

# Taxonomy Overview Guide

Themes	Knowledge	Comprehension	Application	Analysis	Creative Thinking	Critical Thinking
Point of View	<p>What is a point of view? (What is a paradigm)</p> <p><b>--Giants Have Feelings, too Class read aloud and then simple discussion</b></p>	<p>How many points of view are used in the story and whose are they?</p> <p><b>--Group written activity</b></p>	<p>Using the attitude and Point of View of one character, write a journal entry about the outcome of the novel.</p> <p><b>--Journal Write</b></p>	<p>Which Point of View do you think is most accurate in the context of the story and why?</p> <p><b>--Discussion / Debate</b></p>	<p>Write a letter to one character explaining another character's Point of View.</p> <p><b>--Unsent Letter</b></p>	<p>Picture Book Strategy—Zoom— How did your paradigm shift in reading the novel and in seeing the picture book? What does that mean?</p> <p><b>--Journal Write</b></p>
Telling the Truth	<p>What is the Truth? What is a lie?</p> <p><b>--Class Discussion</b></p>	<p>Write about a time when you should have listened to something someone told you but you didn't and then realized that you made a mistake.</p> <p><b>--Journal Write</b></p>	<p>Using the Socratic questioning method, discuss "What is truth" in your group.</p> <p><b>--Small group activity</b></p>	<p>Write a list of pros and cons for telling the truth and one for lying. Why should you tell the truth?</p> <p><b>--Group lists and paragraphs</b></p>	<p>Write a short overview of what the story WOULD HAVE BEEN if everyone had only told the truth.</p> <p><b>--Journal write</b></p>	<p>How does not telling the whole truth escalate inot something that Philip cannot control?</p> <p><b>--Journal Write after Guided Imagery</b></p>
Respect for Authority	<p>What is an authority figure?</p> <p><b>--Class Discussion</b></p>	<p>Who are the authority figures in the novel and for whom are they figures of authority?</p> <p><b>--Worksheet</b></p>	<p>How do you show respect for an authority figure?</p> <p><b>--Classroom Drama / Skits</b></p>	<p>Why do we respect authority figures? Why is it important?</p> <p><b>--Journal Write</b></p>	<p>What would you do if you couldn't be on the track team because of a failing grade?</p> <p><b>--Problematic Situation</b></p>	<p>How do people lack respect in the novel? What would change if they respected authority?</p> <p><b>--Group discussion</b></p>
Listening	<p>What does it mean to listen?</p> <p><b>--Class Discussion</b></p>	<p>What is the difference between hearing and listening?</p> <p><b>--Class Discussion</b></p>	<p>How can you prove that you are really listening?</p> <p><b>--Write ideas on Butcher paper to hang in classroom</b></p>	<p>Predict what will happen in the future of the novel—will people listen to each other? How so (or not)—what will the outcome of either listening to each other or not be?</p> <p><b>--Group Discussion or</b></p>	<p>Create an image or a story or poem about what it means to listen. (Ex—journal write, poem, short story, drawing, sculpture)</p> <p><b>--Multiple intelligence activity</b></p>	<p>Are there ever times when you don't need to listen to something someone is saying? (Even to just hear him/her out) Why? When?</p> <p><b>--Class Discussion / Group Discussion</b></p>

<p>Personal and Civil / Human Rights</p>	<p>What is a right? <b>--Class Discussion</b></p>	<p>Why are rights an issue in the story? <b>--Class Discussion</b></p>	<p>What rights do you, as a student in our school, want to have? or think you should have?  <b>--Speech or persuasive essay</b></p>	<p><b>Journal Write</b> Why did the general public jump in and express their opinions about the infringement of civil rights?  <b>--Journal write</b></p>	<p>Add on to the end of the story, explaining what Philip thinks about what has happened throughout the course of the novel.  <b>--Journal Write or Short Story write</b></p>	<p>How can we embellish our idea of what our rights are so that they infringe others' rights? How can our idea of what constitutes our civil rights go too far?  <b>--small group and then class discussion</b></p>
<p>Patriotism</p>	<p>Define patriotism. <b>--KWHL Chart</b></p>	<p>Why do we feel or express patriotism? <b>--Journal Write or Small group Discussion</b></p>	<p>What are some ways that people express their patriotism?  <b>--Class Discussion</b></p>	<p>Predict what will happen as people associate Philip's being kicked out of school as an attack on patriotism. <b>--Journal Write</b></p>	<p>Write a patriotic poem, explaining your feelings for our Country and our freedom.  <b>--Poem</b></p>	<p>What would happen if Philip's situation happened now—with the war situation in Iraq?  <b>--Class Discussion</b></p>