



ANALOGIES

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

“IT LOOKS LIKE...”

Brief Description of the Lesson: Students will use the Private Eye loupes or magnifying glasses to make observations that will be used to create analogies for an original poem.

SOL/POS Objective: (*List number and specific objective*)

English 6.1

The student will analyze oral participation in small group activities.

English 6.6

The student will write narratives, descriptions and explanations.

Instructional Strategy:

Identifying Similarities and differences- Students explore observations made from magnifying glasses by drawing analogies.

Materials: jeweler’s loupes (1 per student), magnifying glasses or hand lenses, “The Private Eye” by Kerry Ruef, “genius” definition (below), white drawing paper for each student,

In the Laboratory with Agassiz, <http://philosophy.lander.edu/intro/introbook2.1/x426.html>), 9” x 5”

Enduring Understanding:

- Thinking by analogy leads to a higher level of thinking, and brings new perceptions to our writing.

Essential Questions: (For example, *What influences your reaction to an issue or a problem?*)

- Can a closer look at something change your perceptions?
- Can you express these new perceptions as similes or metaphors?
- How do similes and metaphors enrich oral and written descriptions of observations?

Teach and Explore Strategy: (Steps in teaching the process and exploring applications)

- Place “genius” definition on the overhead for discussion.
- Discuss the meaning of this quote with students.
- Read *In the Laboratory with Agassiz* asking students to “encapsulate” the message or lesson taught in the story.
- Introduce and distribute loupes or magnifying glasses. Allow a few minutes for “practice” with one (5 x magnification) and two (10 x magnification) nested loupes/magnifying glasses, with a partner.
- Ask students to focus on a part of their hand, sketch their observations and generate five to ten similes or metaphors to describe features viewed through the loupes. Students should continually ask themselves, “What else does it look like? What else can it be?”
- Urge students to use the analogies as “Bones for poems” (a list of analogies to be used as a resource for writing poetry).
- Using ideas from “bones for poems” students will create a hand poem.



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Assessment Evidence: (Discussion, teacher observation, completed product, student reflection...)

- Student analogy descriptions from loupe observations
- Student sharing of their favorite simile or metaphors
- Original poems

Metacognition: (Discuss thinking involved and applications for using the strategy.)

- What kind of thinking did you do in this lesson?
- Of what value is this kind of thinking?
- How do analogies aid in expressing ideas?
- What is the relationship between looping and point of view?

Extension:

Students may repeat the looping process to write poems about objects from nature (seashells, pine cones, flowers, leaves, etc.)

Genius
is the power to
see ten things where
the ordinary man
sees one.

Ezra Pound