



A module series introducing new ideas for the classroom

## PORTRAITS OF A GLOBAL PERSPECTIVE

By Shawna Longo and Helen Zughuib

This lesson was created by educator Shawna Longo and artist Helen Zughuib and is appropriate for students in Grades 3 to 5. This art-making lesson focuses on portraiture inspired by stories students will learn by interviewing someone in their life. This lesson's art-making steps include how to make a portrait, inspired by the work and process of Helen Zughuib, letters of the alphabet and accompanying words that address social, emotional, and cultural ideas toward building a global perspective.

### This lesson includes:

- A broad overview of the lesson's big idea, goals and creation process
- The time required, suggested materials and grade ranges
- List of standards, skills and competencies
- Guiding questions for discussions with students
- Detailed steps for each day of the lesson, with implementation options for educators
- Supporting materials such as a word list, grade adaptation recommendations, and a student worksheet.

This lesson recommends viewing short videos of Helen Zughuib talking about two paintings, and guiding educators on how she makes a portrait. There is an accompanying Learning Lab collection where you can view these videos and look at Helen's work. Please visit <https://smithsonianapa.org/learn/making-art/> to find the Learning Lab in the Portraits of a Global Perspective module.

### Let's begin!

OVERVIEW		
BIG IDEA	GOALS	CREATION
Students will create a portrait inspired by a personal interview story. Each portrait will include letters of the alphabet and accompanying words. The accompanying words address social, emotional, and cultural ideas toward a global perspective.	Students will be able to: <ul style="list-style-type: none"> <li>• Articulate emotions and personal experiences through creating a portrait.</li> <li>• Gain empathy through a deeper understanding of cultures and perspectives.</li> <li>• Understand and express emotions connected to a personal story (interview).</li> </ul>	A class set of portraits will be created and can turn into a <i>Portraits of a Global Perspective</i> book and/or class mural featuring the individual portraits. This book or mural can then be adapted for students in Grades K-2 about empathy, global perspectives, letters, and personal stories.

**CONSTRAINTS:** *This lesson's time, age range, and materials are listed here.*

<b>TIME REQUIRED</b>	7 days (30-40 minutes each day)
<b>SHORTER OPTION?</b>	No, see Supporting Materials for Grade Adaptations.
<b>BEST FOR AGES</b>	Upper Elementary, Grades 3-5
<b>OTHER AGES?</b>	Yes, see Supporting Materials.
<b>SUGGESTED MATERIALS</b>	Tempera paint, sets of paint brushes (various tips), masonite board, white sketching paper, pencils, small clear plastic cups (for mixing colors and cleaning brushes), rulers.

**CONSTRAINTS:** *This lesson's time, age range, and materials are listed here.*

<b>STANDARDS</b>	<p><b>English/Language Arts:</b></p> <p>CCSS.ELA-LITERACY.W.3.2.A: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>Social Studies:</b></p> <p>CCSS.ELA-LITERACY.RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>Visual Art:</b></p> <p>VA:Cr3.1.3a: Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p> <p>VA:Re.7.2.3a: Determine messages communicated by an image.</p> <p>VA:Cn10.1.3a: Develop a work of art based on observations of surroundings.</p>
<b>SKILLS</b>	<p><b>Visual Art-</b> drawing a portrait in painting and in words</p> <p><b>English Language Arts-</b> listening, interviewing a person, write a story</p> <p><b>Social Emotional Learning-</b> identifying emotions, impulse control, empathy, perspective-taking, communication, and reflecting</p>
<b>SOCIAL/EMOTIONAL LEARNING CORE COMPETENCIES</b>	Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making

## IMPLEMENTATION

**CONSIDERATIONS:** After completion of this project with grades 3-5, the portraits could be used as part of a lesson with grades K-2. The portraits can be combined as a book that is scanned into a computer and projected for students to view and analyze, OR the portraits could be combined to create a large mural for display within the school.

