**Revised Bloom’s Taxonomy – Questions and Activities**

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| **QUESTION STARTERS** | **POTENTIAL ACTIVITIES** |
| *Level I: Remember (Recall)*   * What is the definition for…..? * What happened after…..? * Recall the facts. * What were the characteristics of…? * Which is true or false? * How many…? * Who was the…? * Tell in your own words. * Describe the… | *Level I: Remember (Recall)*   * Make a time line of events * Make a facts chart * Write a list of …steps in…facts about… * List all the people in the story. * Make a chart showing… * Make an acrostic * Recite a poem |
| *Level II: Understand*   * Why are these ideas similar? * In your own words retell the story of… * What so you think could happen? * How are these ideas different? * Explain what happened after. * What are some examples? * Can you provide a definition of…? * Who was the key character? | *Level II: Understand*   * Cut out or draw pictures to show an event. * Illustrate what you think the main idea was. * Make a cartoon strip showing the sequence of… * Write and perform a play based on the… * Compare this\_\_\_\_\_with\_\_\_\_ * Construct a model of \_\_\_\_\_\_\_\_\_\_. * Write a news report. * Prepare a flow chart to show the sequence… |
| *Level III: Apply* (Note: Applying without understanding in not effective.)   * What is another instance of…? * Demonstrate the way to … * Which one is most like…? * What questions would you ask? * Which factors would you change? * Could this have happened in…? Why or why not? * How would you organize these ideas? | *Level III: Apply* (Note: Applying without understanding in not effective.)   * Construct a model to demonstrate using it. * Make a display to illustrate one event. * Make a collection about… * Design a relief map to include relevant information about an event. * Scan a collection of photographs to illustrate a particular aspect of the study. * Create a mural to depict… |
| *Level IV: Analyze*   * What are the component parts of …? * What steps are important in the process of …? * If…then… * What other conclusions can you reach about…that have not been mentioned? * The difference between the fact and the hypothesis is … * The solution would be to … * What is the relationship between …and …? | *Level IV: Analyze*   * Design a questionnaire about … * Conduct an investigation to produce… * Make a flow chart to show… * Construct a graph to show… * Put on a play about… * Review…in terms of identified criteria. * Prepare a report about the area of study. |

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| *Level V: Evaluate*   * In your opinion… * Appraise the chances for… * Grade or rank the … * What do you think should be the outcome? * What solution do you favor and why? * Which systems are best? Worst? * Rate the relative value of these ideas to … * Which is the better bargain? | *Level V: Evaluate*   * Prepare a list of criteria you would use to judge a … Indicate priority ratings you would give. * Conduct a debate about an issue. * Prepare an annotated bibliography... * Form a discussion panel on the topic… * Prepare a case to present your opinions about… * List come common assumptions about… Rationalize your reactions. |
| *Level VI: Create*   * Can you design a …? * Why not compose a song about…? * Why don’t you devise your own way to …? * Can you create new and unusual uses for…? * Can you develop a proposal for …? * How would you deal with…? * Invent a scheme that would … | *Level VI: Create*   * Create a model that shows your new ideas. * Devise an original plan or experiment for… * Finish the incomplete * Make a hypothesis about… * Change … so that it will… * Propose a method to … * Prescribe a way to … * Give the book a new title. |