

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

Analyze	<p>Analyze requires students to take apart or break down information into smaller parts in order to figure out how the parts are related to each other and how those parts work together to create the big picture or "big idea". By breaking down the information into smaller parts the students can better understand how each part contributes to the overall meaning or structure of the big picture or "big idea".</p> <p>When an objective asks students to analyze the "big idea" will always come first. 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: <u>Analyze</u> 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>Assess requires students to determine the importance, effectiveness, size, 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: <u>Categorize</u> 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 use their knowledge and creativity to come up with a new idea, solution, process, plan, or product that meets certain specified descriptions or requirements. Construct allows students to demonstrate their ability to apply their knowledge in practical and creative ways as they combine different elements or ideas to create something original and unique.</p> <p>For EX: <u>Construct</u> a hypothetical outline of procedures individuals or governments could use to respond to various stages of genocide.</p> <ul style="list-style-type: none"> • The student is expected to (...create a hypothetical outline of procedures...) <i>Note: Students should choose to create their outline for either individuals or governments, but not both.</i> • The specified description/requirement for the hypothetical outline of procedures is (...they are to be used as responses to various stages of genocide.) <p>The objective requires the student to combine their knowledge of culture, human behavior, history, government, law, politics, international relations, economic leverage, human rights, etc. with the characteristics of each stage of genocide, to create new and effective ways to respond during various stages.</p>

Define	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.
Describe	Describe requires students to provide a detailed account of something, including its characteristics, qualities, features, role, purpose, actions, etc.
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.
Explain	<p>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.</p>
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	<p>Interpretation requires students to change material from one form of representation to another (e.g., pictures to words). technical language to a more common language). Paraphrasing important speeches and documents is an example of interpreting.</p> <p>For EX: Interpret data presented in charts, graphs, tables, and timelines to place the events of the Holocaust in a historical and comparative context.</p> <ul style="list-style-type: none"> In an activity aligned to this objective, the teacher might have the students take written material such as periodicals, letters, novels, short stories, etc. and extract numbers and data from that written text to translate what is written into a table, chart, graph, graphic organizer, or other visual representation.
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.