Benjamin Bloom’s Taxonomy of Learning Objectives as Applied to Folktales of Northern New Mexico

New Mexico Highlands University School of Education

Michael Immerman, 2009/2010
# Benjamin Bloom’s Taxonomy of Learning Objectives as Applied to Folktales of Northern New Mexico

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To the reader - Benjamin Bloom’s Taxonomy of Learning Objectives as Applied to Folktales of Northern New Mexico was a project generated by classes at New Mexico Highlands University, School of Education to determine if Bloom’s Taxonomy could be applied to folktales and myths of Northern New Mexico utilizing “place based instruction” in a similar method the taxonomy has been related to mainstream nursery rhymes.¹

Introduction

The paper will focus upon the Taxonomy of Learning Objectives developed by Benjamin Bloom. Although forthright in their presentation numerous psychologists and teachers have attempted to apply these objectives to practical, albeit fictional, environments. To convey the importance of these objectives to their students the teachers of SKH St Peter’s Primary Schools developed an application to the classic fairy tales, Goldilocks & the Three Bears and Little Red Riding Hood.

For the purposes of this paper a further extension of this application will utilize a prominent legend of Northern New Mexico, La Llorona, developed by Joe Hayes. Similar folktales, with Hispanic, Navajo and Jicarilla emphases, are utilized. The development of Bloom’s taxonomy to several folktales was an assignment for students at New Mexico Highlands University, Elementary Education 442.

The format of this paper will follow a question and answer design.

Who is Benjamin Bloom?

Benjamin S. Bloom was born on February 21, 1913, in Lansford, Pennsylvania. He received his bachelor’s and master’s degrees from Pennsylvania State University in 1935 and a Ph.D. in education from the University of Chicago in March 1942. He became a staff member of the Board of Examinations at the University of Chicago in 1940 and served in that capacity until 1943, when he became university examiner, a position he held until 1959. His received his initial appointment as an instructor in the department of education at the University of Chicago in 1944 and was eventually appointed Charles H. Swift Distinguished Service Professor there in 1970. He also served as educational adviser to the governments of Israel, India, and numerous other nations. Bloom died on September 13, 1999.²

¹ General Education 544 and Elementary Education 442
² http://en.wikipedia.org/wiki/Benjamin_Bloom#Biography
What is Bloom’s Taxonomy?

Bloom's Taxonomy refers to a classification of the different objectives that educators set for students (learning objectives). The taxonomy was first presented in 1956 through the publication "The Taxonomy of Educational Objectives, the Classification of Educational Goals, Handbook I: Cognitive Domain," by Benjamin Bloom (editor), M. D. Englehart, E. J. Furst, W. H. Hill, and David Krathwohl.

It is considered to be a foundational and essential element within the education community as evidenced in the 1981 survey "Significant writings that have influenced the curriculum: 1906-1981", by H. G. Shane and the 1994 yearbook of the National Society for the Study of Education. A great mythology has grown around the taxonomy, possibly due to many people learning about the taxonomy through second hand information. Bloom himself considered the Handbook, "one of the most widely cited yet least read books in American education."

Key to understanding the taxonomy and its revisions, variations, and addenda over the years is an understanding that the original Handbook was intended only to focus on one of the three domains (as indicated in the domain specification in title), but there was expectation that additional material would be generated for the other domains (as indicated in the numbering of the handbook in the title). Bloom also considered the initial effort to be a starting point, as evidenced in a memorandum from 1971 in which he said, "Ideally each major field should have its own taxonomy in its own language - more detailed, closer to the special language and thinking of its experts, reflecting its own appropriate sub-divisions and levels of education, with possible new categories, combinations of categories and omitting categories as appropriate."

Bloom's Taxonomy divides educational objectives into three "domains:" Affective, Psychomotor, and Cognitive. Within the taxonomy learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels (Orlich, et al. 2004). A goal of Bloom's Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.  

What are the Domains within Bloom’s Taxonomy

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. This became a taxonomy including three overlapping domains; the cognitive, affective and psychomotor.

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3 http://en.wikipedia.org/wiki/Bloom%27s_Taxonomy
4 http://www.tecweb.org/eddevel/edtech/blooms.html
Cognitive learning is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing among alternatives in problem-solving and evaluating ideas or actions. This domain on the acquisition and use of knowledge is predominant in the majority of courses.  

Affective learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study.

This domain relates to emotions, attitudes, appreciations, and values, such as enjoying, conserving, respecting, and supporting. Verbs applicable to the affective domain include accepts, attempts, challenges, defends, disputes, joins, judges, praises, questions, shares, supports, and volunteers.  

Psychomotor learning is demonstrated by physical skills; coordination, dexterity, manipulation, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools, or actions which evidence gross motor skills such as the use of the body in dance or athletic performance. Verbs applicable to the psychomotor domain include bend, grasp, handle, operate, reach, relax, shorten, stretch, write, differentiate (by touch), express (facially), perform (skillfully). 

