

Objectives: Using Bloom’s Taxonomy to Plan Your Lessons

The content and language objectives we create for the lessons we teach often reflect the type of thinking we will expect from our students. If we ask students to “label and describe” something, we are focusing on *knowledge*, a lower order skills. If, on the other hand, we ask student to “select the best way to do something” and “defend the answer,” we are aiming for *evaluation*, a higher order skill.

The following chart may prove helpful in determining the verbs and activities you select in constructing your language and content objectives:

Categories	Verbs	Items to Use	Questions to Ask
<u>Remembering</u> Recall facts, terms, basic concepts, and answers	<u>Content</u> Identify, locate, review, memorize, match	Books, magazines, diagrams, films, tapes, models, people	What is...? Who was....? When did....? How would you show...? Can you recall?
	<u>Language</u> Label/name Discuss/write a description/ a definition read		
<u>Understanding</u> Demonstrate, understanding of facts and ideas by organizing, comparing, translating, interpreting, describing, and stating main ideas.	<u>Content</u> Match, recall, reproduce, demonstrate	Books, magazines, diagrams, films, tapes, models, people	Why did...? How would you classify the type of....? What is the main idea of...? Will you state or interpret in your own words...? Which is the best answer? How would you summarize?
	<u>Language</u> Rephrase Discuss/ write an explanation/an example/a translation, a summary		
<u>Applying</u> Solve problems by applying acquired knowledge, facts, techniques and rules.	<u>Content</u> classify, categorize, show, apply, choose	Models, diary, maps, photos, mobile, cartoons, illustrations, diagrams, collections, puzzles, report	What would you use to ...? What examples can you find to...? How would you solve__ using what you’ve learned? How would you organize...? How could you show that you understand ...?
	<u>Language</u> Discuss/write an application,/a prediction/ a comparison		

Categories	Verbs	Items to Use	Questions to Ask
<u>Analyzing</u> Examine and break information into parts by identifying motives or causes, making inferences, and finding evidence to support generalizations.	<u>Content</u> Analyze, categorize, take apart, separate, distinguish between, show relationships between, infer, draw conclusions	Graphs, surveys, questionnaires, diagrams, charts, reports	What are the main parts or features of...? How is...related to...? What inferences can you make? What conclusions can you draw? Why do you think...? What is the theme or main idea of ...? How would you classify...?
	<u>Language</u> Discuss/write a comparison/an inference/a conclusion; Role play		
<u>Evaluating</u> Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria	<u>Content</u> Choose, decide, recommend, select	editorial, survey, recommendations, panel, evaluation, court trial, debate, group discussion	Do you agree with the actions of...? Do you agree with the outcomes? What's wrong, if anything? How can you prove/disprove...? How would you evaluate...? What would you select...? Why did they choose to ...? What would you recommend?
	<u>Language</u> Discuss/write a justification/a defense, support		
<u>Creating</u> State information in different ways by combining elements in a new pattern or proposing alternative solutions	<u>Content</u> Build a model, choose, combine, compile, construct, create, design, test, invent, research	Story, pantomime, news article, puppet show, invention, new game, recipe, poem, song, product	What changes would you make to solve...? How would you improve...? Can you elaborate on that reason? Can you propose an alternative solution? Can you invent...? What could be added to improve this further? How would you test...?
	<u>Language</u> Discuss/write an elaboration/ a composition/ a prediction/ an hypothesis/ a model design		