

Bloom 's Taxonomy Unit Plan

for Oscar Wilde's *The Importance of Being Earnest*

Purpose:

The following chart gives enough ideas for activities to thoroughly introduce the students to the themes of the play from every level of Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation). It is a guide for the teacher to use for structuring a unit for *The Importance of Being Earnest* in a way that makes the themes more relevant for the students.



Directions:

1. Examine the unit plan carefully before beginning the play with the class. Some of the activities are described in greater detail elsewhere in the resource notebook such as in the Concept Analysis or the Anticipation Guide, DRTA, and Vocabulary Crossword. Others are left open for the teacher to design according to class needs. Decide which activities will be most relevant for your students.
2. Adjust some activities to better fit your class situation as needed. Many can be easily altered, for example: changing from a journal write to a class discussion or changing from a small group activity to a whole class activity.
3. Organize the activities according to before, during, and after reading and plug these into lesson plans accordingly.
4. Return to the unit plan as needed for more ideas.

*Further Directions:

Three of the activities on the unit plan might be unfamiliar to some teachers:

Admit or Exit Slips—give each student a 3x5" card to write a brief response as a sort of quiz either at the end of the period or the beginning of the next period after a concept is taught

Collaborative Collage Writing—in groups of four, each student writes a paragraph responding to the prompt and then they pass their papers clockwise enough times for every one to respond to what's written and to read all responses (these can then be cut into little strips and pasted onto colored paper to create a collage of ideas)

List-Group-Label—give each student a large post-it note and have them write one word that they associate with the topic you give them, stick these to the board and have students help decide what groups or sub-topics the notes can be arranged in

Assessment:

Throughout the unit, evaluate how well each strategy works for your class by analyzing student reactions. Alter future strategies as you assess student learning.



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| | Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|------------------|---|--|--|--|---|---|
| Decadence | Define opinions about decadence. -anticipation guide | Explain decadence as a general term and as it relates to aspects of Victorian society. -admit or exit slips* | Apply decadence to your own life by thinking of what things you are self-indulgent about. -journal write | Investigate Oscar Wilde as a Decadent to find out about what it meant to be one. -research | Create a collage to show elements of the Decadent period with authors, works, etc that belong to it. -posters | Debate issues of decadence (also as related to the other themes). -collaborative collage writing* |
| Marriage | Define opinions about marriage. -anticipation guide | Infer the various characters' opinions on marriage. -class discussion | Use the inferences made about marriage in the play to predict what will happen next. -DRTA | Categorize aspects of what we associate with marriage as a class on the board. -list-group-label* | Modify a scene from the play or create a shortened version set in modern times. -group project | Decide what it is important to be earnest about regarding marriage. -class discussion -reflection paper |
| Society | Recall what you know about the Victorian period. -DRTA -KWHL | Transform the script into a production by figuring out how to design authentic backgrounds, costumes, etc -research | Practice vocabulary words relating to Victorian society. -crossword | Map out the Victorian's social structure, showing occupations, etc that distinguished class. -group project | Invent your own satiric epigrams by twisting clichéd phrases or coming up with your own. -writing prompt | Decide what it is important to be earnest about regarding society. -class discussion -reflection paper |
| Morality | Identify some of the statements about morality made in the play. -class brainstorm | Describe morality according to what you know about it. -Socratic Method | Illustrate the (moral) character of one person in the play. -biopoem sketch | Compare and contrast the various moral views of the characters in the play. -graphic organizer | Propose a definition of morality with some examples of what in the play is moral or immoral. -written response | Decide what it is important to be earnest about regarding morality. -class discussion -reflection paper |
| Honesty | Define opinions about honesty. -anticipation guide | Change one scene in the play to how it might work out if the characters were completely honest. -writing prompt | Report to the class a short list of when it might be appropriate to be dishonest. -small group discussion project | Analyze Gwendolen's remark that style is more important than sincerity. -journal write | Imagine what you might have done being in the situation of Jack or Algernon. -problematic situation | Decide what it is important to be earnest about regarding honesty. -class discussion -reflection paper |