**“U-Test” Protocol for India**

Your job is to work together in your India groups to: (1) create awesome test questions for your assigned chapter, and (2) correctly answer questions generated by other groups.

Here is the process:

Group A: Chapter 13 – Geography & Development of Ancient India

Group B: Chapter 14 – Mohenjodaro

Group C: Chapter 15 – Hinduism

Group D: Chapter 16 – Buddhism

Group E: Chapter 17 – First Unification of India

Using first 4 levels (*Knowledge*, *Comprehension*, *Application*, and *Analysis*) of Blooms Taxonomy question-asking, write 7 questions about your chapter in unit 3.

Groups must write at least one question for all four levels. There may be no more than 2 questions per any one level.

Your questions must be written clearly. You must provide an answer key for your group’s set of questions.

When finished with questions, each group will rotate to the other groups and try to answer their questions.

At each rotation, groups will submit answer sheets into a basket. At the end of all rotations, answer sheets will be corrected and points will be tallied. The group with the most points wins!

### Knowledge

### This is the lowest level of questions and requires students to recall information. Knowledge questions usually require students to identify information in basically the same form it was presented. Some examples of knowledge questions include …

* “What is the biggest city in Japan?”
* “Who wrote *War and Peace?*”
* “How many ounces in a pound?”

**Words often used in knowledge questions include *know*, *who*, *define*, *what*, *name*, *where*, *list*, and *when*.**

### Comprehension

Simply stated, comprehension is the way in which ideas are organized into categories. Comprehension questions are those that ask students to take several bits of information and put them into a single category or grouping. These questions go beyond simple recall and require students to combine data together. Some examples of comprehension questions include …

* “How would you illustrate the water cycle?”
* “What is the main idea of this story?”
* “If I put these three blocks together, what shape do they form?”

**Words often used in comprehension questions include *describe*, *use your own words*, *outline*, *explain*, *discuss*, and *compare*.**

### Application

At this level, teachers ask students to take information they already know and apply it to a new situation. In other words, they must use their knowledge to determine a correct response. Some examples of application questions include …

* “How would you use your knowledge of latitude and longitude to locate Greenland?”
* “What happens when you multiply each of these numbers by nine?”
* “If you had eight inches of water in your basement and a hose, how would you use the hose to get the water out?”

**Words often used in application questions include *apply*, *manipulate*, *put to use*, *employ*, *dramatize*, *demonstrate*, *interpret*, and *choose*.**

**Analysis**

An analysis question is one that asks a student to break down something into its component parts. To analyze requires students to identify reasons, causes, or motives and reach conclusions or generalizations. Some examples of analysis questions include …

* “What are some of the factors that cause rust?”
* “Why did the United States go to war with England?”
* “Why do we call all these animals mammals?”

**Words often used in analysis questions include *analyze*, *why*, *take apart*, *diagram*, *draw conclusions*, *simplify*, *distinguish*, and *survey*.**