

# ***TH?N* KING**

## **EDUCATION**

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**PRESENTS**

# ***Better Questioning***

***TEACHERS AS QUESTIONERS***

by  
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# THE REVISED BLOOM'S TAXONOMY

## REMEMBERING

*Recognise, list, describe, identify retrieve, name ....*

Can the student **RECALL** information?

## UNDERSTANDING

*Interpret, exemplify, summarise, infer, paraphrase .....*

Can the student **EXPLAIN** ideas or concepts?

## APPLYING

*Implement, carry out, use ...*

Can the student **USE** the new knowledge in another familiar situation?

## ANALYSING

*Compare, attribute, organise, deconstruct ...*

Can the student **DIFFERENTIATE** between constituent parts?

## EVALUATING

*Check, critique, judge hypothesise ...*

Can the student **JUSTIFY** a decision or course of action?

## CREATING

*Design, construct, plan, produce ...*

Can the student **GENERATE** new products, ideas or ways of viewing things ?

M Pohl (2000) *Learning to think/thinking to learn*. Hawker Brownlow Education. Melbourne, Vic.

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# BLOOMS TAXONOMY

If Goldilocks had come into your house, what are some of the things she might have used ?

What parts of the story could not have actually happened ?

Was Goldilocks a good or a bad person? Why do you think so?

Retell the story to a friend in your own words.

How might the story have been different if Goldilocks had visited 3 fish ?

What were some of the things that Goldilocks did in the house of the Three Bears ?

<b><u>Category</u></b>	<b><u>Sample sentence starters</u></b>	<b><u>Potential activities / products</u></b>
<b><u>REMEMBERING</u></b>		
<b>Recognising</b> Locating knowledge in memory that is consistent with presented material.  Synonyms: Identifying...	What happened after...? How many...? What is...? Who was it that...? Can you name ...? Find the meaning of... Describe what happened after... Who spoke to...? Which is true or false...? Identify who.... Name all the.....	List sequence of events in order. Make a facts chart . Write a list of any pieces of information you can remember. List the ..... in the story.  Make a list of the main events of the story. Recite a poem.
<b><u>UNDERSTANDING</u></b>		
<b>Interpreting</b> Changing from one form of representation to another Synonyms: Paraphrasing... Translating,...Representing,... Clarifying...	Can you write in your own words?  How would you explain...?  Can you write a brief outline...?  What do you think could have happened next...?  Who do you think...?  What was the main idea...?  Clarify why....  Illustrate the .....  Does everyone act in the way that ..... does? Draw a story map.  Explain why a character acted in the way that they did.	Cut out, or draw pictures to show a particular event.  Illustrate what you think the main idea may have been.  Make a cartoon strip showing the sequence of events.  Perform a play based on the story.  Retell the story in your own words.  Write a summary report of the event  Prepare a flow chart to illustrate the sequence of events.  Make a colouring book.
<b>Exemplifying</b> Finding a specific example or illustration of a concept or principle Synonyms : Instantiating... Illustrating...		
<b>Classifying</b> Determining that something belongs to a category (e.g., concept or principle). Synonyms : Categorising...Subsuming...		
<b>Summarising</b> Drawing a logical conclusion from presented information. Synonyms : Abstracting... Generalising...		
<b>Inferring</b> Abstracting a general theme or major point Synonyms : Extrapolating... Interpolating.. Predicting... Concluding....		
<b><u>APPLYING</u></b>		
<b>Executing</b> Applying knowledge (often procedural) to a routine task. Synonyms : Carrying out....	Do you know of another instance where...? Can you group by characteristics such as...? Which factors would you change if...? What questions would you ask of...? From the information given, can you develop a set of instructions about....?	Construct a model to demonstrate how it works Make a diorama to illustrate an event Make a scrapbook about the areas of study. Make a papier-mache map / clay model to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game. Write a textbook about this topic for others. Make an acrostic. Make a chart showing...
<b>Implementing</b> Applying knowledge (often procedural) to a non-routine task. Synonyms : Using.....		