## GUIDING QUESTIONS and INQUIRY

- *How can a story be told through a piece of art?*
- *How can a portrait tell a story that helps make different people feel connected?*
- *How can portraits teach us to care about other people?*
- *How can a story and/or a portrait teach someone about another place, time, or experience?*

## STEPS and GUIDELINES

**DAY 1:** Pictures can tell stories. Open the first day with these guiding questions to introduce the unit:

- How can a story teach someone about another place, time, or experience?
- What is a portrait?
- How can a portrait teach someone about another place, time, or experience?
- Do you have a picture of one of your favorite people or someone who is special to you? Who is it? What does it look like? Why is it important to you?



**Guided analysis** of Helen Zughuib's self-portrait painting, *Map of Home*. This activity will help students connect the interview they conduct with the process of creating a portrait.

*Here are some questions and answers the educator can use with students as everyone looks at the portrait together. The answers have been provided by Helen Zughuib.*

**Look closely. What do you see?**

**What objects do you see in the painting?**

A paintbrush (she is an artist), her favorite shirt, her cat, necklace was a gift from her Aunt in Jordan (good luck for her), ring represents her marriage

**What country is the map depicting?** Lebanon

**Why does the artist include a map of Lebanon?**

The artist is from Lebanon

**What might the star on the map (within her hair) represent?**

It represents the city where the artist was born, Beirut

**Why did the artist place the map in that location?**

Her home country is always in her thoughts and her heart

**Why do you think she included those items?**

They each represent something special and very important to her

**What do you think the blue and brown sections in the background of the painting represent?**

Blue - the Mediterranean Sea • Brown - the mountains of Lebanon

**Portraits often include objects that symbolize important parts of the person's story.**

## Meet the Artist: Helen Zughaib

This activity will help students understand that a story can be told through a painting. To view two short videos where Helen talks about her paintings, *Map of Home*, and *The Hallab*, please use the Learning Lab collection complementing this lesson by visiting <https://smithsonianapa.org/learn/making-art/>

**Guided analysis** of Helen Zughaib's painting, *The Hallab*. This activity will help students further connect the interview they conduct with the process of creating a portrait.

*Here are some questions & answers the educator can use with students as everyone looks at the painting together. The questions have been provided by Shawna Longo and answers have been provided by Helen Zughaib.*



**In what country does the story in this painting take place?**

Damascus, Syria, the capital city.

**What do you see in this painting?**

For the educator: Discuss the colors, lines, animals, people, environment.

**Why do you think the artist made this painting? Is this painting portraying a story or a certain time in history? How?**

The artist is portraying a story that her father told her about how he got milk when he was a little boy. Goats would come to their home and the peddler (farmer) would milk the goats at their door, giving them fresh milk for the week.

### Discussion Starter for the educator:

“Now think about the two paintings that we just viewed and discussed. You are going to be creating a portrait that tells someone else’s story.”

### Homework Suggestions for the educator:

Encourage the students to interview someone to increase their global perspective. Students can interview someone to learn more about their story and life experiences, their migration story, their peers, or themselves. Below are three options that students can take for this part of the activity:

- **Homework OPTION 1:** Students interview a family member, friend, or neighbor to learn about their story and life experiences. It is preferred that the students try and choose someone to interview who has immigrated to this country. Another option is to interview someone who grew up in a different state if a different country is not possible.
- **Homework OPTION 2:** Students interview themselves using the questions below to create a self-portrait, like Helen.
- **Homework OPTION 3:** Students interview another student in the class.
- **Homework OPTION 4:** Students research a historical figure from another country.

**REGARDLESS OF THE OPTION CHOSEN**, students should make sure that they take a picture of the person that they interview and bring the photo (picture) to class. They will use this picture of the person as a reference as they create their portrait.

Here are some potential questions to guide the student’s interviews. There is a separate worksheet for students in the Supporting Materials section with these questions so that students can use it at home.

