

LESSON PLAN

BLOOM'S TAXONOMY (REVISED EDITION)

LEARNING INTENTIONS (THE TEACHER MAY DECIDE NOT TO DISPLAY THE LEARNING INTENTIONS UNTIL AFTER THE MENTAL SET/HOOK HAS BEEN EXPLORED)

- ✓ TO EXPLORE DIFFERENT TYPES OF QUESTIONS.
- ✓ TO EXAMINE THE IMPORTANCE OF BEING ABLE TO IDENTIFY DIFFERENT TYPES AND LEVELS OF QUESTIONS
- ✓ TO EXAMINE HOW THESE DIFFERENT TYPES AND LEVELS OF QUESTIONS HELP US TO UNDERSTAND AND LEARN MATERIAL
- ✓ TO FURTHER EXPLORE THE SIX LEVELS OF BLOOM'S TAXONOMY

MENTAL SET / HOOK

SPACE IS MADE ON THE WALL/BOARD WHERE A LARGE BLANK RANKING LADDER WITH SIX RUNGS IS PLACED. TEACHERS WILL HAVE PRE-PREPARED THE SIX LARGE SIGNS FOR THE RANKING LADDER (SEE SAMPLE LADDER ATTACHED)

TOPIC: FAMILY/HOME— APPLICABLE TO ALL STUDENTS — ELEMENTS OF PRIOR KNOWLEDGE GUARANTEED

1. *LEVEL 1 - REMEMBER*

ALL STUDENTS ARE ASKED TO LIST THE MEMBERS OF THEIR FAMILY THAT THEY LIVE WITH (LEVEL 1 - REMEMBER)

STUDENTS ARE ASKED IF THEY FEEL THIS IS A DIFFICULT QUESTION. EXPLORE WITH STUDENTS IF THERE ARE OTHER TIMES WHEN, AND OTHER WAYS IN WHICH, THEY MUST REMEMBER INFORMATION. (LIST, DEFINE, NAME, STATE WHEN, STATE WHERE, ETC.)

THE WORD 'REMEMBER' IS PLACED ON THE BOARD ON THE BOTTOM RUNG OF THE LADDER.

IT IS CLEARLY STATED TO STUDENTS THAT REMEMBERING/RECALLING INFORMATION IS A NECESSARY SKILL, BUT THAT IT IS LOW ORDER THINKING. INTRODUCE THE CONCEPT OF LOW ORDER THINKING.

2. *LEVEL 2 – UNDERSTAND*

STUDENT ARE ASKED TO PICK ONE MEMBER OF THEIR IMMEDIATE FAMILY AND TO DESCRIBE THEM, IN THEIR OWN WORDS, UNDER THE FOLLOWING HEADINGS (5 MINUTES)

PHYSICAL APPEARANCE
PERSONALITY
TASTES/LIKES / DISLIKES

STUDENTS MAY NOT FEEL COMFORTABLE READING THIS INFORMATION ALOUD. ASK FOR VOLUNTEERS. DOCUMENT ON THE BOARD THE DESCRIPTIVE ELEMENT OF THE RESPONSES.

EXPLAIN HOW THESE RESPONSES ARE SUMMARIES OF THEIR FAMILY MEMBERS TRAITS, THAT THEY ARE RETELLING INFORMATION IN THEIR OWN WORDS, EXPLAINING, SUMMARISING DESCRIBING. THIS IS LEVEL 2 - UNDERSTAND

THE WORD 'UNDERSTAND' IS PLACED ON THE BOARD ON THE SECOND RUNG OF THE LADDER.

3. *LEVEL 3 – APPLY*

ASK STUDENTS TO IMAGINE WHAT LIFE WOULD BE LIKE IF THEY HAD TWO MORE SIBLINGS. ANOTHER BROTHER AND ANOTHER SISTER. IN PAIRS ASK STUDENTS TO SPEND FIVE

MINUTES WRITING DOWN HOW LIFE WOULD BE DIFFERENT. ASK THE FOLLOWING QUESTIONS:

WHAT WOULD LIFE BE LIKE AT HOME?

THINK OF THEIR DAILY ROUTINE, HOW WOULD THAT CHANGE?

DISCUSS WITH STUDENTS HOW, IN ANSWERING THESE QUESTIONS, THEY ARE APPLYING KNOWLEDGE THAT THEY ALREADY HAVE ABOUT FAMILY LIFE TO A DIFFERENT SCENARIO. THIS IS MOVING TOWARDS HIGHER ORDER THINKING AND THAT THEY ALL HAVE THIS ABILITY.

