

Introduction

Bloom's Taxonomy divides the way people learn into three domains. One of these is the cognitive domain, which emphasizes intellectual outcomes. This domain further divides into categories that are arranged progressively from the lowest level of thinking, simple recall, to the highest, creating new ideas.

Quick Flip Ideas for Critical Thinking can be used in the home, classroom, or workplace to develop all levels of thinking within the cognitive domain. The results will be improved attention to detail, increased comprehension, and expanded problem-solving skills. Flip through the pages to the level you wish to challenge. Use the **Key Words** as guides to structuring questions and tasks. Finish the **Questions** with content appropriate to the learner.

Introduction

Level I • Remembering

Level II • Understanding

Level III • Applying

Level IV • Analyzing

Level V • Evaluating

Level VI • Creating

Level I

Remembering

Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.

Key Words

choose	how	match	recall	select	spell	when	who
define	label	name	relate	show	tell	where	why
find	list	omit			what	which	

Questions

- What is ...?
- Where is ...?
- How did ____ happen?
- Why did ...?
- When did ...?
- How would you show ...?
- Who were the main ...?
- Which one ...?
- How is ... ?
- When did ____ happen?
- How would you explain ...?
- How would you describe ...?
- Can you recall ...?
- Can you select ...?
- Can you list the three ...?
- Who was ...?

Level I • Remembering

Level II • Understanding

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Level II

Understanding

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

Key Words

classify	explain	interpret	show
compare	extend	outline	summarize
contrast	illustrate	relate	translate
demonstrate	infer	rephrase	

Questions

- How would you classify the type of ...?
- How would you compare ...? contrast ...?
- Will you state or interpret in your own words ...?
- How would you rephrase the meaning ...?
- What facts or ideas show ...?
- What is the main idea of ...?
- Which statements support ...?
- Can you explain what is happening ...? what is meant ...?
- What can you say about ...?
- Which is the best answer ...?
- How would you summarize ...?

Level II • Understanding

Level III • Applying

Level IV • Analyzing

Level V • Evaluating

Level VI • Creating

Level III

Applying

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

Key Words

apply
build
choose
construct

develop
experiment with
identify
interview

make use of
model
organize
plan

select
solve
utilize

Questions

- How would you use ...?
- What examples can you find to ...?
- How would you solve _____ using what you've learned ...?
- How would you organize _____ to show ...?
- How would you show your understanding of ...?
- What approach would you use to ...?
- How would you apply what you learned to develop ...?
- What other way would you plan to ...?
- What would result if ...?
- Can you make use of the facts to ...?
- What elements would you choose to change ...?
- What facts would you select to show ...?
- What questions would you ask in an interview with ...?

Level III • Applying

Level IV • Analyzing

Level V • Evaluating

Level VI • Creating

Level IV

Analyzing

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Key Words

analyze
assume
categorize
classify
compare
conclusion

contrast
discover
dissect
distinguish
divide
examine

function
inference
inspect
list
motive
relationships

simplify
survey
take part in
test for
theme

Questions

- What are the parts or features of ...?
- How is ___ related to ...?
- Why do you think ...?
- What is the theme ...?
- What motive is there ...?
- Can you list the parts ...?
- What inference can you make ...?
- What conclusions can you draw ...?
- How would you classify ...?
- How would you categorize ...?
- Can you identify the different parts ...?
- What evidence can you find ...?
- What is the relationship between ...?
- Can you distinguish between ...?
- What is the function of ...?
- What ideas justify ...?

Level IV • Analyzing

Level V • Evaluating

Level VI • Creating

Level V

Evaluating

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

Key Words

agree	deduct	interpret	recommend
appraise	defend	judge	rule on
assess	determine	justify	select
award	disprove	mark	support
choose	dispute	measure	value
compare	estimate	opinion	
conclude	evaluate	perceive	
criteria	explain	prioritize	
criticize	importance	prove	
decide	influence	rate	

Questions

- Do you agree with the actions ...? with the outcome ...?
- What is your opinion of ...?
- How would you prove ...? disprove ...?
- Can you assess the value or importance of ...?
- Would it be better if ...?
- Why did they (the character) choose ...?
- What would you recommend ...?
- How would you rate the ...?
- What would you cite to defend the actions ...?
- How could you determine ...?
- What choice would you have made ...?
- How would you prioritize ...?
- What judgment would you make about ...?
- Based on what you know, how would you explain ...?
- What information would you use to support the view ...?
- How would you justify ...?
- What data was used to make the conclusion ...?
- Why was it better that ...?
- How would you compare the ideas ...? people ...?

Creating

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key Words

adapt	delete	improve	predict
build	design	invent	propose
change	develop	make up	solution
choose	discuss	maximize	solve
combine	elaborate	minimize	suppose
compile	estimate	modify	test
compose	formulate	original	theory
construct	happen	originate	
create	imagine	plan	

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Questions

- What changes would you make to solve ...?
- How would you improve ...?
- What would happen if ...?
- Can you elaborate on the reason ...?
- Can you propose an alternative ...?
- Can you invent ...?
- How would you adapt ____ to create a different ...?
- How could you change (modify) the plot (plan) ...?
- What could be done to minimize (maximize) ...?
- What way would you design ...?
- What could be combined to improve (change) ...?
- Suppose you could ____ what would you do ...?
- How would you test ...?
- Can you formulate a theory for ...?
- Can you predict the outcome if ...?
- How would you estimate the results for ...?
- What facts can you compile ...?
- Can you construct a model that would change ...?
- Can you think of an original way for the ...?