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5 classweb.gmu.edu/..../IDKB/bloomstax.htm  
6 www.acu.edu/..../coursedev/taxonomies.html  
7 http://hs.riverdale.k12.or.us/~dthompso/exhibition/blooms.htm  
8 http://classweb.gmu.edu/ndabbagh/Resources/IDKB/images/blooms_pyramid.jpg
What is Bloom’s Taxonomy (Cognitive Domain) of Learning Objectives?

Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. Knowledge is defined as remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

**Knowledge** is defined as remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

**Comprehension** is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

**Application** refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

**Analysis** refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

**Synthesis** refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.
Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them.

Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria.  

How Was Bloom’s Taxonomy of Learning Objectives Used in a Practical Application to Generate Interest among Students?

When and How Did the Use of Bloom’s Taxonomy of Learning Objectives Become Relevant to Goldilocks and the Three Bears?

In April 2004, teachers of SKH St Peter’s Primary Schools (AM & PM) attempted to make reference to Bloom’s taxonomy when designing a booklet to support the learning and teaching of a very well-known story “Goldilocks and the Three Bears”. They all found Bloom’s taxonomy extremely stimulating. They noticed that most of the reading questions or activities they designed in the past mainly related to the recall of knowledge.

By referring to the taxonomy categories, they could pay more attention to other kinds of cognition including the deeper interpretation of knowledge, the application of knowledge and the analysis of the situations in which knowledge was used. Inspired by the taxonomy, they tried to devise a variety of reading questions and activities so as to teach the reading skills in depth.

Bloom’s taxonomy did stimulate a lot of inspiring ideas for designing interesting but challenging reading questions or activities. Having made a more conscious effort in addressing different taxonomy categories in the design of their reading instruction, teachers of SKH St Peter’s Primary Schools (AM & PM) found Bloom’s taxonomy a rather handy tool for developing and reviewing their instructional techniques in teaching reading skills. They felt that Bloom’s taxonomy could enable them to reflect more on the interrelationship between language input and expected outcomes. They became more aware of the fact that the intellectual demand imposed on learners could be flexibly adjusted according to the language support provided to them. Bearing this mind, they would attempt to design questions or activities requiring higher levels of cognition in learners.

http://www.msmc.la.edu/include/learning_resources/online_course_environment/discussion_boards/taxonomy.pdf
In the process of learning and teaching, teachers began to examine more closely and articulate more explicitly how primary students’ responses might vary when they learned to read. Impressed by learners’ diversified responses, they all reflected that given an open-ended question or activity (e.g. extending the story), different learners might produce answers corresponding to different taxonomy categories (say comprehension, application and analysis) depending on their language ability, personal interest and prior knowledge. Such diversified responses would provide very rich data to inform future planning and teaching (e.g. deciding on the focus of reading instruction and devising appropriate follow-up measures.)

The challenge ahead would be to think of what learning experiences could be incorporated in their instructional design to elicit more in-depth cognition in learners.

Connecting Bloom’s taxonomy to their instructional design, teachers of SKH St Peter’s Primary Schools (AM & PM) were happy to say that Bloom and Goldilocks joined hand in teaching pupils to read with understanding

How Can Bloom’s Taxonomy of Learning Objectives Be Used Within a Nursery Rhyme Context?

The following questions are examples of how Bloom's Taxonomy might be used to evaluate a young child's learning level. Parents and teachers can ask these types of questions in reference to a nursery rhyme.

Bloom's Taxonomy for an Older Child

**Knowledge:** Who or what was the nursery rhyme about? - (Can the child recall or remember the information?)

**Comprehension:** Describe what happened in the nursery rhyme? - (Can the child explain ideas or concepts?)

**Application:** Choose a few lines from the nursery rhyme. What other words could replace these words without changing the meaning of the nursery rhyme? - (Can the child use the information in a new way?)

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10 www.edb.gov.hk/FileManager/EN/.../whenbloommeetsgoldilocks.doc
**Analysis:** Which lines rhyme with each other? - (Can the child distinguish between the different parts?)

**Synthesis:** Can any of the things that happened in the nursery rhyme really happen? Which ones could or could not happen? - (Can they judge the information?)

**Evaluation:** Write a new nursery rhyme using different rhyming words and different characters. - (Can the child create new product or point of view?)

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**Bloom's Taxonomy for an Older Child**

The following questions are examples of how Bloom's Taxonomy might be used to evaluate an older child's learning level.

Parents and teachers can ask these types of questions in reference to a book, play, short story, or even a movie.

**Knowledge:** List the main characters? - (Can the child recall or remember the information?)

**Comprehension:** Describe the basic plot? - (Can the child explain ideas or concepts?)

**Application:** When or how would the moral (lesson learned) apply to a teenager's life? - (Can the child use the information in a new way?)

**Analysis:** Compare the beginning and ending of the story? Does the story go from bad to good or good to bad? - (Can the child distinguish between the different parts?)

