 Bloom’s taxonomy writing activities

Activities related to developing each text

| Text type | Remember | Understand | Apply | Analyse | Evaluate | Create |
| --- | --- | --- | --- | --- | --- | --- |
| Imaginative | Identify a key or memorable moment from the text. | Write a paragraph explaining what makes your selected moment special/ memorable. | Develop 200-300 word excerpt that creates a memorable moment applying one of the composer’s techniques. | Justify how your own example creates a memorable moment for an audience. | Pair with a peer, discuss your independent visions with each other and decide whether each piece achieves this. | Use the feedback from your ‘Evaluate’ session to develop an extended piece that builds out from your memorable moment. |
| Discursive | Identify the key idea/s or topic/s of this piece. | Write a paragraph explaining which key idea/s or topic/s resonates with you the most? | Annotate the paragraph/s of the key idea/s or topic/s that you selected emphasising the sections that were most effective at conveying information. | Develop an argument that consists of two, or more, sides. This can be related to a personal, social, cultural, historic or environmental issue. Act as an impartial adjudicator and dot point 5 arguments for each side. | Reflect on the argument that you have developed. Is it balanced? Why or why not? | Write one of your arguments in a humorous, informal register and the other in a serious, formal register. Share this with a pair and decide which perspective is more useful to a reader who wants to understand a topic. |
| Persuasive | What persuasive device was most effective in grabbing and/or holding your attention? | Write a paragraph detailing how this device influenced your opinion on the topic. | Write a rebuttal to the composer’s position using 2 or more of their own persuasive devices against them. | Select an aspect of your school environment that you think should be improved. Provide a summary of 5-6 suggestions you can think of that could facilitate this change. | Discuss your ideas and suggestions with a peer or another teacher at the school (perhaps even a Deputy Principal or Principal). Use the feedback to refine your points down to the most useful or relevant points. | Write a letter to your Principal persuading them to consider acting on your improvement suggestions. |
| Informative | What is the most interesting piece of information that you learned from the text? | Write down and research 2-3 things that you would like to know more about as a result of reading this text. | Pick a topic that you are interested in/would like to know more about. List as many things as you already know about this topic and 3-5 questions that you would like to have answered. | Research these questions and develop paragraphs on each topic. | Provide your piece to a peer who doesn’t know a lot about your topic. Have them highlight any pieces that they are unfamiliar with and come up with 3 questions that reading your work raised. | Make any necessary adjustments based on peer feedback and include an introduction and conclusion to your ideas. Try to infuse your writing with the passion, interest and enthusiasm that you have for the topic. |