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...?
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***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 anastronaut 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 youneed 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. CompareGalileo’s telescope to a modern telescope. Distinguish between the Russian andAmerican space programs. |
| Evaluating | Compare the benefits of living on Earth and the moon. You can take three people withyou to the moon. Choose and give reasons. Choose a planet you would like to liveon- explain why. |
| Creating | Write a newspaper report for the following headline: “Spaceship out of control”. Use theSCAMPER 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 tothe moon. |

***Sample Unit : Travel***

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| Remembering | How many ways can you travel from one place to another? List and draw all theways you know. Describe one of the vehicles from your list, draw a diagram andlabel 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 timeyou 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 usesof 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 withmodern forms of transport and their uses- write a report. Use a Venn Diagram tocompare 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 fromslow to fast etc.. |
| Creating | Invent a vehicle. Draw or construct it after careful planning. What sort of transportwill 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. |