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Introduction

About This Book

Teachers should feel free to adapt and omit the activities as necessary. This book is designed to allow teachers the freedom to teach components of the text they feel are important. However, it is structured so that students can be adequately assessed at the end of the text on all of the components within Bloom's Revised Taxonomy. Therefore, omitting the vocabulary section, for example, is possible but may not provide an accurate evaluation of whether a student has understood the subject matter, of that text.

Bloom's Revised Taxonomy: A History and Summary

In 1949, Benjamin Bloom initiated a series of meetings with a group of measurement specialists from across the United States to create a bank of test questions which could be used to measure the same educational objectives. The result of these meetings was published in 1956 under the title: *Taxonomy of Educational Objectives: The Classification of Educational Goals*. The Taxonomy (Handbook 1: The Cognitive Domain) provided very specific definitions for six categories in the Cognitive Domain. These categories classify various levels of learning from simple to complex. The Taxonomy has been used in developing curriculum and lesson plans.

The Taxonomy is hierarchical, meaning that one cannot reach the next level of learning before mastering the one before. Bloom's Taxonomy explains learning as if it were a staircase. You cannot reach the next step unless you have laid a foot on the last. Bloom's work has been revised by Anderson & Krathwohl in 2001. The following is a breakdown of each of the six strands from simple to complex:

Remembering: (formerly Knowledge) This part of the Taxonomy is the foundation of learning. It involves students functioning at the lowest level of learning by completing such tasks as memorising vocabulary, watching a video or reading a book, recognising and recalling information.

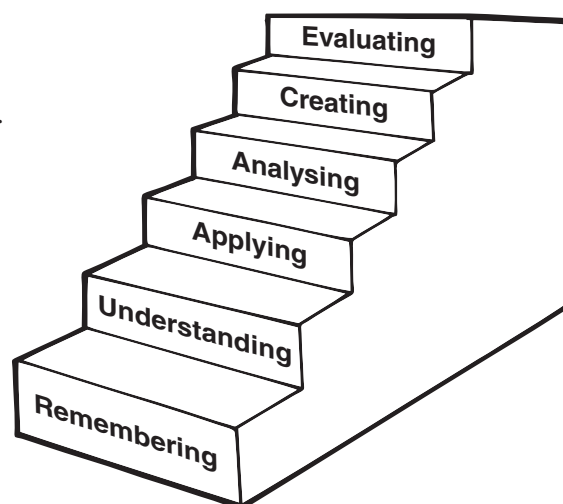
Understanding: (formerly Comprehension) Students learning at this level are taking the next step in understanding the concepts, ideas or facts from the Remembering domain. Students demonstrate mastery of this level by rephrasing ideas in their own words, outlining them or summarising facts. They should also be able to explain the ideas using their own vocabulary.

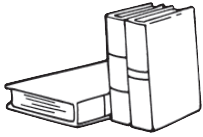
Applying: The students should be able to take the knowledge and use (or apply) it in a practical sense, such as when solving a problem. Students should take a basic understanding of an idea or concept and apply it to solve a simple problem or use it to enhance a solution.

Analysing: If students are able to apply their knowledge and skills, they should also be able to take information and look at it as they would a puzzle—piece by piece. This is often referred to as “taking apart an idea/concept”. Students look at information critically and specifically.

Creating: (Synthesis) If the student can take information and separate it to its basic parts, this section requires that they put them back together—in a unique way. This may involve inventing a new way to solve an old problem. Creating involves putting things together in a new way.

Evaluating: Students can prove their understanding of the subject matter by defending, justifying or supporting arguments or ideas with fact. They should base this on measurable evidence that they are also capable of defending.





Step 1: Listing the Parts of Speech and Defining Vocabulary Words

Bloom's Revised Taxonomy Level: Remembering

List your vocabulary words in the first column. Then, using a dictionary and/or a thesaurus, indicate the part of speech for each word and write the abbreviation in the second column. (Keep in mind how this word is used in the sentence.) Finally, define each word using the dictionary. (Use the context of the sentence to choose an appropriate definition.)

Remember that you must first identify the root word before you can locate it in the dictionary. For example: you will not necessarily find words like *hurrying* or *hurried*. You will need to look for the word without the suffix or prefix. In this case, you would look for *hurry* and consider the past, present or future tense in your definition.

Word	Part of Speech	Definition from Dictionary
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		



Step 3: Major Events Flow Chart

Bloom's Revised Taxonomy Level: Applying

Apply your knowledge of the text by creating a flow chart that lists major events in the order in which they occurred. Include a written summary of each event. You may include an illustration of your summary if you choose.

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Step 6: Newspaper Critic

Bloom's Revised Taxonomy Level: Evaluating

Write a review of your book as if you were the editor of the "Arts & Entertainment" section of a newspaper. Critique the author's ability to develop believable characters, an authentic plot and a realistic setting. Decide whether you would recommend this book to your readers.

ARTS & ENTERTAINMENT

A Review of: _____

Authored By: _____

A Column By: _____

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