- Questions for the Student BEFORE the Interview:
  - Who is the person you are interviewing?
  - What is your connection to this person?
  - What do you already know about this person?
- Student asks the Interviewee:
  - Where did you come from?
  - What are some things that are important to you? (people, items, animals, etc.)
  - What would you like to share about yourself?
  - Have you had any life changing experiences? If so, how did it make you feel?
  - What is “home” to you?
- Questions for the Student AFTER the interview:
  - What did you learn about this person that you didn’t know before?
  - How do you feel about what you learned? What emotions are you feeling connected to their story?
  - Did anything surprise you? If so, what?

### DAY 2:

Open the second day leading a class discussion on what students learned during their interviews. Then:

- Students will begin analyzing their interviewee’s story and select items or identify emotions that are important to include and portray in the portrait.
- Students will analyze the **ABCs of a Global Perspective** list (located in Supporting Materials) to find at least five words that connect with the experience of the person they interviewed.

### DAY 3:

On the third day, students will take the information that they obtained from the interview and the 5+ words from **ABCs of a Global Perspective** to write a short story that will depict the portrait that they will be creating, similar to Helen’s paintings, **The Hallab** and **Map of Home**.

Watch a video of Helen making a portrait in her home studio in our Learning Lab collection for this lesson by visiting <https://smithsonianapa.org/learn/making-art/>

### DAY 4:

On the fourth day, students will begin sketching a portrait that focuses on depicting the person they interviewed as well as the word(s) and letter(s) that they chose and associate with the interviewee’s story. The sketch can be completed using paper and pencil as part of the design process or by using technology. Also note that the portrait can be drawn and painted on white paper and then mounted onto a masonite board. Two options for creating the portrait are described below.

#### **PORTRAIT OPTION 1: Using technology and tracing to sketch the portrait.**

- The educator can have students scan in their photos, upload them into [www.blockposters.com](http://www.blockposters.com) (free website), decide how big they want the photo to be by specifying how many pieces of paper wide they want it, and then download the .pdf file to print as a tiled poster. Once downloaded and printed, students will need to cut out each part of the photo and remove the white border. They then tape the pieces so that all the pieces line up using scotch tape. together to create the larger version of the original picture.
- Next, the students can trace their photo using a window that gets a good amount of sunlight through it or by using a light box with tracing paper.
- Then, add graphite to transfer the sketch onto masonite board (or the final surface).
- For technology integration, the educator can consider using Adobe Draw or Google Draw to act as a “light box” to trace and sketch the portrait.

