

# What Does It Mean to Be Smart?

The Triarchic Model of Intelligences  
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# What Does It Mean to Be Smart?

◆ Analytical

◆ Creative

◆ Practical

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- ▶ Everyone has all three intelligences
  - ▶ Everyone has a preference
  - ▶ Working within your preference makes for a better product
  - ▶ Use this method to create diverse activities
    - ◆ Challenges students to work in nonpreferred areas to gain confidence

# What Does It Mean to Be Smart?

- ◆ Analytical (school smarts)
  - ◆ Analyze
  - ◆ Critique
  - ◆ Judge
  - ◆ Compare/Contract
  - ◆ Evaluate
  - ◆ Assess
  - ◆ Memorize

# What Does It Mean to Be Smart?

## ◆ Creative (imagination smarts)

- ◆ Create

- ◆ Invent

- ◆ Discover

- ◆ Imagine if . . .

- ◆ Suppose that . . .

- ◆ Predict

# What Does It Mean to Be Smart?

## ◆ Practical (street smarts)

- ◆ Apply

- ◆ Use

- ◆ Put into practice

- ◆ Implement

- ◆ Employ

- ◆ Render practical

# Analytical-Examples

## ◆ Language Arts

- ▶ Compare the personality of Tom Sawyer to that of Huckleberry Fin

## ◆ Math

- ▶ Solve a mathematical word problem (using the  $D=RT$  formula)

## ◆ Social Studies

- ▶ Compare, contrast, and evaluate the arguments of those who supported slavery versus those who opposed it

## ◆ Science

- ▶ Analyze the means the immune system uses to fight bacterial infections

# Creative--Examples

## ◆ Language Arts

- ▶ Write a very short story with Tom Sawyer as a character

## ◆ Math

- ▶ Create your own mathematical word problem using the  $D=RT$  formula

## ◆ Social Studies

- ▶ Write a page of a journal from the viewpoint of a soldier fighting for one or the other side during the Civil War

## ◆ Science

- ▶ Suggest ways to cope with the increasing immunity bacteria are showing to antibiotic drugs

# Practical--Examples

## ◆ Language Arts

- ▶ Tell what general lesson about persuasion can be learned from Tom Sawyer's way of persuading his friends to whitewash Aunt Polly's fence

## ◆ Math

- ▶ Show how to use the  $D=RT$  formula to estimate driving time from one city to another near you

## ◆ Social Studies

- ▶ Discuss the applicability of lessons of the Civil War for countries today that have strong internal divisions, such as the former Yugoslavia

## ◆ Science

- ▶ Suggest three steps that individuals might take to reduce the likelihood of bacterial infection

# SIDE-BY-SIDE

## Language Arts

### Analytical

Compare the personality of Tom Sawyer to that of Huckleberry Fin

### Creative

Write a very short story with Tom Sawyer as a character

### Practical

Tell what general lesson about persuasion can be learned from Tom Sawyer's way of persuading his friends to whitewash Aunt Polly's fence

# SIDE-BY-SIDE Mathematics

## Analytical

Solve a mathematical word problem (using the  $D=RT$  formula)

## Creative

Create your own mathematical word problem using the  $D=RT$  formula

## Practical

Show how to use the  $D=RT$  formula to estimate driving time from one city to another near you

# SIDE-BY-SIDE

## Social Studies

### Analytical

Compare, contrast, and evaluate the arguments of those who supported slavery versus those who opposed it

### Creative

Write a page of a journal from the viewpoint of a soldier fighting for one or the other side during the Civil War

### Practical

Discuss the applicability of lessons of the Civil War for countries today that have strong internal divisions, such as the former Yugoslavia

# SIDE-BY-SIDE Science

## Analytical

Analyze the means the immune system uses to fight bacterial infections

## Creative

Suggest ways to cope with the increasing immunity bacteria are showing to antibiotic drugs

## Practical

Suggest three steps that individuals might take to reduce the likelihood of bacterial infection

# Resources

- ◆ “What Does It Mean to Be Smart?” by R. J. Sternberg, 1997, *Educational Leadership*, 54(6), pp. 20-24. Copyright 1997 by Association for Supervision and Curriculum Development.
- ◆ “Improving Reading Instruction: The Triarchic Model,” by R. J. Sternberg, E. L. Grigorenko, and L. Jarvin, 2001, *Educational Leadership*, 58(6), pp. 48-52. Copyright 2001 by Association for Supervision and Curriculum Development.
- ◆ “Successful intelligence in the classroom”, by R. J. Sternberg and E. L. Grigorenko, *Theory into Practice*, Autumn 2004. From [Look Smart Find Articles](#).