“So Each May Learn: Integrating Learning Styles and Multiple Intelligences” by Harry F. Silver, Richard W. Strong, and Matthew J. Perini is an excellent resource for educators who truly desire to accommodate the many levels of diversity in the students they teach. There are two popular means of differentiating instruction based on multiple intelligences and learning styles. While each is extremely enlightening, it is difficult to teach to a specific intelligence. In this book, the authors work to combine both learning models in order to reach all students.

The eight intelligences include verbal-linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist. The four learning styles include mastery (sensing-thinking), interpersonal (sensing-feeling), understanding (intuitive-thinking), and self-expressive (intuitive-feeling). The multiple intelligences address the way students absorb the content of learning, while the learning styles address the process of learning. Therefore, if both models are integrated into the lessons taught by teachers, students can learn the content in the way they learn best.

The book included an example of a plant unit for a K-1 class. In the mastery style, students could draw a flowering plant and label its parts. This task works well for students with spatial intelligence. Students with strengths in interpersonal style could write about how they would feel on a sunny day if they were a plant. This activity speaks to those with intrapersonal intelligence. Thinking of two reasons why plants are important to our world is within the umbrella of understanding style and students with logical-mathematical intelligence would enjoy this activity. The self-expressive style lends itself to questions such as “What would our world look like if there were no plants?” and students with both verbal-linguistic and spatial intelligences would learn best from such an activity. When given a rubric of all of these options, students can choose the activity that best suits the way they learn and the way they like to express their learning. Assessment doesn’t always have to mean a pencil and paper test.

In order to be most effective, students need to be taught about each of the learning styles and the multiple intelligences. Using a learning styles and interest inventory can be very helpful in determining each student’s learning strengths. The book provided several types of inventories, as well as a multiple intelligences inventory for adults. In addition, the book included several different teaching strategies that address both learning styles and multiple intelligences.