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EP504

# Quick Flip Questions for Critical Thinking

Improve thinking skills at any age with the flip of a page!

Developed by Linda G. Barton, M.S. Ed., based on the original Bloom's Taxonomy

**Introduction**

**Level I • Knowledge**

**Level II • Comprehension**

**Level III • Application**

**Level IV • Analysis**

**Level V • Synthesis**

**Level VI • Evaluation**

# 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 which are arranged progressively from the lowest level of thinking, simple recall, to the highest, evaluating information.

**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 • Knowledge

### Level II • Comprehension

### Level III • Application

### Level IV • Analysis

### Level V • Synthesis

### Level VI • Evaluation

## Level I Knowledge

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 • Knowledge

## Level II • Comprehension

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## Level V • Synthesis

## Level VI • Evaluation

## Level II

# Comprehension

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 • Comprehension**

**Level III • Application**

**Level IV • Analysis**

**Level V • Synthesis**

**Level VI • Evaluation**

### Level III

## Application

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

### Key Words

apply	develop	make use of	select
build	experiment with	model	solve
choose	identify	organize	utilize
construct	interview	plan	

### 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 • Application

### Level IV • Analysis

### Level V • Synthesis

### Level VI • Evaluation

**Level IV**  
**Analysis**

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

**Key Words**

analyze	contrast	function	simplify
assumption	discover	inference	survey
categorize	dissect	inspect	take part in
classify	distinguish	list	test for
compare	divide	motive	theme
conclusion	examine	relationships	

**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 make a distinction between ...?
- What is the function of ...?
- What ideas justify ...?

**Level IV • Analysis**

**Level V • Synthesis**

**Level VI • Evaluation**

## Level V

# Synthesis

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	theorize
construct	happen	originate	
create	imagine	plan	

## 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 ...?

## Level V • Synthesis

## Level VI • Evaluation

## Level VI Evaluation

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 would you evaluate ...?
- How could you determine ...?
- What choice would you have made ...?
- What would you select ...?
- 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 prioritize the facts ...?
- How would you compare the ideas ...? people ...?



**An indispensable tool for:**

**Teachers**

- Write lesson plans
- Master Bloom's Taxonomy
- Develop higher levels of thinking

**Parents**

- Improve parent/child communication
- Enhance verbal skills

**Students**

- Develop questioning skills
- Facilitate report writing

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