## **PORTRAIT OPTION 2: Using Facial Symmetry to sketch the portrait.**

- Here are some guidelines showing the rules of facial symmetry, but keep in mind that students are not expected to create technical masterpieces. The goal is for their artwork to communicate the emotions of the person and the words they selected!
  - Eyes are positioned at the vertical center line of the head.
  - Bottom of the nose goes to the vertical center line of the bottom half of the head.
  - Ears go from the eyes to the end of the nose.
  - The width of the eyes is roughly 1/5th the distance between the outer edge of each ear.
  - Eyes are one eye-width apart.
  - The width of the nose is the same as the width of the space between the eyes.
  - Lips are located  $\frac{1}{3}$  of the way down the bottom quarter of the face.
  - Width of the lips is roughly the distance from pupil to pupil.
  - These guidelines will help students draw a perfectly symmetrical face and properly position the facial features. But remember that everyone's face is different, so the proportions will be off in various ways - that's what makes each of us unique. Please note that the guidelines above are embedded in the steps listed below.
- **Step 1** - Draw an upside down egg for the face, while approximating the face shape that is needed. Then, draw two center lines (one horizontally and one vertically). Next, draw another center line but for the bottom half of the face (this will produce a second horizontal line, halfway between the first one and the bottom of the chin).
- **Step 2** - Draw ears, with the top of the ears starting at the vertical center line of the whole face and extend to the vertical center line of the bottom half of the face.
- **Step 3** - Place vertical dashes along the vertical center line at each fifth from ear to ear. This will assist in drawing the eyes in the proper position.
- **Step 4** - Draw the eyes, which should be placed at the 2nd and 4th fifth that was sectioned off in the previous step. Each eye should be shaped like a sideways raindrop with pointy ends.
- **Step 5** - Draw the nose. First, draw a straight vertical line from the inside of each eye to the bottom center line. Then, draw the nose so that it is positioned against the bottom of the section that you just created.
- **Step 6** - Irises and Thirds. First, draw the irises in the eyes. These should be shaped like circles. Then, draw a line straight down from the middle of each iris to roughly the middle of the bottom quarter of the face. Last, split this bottom quarter into thirds with horizontal dashes.
- **Step 7** - Draw the lips. The lips should be placed between the lines that were drawn from the irises and along the topmost horizontal dash that was drawn in the previous step. Lip shape and size will vary depending on the person.
- **Step 8** - Add the eyebrows. Draw each eyebrow right under a horizontal dash. The distance from each of these dashes to the top of the eye is roughly the height of the eyes (adjust as needed).
- **Step 9** - Erase all of your guidelines and dashes as they will no longer be needed.
- **Step 10** - Eyelids. Draw the eyelids by drawing an offset outline of each eye. Make sure that the students don't draw all the way around when drawing this outline. They should stop drawing as they approach the end of each eye.
- **Step 11** - Add details. Fill in the irises, draw the eyelashes, and start refining the nose, lips, and ears. Also, you can start to add hair.
- **Step 12** - Neck. Add a neck to support the head.

### DAY 5-6:

On Days five and six, students will finalize their portrait, making sure that the letters and words are included and prominent within the drawing.

- Their sketch can then be transferred into a painting on masonite board by using graphite carbon paper to trace their sketch.
- Then use Tempera paint for their painting. A great resource for learning how to mix colors is [colorwheel.to](http://colorwheel.to).
- Their painting could also be created solely on white paper, which is then attached to masonite board.

### DAY 7:

On the seventh and final day, students will reflect on their work using the following reflection questions:

- How does your drawing make you feel?
  - *Is it a different emotion than the word? Why does that word make you feel that way?*
  - *How did you show that emotion in your drawing?*
  - *What colors did you use to show that emotion? (This question is best used for students doing this lesson in Grades 6-12, more information can be found in the Supporting Materials section)*
- Does the person in your drawing feel the same way as you?
- Did you learn something that you didn't know before? Was there something that surprised you?
- Has your perspective changed in how you view or think about the person that you interviewed? If so, how?

Finally, students will share their portraits and stories with the class. The portraits can be compiled into a physical book, digital book, classroom mural, etc.



# SUPPORTING MATERIALS

## Grade Adaptations ABCs of a Global Perspective list Interview Worksheet for Students

### Grade Adaptations

(for age / ability / content area)

#### **Grades K-2**

The educator should simplify the vocabulary used from the *ABCs of a Global Perspective* list and spend less time analyzing the pictures. Students' drawings should focus on a letter of the alphabet and a word associated with that letter from the list rather than drawing a portrait.

- **Option 1** - The educator can focus on ONE letter of the alphabet and have all students create a drawing for that letter
- **Option 2** - The educator can have each student select a different letter (or assign each a different letter).
- **Option 3** - The educator can revisit this lesson throughout the school year and progress through multiple letters of the alphabet. The students could then each create a book showcasing each of their drawings.
- **Option 4** - The educator could make a class mural showcasing each letter of the alphabet. Each student can be given the choice of which letter they want to showcase from their individual *ABCs of a Better World* book or the educator could select to ensure that all letters are featured.
- **Option 5** - This lesson could be used schoolwide where each class chooses to focus on a specific letter. The mural could be a schoolwide culminating display of the entire alphabet with each class actively participating.

