

Remembering

- 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 learned.

Questions for Remembering

Pohl, *Learning to Think, Thinking to Learn*, p. 12

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

Understanding

- Write in your own words...
- Cut out, or draw pictures to illustrate a particular event in the story.
- Report to the class...
- Illustrate what you think the main idea may have been.
- Make a cartoon strip showing the sequence of events in the story.
- Write and perform a play based on the story.
- Write a brief outline to explain this story to someone else
- Explain why the character solved the problem in this particular way
- Write a summary report of the event.
- Prepare a flow chart to illustrate the sequence of events.
- Make a colouring book.
- Paraphrase this chapter in the book.
- Retell in your own words.
- Outline the main points.

Questions for Understanding

Pohl, *Learning to Think, Thinking to Learn*, p. 12

- Can you explain why...?
- Can you write in your own words?
- How would you explain...?
- Can you write a brief outline...?
- What do you think could have happened next...?
- Who do you think...?
- What was the main idea...?
- Can you clarify...?
- Can you illustrate...?
- Does everyone act in the way that does?

Applying

- Construct a model to demonstrate how it looks or works
- Practise a play and perform it for the class
- Make a diorama to illustrate an event
- Write a diary entry
- Make a scrapbook about the area of study.
- Prepare invitations for a character's birthday party
- Make a topographic map
- Take and display a collection of photographs on a particular topic.
- Make up a puzzle or a game about the topic.
- Write an explanation about this topic for others.
- Dress a doll in national costume.
- Make a clay model...
- Paint a mural using the same materials.
- Continue the story...

Questions for Applying

Pohl, *Learning to Think, Thinking to Learn*, p. 13

- Do you know of another instance where...?
- Can you group by characteristics such as...?
- Which factors would you change if...?
- What questions would you ask of...?
- From the information given, can you develop a set of instructions about...?

Analyzing

- Use a Venn Diagram to show how two topics are the same and different
- Design a questionnaire to gather information.
- Survey classmates to find out what they think about a particular topic. Analyse the results.
- Make a flow chart to show the critical stages.
- Classify the actions of the characters in the book
- Create a sociogram from the narrative
- Construct a graph to illustrate selected information.
- Make a family tree showing relationships.
- Devise a role play about the study area.
- Write a biography of a person studied.
- Prepare a report about the area of study.
- Conduct an investigation to produce information to support a view.
- Review a work of art in terms of form, color and texture.
- Draw a graph
- Complete a Decision Making Matrix to help you decide which breakfast cereal to purchase

Questions for Analyzing

Pohl, *Learning to Think, Thinking to Learn*, p. 13

- Which events could not have happened?
- If...happened, what might the ending have been?
- How is...similar to...?
- What do you see as other possible outcomes?
- Why did...changes occur?

- Can you explain what must have happened when...?
- What are some of the problems of...?
- Can you distinguish between...?
- What were some of the motives behind..?
- What was the turning point?
- What was the problem with...?

Evaluating

- Write a letter to the editor
- Prepare and conduct a debate
- Prepare a list of criteria to judge...
- Write a persuasive speech arguing for/against...
- Make a booklet about five rules you see as important. Convince others.
- Form a panel to discuss viewpoints on....
- Write a letter to. ..advising on changes needed.
- Write a half-yearly report.
- Prepare a case to present your view about...
- Complete a PMI on...
- Evaluate the character's actions in the story

Questions for Evaluating

Pohl, *Learning to Think, Thinking to Learn*, p. 14

- Is there a better solution to...?
- Judge the value of... What do you think about...?
- Can you defend your position about...?
- Do you think...is a good or bad thing?
- How would you have handled...?
- What changes to.. would you recommend?
- Do you believe...? How would you feel if. ..?
- How effective are. ...?
- What are the consequences..?
- What influence will....have on our lives?
- What are the pros and cons of....?
- Why isof value?
- What are the alternatives?
- Who will gain & who will loose?

Creating

- Use the SCAMPER strategy to invent a new type of sports shoe
- Invent a machine to do a specific task.
- Design a robot to do your homework.
- Create a new product. Give it a name and plan a marketing campaign.
- Write about your feelings in relation to...
- Write a TV show play, puppet show, role play, song **or** pantomime about..
- Design a new monetary system
- Develop a menu for a new restaurant using a variety of healthy foods
- Design a record, book or magazine cover for...
- Sell an idea
- Devise a way to...
- Make up a new language and use it in an example
- Write a jingle to advertise a new product.

Questions for Creating

Pohl, *Learning to Think, Thinking to Learn*, p. 14

- Can you design a...to...?
- Can you see a possible solution to...?
- If you had access to all resources, how would you deal with...?
- Why don't you devise your own way to...?
- What would happen if ...?
- How many ways can you...?
- Can you create new and unusual uses for...?
- Can you develop a proposal which would...?

Sources

Tarlington, D. (2003). *Bloom's Revised Taxonomy*. Presentation for Pupil Free Day, July 14, 2003. <http://www.kurwongbss.eq.edu.au/thinking/Bloom/bloomspres.ppt>