**Synthesis:** Briefly rewrite (or retell) the story using a different setting and different characters. - (Can the child do something new and different with the information?)

**Evaluation:** Does the story do an effective job of teaching a lesson? Why or why not? How could you support your opinion? - (Can the child justify a stand or decision? Can they judge the information?)

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How can Bloom’s Taxonomy of Learning Objectives Be Specifically Applied to Goldilocks and the Three Bears

Each level of Bloom’s original taxonomy has been restated for clarity and simplification. Examples of appropriate questions or directives are given to illustrate each level. The story of Goldilocks and the Three Bears was used for general understanding.

A sample set of questions linked to the learning objectives includes the following:

<table>
<thead>
<tr>
<th>Level</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Judge whether Goldilocks was good or bad. Defend your opinion.</td>
</tr>
<tr>
<td>Synthesis</td>
<td>How the story would be different if it were Goldilocks and the 3 Fish?</td>
</tr>
<tr>
<td>Analysis</td>
<td>Compare this story to reality. What events could not really happen?</td>
</tr>
<tr>
<td>Application</td>
<td>Demonstrate what Goldilocks would use if she came to your house.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Explain why Goldilocks liked the baby Bear’s chair the best.</td>
</tr>
<tr>
<td>Knowledge</td>
<td>List the items used by Goldilocks while she was in the Bears’ House. 12</td>
</tr>
</tbody>
</table>

To amplify this application a more complete set of questions is provided:

**Knowledge: - the recall of specific information**

- Who was Goldilocks?
- Where did she live? With whom?
- What did her mother tell her not to do?

**Comprehension: - an understanding of what was read**

- This story was about _________. (Topic)
- The story tells us ________. (Main Idea)
- Why didn’t her mother want her to go to the forest?
- What did Goldilocks look like?
- What kind of girl was she?

**Application:** - *the converting of abstract content to concrete situations*

- How were the bears like real people?
- Why did Goldilocks go into the little house?
- Write a sign that should be placed near the edge of the forest.
- Draw a picture of what the bear's house looked like.
- Draw a map showing Goldilock's house, the path in the forest, the bear's house, etc.
- Show through action how Goldilocks sat in the chairs, ate the porridge, etc.

**Analysis:** - *the comparison and contrast of the content to personal experiences*

- How did each bear react to what Goldilocks did?
- How would you react?
- Compare Goldilocks to any friend.
- Do you know any animals (pets) that act human?
- When did Goldilocks leave her real world for fantasy? How do you know?

**Synthesis:** - *the organization of thoughts, ideas, and information from the content*

- List the events of the story in sequence.
- Point out the importance of time sequence words by asking: What happened after Goldilocks ate the Baby Bear's porridge? What happened before Goldilocks went into the forest? What is the first thing she did when she went into the house?
- Draw a cartoon or stories about bears. Do they all act like humans?
- Do you know any other stories about little girls or boys who escaped from danger?
- Make a puppet out of one of the characters. Using the puppet, act out his/her part in the story.
- Make a diorama of the bear's house and the forest.

**Evaluation:** - *the judgment and evaluation of characters, actions, outcome, etc., for personal reflection and understanding*

- Why were the bears angry with Goldilocks?
- Why was Goldilocks happy to get home?
- What do you think she learned by going into that house?
- Do you think she will listen to her mother’s warnings in the future? Why?
- Do parents have more experience and background than their children?
- Would you have gone in the bear's house? Why or why not?
- Do you think this really happened to Goldilocks? Why?
- Why would a grown-up write this story for children to read?
- Why has the story of Goldilocks been told to children for many, many years? 

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When Writing Learning Objectives
What Type of Verbs Are Appropriate?

This list of verbs (adapted from Jerrold Kemp's "Shopping List of Verbs") is arranged according to Bloom's Taxonomy of Learning.¹⁴ ¹⁵ ¹⁶

Use this list to help you express distinct performance expectations you have of your students. In general, cognitive competency in a field begins with knowledge level learning and advances up the taxonomy to comprehension, application, and then the higher order skills involved in analysis, synthesis, and evaluation or problem solving.

