Literacy across learning lesson 3

Portobello High School

XSQA

Questioning Sources – Bloom's Taxonomy

Aim:

- To learn about the different ways that we can understand a source using different thinking and questioning skills

Objectives: By the end of this lesson I will be able to:

1. Discuss how some questions can make people think more than others
2. Write a selection of questions of increasing complexity for a photo that will make people think about what they have read/seen in different ways
3. Understand the concept of Higher Order Thinking
4. Reflect on how questioning skills can help me learn

Task 1 (5 minutes) – Introduction to Question Types

- Class Discussion – Why is questioning important?

  1. It helps us to understand complicated ideas and problems
  2. It helps us relate to the information
  3. There is a difference between asking and answering questions. It takes real understanding of a topic to ask a good question
  4. What is the best type of question? A question that really makes someone consider and THINK.

If you know what questions to ask about the information you have, then you are going to be more successful.

  5. Greater studying success means you are more motivated.
  6. Helps you remember things.
  7. All levels of questions are important, necessary, and serve a purpose depending on the situation.

- What is Bloom's Taxonomy?

  — Hand out the triangle
  — Short class discussion

Task 2 (10 minutes) – Question types in action

- A photo is placed on the screen and the class analyse it together, using questions from each of the Bloom's stems.
- Can pupils see that some questions make you think more than others?

Task 3 (5 minutes) – How well do we know Question Types?

- Each student will be given a card referring to a Bloom's question stem or its description.
- Pupils must match themselves with the correct question stem or respective definition.
- Class feedback
  Are some question types more difficult than others?

Task 4 (15 mins) – Creating our own questions using Thinking Dice

- Each table is given a set of thinking dice relating to the Bloom's question stems.
- Pupils, in small groups, are given a new photo and blank question sheet. Pupils must create a question for each of the stems in relation to their photo.

Task 5 (15 mins) – Answering Questions

- Questions and photos are swapped within another group who must answer them.
- Class feedback.
  — Where could pupils use Bloom's Taxonomy?