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Ellison the Elephant and Bloom's Taxonomy

Summary and Book Information:

Ellison the Elephant is a children's book written by Eric Drachman and illustrated by James Muscarello. It was published in Los Angeles, California, by Kidwick Books in 2004. Eric Drachman recommends his story to students between the ages three and seven; however, this book could be a great resource for self-esteem lessons for all age groups. *Ellison the Elephant* is a story about a young elephant trying to find his voice. Ellison wants so badly to make the magnificent trumpet sounds that the others make, but his only comes out as a "toot." After being picked on by his peers, Ellison finds his imaginary friend Weasel. With Weasel's help, Ellison soon learns that he has a gift of making music with his trunk! He then is admired by all of the other animals for the music he creates, and he finally has a positive self-esteem. *Ellison the Elephant* is a great book for helping students overcome their differences and poor self-esteem. It not only helps students see how our differences make us unique and special, it also shows how friends, real and imaginary, can help us through the obstacles that come our way.

1. Knowledge:

What were the two names Ellison did not want to be called?

This is a knowledge question because it is asking students to recall and identify the names that Ellison was being called by the other little elephants.

2. Comprehension:

Why did Ellison get made fun of by the other elephants?

Comprehension is showing understanding. By understanding why Ellison was being made fun of, students' will show they comprehend what the story is about. They will figure out their answer after reading or listening to the story and looking for clues on why Ellison is different. For example, Ellison is called "Tootie" by the other elephants. Why do they call him "Tootie?" They called him this because he could only make a tooting sound, and could not make the trumpet sound like all the others.

3. Application:

Comment [H1]: Excellent summary and information

Comment [H2]: This sounds like an amazing book and could really be used on a variety of ways.

Comment [H3]: Great discussion/justification

Choose and create an illustration showing how Ellison felt at the beginning or ending of the story.

By creating an illustration of Ellison's emotions, students are applying their knowledge they gained by reading about what Ellison felt like in the beginning of the story and then how his feelings changed at the end of the story. They will be able to compare the two emotions and see how they changed.

4. Analysis:

Looking at your illustrations, compare how Ellison felt at the beginning and how he felt at the end. Discuss as a class which is good self-esteem and which is poor self-esteem and why?

By comparing the illustrations and looking for good self-esteem and poor self-esteem, students are analyzing the differences between the two.

5. Synthesis:

A trumpet will be brought in to show the sound that Ellison wanted to make but was unable to. Due to Ellison being able to play jazz, a jazz song could be played so that the students can compare the sounds and see how Ellison sounded compared to the others. The students will then be able to compare the sounds to see why everyone found Ellison's music so wonderful at the end of the story.

By providing sounds for the students, it provides a model for the students to compare and that is why this is a good idea for fulfilling the need of synthesis.

6. Evaluation:

Write a short paragraph explaining why all of the animals came to hear Ellison's extraordinary sound at the end of the story?

When evaluating students, it is important to know how they interpreted the story, and by asking them why the other animals came to hear the sound, educators are able to evaluate how the students interpreted the storyline.