<b><u>Category</u></b>	<b>Sample sentence starters</b>	<b>Potential activities / products</b>
<b><u>ANALYSING</u></b>  <b>Differentiating</b> Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material. Synonyms : Discriminating, Selecting, Focusing, Distinguishing, <b>Organising</b> Determining how elements fit or function within a structure. Synonyms : Outlining, Structuring, Integrating, Finding coherence <b>Attributing</b> Determining the point of view, bias, values, or intent underlying presented material. Synonyms : Deconstructing	Which events could not have happened? If ...happened, what might the ending have been? How is...similar to...? What do you see as other possible outcomes? Why did...changes occur? Can you explain what must have happened when...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point? What was the problem with...?	Design a questionnaire to gather information. Write a commercial to sell a new product Make flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a family tree showing relationships. Devise a play about the study area. Write a biography of a person studied. Prepare a report about the area of study.
<b><u>EVALUATING</u></b>  <b>Checking</b> Detecting inconsistencies or fallacies within a process or product. Determining whether a process or product has internal consistency. Synonyms : Testing, Detecting, Monitoring <b>Critiquing</b> Detecting the appropriateness of a procedure for a given task or problem. Synonyms : Judging	Is there a better solution to...? Judge the value of... ? What do you think about...? Can you defend your position about...? Do you think...is a good or bad thing? How would you have handled...? What changes to.. would you recommend? Do you believe...? How would you feel if. ...? How effective are. ...?	Conduct a debate about an issue of special interest. Make a booklet about five rules you see as important. Convince others. Form a panel to discuss views. Write a letter to. ...advising on changes needed. Write a half-year report. Prepare a case to present your view about...
<b><u>CREATING</u></b>  <b>Generating</b> Coming up with alternatives or hypotheses based on criteria Synonyms : Hypothesizing <b>Planning</b> Devising a procedure for accomplishing some task. producing Synonyms : Designing <b>Producing</b> Inventing a product. Synonyms : Constructing	Can you design a...to...? Can you see a possible solution to...? If you had access to all resources, how would you deal with...? Why don't you devise your own way to...? What would happen if ...? How many ways can you...? Can you create new and unusual uses for...? Can you develop a proposal which would...?	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song <i>or</i> pantomime about.. Design a record, book or magazine cover for... Sell an idea Devise a way to...

Pohl, (2000) *Learning to Think / Thinking to Learn*. Hawker Brownlow Education. Vic

## ***USING BLOOM'S TAXONOMY IN THE CLASSROOM***

**Using the six levels of Bloom's taxonomy to plan questions and activities provides the scope for student negotiation and the opportunity to differentiate the curriculum for some students in accordance with their interests, abilities and specific learning needs.**

- All students work through *remembering and understanding* stages, then select one activity from each of the other levels.
- All students work through *remembering and understanding* stage, then select activities from any other levels.
- Some students work through *remembering and understanding* stages, others work at higher levels. (This will be particularly relevant for gifted students).
- All students select from any level.
- Some activities tagged *essential*, others as *optional*.
- Select a thinking process as a focus - eg *Analysing* (where instruction is being provided in that process).
- Some work through *remembering and understanding* stages, then write their *own* activity at preferred level.
- Students write their own questions from the taxonomy.

*Bloom's taxonomy can be applied within a curriculum area or for a cross-curricula study of a theme or topic.  
As a planning tool, it can be used at all levels of schooling.  
It can be also be used in conjunction with other thinking tools and strategies.*

## ***Generic Tasks for Texts / Film Studies***

### **REMEMBERING**

- ❖ What background information is given to help understand the storyline? **PLOT**
- ❖ Retell about characters/ character traits **CHARACTERISATION**
- ❖ Show where significant events took place **SETTING**
- ❖ Sequence of events? Links to similar works? **THEME**
- ❖ Research author/ historical period / setting. **STYLE**

