Designing Lessons with the help of
Bloom's Taxonomy, Critical Thinking Questions, & Specific Learning Objectives

In order to develop the thinking skills of …

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
…students first receive rich, comprehensible input (*information the can understand*) and then are given time and opportunity to do learning tasks in which they actively engage with the material.					

Learning tasks are designed to encourage students to ask & answer questions that stimulate thinking, such as…

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Who is…? What is…? When did…happen? Where is…? Which one…? How did…? Why did…? How would you describe…? Who were the main...? Can you list three…?	How does…compare to …? How do you interpret …? How can you rephrase…? Which facts or ideas show…? Which statements support…? Which information contradicts…? Which is the best answer for…? How would you summarize…?	How would you use…? What examples can you find to…? How would you solve …using what you have learned? How would you organize …to show…? How would you *show* your understanding of…? What would you use to…?	What are the parts of…? How is…related to…? How would you categorize…? What evidence can you find…? What is the relationship between…? What conclusions can you draw…? How would you rank…?	What is your opinion of…? Can you assess the value or importance of…? How would you rate …? What criteria can you use to evaluate….? What would the ideal…look like? How does this sample compare to the ideal? What judgment would you make about…?	How would things improve if…? Based on what you know, how can you build a better…? What ideas can you combine to solve…? How can you implement…? What steps need to be taken next? How can you follow up on the most promising idea?

Working in this way, students will develop thinking skills which means they …

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
• Observe and recall of information • Have knowledge of dates, events, places, details • Have knowledge of major ideas	• Grasp meaning • Interpret facts, compare, contrast • Order, group, rank • Identify "big picture" • Grasp variations of similar ideas	• Use information • Use methods, concepts, theories in new situations • Solve problems using required skills or knowledge • Translate knowledge into new context	• See patterns • Organize of parts • Recognize of hidden meanings • Identify components	• Compare and discriminate between ideas • Assess value of information and ideas • Make choices based on clear criteria	• Repurpose old ideas to create new ones • Juxtaposition knowledge from several areas to create new knowledge • Generate new ideas

When planning lessons, write objectives to say, "by the end of the lesson, students will…

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
collect, copy, define, describe, find, list, name, quote, recite, repeat, answer	categorize, communicate, explain, paraphrase, rearrange, summarize	apply, demonstrate, solve new problems, use in a new context, use for a purpose, give example	analyze, arrange, categorize, classify, diagram, dissect, distinguish, rank, sort, take apart, draw conclusions	appraise, assess, choose, criticize, evaluate, grade, judge, justify, recommend, reject	alter, build, combine, compose, create, develop, imagine, improve, invent, plan, produce

…something from the material to show what they've learned.
For example, in these objectives that show thinking skills, students will…

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Recite a text from memory. Answer comprehension questions after reading. Answer questions on a MCQ test.	Paraphrase the main ideas of a text. Explain which statements in a text show implied meaning. Explain how two texts differ from each other.	Give examples of principles learned. Given a problem, apply information learned to devise a unique solution. Give an example that exemplifies principles.	Sort raw data into relevant categories. Diagram relationships between different categories of raw data. Distinguish patterns seen in the data.	Choose 3-4 criteria relevant to judging the value of a certain item. Compare the characteristics of an ideal product to a real product. Judge the quality of the real product in relation to the criteria.	Propose a new solution to a problem by combining two previously unrelated ideas. Create original work.