Bloom’s Taxonomy Questions

Background Information:


Grade Level: Middle grades

Description: A boy, Jonathon, bound by his wheelchair after a bicycle accident finds himself in a massive tornado. He is excited and thrilled by storms but it becomes a little too real when he finds himself trapped inside one. He knows the safest place to be is in the cellar, but his father’s wishes come to mind when the horses run free from the barn. Jonathon must stay with the horses out in the barn in order to keep them safe. Although everything is destroyed, the barn, horses, and Jonathon, are safe.

Bloom’s Questions

1. Knowledge
   Q: Define the phrase “thunderstorm watch” from the book.
   A: This question fits Bloom’s level of knowledge because it is asking the student to recall specific information learned from the story. It would not be comprehension because this question is not asking to differentiate between two definitions or find more information, it is directly from the text.

2. Comprehension
   Q: In The Storm, you read many facts about tornados; describe the sights, sounds, and other details of what a funnel cloud was like for Jonathon.
   A: Students will use information from the book to pick out the sentences that explained what the tornado looked, sounded and possibly felt like. To do this
students need to take the learned information and understand it and this question would help with comprehension.

3. Application
   Q: In the story you learn that Jonathon’s farm is destroyed by the tornado. Illustrate a picture showing what his surrounding might have looked like.
   A: This question takes knowledge that the students already know from the story and uses it to make a visual. It is not analysis because I am not asking them to break down information.

4. Analysis
   Q: What is the relationship between Jonathon and his mother? What about his father? What in the story led you to this conclusion?
   A: I think this question is analysis because it is asking students to break down the relationship of Jonathon’s parents and see what motivates them to give Jonathon so much responsibility even though he is in a wheelchair. They will use the information learned from the book to do this. Also, asking for what led them to their conclusion helps support their ideas.

5. Synthesis
   Q: Imagine that Jonathon went to cellar instead of staying with the horses, what do you think would have been the outcome?
   A: This is synthesis because I am asking students to take information from the book and come up with a creative way that may alter the end of the story. This question also allows students to think about what they might do if they were in a similar situation.

6. Evaluation
   Q: Do you think that it was safe to stay in the barn with the horses even though Jonathon’s parents were not angry with him?
   A: This is evaluation because it allows students to judge the material based on their own feelings and opinions. This question does not have any right or wrong answer because even if Jonathon would have gone to the cellar he probably would have been injured just as all of the surroundings were being destroyed. Students may also use information from the text to support answers.