Bloom’s Taxonomy Questions

BACKGROUND INFORMATION:

The children’s book I have selected is How Groundhog’s Garden Grew. The author and illustrator are Lynne Cherry. It was published by The Blue Sky Press, New York in 2003. This book is written at a third grade level. The book begins by Groundhog eating fresh vegetables from his neighbors’ gardens because he does not know how to grow his own garden. Squirrel decides to help Groundhog learn how to plant a garden. Squirrel teaches Groundhog how to garden over an entire year by gathering seeds in the fall, storing them in the winter, planting the seeds in the spring, and weeding and watering them in the summer. Groundhog’s garden flourishes and he eats fresh vegetables from his own garden all summer long. In the fall, Groundhog decides to invite his friends to a Thanksgiving dinner.

BLOOM’S QUESTIONS:

1. KNOWLEDGE:

   Why did Squirrel scold Groundhog?
   
   This question fits into the knowledge level of Bloom’s questions because it requires the recall of specific facts. The answer to this question is found on page 4. Squirrel scolded Groundhog because he was eating food that does not belong to him.

2. COMPREHENSION:

   Compare and contrast root crops to perennials.
   
   This question fits into the comprehension level of Bloom’s questions because the student has to demonstrate an understanding of facts and ideas represented in the book in order to answer this question. Root crops are discussed on page 13 and perennials are discussed on page 18.

3. APPLICATION:

   Plant a vegetable of your own choice.
   
   This question fits in the application level of Bloom’s questions because it requires the student to apply knowledge learned from the book. For example on page 15, the student learns that plants need lots of sun.
4. **ANALYSIS:**

   What are the parts of the cycle of an entire gardening year?
   
   This question fits in the analysis level of Bloom’s questions because it requires the breaking down of information presented in the book into parts. The student will discover that in the fall the seeds are gathered, in the winter the seeds are stored, in the spring the seeds are planted, and in the summer the seeds are watered and weeded.

5. **SYNTHESIS:**

   What would happen if Groundhog did not learn how to plant his own garden?
   
   This question fits in the synthesis level of Bloom’s questions because it will require the use of prior knowledge to predict what will happen. The students could remember what Squirrel told Groundhog on page 4. “This food does not belong to you. If you take food that belongs to others, you will not have a friend in the world!”

6. **EVALUATION:**

   Why do you think Groundhog decided to invite his friends to a feast?
   
   This question fits in the evaluation level of Bloom’s questions because it is asking for the student’s opinion. The question does not have a real right or wrong answer. The student’s could deduce from page 29 that Groundhog through the feast to thank his friends for their forgiveness and help. Since, Groundhog states “Thank you all for forgiving me for eating from your gardens last year. And thank you, Squirrel, for teaching me to grow my own!”