**Bloom’s Folder Novel Project**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your Bloom’s folder will be a series of 4 projects that you will do to show your understanding of the novel *Sadako and the Thousand Cranes* or *Hachiko Waits*. You will do two projects from the levels 1-3, and two projects from the levels 3-6. You may choose the projects that you wish to do. Two must be completed at school and done independently using the class time provided. The two remaining projects may be completed at home or school. You must complete and turn in one project each week, and all projects should be completed by winter break. You can use the table below to record your project points and keep track of your project grades.

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| --- | --- | --- | --- |
| **Date Completed** | **Project Type** | **Points Possible** | **Points Scored** |
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Grades- 65 or more points A, 57-64 – B, 50-56 – C, 43-49 – D, Less than 42 – F.

**Notes:**

**What is Bloom’s Taxonomy?**

Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating, rather than just remembering facts (rote learning). During the 1990's a new group of cognitive psychologists, lead by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. We will use the update catagries:

**Level 1- Remembering**: Recall or locate information.

**Level 2- Understanding**: Understand the meaning of instructions, problems or stories. State the information in one's own words.

**Level 3- Applying**: Apply what has been learned to new situations.

**Level 4- Analyzing:** “Take apart” information to examine different parts.

**Level 5- Evaluating:** Consider evidence used to support conclusion.

**Level 6- Creating:** Create or invent something; bring together more than one idea.

**Projects:**

Remember you are to do 2 level 1-3 projects and 2 level 4-6 projects. You must do the level 1-3 projects first. This is for two reasons, first you can learn what you need to do the get full credit on a project. Second, you need to have read most of the story in order to do the higher level projects. The points possible are listed with each project. As the levels increase the points increase because the level of effort needed to do the project well increases. To get full credit for each project you will need to make sure you read the requirements carefully. If you are unsure check with me early in the process.

**Level 1: Remembering**

1. Make a list of all the important characters in the chapter. Using complete sentences describe two facts about each character that you know from your reading. Make sure you write the chapter number. This should be turned in on a piece of notebook paper, with a correct heading and should be neatly written. (5 points)
2. Write a description of the setting of the chapter. This should be in paragraph form that list all the details of the setting using information from the chapter to fully describe the setting. This should be turned in on a piece of notebook paper, with a correct heading and should be neatly written. (5 points)

**Level 2: Understanding**

1. Write a summary of the chapter (make sure you state the chapter) explaining the main problem or action in the chapter in one paragraph and explaining how it relates to the earlier parts of the story in a second paragraph. You should provide enough detail so that the main parts are clear, but remember a summary is a short version with only the main ideas presented. This should be turned in on a piece of notebook paper, with correct heading and should be neatly written. (10 points).
2. Write two multiple-choice questions for the chapter (make sure you state the chapter). These questions should be challenging so that they test whether a person has read the chapter. There should be at least three possible answers and the answers should be written so that only a person who has read the chapter could determine the correct answer (10 points).

**Level 3: Applying**

1. Choose an important scene from the chapter and illustrate that scene so that it shows all the important elements. Make sure you include key details that highlight what is important in the story and add elements that will show the emotion of the characters. Use color or shading to convey the feeling present in the story. Write a caption for the picture. (15 points)
2. Work with a partner to write and perform a scene from the chapter. Practice so that you convey the emotions of the scene. Write an opening for your scene so that you are telling your audience where the scene takes place in the story and how it relates to the earlier elements in novel. (15 points)
3. **Tech Option.** Create a frozen tableau using PicCollage. Then put the image in iMovie and record a summary of the scene and explain why it is important to the story. You may work with a partner to complete this.

**Level 4: Analyzing**

1. Use the table to analyze the problems in the story (you must be on at least chapter 5) – make sure you identify the main problem and at least two minor problems. For each problem you identify list the causes of the problems, and write how the characters in the story are attempting to solve the problem. Also list how these problems and the character’s reaction to them changes the character. Use the sheet provided (20 points)

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Problem: Explain in detail what the main and 2 minor problems are. | Cause: Explain what caused the problem. | How are the characters attempting to solve the problem> | Has the character changed as a result of the problem? Explain why or why not. |
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1. Create a timeline of events from the story. List the events in order. Remember that in this story some of the events that are important occurred before the story began and after the story ended. Create a symbol to represent each event on you timeline and write a short description of the event. (20 points)
2. Tech Option. Make your timeline using Popplet. Include all the elements above.

**Level 5: Evaluating**

1. Write a review of the books. Give the book a clear rating, set a criteria and explain what that criteria is. For example if you give stars explain what 4 stars vs. 1 star means. Support your rating of the book using details from the story to support your reasons. Be specific, make sure that when I read the review I know it is for this story because you give clear details and examples from the story. Make sure you include who you think this book is appropriate for and your reasons. This should be about a page long and neatly written. (25 points)
2. Write an essay explaining why you think Sadako or Hachiko is or isn’t a hero for her time. Use elements of the story, what you know about the time period, and your own ideas about what makes a hero to present a case for whether Sadako is a hero. Make sure that you clearly state your opinion and use evidence to support your opinion. Organize your ideas so that they flow together to build an argument. This should be about a page long and neatly written. (25 points).
3. Tech Option: Use iMovie to create a commercial for the book. You must include all the elements found in the book review. You may work with up to two other students, but you will need to create a work plan telling what each student will do to contribute to the project and evaluate each students contribution. This must be approved before you begin the project and turned in with the final project.

**Level 6: Creating**

1. Create a comic form of a scene from the story. Write an introduction so that the reader will know where in the story your scene is located. Use the elements of a comic to show the setting, characters, and actions. Make sure that your scene is fully developed in the comic and that the character’s actions and motivations can be understood. (30 points)
2. In the story Sadako’s mother wants to buy her a kimono. You are going to create a paper kimono for Sadako. The kimono must have 3 different design symbols that repeat in the kimono. Each of these symbols must represent an important element from the story. On a separate sheet of paper make a key that explains what each of the symbols on the kimono represents. (30 points)
3. In the story Hachiko Waits, Hachiko needs a dog house. You are going to create a paper doghouse for Hachiko. The doghouse must have 3 different design symbols that repeat. Each of these symbols must represent an important element from the story. On a separate sheet of paper make a key that explains what each of the symbols on the doghouse represents. (30 points)
4. **Tech Option:** Use Book Writer to create a series of vignettes from the story showing each of the important events in the story. For each scene create a picture and a short summary. Create a title page for your work. Print it and turn it in.