

CHRISTIANSON, KATE

LESSON OBJECTIVE(S):

- Students will be able to form connections between themselves and Paul Revere.
- Students will be able to identify and draw a self-portrait.

MATERIALS:

1. John Singleton Copley, *Paul Revere*, 1768 (2A)
2. Self-portrait art materials such as paper, pencils, crayons, etc.

PROCEDURES:

1. Before any drawing instruction, students were shown the painting. No information about the painting was given or shown during the initial process. Students shared what they thought was happening and why. They speculated about the time period. (Because this lesson was taught to the entire school, observations, answers, and background information were different for each grade level.)
2. After students had an opportunity to share what they thought was happening in the artwork, I then shared with them about the painting and its significance in history.
3. We discussed how Paul Revere was holding a piece of silver that he created. What did this tell us about him? He made useful work that was beautiful and was important to him. My objective was to get them to realize that we all have things we do that are important to us and we all have objects that we work hard to attain.
4. Students were taught how to create a self-portrait, explaining that this is a form of a portrait.
5. Students drew a self-portrait, incorporating items in their drawings that were important to them and revealed something about themselves.

Assessment:

- Students' artwork was the main evaluation for this project. The fourth and fifth graders were also given a flashback where they answered multiple-choice questions about art information taught the week before.