

# BLOOMS ACTIVITY MATRIX: GOOGLE SEARCH SKILLS

These tasks were designed as part of a complete unit of work found [here](#) or scan the QR Code



|                      |                                                                                                                     |                                                                                                                                                              |                                                                                                                                            |
|----------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>REMEMBERING</b>   | Define five key search operators (e.g., site:, filetype:, intitle:) and explain their purpose in one sentence each. | List the steps to perform a reverse image search on Google.                                                                                                  | Recall and write down three Boolean operators and their uses.                                                                              |
| <b>UNDERSTANDING</b> | Explain in your own words why using quotation marks (" ") in a search query changes the results.                    | Create a flowchart illustrating how Google Search algorithms process a query.                                                                                | Compare the results of searching the same topic with and without an operator (e.g., "climate change" vs. site:nytimes.com climate change). |
| <b>APPLYING</b>      | Use the filetype: operator to find and download a PDF on a topic of interest and summarize its main points.         | Perform a search using a specific time range (e.g., 2018..2020) to gather data about a historical event, and present your findings.                          | Use Google Image Search to find an image with usage rights that allow for educational use, and explain how to verify its permissions.      |
| <b>ANALYZING</b>     | Analyze the differences in search results when using intitle: versus allintitle: operators for the same query.      | Compare and contrast results from Google and another search engine (e.g., DuckDuckGo) for a controversial topic and evaluate the reliability of the sources. | Break down the elements of a Google Search result page and explain the purpose of each section (e.g., knowledge graph, featured snippets). |
| <b>EVALUATING</b>    | Critique the effectiveness of a specific search query you've used. Suggest improvements and test them.              | Evaluate the credibility of two different sources for the same topic and justify which one is more reliable.                                                 | Assess the impact of personal search history on search results and propose ways to minimize bias in your findings.                         |
| <b>CREATING</b>      | Design a tutorial or infographic for younger students explaining how to use one advanced search operator.           | Create a scavenger hunt challenge that requires classmates to use at least five search operators to complete.                                                | Develop a presentation showcasing the pros and cons of Google Search compared to other research tools.                                     |

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# BLOOMS ACTIVITY MATRIX: ADVERTISING TASKS

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|                      |                                                                                                                                                                                       |                                                                                                                                                                                      |                                                                                                                                                                      |
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| <b>REMEMBERING</b>   | <b>Advertising Terminology Quiz:</b> Create a glossary of 10 key advertising terms (e.g., slogan, copywriting, ethos). Define each term and provide an example from an ad.            | <b>Ad Types Identification:</b> Find five advertisements online or in print and classify each as traditional or digital. Write one sentence explaining your choice.                  | <b>Logo Match-Up:</b> Match five brands with their corresponding logos and taglines. Write a short description of how each logo represents its brand.                |
| <b>UNDERSTANDING</b> | <b>Analyze an Advertisement:</b> Choose one advertisement and describe how it uses ethos, pathos, and logos to persuade its audience.                                                 | <b>Compare Advertising Styles:</b> Compare a traditional ad (e.g., a billboard) and a digital ad (e.g., a YouTube ). Write a short paragraph explaining how their approaches differ. | <b>Storyboard Deconstruction:</b> Break down a TV commercial into a simple storyboard of five frames. Explain how each frame contributes to the ad's message.        |
| <b>APPLYING</b>      | <b>Create a Slogan:</b> Develop a catchy slogan for a product you use every day. Explain why you think it would be effective in attracting customers.                                 | <b>Redesign an Ad:</b> Find an existing advertisement and redesign it to target a different audience (e.g., adults vs. teenagers). Explain your choices.                             | <b>Keyword Research Task:</b> Choose a product and brainstorm five keywords you would use to advertise it. Explain how each keyword connects to its target audience. |
| <b>ANALYZING</b>     | <b>Ad Effectiveness Evaluation:</b> Evaluate three advertisements for effectiveness. Use criteria such as clarity, creativity, and emotional impact, and rate them on a scale of 1–5. | <b>Target Audience Analysis:</b> Select an ad and describe the target audience in detail. Discuss how the design and message cater to that group.                                    | <b>Persuasive Techniques Breakdown:</b> Watch an ad and identify all persuasive techniques used. Write a paragraph explaining how each technique impacts the viewer. |
| <b>EVALUATING</b>    | <b>Critique an Advertisement:</b> Choose an ad and write a short critique discussing what works well and what could be improved.                                                      | <b>Ethical Analysis:</b> Analyze an ad for ethical concerns. Discuss whether it manipulates or misleads its audience and suggest ways it could be more ethical.                      | <b>Advertising Strategy Debate:</b> Write an argument defending or critiquing the use of emotional appeals (pathos) in advertisements.                               |
| <b>CREATING</b>      | <b>Design a Logo:</b> Create a logo for a mock business using Canva or drawing tools. Write three sentences explaining your design choices.                                           | <b>Write a Script:</b> Write a script for a 30-second advertisement promoting a product of your choice. Include dialogue and a clear call to action.                                 | <b>Mood Board Creation:</b> Develop a mood board for an advertising campaign using colors, images, and keywords that represent the brand's identity.                 |