¹⁵ http://www.biology.lsu.edu/heydraj/Bloom's%20Taxonomy.gif
¹⁶ cstep.csumb.edu/Obj_tutorial/bloomwheel.html
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>● arrange</td>
<td>● classify</td>
<td>● apply</td>
</tr>
<tr>
<td>● define</td>
<td>● describe</td>
<td>● choose</td>
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<tr>
<td>● duplicate</td>
<td>● discuss</td>
<td>● demonstrate</td>
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<tr>
<td>● label</td>
<td>● explain</td>
<td>● dramatize</td>
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<tr>
<td>● list</td>
<td>● express</td>
<td>● employ</td>
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<tr>
<td>● match</td>
<td>● identify</td>
<td>● illustrate</td>
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<td>● memorize</td>
<td>● indicate</td>
<td>● interpret</td>
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<td>● name</td>
<td>● locate</td>
<td>● operate</td>
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<td>● order</td>
<td>● recognize</td>
<td>● prepare</td>
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<td>● quote</td>
<td>● report</td>
<td>● practice</td>
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<td>● recognize</td>
<td>● restate</td>
<td>● schedule</td>
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<td>● relate</td>
<td>● review</td>
<td>● sketch</td>
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<td>● recall</td>
<td>● select</td>
<td>● solve</td>
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<td>● repeat</td>
<td>● sort</td>
<td>● use</td>
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<tr>
<td>● reproduce</td>
<td>● tell</td>
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<td></td>
<td>● translate</td>
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<thead>
<tr>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>● analyze</td>
<td>● arrange</td>
<td>● appraise</td>
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<tr>
<td>● appraise</td>
<td>● assemble</td>
<td>● argue</td>
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<td>● calculate</td>
<td>● collect</td>
<td>● assess</td>
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<tr>
<td>● categorize</td>
<td>● compose</td>
<td>● attack</td>
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<tr>
<td>● compare</td>
<td>● construct</td>
<td>● choose</td>
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<td>● contrast</td>
<td>● create</td>
<td>● compare</td>
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<tr>
<td>● criticize</td>
<td>● design</td>
<td>● defend</td>
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<tr>
<td>● diagram</td>
<td>● formulate</td>
<td>● estimate</td>
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<tr>
<td>● differentiate</td>
<td>● manage</td>
<td>● evaluate</td>
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<td>● discriminate</td>
<td>● organize</td>
<td>● judge</td>
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<td>● distinguish</td>
<td>● plan</td>
<td>● predict</td>
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<td>● examine</td>
<td>● prepare</td>
<td>● rate</td>
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<td>● experiment</td>
<td>● propose</td>
<td>● score</td>
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<tr>
<td>● inventory</td>
<td>● set up</td>
<td>● select</td>
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<tr>
<td>● question</td>
<td>● synthesize</td>
<td>● support</td>
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<tr>
<td>● test</td>
<td>● write</td>
<td>● value</td>
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What is Place Based Instruction and Why is it Effective?

Knapp and Woodhouse (2000, p.2) stated, "Place-based education is a relatively new term, appearing only recently in the education literature. However, progressive educators have promoted the concept for more than 100 years. Placed-based education usually includes conventional education methodologies as advocated by John Dewey to help students connect with their particular corners of the world."

Smith (2002, p.586) stated that place-based education is an educational approach which focuses on helping children learning local phenomena and their lived experience.

There are many benefits of place-based education such as connecting learning experiences and daily lives, developing teacher candidates'/parents'/children's knowledge, making a close relationship between instructors and children, helping children become life-long learners and love literature, helping children discover their community's treasures, helping children love and protect the nature, helping children understand how to deal with the real world, and helping children understand textbooks well.

Children are curious about everything. When children bring those curiosities to school, some teachers think that is not important and think the most important thing is helping children past the standardized tests. Smith (2002, p.586) stated, "The disconnection between children's lived experience and school learning has only been exacerbated by our national preoccupation with standardized test scores." This action is reducing children's curiosity. Teachers or parents who use place-based education to teach children will help them know how to use what they learn in their daily lives.

Further, after place-based education is used appropriately, children will love to find answers on their own to solve daily lives problems which they have encountered. Some children may also begin to realize why home, school, and community needs and want to find their own ways to serve their home, school, and community. Jaycox (2001, p.1) stated, "Place-based educators use local particulars to teach universal concepts, engage students in community life, and involve people and resources unique to the home community." 17

How can the Goldilocks Nursery Rhyme be Applied to an Examination of Folktales In Northern New Mexico?

Sample – The Weeping Woman (La Llorona) by Joe Hayes

17 http://en.wikibooks.org/wiki/Place-Based_Education#Helping_Children_Become_Life-long_Learners_and_Love_Literature
**Who is Joe Hayes?**

Joe Hayes is one of America’s premier storytellers, and is considered a nationally recognized storyteller of tales from the Hispanic, Native American and Anglo cultures. His bilingual Spanish-English storytelling has earned him a distinctive place among America’s storytellers.

Joe’s tales are a combination of the traditional lore of the American Southwest and his own imagination. The traditional part is based on things people have told him and on what he has learned from reading the work of folklorists and anthropologists. Joe’s own contribution is based on his instincts as a storyteller and what his experience tells him listeners need in order to feel satisfied with a story.

For many years, Joe has been the resident storyteller at the Wheelwright Museum of the American Indian in Santa Fe. He has told stories at the National Storytelling Festival in Jonesborough, TN, and is featured in the book *Best Loved Stories Told at the National Storytelling Festival.* In 2005, Joe received the Talking Leaves Literary Award from the National Storytelling Network, an award given to members of the storytelling community who have made considerable, serious and influential contributions to the literature of storytelling. 18

Several of his folktales are available in print form or on the Internet. 19

18 [http://www.cincopuntos.com/authors_detail.sstg?id=19](http://www.cincopuntos.com/authors_detail.sstg?id=19)
How can Bloom’s Taxonomy of Learning Objectives Be Applied to Hispanic Folktales (e.g. La Llorona?)
See Folktale Resources, page 29

Each level of Bloom's original taxonomy has been restated for clarity and simplification. Examples of appropriate questions or directives are given to illustrate each level.

