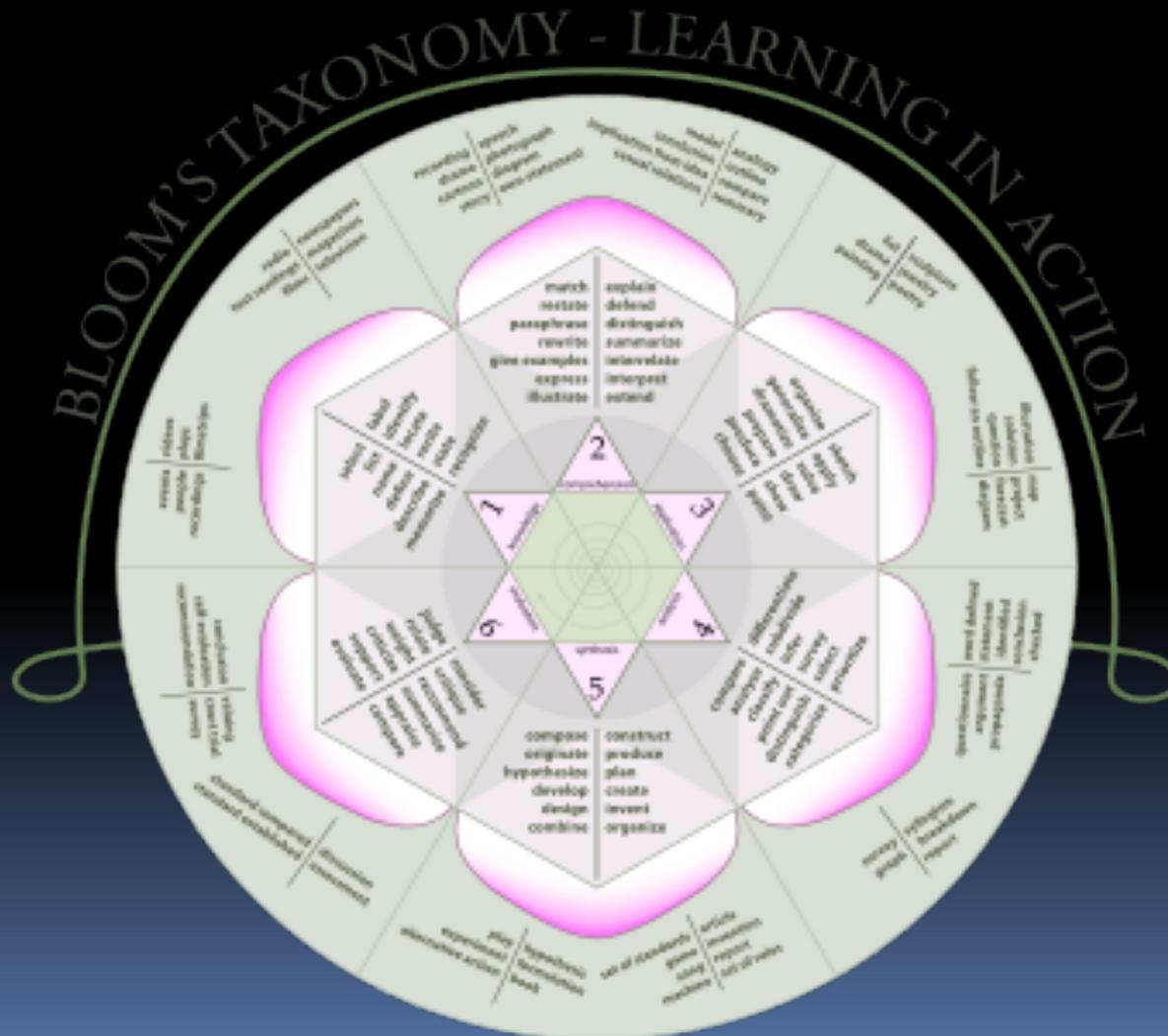


BLOOM'S TAXONOMY



In the 1950's, Benjamin Bloom recognized that there is more than one type of learning, and that different skills are required at different levels of learning.

Bloom identified three domains of educational activities: **cognitive**, **affective**, and **psychomotor**. Domains can be thought of as categories.

The **affective** domain refers to attitude or the perception of values.

The **psychomotor** domain was never completed by Bloom and is related to the development of manual or physical skills.

The **cognitive** domain is the one most used and refers to knowledge or mental skills. We will be concentrating on this domain.

Bloom's taxonomy is a system for classifying objectives, processes, principles, questions, assignments, and facts in a hierarchy from **simple to complex**, and from **concrete to abstract**.