### **UNDERSTANDING**

- ❖ Generate plot profiles and excitement charts **PLOT**
- ❖ Generate flow charts / story boards **SETTING**
- ❖ Quiz questions for characters **CHARACTERISATION**
- ❖ Author's message / ideas / attitudes **THEME**
- ❖ Describe atmosphere / tone / feeling of story **STYLE**

### **APPLICATION**

- ❖ Write a cloze paragraph about a significant part of the story, leaving out key words for a partner to complete **PLOT**
- ❖ Storyboarding. Change location for story **SETTING**
- ❖ Put yourself in a character's role **CHARACTERISATION**
- ❖ Represent main ideas using symbols / drawings **THEME**
- ❖ Collage of important elements of the story **STYLE**

## ***Generic Tasks for Texts / Film Studies*** ( continued )

### **ANALYSING**

- |  |                         |
|--|-------------------------|
| ❖ How mood was created                             | <b>PLOT</b>             |
| ❖ Influence of setting on plot / story development | <b>SETTING</b>          |
| ❖ Compare and contrast characters                  | <b>CHARACTERISATION</b> |
| ❖ Significance of title. Main ideas                | <b>THEME</b>            |
| ❖ Type of narration. Choice of characters          | <b>STYLE</b>            |

### **EVALUATING**

- |   |                         |
|---|-------------------------|
| ❖ List events that could have changed the outcome | <b>PLOT</b>             |
| ❖ Importance of setting to plot / themes          | <b>SETTING</b>          |
| ❖ Defend a choice or decision made by a character | <b>CHARACTERISATION</b> |
| ❖ Justifying authors purpose / motive             | <b>THEME</b>            |
| ❖ As an editor – changes you could justify making | <b>STYLE</b>            |

### **CREATING**

- |  |                         |
|--|-------------------------|
| ❖ Write a new ending / extra chapter                         | <b>PLOT</b>             |
| ❖ Reconstruct story in a different setting                   | <b>SETTING</b>          |
| ❖ Add / remove character. Change a decision /attitude/action | <b>CHARACTERISATION</b> |
| ❖ Use pictures/symbols/ drawings to represent major themes   | <b>THEME</b>            |
| ❖ Script / act out a play to re-create scenes                | <b>STYLE</b>            |

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# RESPONDING TO ENGLISH TEXTS

## MENU ITEMS USING BLOOM'S TAXONOMY

Blooms Taxonomy of Cognitive Processes offers a valuable guide to the various levels of thinking at which students may operate. The following classifications offer activities which may be used when studying novels or other literature in English.

*In the area of gifted and talented education, it is particularly important that students be encouraged to work at the higher levels of thinking.*

### **Remembering - recalling factual information**

Make a time line of events in the novel.  
Answer questions of a factual nature on characters or events.  
Describe a particular character or event.  
List all of the characters or locations.  
Write a chronology for one character.

### **Understanding – meaning or intent.**

Re-tell a section of the novel in your own words.  
Decide who are the main characters as opposed to secondary characters.  
Choose part of the novel that you enjoyed and draw a picture to illustrate it.  
Explain the differences between two given characters.  
Choose your favourite character and explain your choice.  
Explain how or why a particular event occurred.  
Draw a cartoon strip showing the sequence of events.  
Pretend that you are the main character and introduce the other characters to the class.  
Make a map of the setting.  
Write 10 discussion questions on the novel.  
Explain why the novel begins or ends as it does.

### **Applying - using previously learned information in another context.**

Make up a board game based on the novel.  
Create a diorama to illustrate an event  
Write an acrostic poem about a character, event or the whole novel.  
Make a poster to advertise the novel in the library.  
Re-write the novel in a simple form for young children. Include appropriate illustrations.  
**Devise** five interview questions (with answers) for one of the characters.  
Make a collage of words and pictures based on the novel.  
Re-write a scene to show a different character's point of view  
Write a script of part or all of the novel.

### **Analysing - looking for relationships**

Identify and explain the major theme.  
Explain how you feel about the major issues dealt with in the novel.  
Explain why the characters or events are credible or unlikely.  
Investigate the response of others to various aspects of the novel. - Compare these to your own  
Draw a sociogram to show how the characters relate to each other.

