

Using Bloom's Taxonomy

Mexico: Defying the Odds

Our Teacher to Teacher program offers the following lesson plan, designed for use with this issue's Mexico article (pp. 6-9). It was written for *JS* by Lisa Arce, who teaches seventh- and eighth-grade students at Selden Middle School in Centereach, New York.

NOTE: Included in this lesson plan PDF are two reproducibles: a KWL (Know–Want to Know–Learned) chart and a 10Q work sheet.

OBJECTIVES

Behavioral:

Students will be able to complete a scaffolded 10Q reading-comprehension activity based on Bloom's Taxonomy* (allowing for modifications and differentiated instruction).

Content:

- Students will learn about the lives of Mexican citizens.
- Students will discover the causes of illegal immigration from Mexico to the U.S. throughout the 20th century.
- Students will research various problems that Mexican citizens face in their everyday lives.

OPENING ACTIVITY

KWL CHART EXERCISE

- Hand out the KWL chart. Give students about five minutes to fill in the first column's boxes with as much detail as they can provide.
- Then conduct a classroom discussion. Which of the students' assumptions are correct? Which are incorrect or uncertain? This discussion will help generate topics or questions for the second column.

MAIN ACTIVITY

10Q SCAFFOLDED EXERCISE

Hand out the 10Q work sheet and direct students' attention to the *JS* article "Mexico: Defying the Odds." From here, there are two options for how to proceed: as a class, or in cooperative pairs.

Whole-class option:

- Preview the 10Q by having students read the questions aloud, taking a few minutes to discuss the nature of scaffolded questions. (They get more challenging as the list goes on.)
- Direct students to read the article aloud, one paragraph per student. (*Hint for keeping students focused on the article: Allow each reader to pick the next person to read.*) From time to time as students read, return to the 10Q. Using the Socratic method (leading students toward the correct answer by asking a series of questions), elicit answers to the 10Q items in order. Continue reading and discussing in this manner until all questions are answered, or assign one or more of the 10Q items for students to complete as homework.



Lisa Arce

PHOTO COURTESY OF LISA ARCE

Cooperative option:

- Divide the class into pairs that will engage in a "Think/Pair Share" activity. Have students read the article aloud as above.
- For the 10Q, give students a few minutes to answer individually (Think), then have duos compare answers and form full, detailed, final answers (Pair Share).

CLOSING ACTIVITY

REVIEW

When the 10Q work sheet is complete, review students' answers with them, then give them about five minutes to fill in the final column of their KWL charts.

*The Bloom's Taxonomy levels used in this 10Q exercise are:

1. knowledge;
2. knowledge;
3. comprehension;
4. application;
5. application;
6. analysis;
7. analysis;
8. synthesis;
9. evaluation;
10. evaluation.

For more on Bloom's Taxonomy, see coun.uvic.ca/learning/exams/blooms-taxonomy.html.