Outcomes: Writers and storytellers see more than the object as it is; they use their imaginations to bring them alive by comparing them to other things through simile and metaphor.

Prep: Students review the concepts of simile and metaphor and make lists of similes and metaphors associated with their object.

Students bring 2 of their favorite things to class. They are encouraged to bring things that have been given or handed down to the student, borrowed by the student, or lent by the student to someone else.

Recommended Reading: Poem: Neruda’s “Ode to things” (From Pablo Neruda’s book Absence and Presence, featuring photographs of the used things he collected and loved.)

Students learn that Pablo Neruda collected used things because they carried the energy and memories—and therefore, the stories!—of the people who had previously owned them. Things are imbued with story.

Jump In Jump Out, Introduce Yourself & Your Crazy, Crazy Love for Things
Students stand in a circle. Each student takes a turn jumping into the center of the circle to say: “My name is _____. I have a crazy, crazy love for ____ and ____.” Student jumps out as other students respond: “____ (name) has a crazy, crazy love for ____ and ____.” [Note: Best when adult participate. People will want to identify people, or pets so it is a good opportunity to explore the nature of objects.]

Writing Exercise (optional): Students choose one of their favorite objects. Students write 3-5 sentences about why they have “a crazy, crazy love” for this thing, i.e., what connects them to their object. Students share in pairs the most important reason they feel connected to their object.

Pair students up with a partner. One student in each pair hands his/her object to his/her partner and closes his/her eyes. The student describes the object using a simile for what the object looks like. The partner returns the object to the student who feels (and optionally smells, and/or listens to) the object with eyes closed. The student then uses a simile for each sense. The listening student writes down what their partner says and provides feedback on which images s/he liked best and why. Students switch roles and the process is repeated.

Students are asked to share their similes and metaphors with the class in “popcorn” style.
a. **Closer – Reflection on Seeing What’s Stored in Objects (5 min.)**

i. Stories are stored in objects. You just have to discover “a crazy, crazy love” for objects to discover their stories.

ii. Writers and storytellers see more than the object as it is; they use their imaginations to bring them alive by comparing them to other things through simile and metaphor.