### **Analysing - looking for relationships (cont)**

Arrange a party for one of the characters. Decide all of the details such as location, refreshments and guests  
Compare the setting of the novel with your own neighbourhood.  
Classify the characters as good or bad, interesting or dull, sensible or foolish, etc.  
Find a newspaper article, film or short story that may be linked to the novel. Compare and contrast the way in which issues are presented.  
Explain the motives behind a certain character's actions.

### **Evaluating- making judgements based on set criteria**

Choose a character or event that you didn't like and suggest improvements.  
Justify or criticise the motives of a character in a particular situation.  
Create a list of criteria for judging the literary (or other) value of a novel. Evaluate this novel.  
Conduct a debate on a major issue in the novel.  
Write a letter to the author explaining what you liked or disliked about the novel.  
List the advantages and disadvantages of the lifestyle portrayed in the novel.  
Hold a mock trial to judge the misdeeds of a character  
Write an argument supporting or opposing a particular judgement of the novel.  
Arrange a class discussion by presenting a moral dilemma concerning characters or events in the novel.

### **Creating - a new product or idea.**

Create a new cover for the novel.  
Explain how the novel would have differed if (a given event) ... had happened.  
Create a role play based on one of the major issues.  
Write a poem that expresses the views of one of the characters.  
Role play a meeting of the characters in a new situation- Explain where and how the main character will die.  
Place the main character in the past/present/future and describe his/her reaction to the new world.  
Write a chapter which explains what happened - before the novel begins / explains what will happen after the novel ends or that replaces the last chapter.  
Write an article about the author and why he/she wrote this novel.  
Write a story in the genre of this novel Put together a collection of a character's personal effects - bedside table, study desk, treasure chest, favourite things. Explain the significance of the items, in character.

# TOPIC 'WHALE RIDER'

Target Group: \_\_\_\_\_

<b>REMEMBERING</b> (Factual answers, recall and recognition).	Make a time line of events in the film	Describe the character of Pai	When Pai called to her ancestors, what happened?	Retell the legend of Paieka – the whale rider
<b>UNDERSTANDING</b> (Translating, Interpreting, Showing understanding)	Choose your favourite character and explain your choice	Why did Koro (grandfather) not accept Paieka at first?	How did Koro use the rope to explain their history to Pai?	Choose a part of the film you enjoyed and draw a picture to illustrate it.
<b>APPLYING</b> (Using information gained in different, familiar situations)	Devise 5 interview questions (with answers) for one of the characters.	Write an acrostic poem about a character, event or the whole film.	Make a poster to advertise the film in the library.	Make a collage of words and pictures based on the film
<b>ANALYSING</b> (Break into parts to examine more closely)	Identify and explain the main theme of the film.	Give examples of humour in the film	What images of whales did you notice in the film?	How would Hemi feel when Koro excluded him from the boat?
<b>EVALUATING</b> (Judge, use criteria, rank, substantiate)	Write a letter to the film director explaining what you liked or disliked about the film.	Justify or criticise Koro for refusing to accept Pai as "the chosen one"	Do you think it is fair that Pai was denied her true status because she was a girl?	Which scenes did you find the most memorable or powerful? Explain your choice.
<b>CREATING</b> (Combining information to new situations to create new products, ideas, etc.)	Write a speech introducing yourself and someone you respect	Explain how the film might have been different if both twins had survived.	Write a poem that expresses the views of Pai or Koro.	Write a scene that shows Pai ten years after the end of the film.

## Maths – Algebra (Target group – Middle Years of Schooling)

Instructions: You must complete 6 activities

(one activity must come from each of the six categories below).

