Title/Description of Lesson
“I am from” Self-Portrait

Grade Level:
4th – 8th

Lesson Links
Objectives/Outcomes
Materials and Resources
Vocabulary
Procedures
Criteria for Assessing Student Learning
California Standards in Visual & Performing Arts
California Standards for Integrated Subject
Other Resources

Objectives/Outcomes  (Return to Links)

Students will read, discuss and write a poem then create a colorful self-portrait.

Materials and Resources  (Return to Links)

Materials:
Where I am From Poem by George Ella Lyon www.georgeellalyon.com
“I am From” poem template (template under ‘Other Resources’ doesn’t have to be used or can be modified to meet student needs)
White Drawing Paper
Pencil
Extra Fine Tip Marker
Mirrors
Color Pencils
Crayola Color Sticks
**Vocabulary**  (Return to Links)

Proportion - The relationships in size of one part to the whole and of one part to another.

**Procedures**  (Return to Links)

1. Read “Where I’m from” by George Ella Lyon. Break class into small groups or pairs to discuss possible meanings from the poem and memories of their own that they could include in a poem.
2. Give each student a copy of the poem template and have the students write their own “I am from” poems. Have students write first draft, then split into partners and share the poem and edit poems, and share again.
3. Explain to the students that since the poem is about themself, they will be drawing a self portrait in which they will be incorporating the poem into the drawing. After reviewing the proportions of the face, using the mirrors, have the students draw their self-portraits on white drawing paper using pencil. Students can decide if they would like to illustrate some details of their poem in the background of their portraits.
4. After the portrait has been drawn, have the students incorporate their “I am from” poems in their drawings, trying not to just write lines of words, write the words along the lines of the drawing, maybe varying the size and width of some words.
5. Then have the students trace the words of the poem and any other line with an extra fine tip marker. Have them express themselves through color using Crayola color sticks.
6. Share poems either as a class or in small groups.

**Criteria for Assessing Student Learning**  (Return to Links)

Rubric for “I am from” self-portraits

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<th>3</th>
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<th>1-0</th>
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<tbody>
<tr>
<td>Participated in writing process and completed a poem.</td>
<td>Meets all of the criteria</td>
<td>Meets 3 to 4 of the criteria</td>
<td>Meets 2 of the criteria</td>
<td>Meets 1 or none of the criteria</td>
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<td>Engaged in all pair, small group and class discussions</td>
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<td>Understanding of basic proportions of the human face</td>
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<td>Incorporated poem in a creative way</td>
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<td>Used color in a meaningful way</td>
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Visual & Performing Arts Program, SJUSD  
Art Connections  
Author: Debra Matson  
Page 2 of 5  
Last Updated: 8/28/2011
California Standards in Visual & Performing Arts  (Return to Links)

2.0 Creative Expression

California Standards in Integrated Subject  (Return to Links)

2.0 Writing Strategies

Other Resources  (Return to Links)

“I am From”  
(Poem Template)

I am from __________ (an everyday item in your home) from ___ and _______ (products or everyday items in your home)

I am from the ___________ (description of your home) ________ (a detail about your home – a smell, taste, or feel)

I am from the__________ (plant, flower, natural item) The _______ (plant or tree near your home) whose long gone limbs I remember as if they were my own.

I’m from _____ and _______ (a family tradition and family trait) from ________and __________ (family members)

I’m from _______ and ______ (family habits) and from______. (family habit)

I’m from ______________ and ______________ (things you were told as a child) and ________________ (a song or saying you learned as a child)

I’m from _______ (a family tradition)

I’m from _______ (place of birth) and ____ (family ancestry, nationality or place) _______ and______ (family foods) From ______ (a story about a family member) __________ (detail about the story or person) _______ (description of family momentos, pictures or treasures.) ______ (location of momentos – under my bed, on the wall, in my heart) __________ (more description if needed)

Adapted by Levi Romero, inspired by “Where I’m from” by George Ella Lyon
Reprinted below....
Where I'm From

by George Ella Lyon

I am from clothespins,  
from Clorox and carbon-tetrachloride.  
I am from the dirt under the back porch.  
(Black, glistening,  
it tasted like beets.)  
I am from the forsythia bush  
the Dutch elm  
whose long-gone limbs I remember  
as if they were my own.

I'm from fudge and eyeglasses,  
from Imogene and Alafair.  
I'm from the know-it-alls  
and the pass-it-ons,  
from Perk up! and Pipe down!  
I'm from He restoreth my soul  
with a cottonball lamb  
and ten verses I can say myself.

I'm from Artemus and Billie's Branch,  
fried corn and strong coffee.  
From the finger my grandfather lost  
to the auger,  
the eye my father shut to keep his sight.

Under my bed was a dress box  
spilling old pictures,  
a sift of lost faces  
to drift beneath my dreams.  
I am from those moments--  
snapped before I budded --  
leaf-fall from the family tree.

Student Samples, next page….