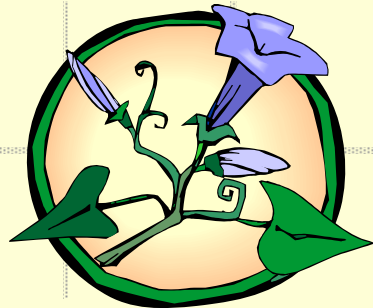


Bloom's Critical Thinking Questioning Strategies

A Guide to Higher Level Thinking

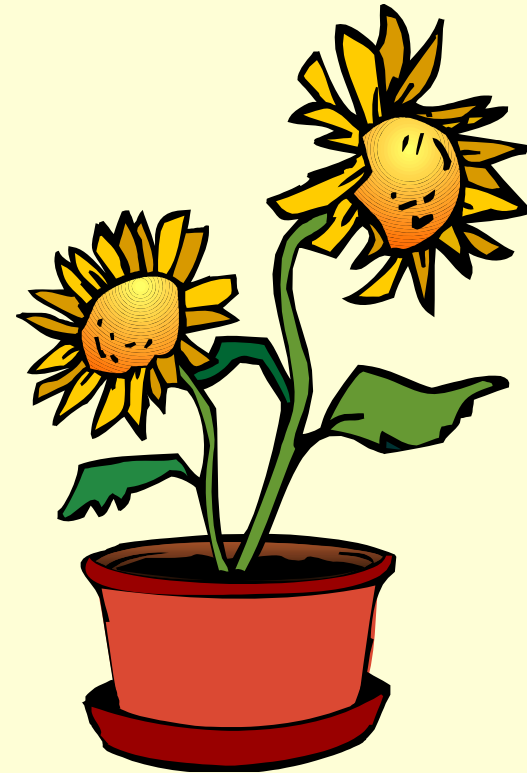
Ruth Sunda



Kyrene de las Brisas

Bloom's Six Levels

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation



Knowledge

Level 1 – Recall

Remembering previously learned material, recalling facts, terms, basic concepts from stated text

● Name

● List

● Recognize

● Choose

● Label

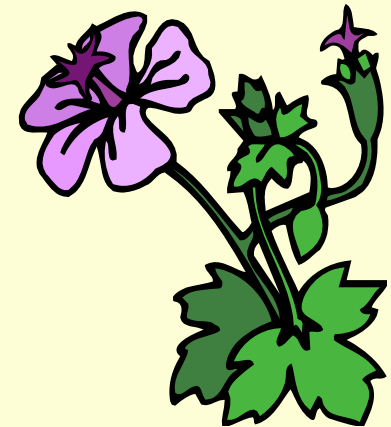
● **Relate**

● **Tell**

● **Recall**

● **Match**

● **Define**



Comprehension

Level 2 – Understand

Demonstrating understanding of the stated meaning of facts and ideas

● Compare

● Describe

● Outline

● Organize

● Classify

● Explain

● Rephrase

● Show

● Relate

● Identify

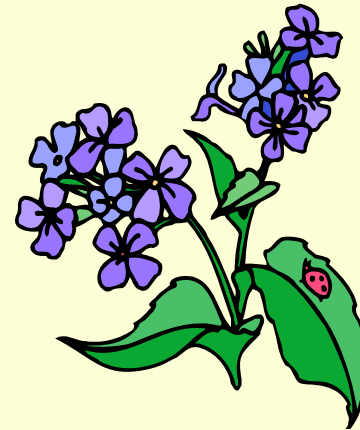


Inference

Level 2 1/2 – Infer

Demonstrating understanding of the unstated meaning of facts and ideas

- Speculate
- Interpret
- Infer
- Generalize
- Conclude



Application

Level 3 – Put to Use

Solving problems by applying acquired knowledge, facts, and techniques in a different situation

● Apply

● Construct

● Model

● Use

● Practice

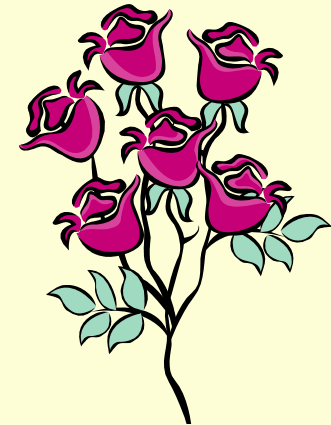
● Dramatize

● Restructure

● Simulate

● Translate

● Experiment



Analysis

Level 4 – Break down

Examining and breaking down information into parts

● Analyze

● Diagram

● Classify

● Contrast

● Sequence

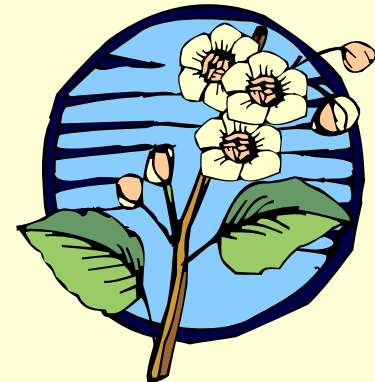
● Simplify

● Summarize

● Relate to

● Categorize

● Differentiate



Synthesis

Level 5 – Put together

Compiling information in a different way by combining elements in a new pattern

● Compose

● Design

● Develop

● Propose

● Adapt

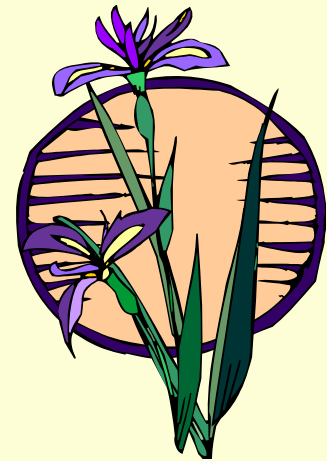
● Elaborate

● Formulate

● Originate

● Solve

● Invent



Evaluation

Level 6 – Judge

Presenting and defending opinions by making judgments about information based on criteria

