

GLOSSARY OF REVISED BLOOM'S TAXONOMY (RBT) VERBS USED IN NORTH CAROLINA'S HOLOCAUST & GENOCIDE STUDIES ELECTIVE

Analyze	<p>When students are asked to analyze the teacher should recognize that the “big idea” will always come first in the written objective. Then, the rest of the objective will deal with how the students will be expected to analyze or the purpose of the analysis.</p> <p>For EX: Analyze multiple perspectives of individuals and groups through the practice of historical empathy by examining differing motives, beliefs, actions, and desired outcomes.</p> <ul style="list-style-type: none"> • The “big idea” is (...multiple perspectives of individuals and groups through the practice of historical empathy...) • How the students will be expected to analyze or the purpose of the analysis is (...by examining differing motives, beliefs, actions, and desired outcomes.)
Assess	<p>Asking students to assess information requires them to determine the importance, size, effectiveness, or value of the thing being assessed; to detect inconsistencies or fallacies within an argument or product; or to detect the appropriateness of a procedure for a given problem.</p>
Categorize	<p>Categorize requires the students to show an understanding of information by placing things into groups or classes based on shared characteristics.</p> <p>For EX: Categorize Nazi camps by type, purpose, and kind of prisoners.</p>
Classify	<p>Classify requires students to determine whether something does or does not belong to a category. Classify begins with examples of objects, ideas, and the like and asks students to decide on which category each fits. Classify requires inductive reasoning (specific to general).</p>
Compare	<p>Compare requires students to describe similarities and differences among related events or ideas.</p>
Construct	<p>Construct requires students to put information together in new ways and may or may not require students to build or create something original or unique using knowledge, often by combining different elements or ideas. Construct involves coming up with a solution or plan that satisfies a given description/requirement. When the objective asks students to construct it is used to assess the students’s ability to create or produce something that meets certain specified descriptions/requirements.</p>
Deconstruct	<p>Deconstruct requires students to take apart something in order to reveal its composition, often with the intent of exposing biases, flaws, points of view, or inconsistencies.</p>
Define	<p>Define simply requires the students to provide a clear and precise explanation of the meaning of a term or concept. Regarding the objectives of the Holocaust & Genocide Studies elective, students are simply expected to provide meaning based on the definitions given by the Never Again Act and the United Nations.</p>
Describe	<p>Describe requires students to provide a detailed account of something, including its characteristics, qualities, features, role, purpose, actions, etc.</p>

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Determine	Determine falls under the verbs used in the cognitive process analyze. Determine requires students to come to a decision based on evidence or facts; to establish exactly or with authority based on analysis of evidence or facts. When students determine something they use analyzing skills. They need to analyze data, consider various factors, and make a decision about a "big idea" (refer back to Analyze for "big idea").
Differentiate	<p>Differentiate means to distinguish relevant and irrelevant, or important and unimportant, within a text, product, or process.</p> <p>For EX: Differentiate significant global responses to the Holocaust during and after WWII.</p> <ul style="list-style-type: none"> A student should be able to identify the actions or inactions of various nations as responses to what was reported to be happening to Jews in Europe under Hitler and the Nazis as relevant information while distinguishing irrelevant details such as the impact of the Holocaust on European economies, the political implications of the Holocaust for post-war Europe, daily routines of prisoners in camps, stories about survivors or rescuers.
Distinguish	<p>Distinguish means to differentiate relevant from irrelevant parts or important from unimportant parts of presented material. Distinguish requires students to identify the key or relevant elements within a given piece of material and separate them from the less important or irrelevant parts. This involves evaluating the significance of each component and determining its contribution to the overall meaning or purpose (remember this is a verb under the Analyze category).</p> <ul style="list-style-type: none"> The verbs "distinguish" and "differentiate" are essentially interchangeable when used in the context of Revised Bloom's Taxonomy.
Exemplify	Exemplify requires students to use presented material to create new examples. Exemplify requires deductive reasoning (general to specific).
Explain	Explain requires students to identify the primary cause(s) and/or effect(s) of an event, situation, decision, issue, etc. Explain requires students to go beyond simple recall and examine information to determine the underlying reasons and consequences of events.
Identify	Identify requires students to remember something that is consistent with the presented material. It involves recalling previously learned information where the students need to recognize or point out something.
Interpret	Interpret requires students to change material from one form of representation to another (e.g., pictures to words, technical language to more common language). Paraphrasing important speeches and documents is an example of interpreting.
Summarize	Summarize requires students to capture the essence of an oral, written, or graphic communication in a brief, concise statement, short paragraph, or visual representation. Summarizing results in an abstract of the communication; it is not "retelling".
Use	Use requires students to apply a procedure to a problem or in a situation that may be familiar or unfamiliar to them.