

# Original Ford-Harris/Bloom-Banks Matrix: Cell Descriptions

	<b>Knowledge</b>	<b>Comprehen- sion</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>
<b>Contributions</b>	Students are taught and know facts about cultural artifacts, events, groups, and other cultural elements.	Students show an understanding of information about cultural artifacts, groups, etc.	Students are asked to and can apply information learned about cultural artifacts, events, etc.	Students are taught to and can analyze (e.g., compare and contrast) information about cultural artifacts, groups, etc.	Students are required to and can create a new product from the information on cultural artifacts, groups, etc.	Students are taught to and can evaluate facts and information based on cultural artifacts, groups, etc.
<b>Additive</b>	Students are taught and know concepts and themes about cultural groups.	Students are taught and can understand cultural concepts and themes.	Students are required to and can apply information learned about cultural concepts and themes.	Students are taught to and can analyze important cultural concepts and themes.	Students are asked to and can synthesize important information about cultural concepts and themes.	Students are taught to and can critique and evaluate cultural issues, concepts and themes.
<b>Transformation</b>	Students are given information on important cultural elements, groups, etc., and can understand this information from different perspectives.	Students are taught to understand and can demonstrate an understanding of important cultural concepts and themes from different perspectives.	Students are asked to and can apply their understanding of important concepts and themes from different perspectives.	Students are taught to and can examine important cultural concepts and themes from more than one perspective.	Students are required to and can create a product based on their new perspective or the perspective of another group.	Students are taught to and can critique, evaluate or judge important cultural concepts and themes from different viewpoints (e.g., minority group).
<b>Social Action</b>	Based on information about cultural artifacts, etc., students make recommendations for social action.	Based on their understanding of important concepts and themes, students make recommendations for social action.	Students apply their understanding of important social and cultural issues; they also make recommendations and take action on these issues.	Students are required to and can analyze social and cultural issues from different perspectives; they take action on these issues.	Students create a plan of action to address a social and cultural issue(s); they seek change.	Students critique important social and cultural issues, and seek to make change.