

Objectives

Students will:

- Identify ways in which individuals are unique
- Investigate works from the Springville Museum of Art and learn how to “read” a painting
- Create a book that helps them to explore a sense of self

Introduction

Each of us have unique features that make us different. Show students Images of portraits from the Museum and talk about characteristics of each one. Ask the following questions:

- What color is their hair, eyes, skin?
- Is this person young or old?
- How are these people alike? How are they different?

Learning Activity

1. Have the kids in small groups share with each other three things about themselves. Ideas:
 - Who is their hero?
 - What is their favorite color?
 - Where do they like to visit or travel?
 - How tall are they in relation to their family?
2. Then give them the cover of the book to write their name and draw an image of themselves.
3. Arrange the pages in the book anyway you want. The great thing is the book can be taken apart and put together in any order.

Page Ideas:

Cover: Who am I?

Page One: Who am I? Facts: Hair color, eye color, height, favorite clothes to where, and all thing me

Page Two: Who is my family?

Page Three: Where do I live?

Page Four: What do I like to do?

Page Five: How do I feel today?

Back cover: Free draw that you want?



Stephanie Deer, *Sometimes less is more... but not today*, 2010

Materials

- Images of Portraits (See Images from the Museum)
- Paper (Copy Paper) 5 pages for each student
- Card Stock paper for covers
- Hole Punch
- Rubber Bands
- Pencil or Colored Pencil to hold the book together

Images from the Museum

- Stephanie Deer, *Sometimes less is more... but not today*
- Lee Udall Bennion, *Snow Queen, My Portrait of Adah*
- Glen Lyman Edwards, *Self Portrait*
- Robert Barrett, *Camille Seated*
- JT Harwood, *Boy with a Bun, Portrait of my son Heber James*

Utah Core Standards

Integrated Core

Standard I

Students will develop a sense

Integrated Core

Standard I Objective 3a

Identify and express ideas information, and feelings in a variety of ways (e.g. draw, paint, tell stories, play, make believe, dance, sing)

Social Studies

Section 1 Objective 1

Identify ways individuals are alike and different.

Describe and compare characteristics of self (height, language, beliefs, color of skin, eyes and hair)

- Once the different pages are done. Gather them together and hole punch as a group. Depending on the length of the pencil make the punched far enough apart to hold it together with pressure of the rubber band.

Have the student thread the ends of the rubber bands in each whole and pull the pencil through.
(See images to the right)

- Display the book on a pushpin at a low place in the room; so the students can all pick up each other's books to learn about their classmates. Have time for them to explore each others books, or have them share one page to the class.

Example of a Page

Who am I? Name: _____

Color the boxes:

Hair Color: Brown, Blonde, or Red

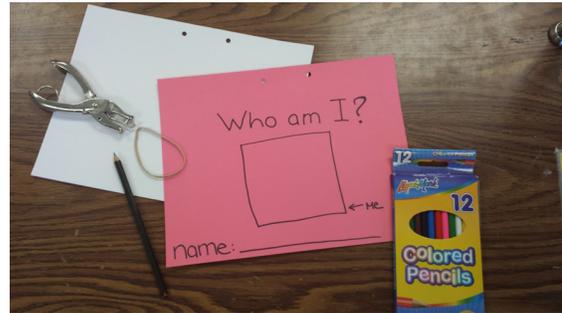
Eye Color: Blue, Green, Brown or Hazel

Height: How tall am I in relation to my family?
(Draw a picture of your family)

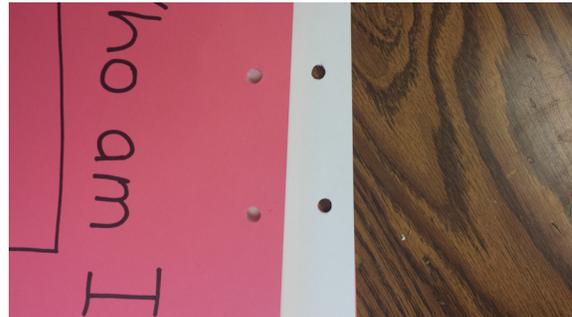
Favorite Color:

Clothes I like to wear:

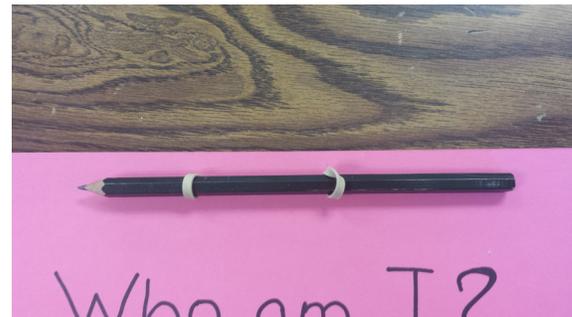
1.



2.



3.



Assessment

Name: _____

Did I finish my book? Yes or No

Did I learn one thing about each one of my classmates? Yes or No

Extension

Use the same format for another that you are teaching, example plant cycles and have the books hanging. Students can take the books and open them up to add what they know about plants. This will make an interactive workspace in the classroom.



Lee Udall Bennion, *Snow Queen, My Portrait of Adah*, 1992, oil on canvas



Stephanie Deer, *Sometimes less is more... but not today*, 2010



J.T. Harwood, *Boy and Cat, My Little Son, Heber James*, 1910, oil on canvas



Glen Lyman Edwards, *Self Portrait* 1986



Robert Barrett, *Camille Seated* 2002