Bloom’s Critical Thinking

Questioning Strategies

A Guide to Higher Level Thinking

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Bloom’s Six Levels

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating
Remembering

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
Understanding

Level 2 – Understand

Demonstrating understanding of the stated meaning of facts and ideas

- Compare
- Describe
- Outline
- Organize
- Classify

- Explain
- Rephrase
- Show
- Relate
- Identify
Level 3 – Apply

Solve problems to new situations by applying acquired knowledge, fact, techniques and rules in a different way.

- Build
- Construct
- Develop
- Identify
- Organize
Analyzing

Level 4 – Break down

Examining and breaking down information into parts

- Analyze
- Diagram
- Classify
- Contrast
- Sequence

- Simplify
- Summarize
- Relate to
- Categorize
- Differentiate
Evaluating

Level 5 - Defend

Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.

- Agree
- Assess
- Compare
- Conclude
- Deduct
- Explain
- Interpret
- Judge
- Opinion
- Recommend
- Support
Creating

Level 6 – 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
Applying Bloom’s

Using the story *If You Give A Mouse A Cookie*:

- **Remembering** – List the items used by the Mouse while he was in the boy’s house.
- **Understand** – Explain why the boy liked the Mouse.
- **Applying** – Demonstrate what the mouse would ask for if he came to your house.
- **Analyzing** – Compare this story to reality. What events could not really happen.
- **Creating** – Propose how the story would be different if it were *If You Give A Mouse An Apple*.
- **Evaluating** – Judge whether the Mouse was good or bad. Defend your opinion.
Your Turn to Guess . . .

Using the story, *If You Give A Mouse A Cookie*:

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 replacing the Mouse’s food choice.
Did you answer . . .

1. Application
2. Evaluation
3. Creating
Your Turn to Guess . . .

Using the story, *If You Give A Mouse A Cookie*:

4. Describe what the Mouse did when he first saw the boy.

5. Tell what happened to the boys house why the Mouse visited.

6. Write out the main events in the story. Cut them apart and sequence them in proper order.
Did you answer . . .

4. Remember
5. Understand
6. Analyze
Audio book: IF YOU GIVE A MOUSE A COOKIE

https://www.youtube.com/watch?v=Gyk55GYnGl0
Your Turn to Guess . . .

Using the story, *If You Give A Mouse A Cookie*:

1. Invent a new ending for the story where the boy finds another animal.

2. Using models, demonstrate which why a cookie was not a good choice.

3. Describe the things the boy had to do for the Mouse.
Did you answer . . .

1. Create
2. Apply
3. Understand
4. Understand
5. Analyze
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....
Applying 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?
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.....?
Creating 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?
Evaluating 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.....?
Now get out there and “bloom” with higher order thinking and questioning skills!