

4-Box Synectics

<p>Bicycle</p> <p>Example: Questioning is like a bicycle because you have to put forth some effort to get it to take you anywhere.</p>	<p>_____</p>
<p>How is questioning like a(an)</p> <p>_____?</p>	
<p>_____</p>	<p>_____</p>

Four Box Synectics

Using Metaphor to Promote Critical Thinking

Use this strategy to review the topic students have studied by comparing the topic to randomly selected familiar objects.

1. On the board, draw a table like the one above.
2. Ask students to name common, familiar objects. At least one of these objects should have moving parts—e.g., car, bicycle, ferris wheel—since this type of object tends to allow students to explore many varied connections.
3. Write the name of each object in one of the four boxes.
4. Write the topic studied in the center. (Do not write the topic or the example until after students have named the object.)
5. Give an example such as this: Questioning is like a bicycle because you have to put forth some effort to get it to take you anywhere.
6. Have students brainstorm—either as a whole class or in small groups—many ways in which the topic they have studied is like each of the four objects.
7. When students have brainstormed many different connections, have them write a final summary about the topic using the ideas generated during the brainstorming and adding any additional ideas they have about the topic.