**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
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| *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…
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| *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…
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| *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.
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| *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.
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