<b>REMEMBERING</b> (Factual answers, recall and recognition.)	Brainstorm all the algebraic terms you know.	Complete an A-Z list of occupations that may use algebra in some way.
<b>UNDERSTANDING</b> Translating, interpreting, showing understanding)	Write a definition for each term in your own words.	Describe a real- life problem which requires the use of algebra.
<b>APPLYING</b> (Using information gained in different, familiar situations)	Use your brainstorm list ( from above) list to generate a word find based on algebra terms.	Design a board game that would assist others to remember terms associated with algebra.
<b>ANALYSING</b> (Break into parts to examine more closely)	What is easy about algebra and what is difficult? Give reasons to support your ideas.	Compare algebra to another area of mathematics. Which is easier for you ? More relevant for you ? More relevant in general? Give reasons to support your ideas.
<b>EVALUATING</b> (Judge, use criteria, rank, substantiate)	Do P.M.I. on relevance of algebra for today's classrooms. Justify your personal stance on the issue.	What groups of people would argue that everyone needs a solid understanding of algebra and what evidence would they give to support their views?
<b>CREATING</b> (Combining information to new situations to create new products, ideas, etc.)	Write a newspaper article titled : Algebra for Dummies! - A guide to a better understanding"	Create a c o m i c b o o k which demonstrates the practical application of algebra in solving a real life problem.

**PLANNING TEACHING AND LEARNING ACTIVITIES WITH A THINKING SKILLS FOCUS**  
**- USING BLOOM'S TAXONOMY -**

- "Health and Beauty" - (Collaborative group activity)

Target Group - Middle Years

	Group Theme <b>Body Shape - Your choice</b>	Group Theme <b>Fitness and Exercise</b>	Group Theme <b>You are what you eat</b>	Group Theme <b>Drug use and abuse</b>
<b>REMEMBERING</b> (Factual answers, recall and recognition.)	Display pictures of the human body collected from a range of different magazines.	What are some ways you might increase your level of fitness?	Tell about the role of the five major food groups in maintaining a healthy body.	Define the following: drug abuse addiction rehabilitation
<b>UNDERSTANDING</b> (Translating, interpreting, showing understanding)	Make a list of words often used to describe women. Do the same for men.	What are some benefits of regular exercise and a sensible diet?	Develop a set of rules for healthy eating.	Describe some of the symptoms or signs that may indicate that someone has a drug addiction.
<b>APPLYING</b> (Using information gained in different, familiar situations)	Prepare a description of a friend. Do not include a description of his/her physical appearance.	Use the information from above to make a picture book for young readers about the do's and don'ts of exercise.	Make up a puppet play using fruit and vegetable characters telling why they good for the body.	Make a card game where players must match words to do with drugs and their meanings.
<b>ANALYSING</b> (Break into parts to examine more closely)	Use a Venn Diagram to depict the lists of male / female qualities you made earlier. Discuss findings in your group.	Prepare a matrix showing names of fitness centres in your area and the facilities available at each one.	Make a picture graph of foods you eat over one week. Comment on your graph.	What are possible long and short term advantages and disadvantages for athletes who chose to use performance enhancing drugs?
<b>EVALUATING</b> (Judge, use criteria, rank, substantiate)	Write an strongly worded article supporting the view that advertising agencies should promote realistic body images for both sexes.	View some TV ads that feature fitness machines that promise to "work miracles". Do a P.M.I. for one such machine.	Select a range of foods available in the canteen. Rank them from most healthy to least healthy according to your own criteria.	Why do think some people strongly object to the advertising of socially acceptable" drugs?
<b>CREATING</b> (Combining information to new situations to create new products, ideas, etc.)	Design an advertisement for magazine that features the qualities of a friend that you created earlier.	Using a range of suitable music tapes, create a 20 minute exercise workout suitable for your class group.	Make up a picnic basket full of interesting food that is both healthy and fun to eat.	Create a humorous cartoon strip that provides useful information about the dangers of drug abuse.

