

Parts of this survey came from the following sites:

http://www.newhorizons.org/strategies/environmental/meyer.htm

http://www.ldpride.net/learningstyles.MI.htm
In which of the following “Smarts” do you believe you fit best:

2. Picture Smart:
   • You tend to think in pictures and need to create vivid mental images to retain information.
   • You enjoy looking at maps, charts, pictures, videos, and movies.

1. Word Smart:
   • You think in words rather than pictures.

6. Body Smart:
   • Express themselves through movement
   • Have a good sense of balance and eye-hand co-ordination
   • Through interacting with the space around you, you are able to remember and process information.

5. People Smart:
   • You have the ability to relate and understand others
   • You try to see things from other people’s point of view in order to understand how they think and feel.

2. Music Smart:
   • You have the ability to produce and appreciate music.
   • Tend to think in sounds, rhythms and patterns.
   • Tend to immediately respond to music either appreciating or criticizing what you hear.

4. Nature Smart:
   • Feels a definite connection and relationship with nature.
   • Always wants to view and appreciate the aesthetics of nature.
   • You favor natural settings over the human influenced environment.
   • Visiting natural settings renews you.
   • You are constantly aware of their surroundings.

7. Self Smart:
   • You have the ability to self-reflect and be aware of one’s inner state of being.
   • You try to understand your inner feelings, dreams, relationships with others, and strengths and weaknesses.

Parts of this survey came from the following sites:

http://www.newhorizons.org/strategies/environmental/meyer.htm

http://www.ldpride.net/learningstyles.II.htm
In which of the following “Smarts” do you believe you fit best:

1. **Picture Smart:**
   - You tend to think in pictures and need to create vivid mental images to retain information.
   - You enjoy looking at maps, charts, pictures, videos, and movies.

2. **Word Smart:**
   - You think in words rather than pictures.

3. **Body Smart:**
   - Express themselves through movement.
   - Have a good sense of balance and eye-hand co-ordination.
   - Through interacting with the space around you, you are able to remember and process information.

4. **People Smart:**
   - You have the ability to relate and understand others.
   - You try to see things from other people's point of view in order to understand how they think and feel.

5. **Music Smart:**
   - You have the ability to produce and appreciate music.
   - Tend to think in sounds, rhythms and patterns.
   - Tend to immediately respond to music either appreciating or criticizing what you hear.

6. **Nature Smart:**
   - Feels a definite connection and relationship with nature.
   - Always wants to view and appreciate the aesthetics of nature.
   - You favor natural settings over the human influenced environment.
   - Visiting natural settings renews you.
   - You are constantly aware of their surroundings.

7. **Self Smart:**
   - You have the ability to self-reflect and be aware of one's inner state of being.
   - You try to understand your inner feelings, dreams, relationships with others, and strengths and weaknesses.

Parts of this survey came from the following sites:

http://www.newhorizons.org/strategies/environmental/meyer.htm

http://www.ldpride.net/learningstyles.MI.htm
### APPENDIX G

<table>
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<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
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<tbody>
<tr>
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<td>Volunteered</td>
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<td>doing good job</td>
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<td>-</td>
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<td>x</td>
<td>xx</td>
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<td>good grade</td>
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<td>nature</td>
<td>Poster</td>
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<td>x</td>
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<td>proud</td>
<td>word</td>
<td>PPT</td>
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<tr>
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<td>5</td>
<td>x</td>
<td>xx</td>
<td>F</td>
<td>x</td>
<td>absent</td>
<td>x</td>
<td>creative</td>
<td>personal best</td>
<td>proud</td>
<td>logical math</td>
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<td>x</td>
<td>xx</td>
<td>F</td>
<td>x</td>
<td>absent</td>
<td>x</td>
<td>creative</td>
<td>grade/parent</td>
<td>proud</td>
<td>logical math</td>
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<td>7</td>
<td>x</td>
<td>xx</td>
<td>F</td>
<td>-</td>
<td>x</td>
<td>creative</td>
<td>grade/future job</td>
<td>proud</td>
<td>nature</td>
<td>Poster</td>
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<td>8</td>
<td>x</td>
<td>xx</td>
<td>F</td>
<td></td>
<td></td>
<td>creative</td>
<td>&quot;wants to&quot;</td>
<td>proud</td>
<td>word</td>
<td>Poster</td>
</tr>
<tr>
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### APPENDIX H

#### Class Participation By Lesson MI Focus

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**KEY**

- **MI**
  - Interpersonal
  - Spatial
  - Linguistic
  - Bodily-Kinesthetic
  - Musical
  - Natural
  - Intrapersonal
  - Logical-Mathematical

- **Motivation**
  - Good Grade
  - Future Job
  - Parents
  - Unsure
  - Personal Best

15 3 25 3
APPENDIX I

Survey #5 Questions

1. Why did you choose to complete the *Iqbal* final project?
2. Why do you choose to complete homework assignments in general?