Knowledge: - the recall of specific information

- Identify/Recall what La Llorona was wearing when she was buried
- List the characteristics of Maria’s husband
- State why Maria killed her kids
- Name the characters in the folktale
- Outline the main points in the folktale

Comprehension: - an understanding of what was read

- Explain why the Weeping Woman was crying
- Retell the folktale in your own words.
- Discuss how the woman tricked the man into marrying her.
- Explain why you think Maria is called La Llorona.
- Give an example how the husband gave more attention to the children and not Maria
- What do you think could be an alternative ending to Maria’s story

Application: - the converting of abstract content to concrete situations

- Put together a skit about the folktale and perform it
- What do you think would have been the outcome if the roles the roles of Maria and her husband were switched?
- Predict what happened to the husband after Maria and the children died.
- Develop another ending for the folktale
- Predict what would have happened if Maria had been honest in the beginning.
Analysis: – the comparison and contrast of the content to personal experiences

- Compare and contrast Maria’s action to those of her husband
- Differentiate the life of Maria to that of Cinderella.
- Examine what would have happened if Maria and her husband were in the same economic class
- Illustrate a before and after picture of what La Llorona looked like from the folktale
- Debate whether the husband was just as guilty as Maria
- Identify why the husband would want to marry someone from the same social class as him

Synthesis: – the organization of thoughts, ideas, and information from the content

- Revise the folktale to make it pleasant and have a happy ending
- Create a picture of the Weeping Woman
- Hypothesize why beauty was the Weeping Woman’s downfall
- Formulate your own image of the husband
- Modify the folktale of La Llorona to modern times
- Generate your own outcome of the children if they would have lived

Evaluation: - the judgment and evaluation of characters, actions, outcome, etc., for personal reflection and understanding

- Summarize the folktale
- Can you justify the Weeping Woman’s actions
- Evaluate how well you think the author told the story
- Compare different versions of the La Llorona folktale and pick your favorite
- Conclude why the story of La Lorna is told to children today
- Would you recommend this folktale to anyone and why

Questions provided by students enrolled in NMHU SOE Elem. Ed. 442, Fall 2009
Questions revised by Nicole Dahlquist
Can La Llorona be Compared to Other Known Folktales?

**Medea & Lamia, Greece**

Similar to the story of La Llorona is that of the Greek Medea, who likewise murdered her children after being abandoned by Jason, although Medea showed little remorse.

La llorona also bears a resemblance to the ancient Greek tale of the demonic demigoddess Lamia who had an affair with Zeus. Hera, Zeus' wife, learned of the affair. Hera then forced Zeus to give up the relationship and punished Lamia by forcing her to eat her own children. Out of jealousy over the loss of her own children, Lamia preys upon human children and devours them if she catches them.

**Xtabay, Mayan**

The Xtabay is an evil spirit whose prey is young men walking out at night. She is believed to hide in the trunk of the kapok tree, and at night combs her long hair with cactus spines. Often she will be gently whispering or singing a seductive love song to lure men to her. If a man gazes into her eyes, she will cast a spell on love spell on him, luring him closer to her. While in her arms, the Xtabay kills the man in a frenzy of infernal passion. Similar to this myth, in some versions of La Llorona, seeking vengeance, La Llorona lures men to her with her beauty and cries and kills them.

**Cihuacoatl, Aztec**

Local Aztec folklore possibly influenced the legend; the goddess Cihuacoatl or Coatlicue was said to have appeared shortly prior to the invasion of Spain by Hernán Cortés, weeping for her lost children, an omen of the fall of the Aztec empire.

In ancient American Indian mythology one can find accounts of a weeping woman of death in search of her loved ones. The Aztecs themselves related the story of Ciuacoatl, a weeping goddess, in their ancient myths.
She would capture infants from their cradles, and after killing them she would roam the streets of Tenochtitlan at night with a mournful wail, foreshadowing wars and misery.

The Mexican goddess always appeared in white. Her sinister face was painted half red and half black. She wore a feather headdress, golden earplugs and carried a turquoise weaving stick. Tales of Ciuacoatl, as those of other Aztec gods and goddesses, come from preceding versions borrowed from the civilization of the Mayas. It is now believed by learned scholars the stories predate the Maya culture and actually stem from a much earlier race.

