Analogies in Action – Grade 11

**Lesson Summary:**
Students learn to determine relationships of words, to understand analogical statements and to enhance vocabulary development.

**Estimated Duration:** Two to three hours

**Commentary:**
“This lesson offers higher level vocabulary work to challenge high school juniors and seniors. Additionally, it requires higher order thinking. That’s a plus!”

**Pre-Assessment:**
- Provide a list of 20 – 30 words (in no particular order).
- Students match words into word pairs (e.g., synonyms, antonyms, worker/tool and familial relationship).
- In pairs, students connect the words based on the best relationship determined.
- Students list the pairs on a chart (see Attachment A, *Classifying Word Relationships*).

**Instructional Tip:**
The two pages of Attachment A, *Classifying Word Relationships*, may be copied side-by-side onto 11 X 14 paper for ease of use.

- Pairs share their connections and the teacher records them on chart paper, overhead or chalk board, white board or Smart board™.
- Individual students then develop five original word pairs without providing the classification.
- Students swap their word pairs with a partner.
- On a fresh copy of Attachment A, the partner classifies the word pairs.

**Scoring Guidelines:**
- Evaluate students’ ability to determine word relationships and classify into categories. Determine student ability to develop relationships between words.
- If students seem confused, provide further examples and group students in pairs or triads to complete further practice.
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Instructional Tip:
Use games with students needing extra practice.

- “One of these Things Is Not like the Others” involves choosing four objects; three objects will be similar or have a common characteristic. The fourth object does not have anything to do with the others. Students choose the one that does not fit with the others and explain why.

- Jigsaw – each student has an object or photo; students explore the room searching for the object or photo that best matches theirs. The students pair up and explain to another pair or the teacher why they belong together.

- Inside-Outside – students form two circle (one inside the other) each student has a picture, word, or object. The inside circle turn clockwise and the outside circle counter-clockwise. When a pair students line up with the best match they stop the circles and explain to the class why they match up. If correct, the may sit down and the circles begin again. An alternative, if time and resources permit, would be give the matched pair new words, items, pictures and let them stay in the circle in search of a new match.

Post-Assessment: (see Attachment B, Analogies in Action)
- Students write bridge sentences to describe the relationship between given pairs of words (see step four of the instructional procedures).
- Students complete analogical statements in the abbreviated format (see step two of instructional procedures).
- Students write a sentence justifying choice of completion word.

Scoring Guidelines:
Assess students’ ability to write sentences detailing the relationship between words. Determine number of analogical statements correctly completed and assess student justification for the completion word chosen.

Instructional Procedures:
1. Define analogy (relationship between words or phrases)
2. Explain the format for analogical statements
   - [word 1] : [word 2] :: [word 3] : [word 4]
   - := is to :: := as
3. Discuss types of analogies (word relationships); e.g., synonyms, antonyms, part to whole, masculine or feminine, person and relationship, classification and type, etc.
4. Explain the use of “bridge sentences” to help determine the relationship:

   ANCESTOR : FAMILY :: founder : business
   Bridge sentence: An ancestor is an early or starting member of a family just as a founder is an early or starting member of a business.

   ANGER : FURY :: joy : ecstasy
   Bridge sentence: Anger is a lesser degree of fury just as joy is a lesser degree of ecstasy.
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Instructional Tip:
Vary word choice and complexity of relationships according to the ability levels of students or class.

5. In pairs, students practice writing bridge sentences for four or five complete analogical statements (see Attachment C, *Developing Bridge Sentences*).

6. Demonstrate how bridge sentences can help analyze analogical statements with a term missing:
   CONNIVE : SCHEME :: confer : ______________
   Connive is a synonym for scheme. Confer is a synonym for WHAT WORD? (consult, advise, confab).

   HUT : SPARTAN :: mansion :
   Spartan is an adjective describing the furnishings of a hut. WHAT WORD (opulent, lavish, luxurious, rich, plush) is an adjective describing the furnishings of a mansion?

7. In the same pairs, students practice writing bridge sentences for four or five incomplete analogical statements (see Attachment D, *Completing Analogical Statements through Bridge Sentences*).

Instructional tip:
Develop vocabulary for this unit around a central theme; e.g., war, redemption, love, betrayal, etc. This is particularly useful in conjunction with theme analysis in literature.

Differentiated Instructional Support:
Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).
- Allow students to choose their own topics.
- Allow students to work in pairs to create analogical statements.
- Provide a group of unusual objects and have students explain the objects using analogies.
  - Each student chooses an item.
  - Students have three minutes to explain and “sell” their item similar to television shopping network

Extensions:
- Students practice syllogisms (deductive schemes for drawing a conclusion)
  Example:  All retrievers are dogs.
            All dogs are mammals.
            Therefore, all retrievers are mammals.
- Students use Hegel’s dialectic (thesis, antithesis and synthesis) to develop essay topics that demand an understanding of the dynamics of change.
- Students use the Internet to research uses of analogies in fields of study or employment.
Home Connections:
- Students explore their homes for objects that have an analogical connection and explain it to family members.
- Students use journal or log to record analogies heard on television, movies or the radio.

Interdisciplinary Connections:
Content Area: Science, math, law, philosophy, historical change over time

Science and math often use analogical connections to illustrate relationships between functions, theories, and reactions.

Use analogies in various disciplines as a springboard to writing across the curriculum.

Materials and Resources:
The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site’s main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.

For the teacher: markers, white board (black board), quotation finder
For the student: Thesaurus, access to internet

Vocabulary:
- Analogy
- Analyze
- Classify
- Evaluate
- Syllogism

Technology Connections:
- Students use an online thesaurus.
- Students use the internet to conduct research on analogies in other disciplines.
- Students identify and use analogies to describe technological inventions (i.e., abacus : calculator :: typewriter : word processor).