It is a means of moving students along a continuum of cognitive (thinking) abilities from **lower order thinking skills** to **higher order thinking skills**.

The original levels of Bloom's

Taxonomy are:

knowledge

comprehension

application

analysis

synthesis

evaluation

In the 1990's a group lead by Loren Anderson, one of Bloom's students, began revising the chart and published the Revised Bloom's Taxonomy in 2001.

The new, revised levels of
Bloom's Taxonomy are:

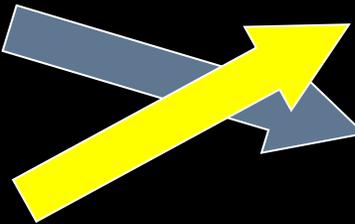
remembering
understanding
applying
analyzing
evaluating
creating

Original Terms

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

New Terms

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering

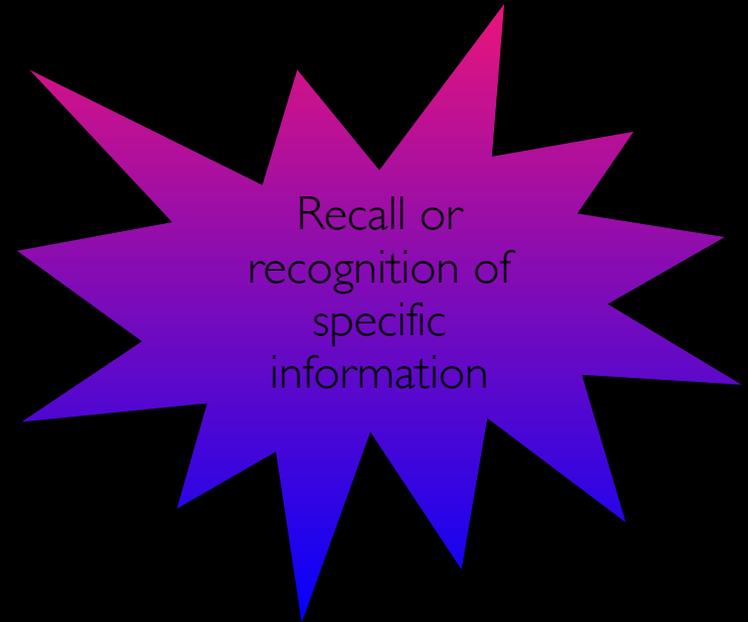


(Based on Pohl, 2000, *Learning to Think, Thinking to Learn*, p. 8)

Remembering verbs

- List
- Memorize
- Relate
- Show
- Locate
- Distinguish
- Give example
- Reproduce
- Quote
- Repeat
- Label
- Recall
- Know
- Group
- Read
- Write
- Outline

- Listen
- Group
- Choose
- Recite
- Review
- Quote
- Record
- Match
- Select
- Underline
- Cite
- Sort



Products :

- Quiz
- Definition
- Fact
- Worksheet
- Test
- Label
- List
- Workbook
- Reproduction
- Vocabulary

Questions for Remembering

- What happened after...?
- How many...?
- What is...?
- Who was it that...?
- Can you name ...?
- Find the definition of...
- Describe what happened after...
- Who spoke to...?
- Which is true or false...?



Remembering: Potential Activities and Products

- Make a story map showing the main events of the story.
- Make a time line of your typical day.
- Make a concept map of the topic.
- Write a list of keywords you know about....
- What characters were in the story?
- Make a chart showing...
- Make an acrostic poem about...
- Recite a poem you have learnt.



Sample Unit : Travel



Remembering

How many ways can you travel from one place to another? List and draw all the ways you know. Describe one of the vehicles from your list, draw a diagram and label the parts. Collect “transport” pictures from magazines- make a poster with info.

Understanding

How do you get from school to home? Explain the method of travel and draw a map. Write a play about a form of modern transport. Explain how you felt the first time you rode a bicycle. Make your desk into a form of transport.

Applying

Explain why some vehicles are large and others small. Write a story about the uses of both. Read a story about “The Little Red Engine” and make up a play about it. Survey 10 other children to see what bikes they ride. Display on a chart or graph.

Analyzing

Make a jigsaw puzzle of children using bikes safely. What problems are there with modern forms of transport and their uses- write a report. Use a Venn Diagram to compare boats to planes, or helicopters to bicycles.

Evaluating

What changes would you recommend to road rules to prevent traffic accidents? Debate whether we should be able to buy fuel at a cheaper rate. Rate transport from slow to fast etc..

Creating

Invent a vehicle. Draw or construct it after careful planning. What sort of transport will there be in twenty years time? Discuss, write about it and report to the class. Write a song