

# Bloom's Taxonomy Activities

On the following three pages are 40 specific literature activities listed in rising levels of difficulty, skill development, and critical thinking. These may be adapted to different types of literature, as well as providing the teacher with flexible types of activities to match the differing abilities, needs, and aspirations of students in the modern classroom. Such an overall scope and framework allows the teacher to plan with assurance that all students are provided with activities designed to develop the full range of their cognitive abilities.

## Knowledge

This level provides the student an opportunity to recall fundamental facts and information about the story. Success at this level will be evidenced by the student's ability to . . .

- **Match** character names with pictures of the characters.
- **Identify** the main characters in a crossword puzzle.
- **Match** statements with the characters who said them.
- **List** the main characteristics of one of the main characters in a WANTED poster.
- **Arrange** scrambled story pictures in sequential order.
- **Arrange** scrambled story sentences in sequential order.
- **Recall** details about the setting by creating a picture of where a part of the story took place.

## Comprehension

This level provides the student an opportunity to demonstrate a basic understanding of the story. Success at this level will be evidenced by the student's ability to . . .

- **Interpret** pictures of scenes from the story.
- **Explain** selected ideas or parts from the story in his or her own words.
- **Draw** a picture showing what happened before and after a passage or illustration found in the book.
- **Predict** what could happen next in the story before the reading of the entire book is completed.
- **Construct** a pictorial time line which summarizes what happens in the story.
- **Explain** how the main character felt at the beginning, middle, and/or end of the story.

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(cont.)

## Application

This level provides the student an opportunity to use information from the story in a new way. Success at this level will be evidenced by the student's ability to . . .

- **Classify** the characters as human, animal, or thing.
- **Transfer** a main character to a new setting.
- **Make** finger puppets and act out a part of the story.
- **Select** a meal that one of the main characters would enjoy eating; plan a menu, and a method of serving it.
- **Think** of a situation that occurred to a character in the story and write about how he or she would have handled the situation differently.
- **Give** examples of people the student knows who have the same problems as the characters in the story.

## Analysis

This level provides the student an opportunity to take parts of the story and examine these parts carefully in order to better understand the whole story. Success at this level will be evidenced by the student's ability to . . .

- **Identify** general characteristics (stated and/or implied) of the main characters.
- **Distinguish** what could happen from what couldn't happen in the story in real life.
- **Select** parts of the story that were funniest, saddest, happiest, and most unbelievable.
- **Differentiate** fact from opinion.
- **Compare and/or contrast** two of the main characters.
- **Select** an action of a main character that was exactly the same as something the student would have done.

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(cont.)

## Synthesis

This level provides the student with opportunity to put parts from the story together in a new way to form a new idea or product. Success at this level will be evidenced by the student's ability to . . .

- **Write** three new titles for the story that would give a good idea what it is about.
- **Create** a poster to advertise the story so people will want to read it.
- **Create** a new product related to the story.
- **Restructure** the roles of the main characters to create new outcomes in the story.
- **Compose** and perform a dialogue or monologue that will communicate the thoughts of the main characters at a given point in the story.
- **Imagine** that he or she is one of the main characters and write a diary account of daily thoughts and activities.
- **Create** an original character and tell how the character would fit into the story.
- **Write** the lyrics and music to a song that one of the main characters would sing if he/she became a rock star—and then perform it.

## Evaluation

This level provides the student with an opportunity to form and present an opinion backed by sound reasoning. Success at this level will be evidenced by the student's ability to . . .

- **Decide** which character in the selection he or she would most like to spend a day with and why.
- **Judge** whether or not a character should have acted in a particular way and why.
- **Decide** if the story really could have happened and justify the decision.
- **Consider** how this story can help the student in his or her own life.
- **Appraise** the value of the story.
- **Compare** the story with another one the student has read.
- **Write** a recommendation as to why the book (story) should be read or not.