

IIM TEACHERS IN ACTION



Each month the IIM Newsletter will showcase some of the exciting activities that are happening in our school. These reports will help to IIM teachers to share their wonderful ideas and inspire others.

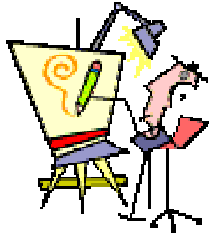
Gilford Kindergarten Teachers, Debbie Webster, Patty Madore and Jill Coffey were studying about seasons with their children, and were looking for a way to involve their children in collaboration and problem solving. They adapted an idea shared by Inter-Lakes (ILS) **Eve Lewis**. Originally designed for a Halloween project, it was adapted for winter. Children first brainstormed what they needed to make a snowman. The kindergarten children were then divided into small groups, where each group was given the responsibility of designing one part of a snowman. After these groups finished designing their parts, they were reassembled into new groups where they built a snowman. The merry band of delightfully different snowmen now festoons the hallways. (See Web site) The students used the critical skills of problem solving, decision-making, organization, communication and collaboration.

Second Graders, in the classes of **GES Teachers Carol Podmore-Young and Jen Mcnutt**, were studying about people in history who influenced freedom. The children brainstormed and created a list of ten people. Each class was asked to research, write a biography, and complete life-sized paper replicas of their people. These American Heroes were created with collaged paper and are now displayed in chronological order in the hallway in order to present a Freedom Timeline. The children also presented to their classmates information about their chosen hero.

Third graders in **GES Ms. Oellers' and Mrs. Cozort's** classes have just completed a Social Studies cumulative challenge. The children had been studying about resources in a community, landforms, mapping, and impact of change. Divided into small groups, they were given the challenge to define the resources necessary for a strong and healthy community. Once these resources were established, each group then had to design and map an imaginary community. These maps had to include labeled landforms, map legends and evidence of supporting resources. The children became very involved in their communities expanding the original assignment to include flags, seals, and legends of their community's origin.

Fifth graders at Inter-Lakes have been busy learning about our constitution. **Patty Browher's** class recently used movement and music to show each other what the words of the Preamble meant to them. Students also created a tableau (see front page of newsletter) to commemorate the Civil Right's holiday. Each student stepped into the picture, gradually creating a visual representation of Martin Luther King's famous "I have a dream" speech. Students worked hard to demonstrate the meaning of words that are often difficult to define, such as justice, equality, and freedom.

Mrs. Browher stated, "I never would have thought of using movement and tableau without the IIM Instructional workshops. Not only did the students learn about history, they were able to see by creating their own interpretations that the famous words in this historical speech are still powerful and relevant today. The kids had so much fun that they want to know when they can create a tableau again Thanks to IIM training, I was able to guide students to a much deeper understanding of the great American values."



MI Focus: Spotlight Visual/Spatial Intelligence

In the first IIM Teacher issue, we explored Howard Gardner's theory of Multiple Intelligences. He proposes that each of us has a combination of multiple intelligences, which are innate and in most cases can thrive given encouragement and opportunity. In the next eight issues, we will showcase one of the intelligences.

According to Gardner, Visual or Spatial Intelligence is the ability to "perceive the visual-spatial world accurately (e.g. navigator, guide, scout) and to perform upon those perceptions (architect, artist, mechanic, inventor, interior decorator). This intelligence involves sensitivity to color, line, shape, form, space and the relationship that exists between these elements. Spatial Intelligence responds to pictures, either the images in one's mind or in the external world: photos, paintings, slides, movies, graphic symbols, etc.). *

To nurture this intelligence in children, provide them with materials and opportunities to explore color and form in open-ended activities. Drawings can be promoted as springboards for ideas in writing, or as vehicles for expressing understandings of curricular concepts. Encourage children to translate book and concepts into images by having them close their eyes and visualize (picture) whatever is happening.

Play games such as "I Spy" asking children to look closely to find special or different things in their environment. When reading stories, take time to notice the details in pictures or in artwork. Share works of other artists. Explore the types of jobs where visual/spatial intelligence is utilized. Given opportunity and practice, we can discover and build on this area of intelligence.

* Source: Multiple intelligences in the Classroom by Thomas Armstrong

Ask Vincenta:

Question: If I want to learn more about different artists to share their works with my child and/or students, where can I get information?

Answer: Between technology today, libraries, and museums, there's a whole world out there to explore. The IIM grant has provided the three schools with a foundation library of art prints and books. The accompanying books share information about the artists. Field trips to museums are a wonderful way to spend a rainy Sunday. The Currier Gallery in Manchester is one place to begin. Calendars of artist works can be another source of materials. Sharing the different styles of artists help children to understand that artists have very different and unique ways of expressing themselves.

Inspirations

"When the artist is alive in any person, whatever his kind of work may be, he becomes inventive, searching, daring, self-expressing creature. He becomes interesting to other people. He disturbs, upsets, enlightens, and he opens ways for better understanding. Where those who are not artists are trying to close the book, he opens it, shows there are more pages possible.

Robert Henri from *The Art Spirit*