Purpose:
The purpose of this strategy is to help students delve deeper into the themes of the play through questions. Using Bloom’s Taxonomy as a question guide, students will engage in a deep discussion about the play and understand the importance of good questions.

Step one
Students should already be familiar with Bloom’s taxonomy of questions. If students haven’t used Bloom’s Taxonomy before, take time to introduce and explain the concept behind the taxonomy. There is a list of Bloom’s Taxonomy verbs included below. Use the progression of questions to springboard a deeper discussion on the relationship theme in Much Ado About Nothing. This assignment will take the entire period and might even extend into a second day. Students might finish the assignment as homework.

Begin by explaining that Shakespeare’s play is about relationships, more specifically marriage relationships. Give each student the discussion questions on the worksheet below. Review with students the elements of a knowledge question in Bloom’s taxonomy. Write down on the board some basic cues for knowledge questions. Explain that knowledge questions begin with words like list, recall, record, and discuss. Read through the questions as a class and then give the students time to answer the questions individually. After students have had sufficient time to answer the questions, discuss the answers they found.

Review the elements of a Comprehension question. Write down on the board some basic cues for comprehension questions. Explain that comprehension questions usually begin with words like Paraphrase, Interpret, Explain, and Discuss. Read the comprehension questions together as a class and then repeat the above procedure.

Step two
Review the elements of an Application question. Write down on the board some basic cues for application questions. Explain that Application questions usually begin with words like Illustrate, Show How, and Find. Read the Application discussion questions together as a class and then divide students into pairs to discuss possible answers. After students have had sufficient time to answer the questions, discuss the answers as a class.
Repeat the same procedure for the Analysis questions. Write down on the board some basic cues for analysis questions. Explain that analysis questions usually begin with words like analyze, examine, and dissect. Then read through the questions as class and have the students discuss answers to the questions in pairs.

Step three

Review the elements of Synthesis questions. Write down on the board some basic cues for synthesis questions. Explain that Synthesis questions begin with words like evaluate, judge, decide, and assess. Read through the synthesis questions as a class and discuss the questions as a class. Generate answers on the board. Lead the discussion to prepare the students for the evaluation question.

Step four

Review elements of Evaluation questions. Write down on the board some basic cues for evaluation questions. Explain to students that Evaluation questions begin with words like evaluate, judge, decide, and assess. Read through the Evaluation question. Have students write at least two paragraphs to respond to the question in their writing journals. Finally, have the students share their responses to conclude the discussion.

Step five

Divide students into groups of four or five and have them create their own discussion questions about the play. Tell the groups to pick one idea or theme from the play and write questions about it. Have the groups write one question for each level in Bloom’s Taxonomy. After they have created discussion questions, pair up the groups and have them lead each other in discussions about the play.
**Much Ado About Nothing Discussion Questions**

Answer the questions below completely and thoughtfully. Think about other questions you might have about the play as you answer these questions.

**Knowledge**

List three different relationships Shakespeare examines in this play.

From examples in the text, record two personality traits about each character listed above.

**Comprehension**

In your own words, explain what obstacle prevented the marriage of Hero and Claudio and why this was so detrimental to Hero's reputation.

Explain how the title, Much Ado about Nothing, relates to Shakespeare’s examination of relationships in the play.

**Application**

Shakespeare often reveals the hypocrisy of humanity. Find two examples of characters that say one thing and do the opposite.
“Love” is defined differently by each couple in the play. Find an example for each couple (Benedick and Beatrice’s or Claudio and Hero) that reveals their perception of love.

**Analyze**

Examine Claudio and Hero’s relationship. Were internal or external forces guilty of their mistrust in each other?

Examine Benedick and Beatrice’s relationship. What character flaws create tension in their relationship?

**Synthesis**

What is Shakespeare’s central purpose in developing and analyzing these two unique relationships? What is he trying to say?

What basic elements are essential to a successful relationship?

**Evaluation**

Which kind of relationship (Benedick and Beatrice’s or Claudio and Hero’s) would you prefer? Why?

Smith, 2008
(Respond in your writing journals)
## Bloom's Taxonomy Verbs

<table>
<thead>
<tr>
<th>Level</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell</td>
</tr>
<tr>
<td>Application</td>
<td>Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate,</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select,</td>
</tr>
</tbody>
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Smith, 2008