EXPLAIN HOW STUDENTS APPLY INFORMATION AND PRIOR KNOWLEDGE ON A DAILY BASIS — SOLVING PROBLEMS, CALCULATING, EXAMINING, MODIFYING, CLASSIFYING, USING...

THE WORD 'APPLY' IS PLACED ON THE BOARD ON THE THIRD RUNG OF THE LADDER.

4. LEVEL 4 – ANALYSE

HERE STUDENTS ARE ASKED TO PICK TWO MEMBERS OF THEIR IMMEDIATE FAMILY AND TO COMPARE THEM UNDER THE FOLLOWING HEADINGS

PHYSICAL APPEARANCE

AGE

PERSONALITY

ROLE IN THE FAMILY

STUDENTS COULD ALSO BE ASKED TO IDENTIFY HOW THEIR ROLE AS A SON/DAUGHTER IS DIFFERENT TO THE ROLE OF A PARENT. ASK THEM TO EXPLORE THIS IDEA, THUS FORCING THEM TO COMPARE, DISTINGUISH, ORDER, INFER, CATEGORISE ETC.

DISCUSS WITH STUDENTS HOW 'ANALYSE' IS A HIGHER FORM OF THINKING THAN THOSE THAT HAVE GONE PREVIOUS.

THE WORD 'ANALYSE' IS PLACED ON THE BOARD ON THE FOURTH RUNG OF THE LADDER.

N.B. – IT IS IMPORTANT AT THIS STAGE TO RECAP ON THE PREVIOUS LEVELS THAT HAVE BEEN DISCUSSED SO FAR.

REMEMBER – LIST, DEFINE, NAME, STATE WHEN, STATE WHERE

UNDERSTAND – RETELL, RESTATE, DESCRIBE, EXPLAIN, SUMMARISE

APPLY – SOLVE, CALCULATE, EXAMINE, MODIFY, CLASSIFY, USE

ANALYSE – COMPARE, DISTINGUISH, ORDER, INFER, CATEGORISE

5. LEVEL 5 - EVALUATE

HERE WE INTRODUCE THE ROLE OF A PARENT/GUARDIAN AND LIST IMAGINARY RULES THAT ARE GOING TO BE INTRODUCED AT HOME: DISPLAY THE FOLLOWING THREE RULES ON THE BOARD:

1. YOU ARE NO LONGER ALLOWED TO HAVE A MOBILE PHONE
2. YOU MUST BE HOME BY 7.30 P.M. EACH NIGHT
3. YOU MUST DO CHORES IN THE HOUSE TO EARN POCKET MONEY

ASK STUDENTS, IN PAIRS, TO EVALUATE THESE RULES AS A STUDENT AND AS A PARENT. THEY MUST ARGUE BOTH SIDES GIVING REASONS WHY THE RULE IS VALID AS A PARENT AND GIVE REASONS WHY THESE RULES ARE INVALID/VALID FROM A STUDENT'S PERSPECTIVE. THE STUDENTS MUST JUSTIFY IF THESE RULES ARE JUSTIFIABLE OVERALL.

EXTRACT THE INFORMATION IN PAIRS, ALLOWING SAFETY TO BE ESTABLISHED IN THE CLASSROOM.

EXPLAIN TO STUDENTS THAT THIS IS HIGHER ORDER THINKING. EXPLORE HOW STUDENTS HAVE TO EVALUATE IN EVERYDAY LIFE; JUSTIFY, ASSESS, JUDGE, DEFEND, QUESTION, ARGUE, CRITIQUE ETC.

THE WORD 'EVALUATE' IS PLACED ON THE BOARD ON THE FIFTH RUNG OF THE LADDER.

6. LEVEL 6 – CREATE

STUDENTS ARE ASKED TO IMAGINE INTO THE FUTURE WHEN THEY NO LONGER LIVE WITH THEIR IMMEDIATE FAMILY. ASK THEM TO IMAGINE WHAT THEIR FUTURE FAMILY MIGHT BE LIKE OR HOW THEIR LIFE MIGHT CHANGE AS THEY MOVE OUT OF THE FAMILY HOME.

