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# Introduction

The educational community has been clamoring for change for many years. Journal headlines suggest solutions. Politicians offer advice. Parents have their ideas of what should be done. There has been a growing trend in home schooling. Teachers are frustrated. Administrations seem ineffective. All of this scurrying about has had dire effects on the very people we are trying to help—the students!

What is the solution? Many creative people have developed curricula, new approaches to learning, and new teaching techniques. Teachers often go to seminars heralding a ‘new, improved, and guaranteed successful’ approach to classroom instruction. These presentations are often inspiring and full of great ideas. More often than not, teachers find themselves going back to their same classrooms, full of intent to implement these ideas, only to find the same textbooks, the same students, and the same old attitude about new ideas taking too much energy.

Teachers do not give up their quests for solutions, however. They keep searching, and once in a while they find a theory, technique, or idea that really works for them, and they embrace it. Teachers adopted the theory of multiple intelligences because it did not require the discarding of previous ideas. Instead of starting over with some brand new plan, they could just supplement the good things they were already doing with ideas that would reach even more of their students.

The theory of multiple intelligences makes sense. It involves taking what teachers already do in the classroom and expanding that to enable them to be more successful with all of their students. We have all heard quotes about the fraction of our brains that we use. Studies have shown that only 10%–25% of the human brain is actually used. The theory of multiple intelligences ensures whole-brain learning. The use of different parts of the brain guarantees that teachers and students alike will use larger portions of their brains. The theory is encouraging and does not limit anyone to a preconceived notion of how smart they are. It stresses real-life learning, not the memorisation of artificial, irrelevant snatches of information.

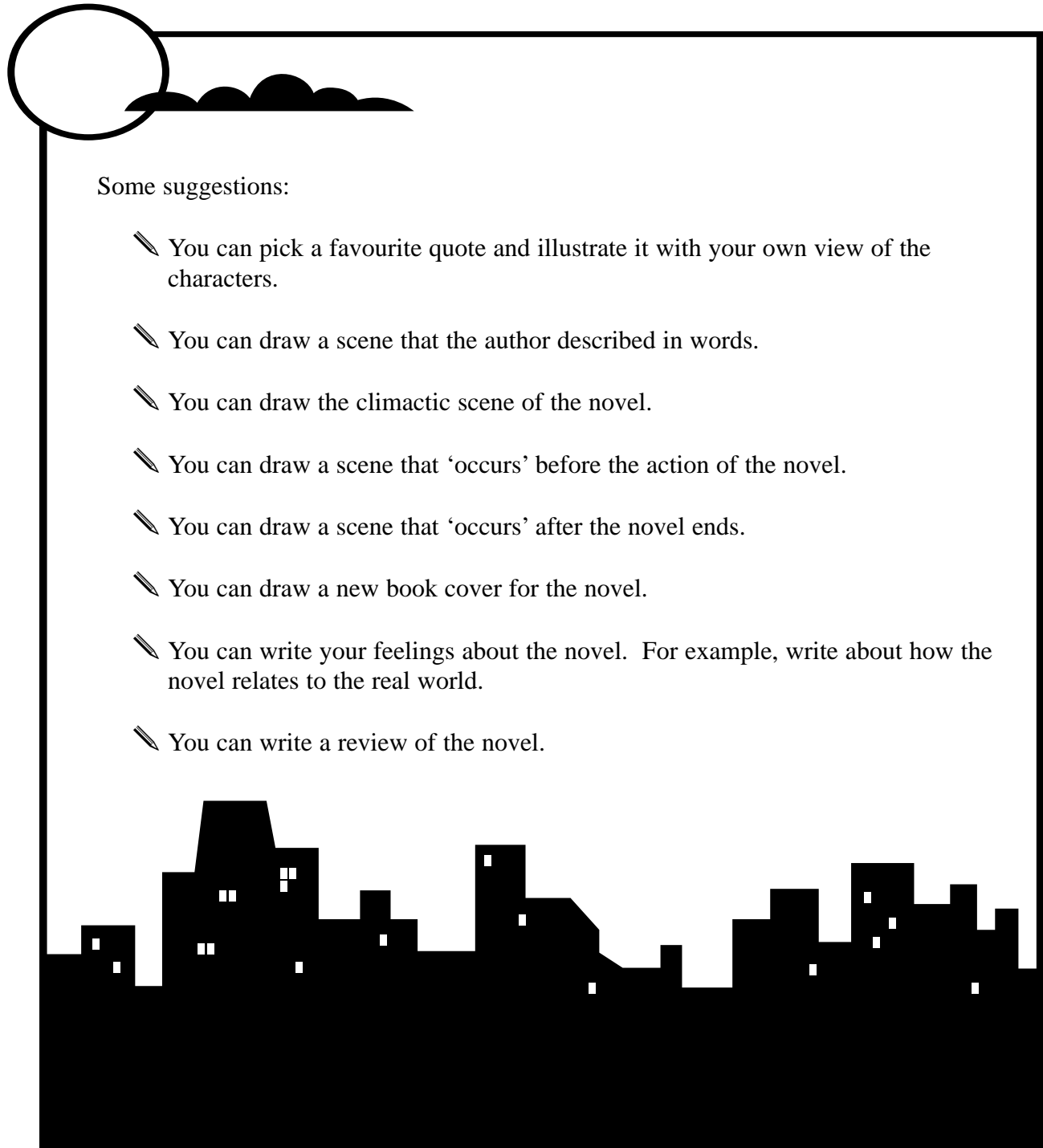
Celebrate learning with your students. Let them know that their potential is limitless. Help them develop into successful, self-confident, well-rounded citizens by incorporating multiple intelligences into their lives. Putting this theory in practice has improved the personal and professional lives of teachers in amazing ways.

