

Strategy 1

Analogies

What Is It?

Analogies (Lenski, Wham, & Johns, 1999; Vacca & Vacca, 1995) are used as a way of allowing students to link their prior knowledge with new information. In analogies students have to match two pairs of terms that demonstrate the same relationship. Since analogies require students to draw inferences, they lend themselves well to creative thinking.

Why Is It Used?

The strategy is used to (1) encourage students to attempt various problem-solving techniques to compare two similar relationships, (2) help students to learn to think independently about word relationships, and (3) strengthen conceptual understanding of information.

What Do I Do?

- 1 Select familiar words from a text. Ask students to explain the relationship that exists between two words. Use different types of analogies (e.g., synonym : antonym, cause : effect, part : whole).
- 2 Ask students what the relationship is between the two words and explain that analogies are comparisons between two sets of relationships.
- 3 Allow students to make their own analogies and encourage them to share their analogies with one another. Discuss as a whole class.
- 4 Show students that analogies have their own symbols (e.g., discover : discovered :: explore : explored). Tell students that the symbol : means “is to” and the symbol :: means “as.”

- 5 Gradually increase the complexity of analogies.
- 6 Read the text and ask students to highlight unfamiliar words. Discuss new words as a whole class.
- 7 Develop analogies from a list of new vocabulary words. Encourage students to share their analogies with one another.

How Do I Differentiate It?

Analogies lend themselves to a variety of student-learning modalities. Students can orally practice analogies, visually depict analogies with pictures and flash cards, demonstrate analogies through act-outs, and so on. Ricardo Muñoz uses a variety of free Internet games to encourage his 10th-grade English students to practice analogies. He finds that Readquarium (listed in the website resources), in particular, encourages his class of predominantly English language learners (ELLs) to examine the relationships between different vocabulary words.

Example

Andrew Cohen's fifth graders were studying different explorers who came to the New World. (The unit goals are shown in Figure 1.1.) He asked his students whether they had ever heard of analogies, and a student pointed out that analogies are comparisons that share patterns. When Mr. Cohen asked for an example, the student said that good is to bad as ice cream is to stale milk. Mr. Cohen told the student

GRADE 5 SOCIAL STUDIES GOALS

After unit lesson, students will be able to:

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco V-squez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
3. Trace the routes of the major land explorers of the United States, the distances traveled by the explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

FIGURE 1.1 Goals for Mr. Cohen's unit on explorers.

that that was a great example of an analogy that followed the “antonym : antonym” pattern. He showed students the book *Explorers Who Got Lost* (Sansevere-Dreher & Renfro, 1994) and selected two words from the text that he was certain the students knew: *Atlantic* and *ocean*. He asked the class whether somebody could make a new analogy, and a student said that *Atlantic* is to *ocean* as *Mississippi* is to *river*. Mr. Cohen asked the class what the relationship was, and students’ answers varied from “name : body of water” to “proper name : geographic feature.” To ensure that students understood, he used a few more different examples of analogies and asked students to determine the pattern (one student said the lesson was a lot like math, and Mr. Cohen acknowledged that it could be a useful math strategy, too). Then he allowed students to work with partners to create different types of analogies. He asked volunteers to share their analogies. He asked students to read a passage from *Explorers Who Got Lost* and told them to underline words that they did not understand. After students read the passage, Mr. Cohen created a list of all the new vocabulary words and asked students to try to explain what the words meant based on their context. He asked volunteers to come up with a few analogies, and he wrote them on the board. Finally, Mr. Cohen suggested that the students write their own book of analogies to understand their new vocabulary words. He told students to create analogies for all the words and he would include at least one analogy from each set of partners in the class book.

References

- Lenski, S. D., Wham, M. A., & Johns, J. L. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.
- Vacca, R. D., & Vacca, J. (1995). *Content area reading* (5th ed.). Glenview, IL: Scott Foresman.

Text Resources

- Aaseng, N. (2000). *You are the explorer*. Minneapolis, MN: Oliver Press.
- Fritz, J., & Bacon Venti, A. (1994). *Around the world in a hundred years: From Henry the navigator to Magellan*. New York: Putnam.
- Gibbons, F., & DuPree, B. (2003). *Hernando DeSoto: A search for good and glory*. New York: John F. Blair.
- Goodman, J. E., & McNeely, T. (2001). *Despite all obstacles: LaSalle and the conquest of the Mississippi*. New York: Mikaya Press.
- Ross, S. (1996). *Conquerors & explorers*. Brookfield, CT: Copper Beech Books.
- Sansevere-Dreher, D., & Renfro, E. (1994). *Explorers who got lost*. New York: Tor Books.

Website Resources

Explorer Links

edtech.kennesaw.edu/web/explorer.html

Kids Online Resources

www.kidsolr.com/history/page2.html

Quia Vocab/Word Knowledge: Awesome Analogies

www.quia.com/cb/7146.html

Readquarium

gamequarium.com/readquarium/vocabulary/analogies/

Copyright © 2011 The Guilford Press

Copyright © 2011 The Guilford Press. All rights reserved under International Copyright Convention. No part of this text may be reproduced, transmitted, downloaded, or stored in or introduced into any information storage or retrieval system, in any form or by any means, whether electronic or mechanical, now known or hereinafter invented, without the written permission of The Guilford Press.

Guilford Publications, 72 Spring Street, New York, NY 10012, 212-431-9800. www.guilford.com/p/brassell