La Llorona is also sometimes identified with La Malinche, the Native American woman who served as Cortés' interpreter and who some say betrayed Mexico to the Spanish conquistadors. In one folk story of La Malinche, she becomes Cortés' mistress and bore him a child, only to be abandoned so that he could marry a Spanish lady (though no evidence exists that La Malinche killed her children). Aztec pride drove La Malinche to acts of vengeance. In this context, the tale compares the Spanish invasion of Mexico and the demise of indigenous culture after the conquest with La Llorona's loss.

**La Sayona, Venezuelan**

Common stories of La Sayona speak of a woman who seeks out men who are cheating on their wives. She often appears on highways and takes the lives of men who stop to give her a ride. When the victim looks at her face he sees a skull-like head with rotted teeth. She is said to wear a long white dress similar to a medieval undergarment. La Llorona is believed to be another version of La Sayona.

Additionally, similar legends have occurred in U.S. states including Kansas, Texas, and California.

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23 http://en.wikipedia.org/wiki/La_Llorona
24 http://www.La_Llorona.com/1cultures.html
25 Ray John De Aragon, The Legend of La Llorona, 1980
26 http://www.La_Llorona.com/1cultures.html
27 Ray John De Aragon, The Legend of La Llorona, 1980
How can Bloom’s Taxonomy of Learning Objectives Be Applied to Hispanic Folktales (e.g. the Best Thief?)

Each level of Bloom's original taxonomy has been restated for clarity and simplification. Examples of appropriate questions or directives are given to illustrate each level.

**Knowledge: - the recall of specific information**
- Identify the three trades the brothers were taught
- Describe the duties of a cobbler
- Match each brother to his trade

**Comprehension: - an understanding of what was read**
- Summarize the story in your own words
- Discuss how the third brother tricked his Padrino by stealing his eggs.
- Explain why the Padrinos had to raise each of the three boys

**Application: - the converting of abstract content to concrete situations**
- Develop another ending to the story
- Predict how the third brother could trick the king again
- Demonstrate how the third brother tricked the mule drivers and stole the gold

**Analysis: – the comparison and contrast of the content to personal experiences**
- Compare and contrast the “thief” with his brothers
- Illustrate the part of the kingdom that the thief won
- Outline the main parts of the story

**Synthesis: – the organization of thoughts, ideas, and information from the content**
- Arrange the story in sequential order
- Reconstruct the story so that the king uses the thief against his enemies
- Hypothesize how the thief would use his gold
**Evaluation**: the judgment and evaluation of characters, actions, outcome, etc., for personal reflection and understanding

- Justify if the thief’s trade was moral
- Choose a character from the story and create a back-story for him/her
- Consider what may have happened if the boys were raised by their parents

**How can Bloom’s Taxonomy of Learning Objectives Be Applied to Hispanic Folktales (e.g. Juan Camision?)**

Each level of Bloom's original taxonomy has been restated for clarity and simplification. Examples of appropriate questions or directives are given to illustrate each level.

**Knowledge**: the recall of specific information

- Describe the clothing Juan wore
- List ways Juan would answer his mother’s questions
- State what Juan found on the side of the road

**Comprehension**: an understanding of what was read

- Predict what Juan’s mother did with his money
- Explain what he is called Juan Camision
- Describe why the enemy’s army was afraid of Juan

**Application**: the converting of abstract content to concrete situations

- Predict what Juan is doing today
- Perform the battle scene with “soldiers” provided by the teacher
- Show what Juan’s sombrero looks like in the drawing

**Analysis**: the comparison and contrast of the content to personal experiences

- Identify why Juan was sent into the world by his mother
- Illustrate Juan with and without his armor
- Debate whether or not he should have given his mother the money

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28 Questions provided by students enrolled in NMHU SOE Elem. Ed. 442, Fall 2009
29 Questions revised by Nicole Dahlquist
Synthesis: – the organization of thoughts, ideas, and information from the content

- Create your own sombrero that represents you
- Rewrite your own ending to the story
- Tell what you would have done with the money

Evaluation:- the judgment and evaluation of characters, actions, outcome, etc., for personal reflection and understanding

- Choose your favorite character in the story and indicate the reasons for your selection
- Describe how he uses the cat and dog in the story
- Argue why it is or is not considered wrong to be lazy

How can Bloom’s Taxonomy of Learning Objectives Be Applied to Northern New Mexico/ Navajo Folktales (e.g. Coyote Kills a Giant?)

Each level of Bloom's original taxonomy has been restated for clarity and simplification. Examples of appropriate questions or directives are given to illustrate each level.

Knowledge: - the recall of specific information

- Recall what the coyote was carrying when he walked into the cave.
- Identify the characters in the folktale.
- Outline the main parts of the folktale.

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30 Questions provided by students enrolled in NMHU SOE Elem. Ed. 442, Fall 2009
31 Questions revised by Nicole Dahlquist
Comprehension: - *an understanding of what was read*

- Retell the folktale in your own words.
- Describe the actions coyote took to feed the starving people.
- Discuss how coyote walked straight into the giant’s mouth.