**PLANNING TEACHING AND LEARNING ACTIVITIES WITH A THINKING SKILLS FOCUS**  
**- USING BLOOM'S TAXONOMY -**

TOPIC \_\_\_\_A DYNAMIC DECORATION- \_\_\_\_\_

Target Group \_\_\_\_TECHNOLOGY — Middle Years of Schooling \_\_\_\_

	STAGE 1 Investigating	STAGE 2 Planning	STAGE 3 Creating	STAGE 4 Evaluating
<b>REMEMBERING</b> (Factual answers, recall and recognition.)	Recall an object that you designed and created last year. List materials you used and processes employed to construct it.	Recall items you have seen at home that fit your definition	What are some of the special working properties of the materials that you will need to be aware of before construction?	Record any problems/ difficulties experienced in the construction phase of your project.
<b>UNDERSTANDING</b> (Translating, interpreting, showing understanding)	What do understanding the term "dynamic decoration" to mean or infer?	Sketch an object that fits the definition and one that does not, making the differences quite clear to the observer.	Identify the materials you will use for specific parts of the construction.	Describe the steps taken in overcoming the problems identified above.
<b>APPLYING</b> (Using information gained in different, familiar situations)	Use a recognised source to find the meaning of both words that make up the term "dynamic decoration".	Produce a mock-up or model of something you feels fits the definition using easily available materials.	Suggest where the materials you have selected have been used successfully in similar situations elsewhere.	Given a second chance, what would you have differently?
<b>ANALYSING</b> (Break into parts to examine more closely)	Compare and contrast your definition with the sourced definition. A Venn Diagram may be useful.	List the possible materials and skills required to produce your "dynamic decoration".	Prepare an accurate cutting and costing list that allows for wastage and cutting allowances, etc.	Do a PMI on your design. Rate your work on an agreed scale. Justify your personal evaluation rating.
<b>EVALUATING</b> (Judge, use criteria, rank, substantiate)	How might you change your definition to better align it with the sourced definition?	Prioritise what you need to know in order to create the item.	Develop the sequence within the construction process on a flow chart.	Determine your final rating through sharing your design and rating with 2-3 other students.
<b>CREATING</b> (Combining information to create new products, ideas, etc.)	Generate a list of many items that would fit the definition.	Create some demonstration samples that demonstrate your ability to apply the skills required to complete the project.	Create your "Dynamic Decoration".	Create an advertisement to promote and sell your Dynamic Decoration.

# Bloom's Taxonomy Record Sheet

## A Scientific Experiment

### REMEMBERING

What materials were required for your experiment?  
Describe how you used them.

### UNDERSTANDING

Explain the purpose of the experiment in  
your own words.

### APPLYING

Show the procedures that you followed and the observations  
that you made along the way:

### ANALYSING

Analyse your observations and draw some possible  
conclusions from your observations:

- 1.
- 2.
- 3.

### EVALUATING

Discuss the success of your experiment in terms of a set of  
group-generated criteria:

### CREATING

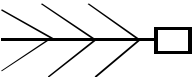
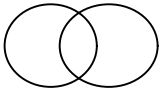
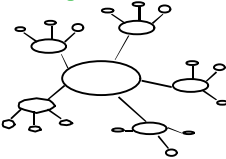
Reflect on data to determine how different conclusions  
might have been drawn if variables  
were changed: Ask *“What if...”* questions

- 1.
- 2.



**POHL'S INFUSION MATRIX**  
**INFUSING HIGHER ORDER THINKING PROCESSES INTO CONTENT**

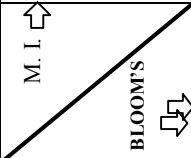

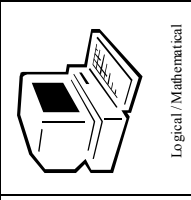


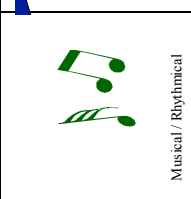
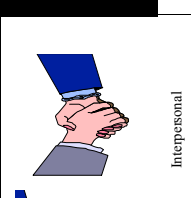
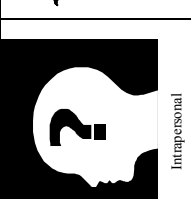
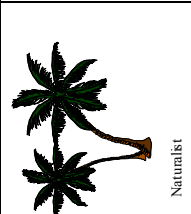
**OUT OF THE DEPRESSION**