<table>
<thead>
<tr>
<th>Question</th>
<th>Grade Impacted</th>
<th>Fun</th>
<th>Wanted to</th>
<th>Parents Forced</th>
<th>Have to</th>
<th>Avoid Trouble</th>
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Results:

- One student answered twice for Question #1.
- One student answered grade and fun.
- Two students answered twice for Question #2.
- One student answered grade and trouble; one student answered fun and had to.
1. I did it because I didn't want to get a bad grade.
2. I chose to complete assignments because I want a good grade.
3. I like history in social studies.
1. so I won't get a bad grade
2. so I won't get detention.
3. I like nothing about social studies
1. I finished the Equal Final project, because I had to.

2. I chose to do it so I could turn it in.

3. So many things in Social Studies interest me, but I guess I just like learning about old time countries.
1) My mom made me do it.
2) You make us do it.
3) Anything that has to do with war history.
① I did the homework so I would not get a bad grade in SS.

② I chose to complete my homework so I can get a good grade and when I don’t turn in my homework I get in trouble at home.

③ S. S. interests me because I enjoy learning about people and history.
1. Because I knew it was a major project and it could affect my grade. Also it was fun.

2. I do my homework assignments to see if I understand the lesson.

3. In social studies I am interested in studying where are families are from.
APPENDIX J

After the completion of *Iqbal*, you will be required to complete one of the following projects. Please indicate which project you wish to complete. Once you decide which project you would like to do, please come see me for a project rubric. All projects will be due April 15, 2008.

**Project Menu:**

1. **Writing: Whom do you admire?**

   Write a one to two page paper about someone you admire. Is there a person whom has made a significant difference in your life? Someone you admire or want to be like? A special person you would like others to know more about? What is it about this person that means so much to you? Why did you choose this person? What did this person say or do to make them so important to you?

2. **Prepare a speech!**

   Prepare a 2-3 minute speech. Include the following:

   Describe a problem you feel our country is facing.  
   How does it affect us as members of a global community?  
   What would you do solve the problem?  
   How would you motivate others to help make that change?

   *Uses a prop that is appropriate and has a direct connection to the issue.

3. **Create a Model:**

   Choose one scene from *Iqbal* and replicate it the way you see it. You must only use facts and descriptions from the book. Make sure it is colorful, creative, and expressive. Include a description of the section of the book, the page number, and why you chose that section for your inspiration. This should be at least a paragraph.

4. **Awareness Poster or PowerPoint Presentation**

   Many companies use foreign labor as a means to producing goods. Research at least 3 companies that employ foreign labor, possibly even children, for less than standard United States minimum wage AND 3 companies that do not use “cheap” labor. Create a poster informing others of the companies who are using “cheap” labor and those who are putting an end to unfair labor conditions.

   Make sure you poster/presentation is colorful, neat, and informative. CHECK OUT THE FOLLOWING SITES! Remember to cite your sources.
Model Rubric

___ Uses at least 2 factual descriptions from text
___ Creativity/Expressive

Description:

___ Explanation of the section
___ Explanation of why you chose that section
___ Paragraph in length

Total Points:


Name: ____________________ Iqbal Final Project

Poster/PowerPoint Rubric

___ Uses 3 Companies Using “Cheap” Labor
___ Uses 3 companies Against “Cheap” Labor
___ Informative
___ Colorful
___ Neat
___ Cited Sources

Total Points:


Speech Rubric

___ Addresses an Issue
___ Affects on Community
___ Ways to Impact
___ How to Get Involved
___ Eye Contact
___ Demeanor: Confident, Loud Voice, Standing up Straight
___ Prop

Total Points:

___

Name: ________________

Iqbal Final Project

Who I Admire Rubric

___ One to Two Pages in Length
___ Identifies an Admirable Person
___ Clear Explanation for Why Person is Important to Them
___ Clear Explanation for Person Choice
___ Components of Letter:

   Introduction, Body (at least 2 paragraphs), Conclusion

___ No Punctuation, Grammatical, Spelling Errors

Total Points:

___