Bloom’s Taxonomy Book Report Poster Project

On ANY Novel

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Purpose:
This assignment is used as an alternative to the average book report. It fosters higher order thinking skills as students analyze either their current independent reading book or a class novel. The project can be used multiple times throughout a school year and even multiple times within a single book as an in-class project, a homework assignment, an extra credit assignment, or even a partner project.

Preparation:
1) Print a rubric for each student with the list of question starters on the back.
   a) The question starters are provided with Bloom’s Taxonomy category titles in both the original domain names and the new domain names. The questions are the same on both sheets with the only difference being the name of the categories.
   b) There are two different rubrics provided. One is the entire poster project where students will write their questions and answers on a poster and include decorative symbols/scenes for each. The other is simply a written assignment where students use notebook paper to write out their questions and answers. (This one is good for students without supplies, such as those in a behavioral alternative situation, or those who were absent or in need of modifications.)
2) If you’ve chosen to do the poster project, I have provided cards for students to use for writing their questions and answers. These are optional as they can just as easily write directly onto their posters, type their responses, or even write on notebook paper and cut it out. The cards simply provide an organizational tool for the students and generally help produce more neat and unified looking projects. (See example photo.) Print enough of these cards for each student to have six.

Assignment:
1) While going over the instructions for the assignment, I suggest you display the question starters and rubric largely on a screen for the students to view with you. I have provided you with completed examples of the question starters using the story of Cinderella. While going over the instructions, I suggest you verbally share a few of these examples with the students so that they understand better how to complete the questions themselves. I would NOT give them a copy of the Cinderella example sheet because it could limit their ability to think of questions specific to their own book.
2) Give students class time to begin working on rough drafts of the assignment. They can write out their questions and answers on notebook paper using their books while having you available if they find themselves confused at the directions. Then, they can even create a sketch of their poster, laying out where each item will go and what type of pictures they will include.
3) The project requires students to create a visual aid that is poster board in size. Depending on your students, you may want to provide materials for this. (Most of my students would get their own poster board, but I alternatively provided large pieces of butcher paper for those who asked.) Also plan to provide construction paper for students to use when mounting their question/answer cards to the poster.

Suggested Poster Materials
- construction paper
- scrapbook paper
- stickers
- glitter
- ribbons
- sequins
- markers
- map pencils
- clip art
- picture of book cover

Grading Note:
In-class presentations are a great way to begin grading these posters. Have students present and read 3-4 of their questions/answers to the class and explain the related symbols. You can write on their rubrics while they are presenting and be half-way finished grading every project before class is over!
Example Project on Poster Board

Book Title
by: Author

[Diagram with various sections and elements related to a book project]
## Six Questions Project

<table>
<thead>
<tr>
<th>Category</th>
<th>Question Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>1. Describe...</td>
</tr>
<tr>
<td></td>
<td>2. Explain who...</td>
</tr>
<tr>
<td></td>
<td>3. Why did...</td>
</tr>
<tr>
<td></td>
<td>4. What is the meaning of...</td>
</tr>
<tr>
<td></td>
<td>5. Describe what happened at...</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>1. Make a prediction about...</td>
</tr>
<tr>
<td></td>
<td>2. What was the main idea of...</td>
</tr>
<tr>
<td></td>
<td>3. Compare _____ to _____...</td>
</tr>
<tr>
<td></td>
<td>4. What differences are there between...</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>1. How would you change...</td>
</tr>
<tr>
<td></td>
<td>2. Examine the actions of...</td>
</tr>
<tr>
<td></td>
<td>3. Explain how _____ relates to an experience of your own...</td>
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<tr>
<td></td>
<td>4. What is another instance where...</td>
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<tr>
<td></td>
<td>5. Explain the significance of...</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>1. Examine the motives of...</td>
</tr>
<tr>
<td></td>
<td>2. Discuss the pros and cons of...</td>
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<tr>
<td></td>
<td>3. What can you infer about...</td>
</tr>
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<td></td>
<td>4. What is the theme of...</td>
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<td></td>
<td>5. What was the problem with...</td>
</tr>
<tr>
<td></td>
<td>6. Why did the changes _____ occur?</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>1. What would happen if you changed...</td>
</tr>
<tr>
<td></td>
<td>2. What facts can you gather...</td>
</tr>
<tr>
<td></td>
<td>3. What ideas can you add to...</td>
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<td>4. What would happen if...</td>
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<td></td>
<td>5. What solution is there for...</td>
</tr>
<tr>
<td></td>
<td>6. What might happen if you combined _____ with ____?</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>1. Do you think _____ is a good or bad thing/idea?</td>
</tr>
<tr>
<td></td>
<td>2. Was it right or wrong...</td>
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<td></td>
<td>3. What choice would you have made...</td>
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<td>4. What is your opinion of...</td>
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<td>5. What is the most important ...</td>
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</tr>
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<td>Question Starters</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Remembering    | 1. Describe...  
2. Explain who...  
3. Why did...  
4. What is the meaning of...  
5. Describe what happened at... |
| Understanding  | 1. Make a prediction about...  
2. What was the main idea of...  
3. Compare _____ to _____...  
4. What differences are there between... |
| Applying       | 1. How would you change...  
2. Examine the actions of...  
3. Explain how _____ relates to an experience of your own.  
4. What is another instance where...  
5. Explain the significance of... |
| Analyzing      | 1. Examine the motives of...  
2. Discuss the pros and cons of...  
3. What can you infer about...  
4. What is the theme of...  
5. What was the problem with...  
6. Why did the changes _____ occur? |
| Evaluating     | 1. Do you think _____ is a good or bad thing/idea?  
2. Was it right or wrong...  
3. What choice would you have made...  
4. What is your opinion of...  
5. What is the most important ...  
6. How would you feel if... |
| Creating       | 1. What would happen if you changed...  
2. What facts can you gather...  
3. What ideas can you add to...  
4. What would happen if...  
5. What solution is there for...  
6. What might happen if you combined ____ with ____? |
### QUESTIONS:

