

PART 1

Step 1: Students will make a list of five to ten objects with a similar color to their personal object. For example, if the personal object is black, the list might include the night sky, the asphalt of a street, motor oil, a crow's feathers, a burnt piece of wood, a formal shoe, the pupil of one's eye, a coal mine, etc. The more objects the students can list, the better, as imagination and associations will be increasingly engaged as the students have to reach further and further to think of different comparisons. By making a list rather than consciously trying to describe or define the personal object, we hope to disengage linear thinking and allow the mind to open to subconscious associations.

Black: night sky, power outage, crow, SR 71, death, police car, black cat, black panther, text in the book, black hole, coma, silence, nothing, but everything, piano black key

Step 1A: Repeat Step 1 but with a different sensory perception—what does the object feel/smell/taste/sound like. (Choose one.)

secret, longly, fear, void, slick, challenging

Smartphone: modern, efficient, symbol of progress, necessity, lash, intricate, globalized, durable, prevalence

Step 2: Students write a paragraph using the objects in their lists to describe their personal object, what it looks like, how it feels/sounds/smells, how they use it, and why it is meaningful to them. Example: My cell phone is black like a beetle. When I hold it in my hand it feels smooth like a piece of glass...

Merging with the dark of night, the telescope shows us the fine detail of the spect in the sky.
Mountains and creators on the Moon full of grey,
Saturn's ring and the Great Red Spot on Jupiter,
The spectacular view from the sky leaves awe in my heart.

I no longer use it as much, it quietly lies in the corner of my room.
The joy and marvelous feeling I believe is still near.

Step 3 (Optional, or for homework?): Students make another list of other people who have interacted with their personal object, and what the others' relationship to the object is—who mined or created the materials it is made from? Who designed its shape and function? Who sold it to them? Who is in the company that produced it? Is it made by hand, or by someone operating a machine in a factory? Are the materials organic or industrial?

Humans have been trying for hundreds of years to understand where we are through it.

Chips designed in the US,

Step 3A: Write a paragraph describing: How are these people's relationships to the object different from the students'? Are they in the same country? Is their economic class higher or lower than the students'? What benefits or profit do they get from the students? How is this different from how the students relate to the object?