

Bloom-Gardner Matrix

Unit/Theme: Twentieth-century American novel

Unit Question: How does a novel reflect its times and the novelist's personal history? How are characters developed in a novel? How are symbols used to convey meaning in a novel?

Bloom's Taxonomy → Gardner's Multiple Intelligences ↓	Remembering- <i>Tell, list, define, label, recite, memorize, repeat, find, name, record, fill in</i>	Understanding- <i>Locate, explain, summarize, identify, describe, report, discuss, review, paraphrase, restate</i>	Applying- <i>demonstrate, construct, record, use, diagram, revise, reformat, illustrate, interpret, dramatize, practice, organize, translate, manipulate, convert, adapt, research, calculate, operate, model, order, display, implement, sequence, integrate, incorporate</i>	Analyzing- <i>compare, contrast, classify, critique, categorize, solve, deduce, examine, differentiate, appraise, distinguish, experiment, question, investigate, categorize, infer</i>	Evaluating- <i>judge, predict, verify, assess, justify, rate, prioritize, determine, select, decide, value, choose, forecast, estimate</i>	Creating- <i>compose, hypothesize, design, formulate, create, invent, develop, refine, produce, transform</i>
Verbal/Linguistic- poetry, debate, storytelling, essay, checklist, journal	As you read your novel, record at least five phrases, word choices, sections of dialogue, or descriptions that you found interesting. Share your selections and reasons for selecting each with a partner reading the same novel.	Identify the historical context of your novel. What was taking place socially, economically, and politically at the time of its publication? Write an informational brief as if you were a journalist of the time.	Research the life of your author, including background, upbringing, life experiences, and personality. Write a short descriptive piece that could serve as an introduction to a review of your novel.	Select one main character to analyze in a character journal. For each chapter: 1. List 2-3 key quotations from or about the character. 2. Examine the character's actions, behavior, and reactions. 3. Select one word that best represents the character.		
Visual/Spacial- drawing, model, poster, photograph, storyboard, illustration, board game		Describe your novel's characters and their relationships to each other by creating a relationship map.			Develop a visual or musical representation of your main character. Include physical characteristics, personal attributes, and change and/ or growth as represented in the novel.	Assess the use of symbols in your novel, looking at characters, dialogue, actions and interactions, and physical objects. On an illustrated poster, show each symbol and give your interpretation of its meaning.
Logical/Mathematical - diagram, outline, timeline, chart, critique, graph		Summarize the plot of your book by constructing a timeline of events, chapter by chapter.		Diagram how your novel represents its social, economic, and political times. Include, as appropriate, characters, setting, plot, points of view.		Determine how your author's life or experiences may have influenced or been represented in the novel. Chart any similarities.

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Naturalist- classification, collection, solution to problem, display, observation, forecast, investigation, simulation, exhibit, identification				If your main character lived today, what kinds of things would you find in his/her back-pack, briefcase, duffel bag, or purse? Collect and organize items to display to the class. Be ready to defend your selections with evidence from the novel.		
Musical- song, rap, lyrics, composition, jingle! slogan, melody					Develop a visual or musical representation of your main character. Include physical characteristics, personal attributes, and change and/or growth as represented in the novel.	
Bodily/Kinesthetic- role play, skit, pantomime, dance, invention, lab, improvisation, prototype					Taking the role of your novel's narrator, dramatize a scene or an action sequence. Audiotape or videotape your dramatization	
Intrapersonal- journal, log, goal statement, belief statement, self- assessment, editorial				Is there a message, lesson, or reflection in your novel that is applicable to your life or circumstances? In your journal, write about what you've learned through reading and reflecting on this novel.		
Interpersonal- discussion, roundtable, service learning, conversation, group activity, position statement, interview				With students who read other novels, discuss similarities and differences in novels and in authors' lives.		