

HIGHER LEVELS OF THINKING
Possible Activities

Knowledge	<ul style="list-style-type: none"> • make a fact sheet • write a list of ideas in your book • make a display of the facts you have learnt • make a time line • recite a poem • make an acrostic • make a scrap book of pictures and label them • draw a picture and mark details
Comprehension	<ul style="list-style-type: none"> • draw pictures and write a description to show what happened in order • make a book of illustrations of the main ideas • draw a cartoon strip to show the ideas • rewrite the story in your own words • choose one aspect and paint a picture • make a colouring book of the ideas
Application	<ul style="list-style-type: none"> • prepare a mime for each of the main ideas • make a model about what you have learnt and put up a few ideas for others to see • make up a jigsaw puzzle • do a crossword about the ideas • collect some pictures or take some photographs to demonstrate the main ideas • make some dolls or models • make a mural about the ideas
Analysis	<ul style="list-style-type: none"> • construct a crossword using the ideas you have learnt and some new ideas you have researched • write a play about it • write an advertisement to sell a product • make a commercial about it • draw family tree and show the details • write a diary of a person involved • make up a leaflet about the important messages you want others to know • make up a questionnaire to collect information • write text book pages for others
Synthesis	<ul style="list-style-type: none"> • design a machine to perform a special job • design a food item, give it a name and think of the best strategies to sell it • compose a piece of music about it • write a musical, play or a puppet show • create the first issue of a magazine to disseminate ideas • make up a new language code to express your ideas • put up an exhibition of your own ideas • write a sequel to the book
Evaluation	<ul style="list-style-type: none"> • make up a list of criteria to judge.....prioritise them • write a report about your investigation • prepare a debate to consider the pros and cons • write a letter to a person in authority about your views • write a case study to make other people take note of an issue or a problem • make up a booklet about the topic

Adaptation of Bloom's Taxonomy

Teaching Gifted Kids in the Regular Classroom

TAXONOMY OF THINKING			
Category	Definition	Trigger Words	Products
SYNTHESIS	Re-form individual parts to make a new whole	Compose, Design Invent, Create, Hypothesize, Construct, Forecast Rearrange parts, Imagine, Interpret	Lessen, Plan, Song, Poem, Story, Art Invention. Transferability of skills/knowledge
EVALUATION	Judge value of some- Thing against criteria Support judgement	Judge, Evaluate, Give opinion. Viewpoint , Prioritise, Recommend, Critique	Decision, Rating/Grades Editorial, Debate Critique, Defense/Verdict
ANALYSIS	Understand how parts Relate to a whole Understand structure And motive Note fallacies	Investigate , Classify, Categorise, Compare, Contrast, Solve	Survey, Questionnaire, Plan, Solution, Report, Prospectus
APPLICATION	Transfer knowledge learned in one situation to another	Demonstrate , Use Guides, maps, charts Etc. Build, Cook	Recipe, Model Artwork, Demonstration, Crafts
COMPREHENSION	Demonstrate basic understanding of concepts and curriculum Translate to other words	Restate, Give examples, Explain, Summarise, Translate, Show symbols, Edit, Show	Drawing, Diagram, Response to question, Revision
KNOWLEDGE	Ability to remember something previously learned	Tell , Recite, List, Memorise, Define, Remember, Locate What	Workbook pages, Quiz, Test, Exam, Vocabulary, Facts in isolation

Adapted from Bloom's Taxonomy by Susan Winebrenner for TEACHING GIFTED KIDS IN THE REGULAR CLASSROOM. Free Spirit Publishing Inc. 1992