



The Roaring Twenties Research Project Past Projects

This project is a great way to allow students to "exercise" their multiple intelligences. I have had a lot of success with this project.

Following is a brief description of some of the products students have turned in accompanied by a brief description of the intelligences required to complete the project.

One student wrote and presented a first-person narrative of Amelia Earhart's life. Her presentation was accompanied by a freehand drawing of a world map on which Earhart's fatal flight was charted. This student used her verbal-linguistic intelligence to write and speak her narrative and her spatial intelligence to draw the map. She also used her logical-mathematical intelligence to organize her research into a presentation.

Two students wrote a newsletter about sports in the 1920s. They concentrated specifically on Babe Ruth and on the 1919 World Series which was fixed. These boys used their verbal-linguistic intelligence to write their articles, their spatial intelligence to format their newsletter, and their interpersonal intelligence to cooperate. They also used their logical-mathematical intelligence to organize their research into a newsletter.

Two other students wrote and presented a 20-minute dialogue between Bonnie and Clyde. They wore costumes for effect. By selecting this method of presentation, they not only presented the historical and biographical information about the exploits of Bonnie and Clyde, but also managed to examine Bonnie & Clyde's emotional and psychological state. In order to accomplish this, these students needed to draw on their intrapersonal intelligence. These students used their verbal-linguistic intelligence to write and speak their dialogue, their interpersonal intelligence to collaborate together, and their logical-mathematical intelligence to arrange their research into a coherent dialogue.

Three other students found a Benny Goodman radio sketch and acted it out vocally. They also wrote a commercial about fads of the 1920s which was inserted into their sketch. In order to truly communicate the "radio" element of their topic, these students made an audio cassette of their presentation and played it for the class. These girls used their verbal-linguistic intelligence to verbally "act out" their radio sketch, their interpersonal skills to work together, and their logical-mathematical intelligence to organize their research into a presentation.

Another student taught the Charleston to the class, using her bodily-kinesthetic intelligence, while yet another student used his musical intelligence to present the Blues.