

Bloom's Taxonomy

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In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning.

This is a strategy for teachers to use to supply students with a variety of cognitive questions or activities.

Rationale

Teachers need to encourage higher cognitive thinking in students. Practicing this method of questioning/activities can enhance student performance in higher cognitive thinking.

Instructional Procedures

1. Begin with a theme that you want the students to learn and provide reading material for the theme. This can be done in younger grades with simple stories read to students orally or in older grades with content area material.
2. Create a question for each of the six objectives.
 - Knowledge
 - Comprehension
 - Application
 - Analysis
 - Synthesis
 - Evaluation

3. Look at the question cues and sample questions and apply them to the theme.
4. The goal is to encourage a level of critical thinking through questioning. Students begin simply by recalling and move into more complex learning.

Helpful Hints

You don't have to use all the steps every day for every lesson plan. But when planning out a unit of studies, make sure that you have covered each area of learning.

Relevant Standards

K-2

- 2.0 Students read and understand grade level appropriate material. They draw upon a variety of comprehension strategies as needed.

3-5

- 2.0 Students read and understand grade-level-appropriate material. They describe and connect essential ideas, arguments and perspectives of the text structure, organization and purpose.
- 2.2 Use appropriate strategies when reading for different purposes (e.g. full comprehension, locating

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information, and personal enjoyment).

5-8

- 3.0 Students read and understand grade-level-appropriate material. They describe and connect essential ideas, arguments and perspectives of the text structure, organization and purpose.

Further Resources

See overview page for web sites.