CONTENT	ANALYSE in order to ➡	EVALUATE in order to ➡	CREATE ⬇ <ul style="list-style-type: none"><li>new products</li><li>new ideas</li><li>new ways of viewing things</li></ul>	PRODUCT						
Wall Street Crash and Spread	<p>What was the Wall St. crash?</p> <p>What factors contributed to the crash?</p> <p>Use a fishbone diagram to depict the factors that you identified.</p>	<p>What evidence is there to suggest that the effects of the depression may have been worse in Australia than most other countries?</p>	<p>Suggest ways in which life may have been different 5 years after the depression for a</p> <ul style="list-style-type: none"><li>stock broker</li><li>housewife</li><li>farmer or</li><li>factory worker</li></ul>	 <p>Fishbone Diagram</p> <p>Essay</p>						
Economic Policy	<p>Do a P.M.I. for the policies of both Niemeyer and Lang.</p>	<p>Was the decision of the government to choose Niemeyer the correct decision?</p> <p>What makes you think so and what evidence can you put forward to support your case?</p>	<p>Develop a list of ten questions for a radio interview that you would ask of both Lang and Niemeyer that would highlight the differences between them.</p> <p>In groups of three, role play the interview.</p>	<p>P.M.I.</p> <table border="1" data-bbox="1192 869 1380 978"><tr><td>P</td><td>M</td><td>I</td></tr><tr><td></td><td></td><td></td></tr></table> <p>Role play</p>	P	M	I			
P	M	I								
Poverty in the Twenty first Century	<p>Use a Venn diagram to compare and contrast social services in 1930's with current day provisions.</p> <p>Do a hypothetical extrapolation into the Year 2050.</p>	<p>In a world of ever-increasing change, is it reasonable to expect that there will be some people who may become permanently unemployed or unemployable?</p> <p>What makes you think so?</p>	<p>Use a consequence wheel to show some possible outcomes should public health services be abolished or the possible consequences should unemployment benefits be abolished.</p>	<p>Venn Diagram</p>  <p>Consequence wheel</p> 						
Social Consequences	<p>What happened to people who lost there jobs at this time. Use several case studies to identify common hardships that they faced.</p>	<p>How might you test whether you have identified the most common hardships?</p> <p>What sources of information could you rely on?</p>	<p>Tape record the recollections of older people who lived through the depression.</p> <p>Assess the reliability of interviews as a source of factual data.</p>	<p>Research Essay</p> <p>Interview</p> <p>Source Analysis</p>						

( Jan / Mark — Glenunga International High School - Nov 1999)