*Each of the SIX questions:*

1) Is important to the plot or characters in the book
2) Is a complete sentence using one of the provided question starters

### ANSWERS:

*Each of the SIX answers:*

3) Is at least four complete sentences in length
4) Mentions at least one specific character from the book as proof of your reading
5) Mentions at least one specific event from the book as proof of your reading

### COMPLETE POSTER:

6) Title of book is written neatly and largely
7) Each of six categories includes a neat, colorful symbol or scene related to the question/answer
8) Poster is neat, colorful, and organized with minimal unused space

### Total:

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### QUESTIONS:

*Each of the SIX questions:*

1. Is important to the plot or characters in the book  
   1) _______/12
2. Is written in a complete sentence  
   2) _______/12
3. Uses one of the provided question starters  
   3) _______/12

### ANSWERS:

*Each of the SIX answers:*

4. Is at least four complete sentences in length  
   4) _______/24
5. Mentions at least one specific character from the book as proof of your reading  
   5) _______/12
6. Mentions at least one specific event from the book as proof of your reading  
   6) _______/12
7. Fully answers the specific question to which it is attached  
   7) _______/12

### COMPLETE PRODUCT:

8. Is written neatly in ink or is typed  
   8) _______/04

**TOTAL:** _______/100

### Teacher Notes:

Name:___________________________________

Due Date:________________________________
# Knowledge

1. **Describe** Cinderella.
2. **Explain who** Cinderella lives with.
3. **Why did** Cinderella sleep in the basement?
4. **What is the meaning of** Cinderella’s name?
5. **Describe what happened at** the ball.

# Comprehension

1. **Make a prediction about** Cinderella’s future.
2. **What was the main idea of** the scene with the fairy godmother?
3. **Compare** Cinderella to her step-sisters.
4. **What differences are there between** Cinderella’s setting and our society today?

# Application

1. **How would you change** the rules that the fairy godmother gave Cinderella?
2. **Examine the actions of** the prince after the ball.
3. **Explain how** Cinderella’s feelings **relate to an experience of your own.**
4. **What is another instance where** a person was not treated fairly?
5. **Explain the significance of** the glass slipper?

# Analysis

1. **Examine the motives of** the step-mother when giving Cinderella extra chores.
2. **Discuss the pros and cons of** Cinderella going to the ball.
3. **What can you infer about** Cinderella based on her relationship with the animals?
4. **What is the theme of** the story?
5. **What was the problem with** the way Cinderella’s family was treating her?
6. **Why did the changes** in Cinderella’s relationship with her Step-Mother at the end of the story **occur**?

# Synthesis

1. **What would happen if you changed** Cinderella’s father dying?
2. **What facts can you gather** to prove that the prince loves Cinderella?
3. **What ideas can you add to** the moral of the story?
4. **What would happen if** Cinderella were not given a time limit?
5. **What solution is there for** the way the step-mother treated Cinderella?
6. **What might happen if you combined** Cinderella’s goodness **with her** step-mother?

# Evaluation

1. **Do you think** love at first sight is a **good or bad thing/idea**?
2. **Was it right or wrong** that Cinderella went to the ball against her step-mother’s wishes?
3. **What choice would you have made** if you were Cinderella and presented with the fairy godmother’s opportunity?
4. **What is your opinion of** the step-mother and step-sisters?
5. **What is the most important** lesson that was learned by a character in the story?
6. **How would you feel if** you were treated the way Cinderella was?
Thank you so much for purchasing my Book Report Project: Bloom’s Taxonomy Poster on ANY Novel. I hope you’ll enjoy having your students create these exciting posters as a fun activity to prove their reading. This project works well with either independent reading books or class novels.

Please take a look back at my store for more free and affordable grammar, writing, and reading products, including many more fun projects.

You may also be interested in these book projects on:

- **Theme: One-Pager Project**
- **Vocabulary: Skit Assignment**
- **Character Analysis: Puzzle Project**
- **Character Analysis: Collage Project**
- **Whole Book: Cover Design Project**

Happy Teaching,
Jessica Osborne

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