### Bloom’s Taxonomy Unit Overview

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<th>Unit: <em>Running Out of Time</em></th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Creative Thinking</th>
<th>Critical Thinking</th>
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</table>
| **TIME**                   | Define how important the concept of time is to you  
*Journal Response*         | Understand and summarize the double meaning of “time”  
*Reading Quiz*             | Illustrate the difference in Jessie when she lives in 1840 and when she is in the real world  
*Poster/oral presentation*  | Separate the two meanings of time and decide what is most important to the novel. Display your conclusions.  
*Poster/oral presentation*  | Create a brochure exploring the significance of “time” in the novel  
*Brochure*                 | Justify Jessie’s mother’s actions in sending her away  
*DRTA Activity*            |
| **TRUST**                  | Tell who you trust  
*Think-Pair-Share*         | Summarize the idea of trust as a abstract term into a poem  
*Creative Writing: Poetry* | Apply Jessie’s situation to your life. Is she overreacting?  
*Writing to Understand*    | Should Jessie trust Mr. Neeley?  
*Journal Response*         | Imagine Jessie’s situation and how you would react to certain people and characters  
*Guided Imagery*           | Judge character and decide who Jessie is allowed to trust.  
*QAR*                     |
| **Setting: Historical Perspectives** | Recall what you know about the 1840s  
*KWHL Activity*           | Describe and categorize terms from the novel  
*List-Group-Label*         | Apply the terms from both historical periods in the novel to Jessie  
*Desktop Teaching*         | Compare and contrast the two time periods that Jessie experiences  
*Venn Diagram*            | Construct a list. What does Jessie need most to survive when she enters the modern world?  
*Problematic Situation*    | Evaluate the two time periods for quality of life. Which lifestyle is preferable? Why?  
*Socratic Seminar*        |
| **Connections: World, Text, Self** | Complete the anticipation guide using what you already know and think  
*Anticipation Guide*      | Find a real example of one of the issues in the book and summarize the ideas.  
*Research activity*       | Use your own experiences as an adolescent to evaluate Jessie’s actions  
*Journal Response*        | Compare *Running Out of Time* to “The Village”  
*Short Essay*             | Compose a piece of writing describing a personal experience that *Running Out of Time* reminds you of.  
*Writer’s Workshop/Free writing* | Evaluate the political/medical controversy around Clifton  
*Fishbowl Discussion*     |                                                                                                                                              |