



## ANALOGIES

Thinking  
strategies  
to enhance skills  
of analysis,  
creativity,  
and problem  
solving.

**CONNECT TO ME**

**Lesson Description:** Students use analogies to see learned knowledge in new and unusual ways, and to create understandings through connections.

**Pre-assessment/Prior Knowledge:**

- Students have indicated a basic understanding of the Analogies strategy through the introductory lesson (p. 35).
- Students have shown knowledge of eminent people in Virginia's history through assessments in Social Studies.

**SOL/POS Objective:****History 4.3**

Students examine the lasting contributions and achievements of individuals and groups in history.

**Eng. 4.1** The student uses multiple strategies to attach meaning to print.

**Eng. 4.14** The student learns to collaborate effectively with others for a variety of writing or reading purposes.

**Instructional Strategy:**

*Identifying Similarities and Differences*- Students compare similarities and differences between historical figures.

**Materials:**

- Writing and drawing supplies
- Chart paper

**Enduring Understanding:**

- Analogies create new understandings.
- Analogies help make learning and visualization meaningful.
- Making analogies utilizes higher level thinking skills.

**Introduction/Essential Questions:**

- How do analogies help us better explain ideas?
- Why should we compare unlike objects?
- How do analogies help us create visualizations?

**Teach and Explore Strategy:**

- A student volunteer chooses two objects in the classroom. For example, basket and sink.
- Students identify two similarities and two differences between the two objects. (Example: similar –they both hold stuff; Different – one is portable and the other is not.)



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*Thinking strategies to enhance skills of analysis, creativity, and problem solving.*

- From student responses, write analogies on the board, making the analogies either alike or different. (Example: basket : sink :: \_\_\_\_\_ : \_\_\_\_\_ basket : sink :: purse : pocket)
- Continue with a few more volunteers’ responses, encouraging the students to use the variety of analogy types, antonyms, synonyms, part : whole, whole : part, tool : its action, tool user : tool.
- Connect to student learning by brainstorming a list of eminent Virginians and record on the board. From the list ask students to make analogies. (example: Thomas Jefferson : Pocahantas :: \_\_\_\_\_ : \_\_\_\_\_)
- Focus on visualization by asking the class what you would draw that would illustrate the second half of the analogy above.
- On chart paper, in the top left hand corner, write the analogy. The analogy will be the caption for your new picture. Sketch the picture the class offers in the space below the caption. On the back, write the second half of the analogy lightly and in small letters in the bottom right hand corner. The sketch should have enough details to illustrate the second half of the analogy. As you sketch the picture, ask the class what further details the sketch needs to ensure that anyone could discover the second half of the analogy.
- Students work in pairs or in groups of three to devise original analogy sets ( \_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_ ) and illustrate.
- Each group shares their analogy sets with the class. Other students in the class offer comments and ask questions.
- Ask questions: What *aha*’s did you have today? How did our analogies cause us to think differently about our knowledge? Why would we want to think differently about things that we already know?

**Assessment Evidence:**

- Student discussions
- Completed group products
- Peer feedback and questions

**Metacognition:**

- How do analogies help you to visualize connections?
- How do analogies help in your expression of ideas?

**Extensions:**

- Imagine that you are a British soldier and draw analogies between eminent Virginians we have identified. You may choose to include additional notable colonists that are not on our list. How are these analogies different than the ones we drew in class? Why are they different?