Application: - *the converting of abstract content to concrete situations*

- Develop another ending to the folktale.
- Perform a brief skit of the folktale that addresses the main points.
- Predict what may have happened if coyote had not walked into the giant’s mouth.

Analysis: - *the comparison and contrast of the content to personal experiences*

- Analyze the coyote’s strategy for escaping from the giant’s stomach.
- Differentiate between the coyote’s actions, and the starving people’s lack of actions.
- Examine what could have potentially happened if the coyote’s actions were unsuccessful.

Synthesis: - *the organization of thoughts, ideas, and information from the content*

- Create a picture of what you think the giant looks like.
- Revise the folktale to create an ending in which the giant survives.
- Formulate another way in which the coyote and the starving people could escape from the giant’s mouth.

Evaluation: - *the judgment and evaluation of characters, actions, outcome, etc., for personal reflection and understanding*

- Summarize the folktale in written form.
- Consider what may have happened if the coyote was unsuccessful in his attempt to kill the giant.
- Can the giant’s use of trickery to trap innocent people in his mouth be justified in any way? Why or why not?  

How can Bloom’s Taxonomy of Learning Objectives Be Applied to Northern New Mexico/Navajo Folktales (e.g. At the Rainbow’s Edge?)

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32 Questions revised by Martina Chavez
Each level of Bloom's original taxonomy has been restated for clarity and simplification. Examples of appropriate questions or directives are given to illustrate each level.

**Knowledge:** - *the recall of specific information*

- Recall the names of the twin’s fathers.
- List the characters in the folktale.
- State why the Goddess wanted to hide her twins.

**Comprehension:** - *an understanding of what was read*

- Discuss how the Goddess tricked the giant into thinking she didn’t have kids.
- Defend the Goddess’s decision to lie to her twins about their father’s whereabouts.
- Summarize the folktale in your own words.

**Application:** - *the converting of abstract content to concrete situations*

- Predict what happened to the giant after he was unable to capture the twins.
- Compute a song of protection for the twins to use on their next journey.
- Develop a new character in the folktale that aids the twins in their quest to find their fathers.

**Analysis:** - *the comparison and contrast of the content to personal experiences*

- Debate what may have happened if Spider-woman did not help the twins.
- Identify the main parts of the folktale, and explain why they were important.
- Identify the characteristics of each character in the folk-tale.

**Synthesis:** - *the organization of thoughts, ideas, and information from the content*

- Develop a tool, such as the bow and arrow in the folk-tale that the twins can use to protect themselves during their journey. Explain the tool’s use, and importance.
- Reconstruct the folktale so that the Goddess makes the journey with her twins.
- Hypothesize what may have happened if the twins were unable to find their fathers during the long journey.

**Evaluation:** - *the judgment and evaluation of characters, actions, outcome, etc., for personal reflection and understanding*
Compare the folktale, “At the Rainbow’s Edge” to another story or folktale you’ve heard in the past. How are they similar, yet different?

Interpret what the twins meant when they stated the following, “We are traveling in an Invisible Way to seek our fathers, the Sun-God and the Water-God.”

Can the Goddess’s decision to initially lie to her twins be justified? Why or why not?

How can Bloom’s Taxonomy of Learning Objectives Be Applied to Northern New Mexico/Jicarilla Folktales (e.g. Jicarilla Genesis?)

Each level of Bloom's original taxonomy has been restated for clarity and simplification. Examples of appropriate questions or directives are given to illustrate each level.

**Knowledge** - the recall of specific information

- In the beginning where did all living things live?
- What covered this earth?
- Describe how the people and day animals received light in the underworld.

**Comprehension** - an understanding of what was read

- Summarize the folktale in your own words.
- Classify which animals in the story were day animals and which were night animals.
- Explain the importance of Tornado in the story.

**Application** - the converting of abstract content to concrete situations

- Sketch a scene from the story.
- Prepare a play based upon the author’s intent.
- Demonstrate how the story is similar to other stories of the beginning of time.

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Questions revised by Martina Chavez
Analysis - the comparison and contrast of the content to personal experiences

- Compare this folktale to other genesis myths.
- Criticize the changing of Crow’s feather from gray to black.
- How would you have reacted to Crow eating the dead animals?

Synthesis - the organization of thoughts, ideas, and information from the content

- Prepare a different ending to the story.
- Prepare an outline of the story.
- Create your own original genesis folktale.

Evaluation - the judgment and evaluation of characters, actions, outcome, etc., for personal reflection and understanding

- Evaluate how well the story explains our world.
- Defend your actions against the people if you were Crow.
- Predict what happens to the Jicarillas after making their home in “the middle of the earth”.

Where Can I Find Sample Lesson Plans/Resources?

