

Teaching Higher-Order Thinking Through Questioning

1. Critical Analysis (Analysis)

- What are the moral implications of the decision made by the characters in the novel? How do those decision reflect the broader societal values?
- Why did many Huguenots decide to take their families out of France instead of remaining and fighting for what they believed? What impact did that decision ultimately have on France's economy as a whole?

2. Problem-Solving (Application)

- Given the current immigration situation, how can we resolve workforce shortages that balance community safety and national socioeconomic concerns?
- King Louis XIV wanted to unify France under his rule and the authority of the Catholic Church by eliminating the Protestant heresy, which led to detrimental social and economic consequences. How could he have better unified France without attacking causing such huge social and economic backlash?

3. Evaluation of Evidence (Evaluation)

- Based on the data presented in this research paper, do you think the study's conclusion are valid? Why or why not?
- Based on Columbus' calculations, did it seem reasonable that his ship would be able to succeed in reaching Asia? Why or why not?

4. Comparative Analysis (Analysis)

- Compare and contrast the safety net policies of two different countries and their impact on income inequality?
- Compare and contrast the political structure of France to that of the Netherlands. In which country could government operate more effectively? In which state did the people have more agency? Explain.

5. Hypothetical Scenario (Synthesis)

- Imagine you are the CEO of a multinational corporation. How would you navigate the challenges of globalization and cultural diversity in your company's workforce?
- Pretend that you are a ship captain preparing to cross the Atlantic Ocean to settle North America. What supplies would you need to take both for the voyage and to have upon arrival? Explain your choices.

6. Ethical Dilemma (Evaluation)

- In a medical emergency with limited resources, how should healthcare professionals prioritize patients, and what ethical principles should guide their decisions?
- Suppose you had to choose between standing up for what you believed or going along with the decision of the majority in your group. How would you choose the best decision? What factors might influence your decision?

7. Interdisciplinary Connection (Synthesis)

- How can principles from child psychology and neurosciences be integrated to address the educational needs of a diverse student population in higher education institutions?
- What roles did mythology and astronomy play in the construction of public works projects, buildings, and other technologies in early civilizations?

8. Creative Problem-Solving (Synthesis)

- Propose a novel solution to reduce homelessness while promoting accountability and reducing the “tragedy of the commons”. What are the potential benefits and challenges of your solution?
- Suppose you became lost in the woods. What methods might you use to find your way back out to civilization or a place where you can determine your location?

For Further Study:

Anderson, L.W., & Krathwohl, D. R. (Eds.). (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom’s Taxonomy of Educational Outcomes: Complete Edition*, New York: Longman.

Rutka, Jacob. (May 15, 2024). *Bloom’s Taxonomy Question Stems for Use in Assessment [With 100+ Examples]*. Top Hat Blog. <https://tophat.com/blog/blooms-taxonomy-question-stems/>

Smith, Alison. (2023). *Teaching Higher-Order Thinking Skills: Here’s Why it Matters So Much*, TeachStarter. <https://www.teachstarter.com/us/blog/higher-order-thinking-in-the-classroom-and-why-it-matters-3/>

Cron, Lisa. (2012) *Wired for Story: The Writer’s Guide to Using Brain Science to Hook Readers from the Very First Sentence*, Ten Speed Press, Berkeley.