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| <b>REMEMBERING</b>   | <b>Writing Terms Quiz:</b> Create a list of 8 key formal writing terms (e.g., salutation, body, signature, resume, subject line). Define each term and give an example.      | <b>Identify Email Parts:</b> Look at three emails and highlight their parts (e.g., subject, greeting, body, closing). Explain the purpose of each part.                                        | <b>Resume Vocabulary:</b> List and define key resume words (e.g., skills, experience, education). Find one example for each word from a real or mock resume.                               |
| <b>UNDERSTANDING</b> | <b>Parts of a Letter:</b> Choose a sample formal letter and identify its key sections (e.g., date, greeting, body, closing). Explain what each section does.                 | <b>Compare Two Emails:</b> Compare a formal email to a casual email. Write a paragraph explaining the differences in tone, language, and format.                                               | <b>Explain Tone:</b> Read a formal letter and describe whether the tone is polite, serious, or persuasive. Explain how you know this.                                                      |
| <b>APPLYING</b>      | <b>Write a Thank You Letter:</b> Write a formal letter to thank your teacher or principal for their support. Follow correct formatting.                                      | <b>Write a Follow-Up Email:</b> Write an email to a teacher asking for clarification on homework. Use a polite and professional tone.                                                          | <b>Create a Mini Resume:</b> Write a one-page resume listing your hobbies, achievements, and goals. Use a clear structure and professional tone.                                           |
| <b>ANALYZING</b>     | <b>Letter Purpose Analysis:</b> Choose two formal letters (e.g., job application, school complaint). Describe their purpose and how the writer achieves it.                  | <b>Audience Analysis:</b> Analyze a formal letter and explain who the audience is. How does the tone and content fit this audience?                                                            | <b>Resume Layout Study:</b> Look at two resumes and compare their layout and sections. Decide which one is clearer and explain why.                                                        |
| <b>EVALUATING</b>    | <b>Critique a Letter:</b> Find an example of a poorly written letter. Explain what is wrong (e.g., spelling mistakes, missing sections, rude tone) and suggest improvements. | <b>Ethical Email Review:</b> Read an example of a misleading email (e.g., a tricky subject line). Explain why it's wrong and suggest how to fix it.                                            | <b>Email Tone Debate:</b> Write an argument discussing whether it's okay to use emojis or casual language in emails to teachers. Defend your opinion!                                      |
| <b>CREATING</b>      | <b>Design a Letter:</b> Write a formal letter to your local council suggesting an improvement to your school or community (e.g., building a new sports area).                | <b>Write a Cover Letter:</b> Write a short cover letter to apply for a role in your school (e.g., student council member, club leader). Highlight your strengths and include a call to action. | <b>Create a Template:</b> Design a template for a formal email that students can use to communicate with teachers (e.g., asking for extra help). Include placeholders for personalization. |

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