# One-Pager

Complete this activity after reading *Maniac Magee* by Jerry Spinelli (Little, 1996).

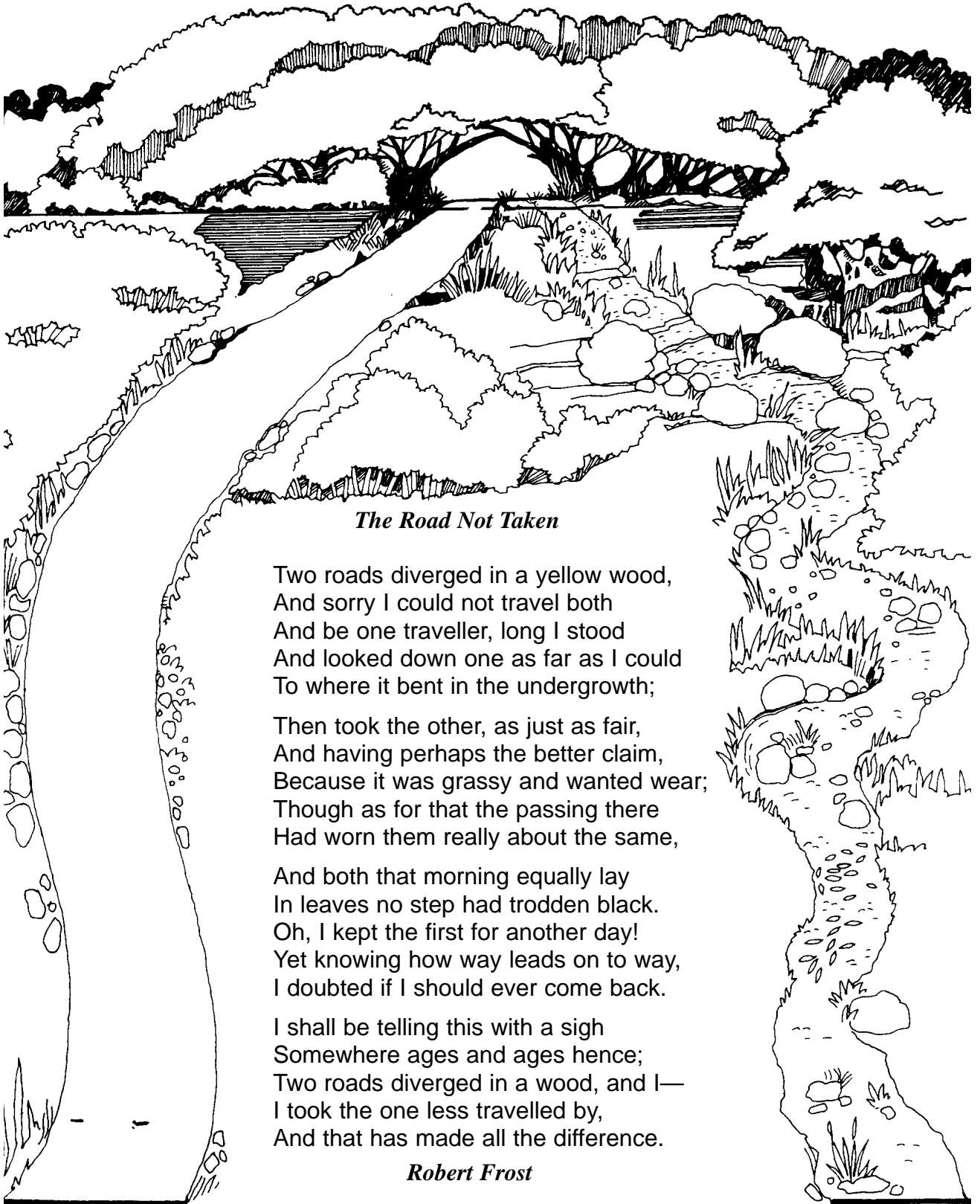
A 'one-pager' is a chance for you to draw or write your reaction to *Maniac Magee*. You may do whatever you want, as long as it relates to the novel. Use a separate sheet of paper—you will need to decide whether it should have lines, have just a few lines, or be free of lines.

The only requirement is that your page has to have some colour on it. If you don't want to draw, then at least put a colourful border around your writing.



# The Road Not Taken (Page A)

Use the following poem with the activity on page B.



## *The Road Not Taken*

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveller, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence;  
Two roads diverged in a wood, and I—  
I took the one less travelled by,  
And that has made all the difference.

*Robert Frost*

## The Road Not Taken *(Page B)*

After reading 'The Road Not Taken' on page A, brainstorm a number of events in your life where you were faced with important decisions. Review your list and select what you feel was a major decision. Next, on a separate piece of paper, write about how things might have been different if you had made a different choice.

Decisions I Have Made Today:

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Decisions I Have Made in the Past Year:

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Decisions I Have Made in My Life:

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Put a star next to the decisions you feel were major life decisions.