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## Introduction: Discover Bloom's Revised Taxonomy

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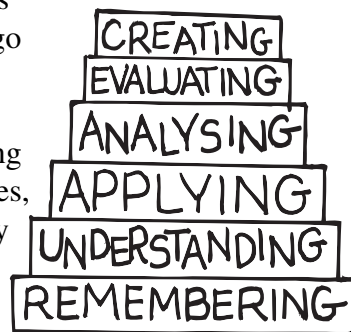
**D**iscover Bloom's Revised Taxonomy—and how its use will ignite students' intellect and imagination in mastering the skills and concepts required to meet educational standards.

In the 1950s, Benjamin Bloom and his colleagues at the University of Chicago created the Taxonomy of Educational Objectives as a tool for identifying, classifying and qualitatively expressing different kinds of thinking. For decades, it has been one of the most universally applied models across all levels of schooling and in all areas of study. Interestingly, Bloom's Taxonomy has been translated into 22 languages and is one of the most often cited references in the history of education.

During the late 1990s, a former student of Benjamin Bloom, Lorin Anderson, working with one of his partners in the original work on cognition, David Krathwohl, headed a team of cognitive psychologists to re-examine and update the taxonomy for the emerging 21st century. As a result of their work, a number of significant improvements were made, which included changes in terminology, changes in structure and changes in emphasis. Let's look at each of these changes in more detail.

### Changes in terminology

The original taxonomy of 1956 had six levels of thinking arranged in a hierarchy and stated as nouns. These were, in order from lowest level to highest level: *knowledge*, *comprehension*, *application*, *analysis*, *synthesis* and *evaluation*. In the revised 2000 Taxonomy by Anderson and Krathwohl, there are still six levels but both the names and the order differ from the original.



The names of each level are now “ing” verbs rather than nouns, because thinking is an active process. Likewise, knowledge was replaced with the word *remembering*, comprehension with the word *understanding* and synthesis with the word *creating*, to better reflect the nature of the thinking defined in each category.

### Changes in structure

Anderson and Krathwohl made two structural changes to the original Bloom's Taxonomy. The order of synthesis (creating) and evaluation (evaluating) has been reversed, because today scholars feel that if the taxonomy is indeed a hierarchy reflecting increasing complexity, then creative thinking is a more complex form of thought than critical or evaluative thinking. In short, one can be critical without being creative, but creative thinking often requires a form of critical thinking through the process of accepting and rejecting ideas as part of the creative process.

Another major structural change to the one-dimensional Bloom's Taxonomy was to add a second dimension in the Anderson/Krathwohl model that identifies and describes the various forms of *knowledge*: *factual*, *conceptual*, *procedural* and *metacognitive*. The next chart illustrates the new two-dimensional model.

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## PART I

### Bloom Sheets

The Bloom Sheets that follow are organised in sections. Each section includes a number of Bloom Sheets that address primarily one of the 10 major content standards considered suitable for years 5–8. These standards can be used as guides for planning programs and assessment measures.

#### **Curriculum Standards for Social Studies**

Excerpts from the Foreword to *Expectations of Excellence:  
Curriculum Standards for Social Studies*  
by Robert J. Stahl

Educators on all levels, including pre-service and in-service teacher educators, attempting to develop curriculum to achieve desired results regarding student knowledge, skills, attitudes and perspectives, will find these standards useful because they suggest priorities, a set of fundamental themes and student performance expectations that are essential to a sound social studies curriculum.

A social studies perspective is academically sound, multidisciplinary and integrative. The leadership of the social studies profession envisions these standards to serve as a framework within which educators and content experts in the separate social sciences, behavioural sciences and humanities should feel comfortable. We perceive these standards to be inclusionary rather than exclusionary of these disciplines. Social studies educators can certainly augment and enhance this framework by drawing key concepts, content and methods of inquiry from all the individual disciplines. To be more empowering, these should be incorporated into the curriculum, instructional activities and assessment in an integrative rather than single-discipline manner.

These standards provide a solid foundation upon which major reform of what goes on in schools can be based. In that way, we can give our young people a solid integrated academic background for living in both today's and tomorrow's worlds. Given that the focus of the social studies includes civic competence, the expectation is that quality implementation of these standards will improve the quality of each student's life both as an individual and as a member of the many social communities within which each lives.

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**SECTION A**  
**Bloom Sheets related to the theme of**  
**Individual Development and Identity**

- 1. My Family Heritage** –p. 8
- 2. You Are What You Do for Fun** –p. 9
- 3. Personal Saving and Spending Issues** –p. 10
- 4. One Size Doesn't Fit All: What Makes You Unique?** –p. 11
- 5. Job Applications** –p. 12
- 6. I Believe** –p. 13
- 7. The Me I Want to Be** –p. 14

**Standard\***

Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can

1. Relate personal changes to social, cultural and historical contexts.
2. Describe personal connections to place—as associated with community, nation and world.
3. Describe the ways family, gender, ethnicity, nationality and institutional affiliations contribute to personal identity.
4. Relate such factors as physical endowment and capabilities, learning, motivation, personality, perception and behaviour to individual development.
5. Identify and describe ways regional, ethnic and national cultures influence individuals' daily lives.
6. Identify and describe the influence of perception, attitudes, values and beliefs on personal identity.
7. Identify and interpret examples of stereotyping, conformity and altruism.
8. Work independently and cooperatively to accomplish goals.

# INDIGENOUS LAND RIGHTS

## REMEMBERING

Identify some central figures in the movement for Land Rights for Indigenous Australians. They can be either positive or negative figures in the process.

## ANALYSING

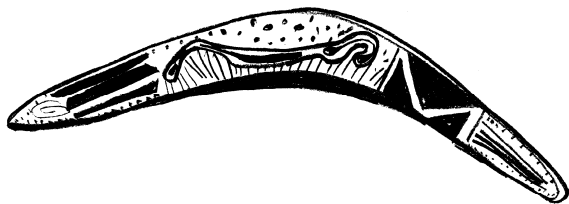
Survey your classmates to determine which of these events, from their perspectives, had the greatest impact on the process of securing Land Rights for Indigenous Australians. Draw conclusions from your survey.

## UNDERSTANDING

Briefly explain how each individual listed at the Remembering Level played a part, one way or the other, in the Land Rights movement.

## EVALUATING

Imagine yourself as a lawyer involved in representing one of the important figures in the movement. They have been accused of a crime related to their activism. How would you state their case to an audience that might be more hostile than we would be today? Prepare a defence for your client.



## APPLYING

Outline the Land Rights figures and events from the Remembering and Understanding Levels by plotting important names and dates on a timeline.

## CREATING

Design a commemorative stamp honouring one or more of the individuals from the Remembering Level.

# GETTING, SAVING AND SPENDING MONEY

## REMEMBERING

Record some specific ways people get money in our economy. Consider multiple sources of income such as wages, salaries, benefits, investments, dividends, profits and Centrelink.



## UNDERSTANDING

In your own words, explain where money goes in a typical family living in today's society.

## APPLYING

Role play one or more of these banking activities: opening a savings account, depositing and withdrawing money from a bank account, applying for a loan or reporting theft of a credit card.

## ANALYSING

Point out the differences between each of these economic concepts: producer and consumer; supply and demand; recession, depression and inflation; monopoly and competition; stocks and bonds; free enterprise system and socialistic system.

## EVALUATING

Critique the advantages and disadvantages of buying goods and services with credit cards rather than cash.

## CREATING

Spending money involves making choices and decisions. Write about a time when you earned, spent, saved, invested or donated money that turned out to be either a disaster or very beneficial.

