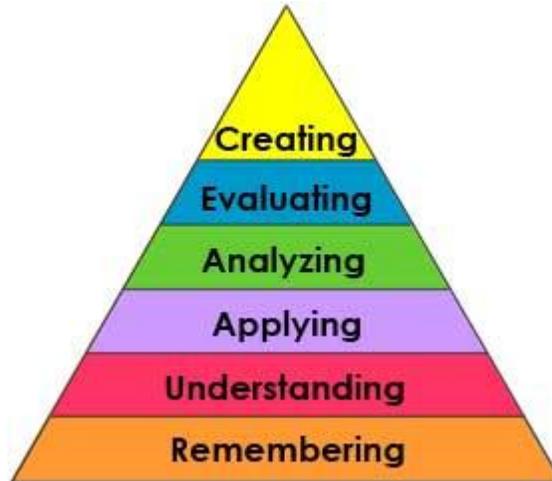


BLOOM'S TAXONOMY

The Bloom Taxonomy is a cumulative hierarchical framework consisting of six categories each requiring achievement of the prior skill or ability before the next, more complex, one, remains easy to understand. The framework clarifies the fit of each lesson plan's purpose, "essential question," goal or objective.



Remembering The first level is retrieving, recognizing, and recalling information. Remembering represents the lowest level in Bloom's taxonomy. It is "low" only in the sense that it comes first - it provides the basis for all "higher" cognitive activity.

Remembering (**Remembering previously learned material**)

Example: Recite a poem.

Example: Explain that pantomime is a form of communication without words. Let the students say "hello" verbally and then let them say "hello" non-verbally.

Understanding The second level is giving meaning to information.

Understanding (**Grasping the meaning of material**)

Example: Explain what a poem means.

Example: Chose another word and have the students to explore different ways that word could be communicated verbally and non-verbally.

The third level is **applying**, which refers to using knowledge or principles in new or real-life situations. The learner at this level solves practical problems by applying information comprehended at the previous level.

Application (**Using information in concrete situations**)

Example: Identify examples of metaphors in a poem.

Example: Have the students create a series of actions using one word. Tell students to create a Who, a What, a Where, and Why in a possible story.

The fourth level is **Analyzing** - breaking down complex information into simpler parts, determining how the parts relate to one another, and to an overall structure or purpose through differentiating, organizing or implementing.

Analyzing (**Breaking down material into parts**)

Example: Given a poem, identify the specific poetic strategies employed in it.

Example: After looking at various actions in a story. Have the student analyze the actions and how verbal communication can be added.

Evaluating The fifth level is making judgments based on criteria and standards. Making judgments based on previous levels of learning, and to compare a product of some kind against a designated standard.

Evaluation (**Judging the value of a product for a given purpose, using specific criteria**)

Example: Analyze you own or a peer's essay in terms of the principles of composition discussed during the semester.

Example: In evaluating their made up stories, have students discuss which version of the story they preferred, verbal or non-verbal.

Creating The sixth level is putting elements together to form a coherent or functional whole; recognizing elements into a new pattern or structure through planning or producing

Creating (**Putting parts together into a whole**)

Example: Write an essay or a poem.

Example: Improvise the Who, What, Where and Why from other words you explore throughout the class.