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Literacy Block

Bloom's Taxonomy Questions

Shel Silverstein's The Giving Tree

Background Information:

Silverstein, S (1964). The Giving Tree. New York, New York: Harper & Row.

Grade Level: One

This is a great story that follows a white male who as a young child finds an apple tree that he becomes very fond of. At each stage of his life, he finds something valuable that the tree can offer him. The tree almost acts as a human character in that he wants to comfort and help the boy, no matter what. It shows how people change along with their values as they grow older. With simple but clever drawings and storyline, this book can be very beneficial to young students.

Bloom's Questions:

1. Knowledge

What kind of fruits did the giving tree produce?

- This is a beginning level knowledge question because it asks the students to recall basic information that can easily be found in the reading and illustrations.

2. Comprehension

Summarize the fun things that the boy did with the tree as a young child. Explain why you chose these activities.

- This is a second level question because it asks the students to take basic information and explain it, and also paraphrase by choosing only certain items the boy did.

3. Application

What is one way that the boy could have given back to the tree to say thank you?

- This is a mid-level question because it asks the students to take what they have learned about the boy and his relationship with the giving tree and interpret it to find a solution to a problem. They are not quite analyzing yet, just using information.

4. Analysis

Organize the things that the boy did to the tree, from most to least harmful to the tree. What was the most harmful?

- This is a higher level question because it asks to pay close attention to all the activities that happened throughout the book and order them from harmful to safe. It involves higher thinking and organization skills.

5. Synthesis

What is something that the boy could have made out of the tree's trunk other than a boat?

- This question is high-level because it requires students to think about a specific event in the book, and hypothesize about and be creative. This takes longer to answer and deeper thinking.

6. Evaluation

What do you think the boy liked the best about having the tree as a friend? Why?

- This is the highest level question because the students will need to evaluate all events in the book and also how the boy felt during each part of the story. Then, they will need to bring in personal experience to decide why the boy would enjoy it the most, based on their own encounters with friends. It is a multi-faceted question that requires judgment and justification.