The Mexican legends of “La Llorona and La Ixtabay” Daniel G. Murphy, Indiana Area School District 35

Myths and Their Transformations, The Mythological Context of Rudolfo Anaya’s The Legend of La Llorona Mark Bartholio, Valley High School 36

La Llorona and Other Boogeymen Around the World, Jefferson County, Colorado 37

The Spanish Conquest of Mexico and the Role of La Llorona, Denver Public Schools 38

Generosity of Spirit Folktales, Learning to Give 39

Folktales from the Americas, Learning to Give 40

United States Folklore, American Folklore 41

34 Questions provided by Sonia Gomez
35 http://www3.villanova.edu/conferences/govinstitutewl/Lesson%20Plans/Murphy.pdf
36 http://www.cfep.uci.edu/uci-sati/faculty/mark_bartholio_full.html
37 http://www.duke.edu/web/pfs/lessons/newlcurriculum/fictionquestions/Baba%20Yaga.pdf
39 http://learningtogive.org/lessons/unit226/
40 http://learningtogive.org/lessons/unit226/lesson17.html
Magic Tales of Mexico, G-world

Ghost Stories with a Latin Flavor, Suite 101

La Llorona – Weeping Woman of the Southwest, Legends of America

Teaching the Epic through Ghost Stories

La Llorona – Latino American Experience – Classroom Resources

Make a Mexican mask for Halloween; “La Llorona”

Folktale Resources

La Llorona – by Joe Hayes

Alternate Version of La Llorona – developed by Janice Oberding

The Best Thief by Joe Hayes

Juan Camison by Joe Hayes

Navajo Folktale – Coyote Kills a Giant

Navajo Folktale – At the Rainbow’s Edge

Jicarilla Apache Folktale – The Jicarilla Genesis

41 http://www.americanfolklore.net/ss.html
42 http://www.g-world.org/magictales/
43 http://www.suite101.com/article.cfm/spanish/50173
44 http://www.legendsofamerica.com/HC-WeepingWoman1.html
45 http://www.readwritethink.org/lessons/lesson_view_printer_friendly.asp?id=225
47 http://www.squidoo.com/mexican-mask-legend
48 http://www.literacynet.org/lp/hperspectives/llorona.html
49 http://www.suite101.com/article.cfm/ghosts_and_haunted_spots/29007
50 http://www.sfaol.com/life/hayes09.html
51 http://www.sfaol.com/life/hayes05.html
Is There An Updated Version of Bloom’s 1956 Taxonomy of Educational Objectives?

Today’s world is a different place; however, than the one Bloom’s Taxonomy reflected in 1956. Educators have learned a great deal more about how students learn and teachers teach and now recognize that teaching and learning encompasses more than just thinking. It also involves the feelings and beliefs of students and teachers as well as the social and cultural environment of the classroom. Several cognitive psychologists have worked to make the basic concept of taxonomy of thinking skills more relevant and accurate. In developing his own taxonomy of educational objectives, Marzano (2000) points out one criticism of Bloom’s Taxonomy. The very structure of the Taxonomy, moving from the simplest level of knowledge to the most difficult level of evaluation, is not supported by research. A hierarchical taxonomy implies that each higher skill is composed of the skills beneath it; comprehension requires knowledge; application requires comprehension and knowledge, and so on. This, according to Marzano, is simply not true of the cognitive processes in Bloom’s Taxonomy.

The originators of the original six thinking processes assumed that complex projects could be labeled as requiring one of the processes more than the others. A task was primarily an “analysis” or an “evaluation” task. This has been proven not to be true which may account for the difficulty that educators have classifying challenging learning activities using the Taxonomy. Anderson (2000) argues that nearly all complex learning activities require the use of several different cognitive skills. Like any theoretical model, Bloom’s Taxonomy has its strengths and weaknesses. Its greatest strength is that it has taken the very important topic of thinking and placed a structure around it that is usable by practitioners. Those teachers who keep a list of question prompts relating to the various levels of Bloom’s Taxonomy undoubtedly do a better job of encouraging higher-order thinking in their students than those who have no such tool.

On the other hand, as anyone who has worked with a group of educators to classify a group of questions and learning activities according to the Taxonomy can attest, there is little consensus about what seemingly self-evident terms like “analysis,” or “evaluation” mean. In addition, so many worthwhile activities, such as authentic problems and projects, cannot be mapped to the Taxonomy, and trying to do that would diminish their potential as learning opportunities.55

A graphic representation of the two taxonomies includes the following:56

56 http://www.spc.edu/Images/CETL/blooms.jpg
The terminology for the new version vs. the old version is crucial to understanding the concepts proposed. As Mary Forehand suggests:

Changes in terminology between the two versions are perhaps the most obvious differences and can also cause the most confusion. Basically, Bloom's six major categories were changed from noun to verb forms. Additionally, the lowest level of the original, knowledge was renamed and became remembering. Finally, comprehension and synthesis were retitled to understanding and creating.

The new terms are defined as:

**Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

**Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

**Applying:** Carrying out or using a procedure through executing, or implementing.

**Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

**Evaluating:** Making judgments based on criteria and standards through checking and critiquing.

**Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. \(^{57}\)

\(^{57}\) http://cit.tamu.edu/jj/DE/BloomsTaxonomy.pdf