● Judge

● Rank

● Rate

● Evaluate

● Recommend

● Defend

● Justify

● Prioritize

● Support


● Prove





Applying Bloom's

Using the story *Goldilocks and the Three Bears*

- Knowledge – List the items used by Goldilocks while she was in the Bears' house.
 - Comprehension – Explain why Goldilocks liked Baby Bear's chair the best.
 - Application – Demonstrate what Goldilocks would use if she came to your house.
 - Analysis – Compare this story to reality. What events could not really happen.
 - Synthesis – Propose how the story would be different if it were Goldilocks and the Three Fish.
 - Evaluation – Judge whether Goldilocks was good or bad. Defend your opinion.
- 

Your Turn to Guess . . .

Using the story, *Little Red Riding Hood*:

1. Illustrate the main idea of the story on a poster.
2. Rank the characters from best to worst and explain how you ranked them.
3. Create a new story by placing Red in a modern-day city.



Did you answer . . .

1. Application
2. Evaluation
3. Synthesis



Your Turn to Guess . . .

Using the story, *Little Red Riding Hood*:

4. Describe what Red did when she first saw the Wolf.
5. Tell what happened to the grandmother in the story.
6. Write out the main events in the story. Cut them apart and sequence them in proper order.



Did you answer . . .

4. Comprehension

5. Knowledge

6. Analysis



Your Turn to Guess . . .

Using the story, *The Three Little Pigs*:

1. Invent a new ending for the story where the Wolf comes out ahead.
2. Using models, demonstrate which house stood up the best.
3. Describe the materials used to build each home.



Did you answer . . .

1. Synthesis
2. Application
3. Comprehension



Your Turn to Guess . . .

4. Read the story and list the type of home built by each pig.
5. What is the relationship between the materials used to build each house and what happened to it when the wolf blew on it?
6. Judge the homes from worst to best, according to strength, cost, and building time.



Did you answer . . .

4. Knowledge

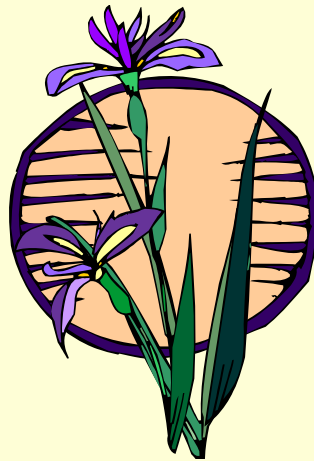
5. Analysis

6. Evaluation



Well done!

The following slides give you opening phrases for the higher order thinking skills. Choose a story or book you are currently reading and try your hand at “sprouting” some high level questions....



Application Openers

Put yourself in the place of one of the characters and tell what you would have done..... ?

What would result if..... ?

Compare and contrast..... ?

What questions would you to find out ... ?

How would the character solve the similar situation of..... ?

Put the main character in another story setting, how would he act?

If you had to plan a vacation for the main character, where would they go?



Analysis Openers

What motive does _____ have.....?

What conclusions can you draw about.....?

What is the relationship between.....?

How is _____ related to

What ideas support the fact that.....?

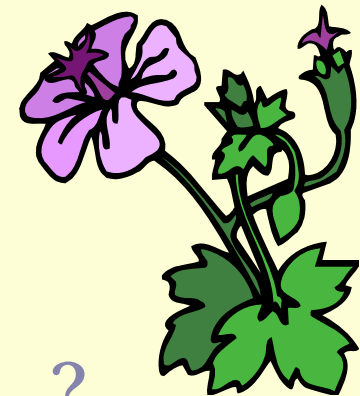
What evidence can you find.....?

What inferences can you make about.....?

What generalizations can be made about

What assumptions do you make about

What is the theme of.....?



Synthesis Openers

What would happen if.....?

What advice would you give.....?

What changes would you make to.....?

Can you give an explanation for.....?

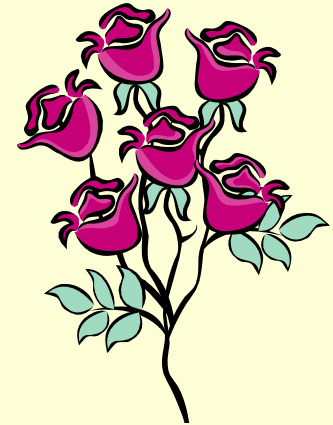
How could you change the plot.....?

Suppose you could _____, what would you do.....?

How would you rewrite the section from

_____’s point of view.....?

How would you rewrite the ending of the story?



Evaluation Openers

Compare two characters in the selection....which was a better person...why?

Which character would you most like to spend the day with?

Do you agree with the actions of.....?

How could you determine.....?

Why was it better that.....?

What choice would you have made about.....?

How would you explain.....?

What data was used to make the conclusion.....?

Would it be better if.....?