THIS EXERCISE GIVES STUDENTS AN OPPORTUNITY TO IMAGINE, CREATE AN IMAGE OF THEIR FUTURE, TO BUILD, COMPOSE, MAKE, CONSTRUCT, DESIGN ETC.

DISCUSS WITH STUDENTS SOME EXAMPLES OF QUESTIONS WHERE THEY ARE ASKED TO DO THE ABOVE. EXPLORE SUBJECTS/TOPICS WHERE THIS IS REQUIRED. EXPLAIN TO STUDENTS THAT THIS IS THE HIGHEST ORDER OF THINKING, WHERE THEY CREATE SOMETHING NEW BASED ON KNOWLEDGE, INVESTIGATION AND UNDERSTANDING IN THE LOWER LEVELS.

THE WORD 'CREATE' IS PLACED ON THE BOARD ON THE TOP RUNG OF THE LADDER.

N.B. – IT IS IMPORTANT AT THIS STAGE TO RECAP ON ALL SIX LEVELS

INPUT / INFORMATION

INTRODUCE THE TITLE OF 'BLOOM'S TAXONOMY' TO STUDENTS

REFER TO THE LADDER CREATED ON THE BOARD – SEE AND EXPLORE BLOOM'S TAXONOMY DIAGRAM (ATTACHED)

IT IS IMPORTANT TO EXPLAIN TO STUDENTS THAT THINKING CAN OFTENTIMES FIT IN TO MORE THAN ONE CATEGORY. FOR CATEGORISATION OF LEVELS 4, 5, AND 6, THE LITERATURE REPORTS THAT DISAGREEMENT IS MORE OFTEN THE RULE THAN AGREEMENT. ONE REASON IS BECAUSE OF THE AMOUNT OF BACKGROUND INFORMATION THE STUDENT BRINGS TO THE LEARNING.

USE 'THE TRUE STORY OF THE THREE LITTLE PIGS' (PDF AVAILABLE ONLINE) AND THE QUESTIONS ON PAGE 80 OF *BEYOND MONET. THE ARTFUL SCIENCE OF INSTRUCTIONAL INTEGRATION* BY BARRIE BENNETT AND CAROL ROLHEISER AS A FURTHER EXAMPLE OF DIFFERENTIATED QUESTIONING.

MODELLING / DEMONSTRATION AND CHECKING FOR UNDERSTANDING

UTILISE THE 'ACTION VERBS AS DEFINED IN THE SPECIFICATION' HANDOUT FROM THE JCT WEBSITE. SEE ATTACHED.

IN PAIRS GET THE STUDENTS TO IDENTIFY WHAT LEVEL THEY THINK THE VERB AND ITS DESCRIPTION APPLIES TO.

IT IS IMPORTANT THAT THE TEACHER EXPLAINS THE SOME VERBS AND QUESTIONS MAY APPLY TO MORE THAN ONE OF THE SIX LEVELS.

EXTRACT THE INFORMATION FROM THE STUDENTS TO DISCUSS TO ENSURE CLARITY AMONGST THE STUDENT BODY.

PRACTICE

GOING FORWARD, IT IS IMPORTANT TO IDENTIFY HIGHER AND LOWER ORDER THINKING WITH STUDENTS WHEN THEY ARE ANSWERING QUESTIONS.

STUDIES HAVE SHOWN THAT IF A STUDENT RECOGNISES A QUESTION AS ANALYSE, AND UNDERSTANDS WHAT ANALYSE MEANS, THEY WILL RESPOND MORE PRECISELY TO THAT QUESTION.

SEE EXAMPLES OF QUESTIONS ON PAGE 79 AND 80 OF *BEYOND MONET: THE ARTFUL SCIENCE OF INSTRUCTIONAL INTEGRATION* BY BARRIE BENNETT AND CAROL ROLHEISER.

N.B. IN ORDER TO FULLY EMBED THE UNDERSTANDING OF HIGHER AND LOWER ORDER THINKING BLOOM'S REVISED TAXONOMY MUST BE EXPLORED ACROSS ALL SUBJECT AREAS AND MUST BE A FRAMEWORK THAT IS CONTINUOUSLY REFERRED TO WHEN QUESTIONING IN CLASS

KEY PHRASES TO BE HIGHLIGHTED:

BLOOM'S TAXONOMY
REMEMBER
UNDERSTAND
APPLY
ANALYSE
EVALUATE
CREATE
HIGHER AND LOWER ORDER THINKING