Adapted by M Pohl 2000

# Bloom's Taxonomy and Gardner's Multiple Intelligences RESPONDING TO READING MENU ITEMS

								
<b>Remembering</b>	List the major events from the story	Show the major events on a mindmap of your own design.	Draw an illustration of a significant incident.	Act out part of the story as someone reads it aloud.	Sing the story rather than simply read it aloud.	In a group, release the speaking part of major characters from a section of the book.	Retell how the main character felt in a particular section of the story and the events that led to that feeling.	Tell about the setting of the story.
<b>Understanding</b>	Retell a part of the story in your own words.	Use a timeline to show major events in the story.	Mindmap the significant attributes of the main character.	Present a part of the story as a play or puppet show.	Add appropriate sound effects to complement an oral reading.	Share the story and some questions about it with a younger audience.	Explain ways in which you are similar and different to the main character.	Suggest ways in which the setting of the way may have influenced how the story may have developed.
<b>Applying</b>	Write a letter to a character to find out more about him/her.	Suggest something that may have assisted in solving a problem in the story.	Create a story board or cartoon sequence for part of the story.	Make a diorama of a significant part of the story.	Find appropriate mood music to complement various parts of the story.	Select an activity from this row and work with someone to complete it.	Tell about something the main character values in the same way that you do.	Take some photographs that may reflect the setting of parts of the story.
<b>Analysing</b>	List ways in which this story is similar to another story you have read recently.	Draw a tree diagram to show relationships between characters in the story.	Compare attributes of a character from this story to another character from a similar story on a Venn Diagram.	Act out two different scenarios—on that could have happened in the story and one which could not.	What songs would you include and who would you suggest sing in various parts of the story in a film version?	What are some important questions that you would include in an interview with the main character?	Which character is most like you? Give many illustrations.	Group some of natural objects mentioned in the story under category headings.
<b>Evaluating</b>	Suggest many reasons why this book should be required reading for everyone of a similar age to yourself.	Rank and then draw a graph to show characters according to how much you liked them.	If you were asked to redesign the cover, what would you include and why? Sketch the new cover.	Decide on the most dramatic part of the story and act it out.	From the list above, rank the songs and artists in a priority order according to criteria you select.	Do others agree with your opinion of the main character? Suggest why there might be different opinions.	Do a Yellow hat, Black hat, Red Hat evaluation of the story.	Discuss ways in which the story may have been different set in a very different location.
<b>Creating</b>	Use SCAMPER to create a very different version of the story	Create a "who am I?" based on clues gained from reading the story.	Design a board game based on the story.	Create a "soundscape" for the story.	Create a play based around a significant event in the story.	With a friend, design some quiz cards based on the story.	How might the story have been different if you were the main character?	Rewrite a section of the story based on the information you have given above.

## DIVERGENT THINKING MODEL

<b>QUESTION TYPE</b>	<b>Area of Study - Science</b>  <i>INSECTS</i>	<b>Thematic Unit</b>  <i>THE FUTURE</i>
<b>Quantity</b> List...Give 5 examples of...How many...	How many ways do you know that insects protect themselves from predators?	You have been placed in charge of the Ministry of Education in the year 2050. List all the essential elements of the curriculum.
<b>Change</b> What if...What would happen if...	How would things change if insects were to suddenly disappear altogether?	Draw a common household appliance likely to be found in all homes in the year 2050.
<b>Prediction</b> Give reasons why..... Tell the future consequences of...	The government bans the use of all insecticides. What consequences may result?	Use the Lotus Blossom diagram to predict some likely consequences of the growth of automation.
<b>Point of view</b> Justify...Give your opinion...	What ecological right should insects have? Should insects pests be totally eradicated?	All things considered, is automation a good thing? Justify your position.
<b>Personal involvement</b> What if you were.... Imagine yourself as...	Write a poem describing your metamorphosis from grub to butterfly.	What would be your reaction to a “no-children for twenty years” policy touted by a government concerned with population growth?
<b>Comparative Association</b> Compare...Find similarities between...	Compare human evolution to that of insects. How are people and insects the same?	Rank the following in order of importance to the world of the future. <i>money, peace, education, equality, friendship, family values.</i> Discuss.
<b>Valuing</b> Do you agree that...How do you feel about...	Which insect has made the greatest contribution to the advancement of the human race? Why? Which insects did you consider as candidates?	Feeding the world’s population may be an issue in the year 2050. What can we be doing now to address this concern?

M Pohl (2000) *Learning to think/thinking to learn*. Hawker Brownlow Education. Melbourne, Vic.

# THINKING EDUCATION - ORDER FORM

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Note – All items can be purchased through the website – [www.thinkingeducation.com.au](http://www.thinkingeducation.com.au).

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Teaching Complex Thinking	\$42.00	<input type="text"/>	\$ <input type="text"/>
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A Resource Book for Schools	\$99.95	<input type="text"/>	\$ <input type="text"/>
<b><i>Balance Now Due:</i></b>			\$ <input type="text"/>

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Purchase of Thinking Resources above. Date \_\_\_\_\_ Signed \_\_\_\_\_



# BRAINTRAINS

Test your skill - can you decipher the hidden meanings behind these puzzles ?? Good Luck !

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M Pohl 2000, Quizzes. Hawker Brownlow Education Vic.