Research Connections:

Piaget’s work has indicated that all human beings have the capability of progressing through four levels of cognition often defined as thought processes: sensorimotor, preoperational, concrete
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operational and formal operational. Among the cognitive operations related to reading are seriation, ordering, temporal relations, conservation, one-to-one correspondence, spatial relations, classification, and number relations.


The BSCS instructional model is characterized by the five Es: engage, explore, explain, elaborate, and evaluate. Each E represents part of the process of helping students sequence their learning experiences to construct their understanding of concepts.

1. Students are engaged by an event or question related to the concept that the teacher plans to introduce.
2. The students participate in one or more activities to explore the concept. This exploration provides students with a common set of experiences from which they can initiate the development of their understanding.
3. Students construct their own understanding and the teacher clarifies the concept.
4. The students elaborate and build on their understanding of the concept by applying it to new situations.
5. The students complete activities that will help them and the teacher evaluate their understanding of the concept. This 5-E model is based on a constructivist philosophy of learning (Trowbridge & Bybee, 1990).


Identifying similarities and differences enhances students’ understanding of and ability to use knowledge. This process includes comparing, classifying, creating metaphors and creating analogies and may involve the following:

- Presenting students with explicit guidance in identifying similarities and differences
- Asking students to independently identify similarities and differences
- Representing similarities and differences in graphic or symbolic form

**General Tip:**
Explain that analogies form the foundation for metaphor and simile. This provides a bridge to literacy and writing.

**Attachments:**
Attachment A, Classifying Word Relationships
Attachment B, Analogies in Action
Attachment C, Developing Bridge Sentences
Attachment D, Completing Analogical Statements through Bridge Sentences
**Attachment A**

**Classifying Word Relationships**

Name_______________________________ Date____________________________

**Directions:** Using the vocabulary list provided match pairs of words into the categories listed.

<table>
<thead>
<tr>
<th>WORD: SYNONYM</th>
<th>WORD: ANTONYM</th>
<th>PART:WHOLE</th>
<th>CONDITION:LESSER DEGREE</th>
<th>CONDITION:GREATER DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORKER:DEVICE</td>
<td>PERSON:FUNCTION</td>
<td>SCIENCE:SUBJECT</td>
<td>GENDER QUESTIONS</td>
<td>FAMILY RELATIONSHIP</td>
</tr>
</tbody>
</table>

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### Vocabulary List:

**Column 1: First word of a pair**

1. Bull
2. Cob
3. Devotion
4. Draconian
5. Dudgeon
6. Exhaustion
7. Flyer
8. Fury
9. Geneticist
10. Graphology
11. Hospital
12. Initiate
13. Insomnia
14. Mediator
15. Melancholy
16. Obsequious
17. Rigger
18. Sociology
19. Stallion
20. Surgeon

**Column 2: Second word of a pair**

1. Anger
2. Begin
3. Benevolent
4. Cultures
5. Cygnet
6. Dagger
7. Depression
8. Derrick
9. Fatigue
10. Gelding
11. Handwriting
12. Heal
13. Idolatry
14. Joey
15. Microscope
16. Mutinous
17. Resolve
18. Sopor
19. Steer
20. Ward
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Attachment B
Completing Analogical Sentences

Name_______________________________ Date__________________________

Directions: (1) Analyze each pair of relationships. (2) Write a sentence explaining the relationship of the words in the first set. (3) Using a thesaurus when necessary, choose a word to complete the second set so that it has the same relationship as the first set.

1. CENSOR: EXPURGATE :: abridge: ________________________________

2. MISANTHROPE: HUMANKIND : : __________________________ : women


4. INDUBITABLE : FALLACIOUS : : ostentatious : _________________________

5. TAUTOLOGY : CONCISE : : _________________________________ : succinct

6. ARIA : OPERA : : ______________________________________ : drama

7. BOWDLERIZE : BOOK : : expurgate : _______________________________

8. CITADEL : FORTRESS : : vault : ___________________________________

9. INGENUOUS : NAÏVE : : _________________________________ : frank

10. CLIQUE : SOCIAL : : _________________________________ : party
Attachement C
Explaining Analogical Statements

Name_______________________________ Date__________________________

Directions: Write a sentence explaining the relationship in each of the analogous pairs.

1. INIQUITOUS : VILLAIN : : intrepid : explorer

2. CRONE : WIZENED : : octogenarian : shriveled

3. ACRIMONIOUS : DEBATE : : vituperative : argument

4. PISCATORIAL : FISH : : tonsorial : hair

5. PARABLE : FABLE : : anecdote : story

6. OPULENT : SQUALID : : garish : austere

7. NEFARIOUS : CRIMINAL : : admirable : paragon

8. MENDICANT : BEG : : sycophant : flatter

9. COTERIE : COMPANIONS : : herd : cattle

10. SALUBRIOUS : DELETERIOUS : : cryptic : understandable
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Attachment D

Developing Analogous Statements

Name_______________________________ Date__________________________

Directions: For each item (1) Write a sentence describing the relationship of the pair of words given; (2) Using a dictionary or thesaurus, if needed, choose words to complete each analogical statement that illustrate the same relationship as the first pair.

1. FETID : STENCH : : ______________________ : _____________________

2. QUIBBLE : CAVIL : : ______________________ : _____________________

3. SYMPOSIUM : FORUM : : ______________________ : ____________________

4. WASTREL : PARSIMONIOUS : : ____________________ : _________________

5. PALADIN : CHAMPION : : ______________________ : ____________________


7. RECONDITE : SIMPLE : : ______________________ : _____________________

8. COMPTROLLER : FINANCE : : ______________________ : ________________