Bloom’s Levels of Questioning

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| **1. Knowledge** – Remembering, recalling, information |  | **2.** **Comprehension** –Understanding |  | **3. Application** – using learning  in new situations |
| * What happened after...? * How many...? * What is...? * Who was it that...? * Can you name ...? * Find the definition of… * Describe what happened after… * Who spoke to...? * Which is true or false...? |  | * Can you explain why…? * Can you write in your own words? * How would you explain…? * Can you write a brief outline...? * What do you think could have happened next...? * Who do you think...? * What was the main idea...? * Can you clarify…? * Can you illustrate…? * Does everyone act in the way that …….. does? |  | * Do you know of another instance where…? * Can you group by characteristics such as…? * Which factors would you change if…? * What questions would you ask of…? * From the information given, can you develop a set of instructions about…? |
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| **4. Analysis** – ability to see  parts and relationships |  | **5. Evaluation** – judgment  base on criteria |  | **6. Creative** – original ideas, production of an artistic work. |
| * Which events could not have happened? * If. ..happened, what might the ending have been? * How is...similar to...? * What do you see as other possible outcomes? * Why did...changes occur? * Can you explain what must have happened when...? * What are some or the problems of...? * Can you distinguish between...? * What were some of the motives behind..? * What was the turning point? * What was the problem with...? |  | * Is there a better solution to...? * Judge the value of... What do you think about...? * Can you defend your position about...? * Do you think...is a good or bad thing? * How would you have handled...? * What changes to.. would you recommend? * Do you believe...? How would you feel if. ..? * How effective are. ..? * What are the consequences..? * What influence will....have on our lives? * What are the pros and cons of....? * Why is ....of value? * What are the alternatives? * Who will gain & who will loose? |  | * Can you design a...to...? * Can you see a possible solution to...? * If you had access to all resources, how would you deal with...? * Why don't you devise your own way to...? * What would happen if ...? * How many ways can you...? * Can you create new and unusual uses for...? * Can you develop a proposal which would...? |

***Sample Unit : Space***

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| Remembering | Cut out “space” pictures from a magazine. Make a display or a collage. List space words  (Alphabet Key). List the names of the planets in our universe. List all the things an  astronaut would need for a space journey. |
| Understanding | Make your desk into a spaceship, Make an astronaut for a puppet play.  Use it to tell what an astronaut does. Make a model of the planets in our solar system. |
| Applying | Keep a diary of your space adventure (5 days). What sort of instruments would you  need to make space music? Make a list of questions you would like to ask an astronaut. |
| Analyzing | Make an application form for a person applying for the job of an astronaut. Compare  Galileo’s telescope to a modern telescope. Distinguish between the Russian and  American space programs. |
| Evaluating | Compare the benefits of living on Earth and the moon. You can take three people with  you to the moon. Choose and give reasons. Choose a planet you would like to live  on- explain why. |
| Creating | Write a newspaper report for the following headline: “Spaceship out of control”. Use the  SCAMPER strategy to design a new space suit. Create a game called “Space Snap”.  Prepare a menu for your spaceship crew. Design an advertising program for trips to  the moon. |

***Sample Unit : Travel***

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| Remembering | How many ways can you travel from one place to another? List and draw all the  ways you know. Describe one of the vehicles from your list, draw a diagram and  label the parts. Collect “transport” pictures from magazines- make a poster with info. |
| Understanding | How do you get from school to home? Explain the method of travel and draw a map.  Write a play about a form of modern transport. Explain how you felt the first time  you rode a bicycle. Make your desk into a form of transport. |
| Applying | Explain why some vehicles are large and others small. Write a story about the uses  of both. Read a story about “The Little Red Engine” and make up a play about it.  Survey 10 other children to see what bikes they ride. Display on a chart or graph. |
| Analyzing | Make a jigsaw puzzle of children using bikes safely. What problems are there with  modern forms of transport and their uses- write a report. Use a Venn Diagram to  compare boats to planes, or helicopters to bicycles. |
| Evaluating | What changes would you recommend to road rules to prevent traffic accidents?  Debate whether we should be able to buy fuel at a cheaper rate. Rate transport from  slow to fast etc.. |
| Creating | Invent a vehicle. Draw or construct it after careful planning. What sort of transport  will there be in twenty years time? Discuss, write about it and report to the class.  Write a song about traveling in different forms of transport. |