#### **Grades 6-12**

The educator can include an in-depth discussion about how color is related to emotion using the following questions. This concept (color tied to emotions) can then be integrated into the portrait that the students create.

#### **Color Connected to Emotions Discussion Questions:**

What color(s) do you see when you hear this word? How can colors be used to represent feelings/emotions?

- Colors can have roots in emotions for example (+ positive emotions, - negative emotions):
  - Red: + love, passion, energy, power, excitement, strength ; - anger, danger
  - Blue: + sadness, tranquility, peaceful, shyness, trust ; - cold, fear
  - Yellow: + happy, warmth, energetic, exciting, openness ; - irresponsible, unstable, reckless
  - Purple: + royalty, spirituality, dignity, luxury, ambition, sadness ; - mystery, moodiness, guilt
  - Orange: + playfulness, warmth, vibrance, courage, confidence ; - ignorance, sluggishness (lazy)
  - Green: + nature, freshness, growth, new, peaceful, tranquil, calm, healing ; - envy, jealousy, guilt
  - White: + pure, clean, goodness, innocence, fresh, easy ; - isolation, cold, pristine, emptiness
  - Black: + strength, protection, dramatic, formal, powerful ; - death, evil, mystery, scared, isolation, emptiness



## ABCs of a Global Perspective

**A** - Adaptability, Action (Activism), Accomplish, Awareness, Appreciative, Acceptance

**B** - Barriers (Breaking Barriers), Brave, Bridge (Building Bridges), Beauty, Belong

**C** - Communicate, Collaboration, Control, Community, Courage, Compassion, Citizenship, Conflict, Connection, Challenge, Confident (Self Confidence), Change, Culture, Care, Conversation, Cooperation

**D** - Decision Making (Decisions), Disappointed, Dreams, Discipline (Self), Diversity, Different, Discover, Dialogue, Dignity

**E** - Environment, Empathy, Equality, Emotions, Envision, Express, Explore, Encourage, Empower, Exciting, Evolve

**F** - Focus, Family, Frustrated, Freedom, Friendship, Fear, Forgive, Forget

**G** - Growth, Grit, Guilty, Goals, Guide, Give

**H** - Hunger, History, Health, Hopeless, Hope, Help, Hide, Humanity, Hear

**I** - Individual, Identity, Important, Impulse, Influences, Independence, Intentional, Include, Injustice, Impact

**J** - Judgment, Jealous, Join, Journey

**K** - Kind

**L** - Listen, Lonely, Limitations, Look

**M** - Mindfulness, Management (Self), Modify, Morals

**N** - Nervous

**O** - Orphans, Overwhelmed, Observe, Open, Other

**P** - Passion, Patience, Politics, Proud, Perception (Self), Progress, Perseverance, Purpose, Persist, Path, Protest, Peace, Patterns, Potential, Protect

**Q** - Question

**R** - Risks, Resilience, Resolve, Respect, Responsible, Reach, Rise, Repeat

**S** - Strengths, Safety, Shy, Success, Security, Share, Show, Shape, Service, Self

**T** - Thinking, Tolerance, Talk, Try, Triumph, Together

**U** - Uncertainty, Unimportant, United, Us, Understand

**V** - Value, Vision

**W** - Weakness, Worried, We, Welcome

**X** - anXious

**Y** - Yearn

**Z** - Zen

## Interview Worksheet for Students

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Questions for you to answer BEFORE your interview.**

Who is the person you are interviewing?

What is your connection to this person?

What do you already know about this person?

### **Questions for you to ask the person you are interviewing:**

Where did you come from?

What are some things that are important to you? (people, items, animals, etc)

What would you like to share about yourself?

Have you had any life changing experiences? If so, how did it make you feel?

What is “home” to you?

**Questions for you to answer AFTER your interview is done:**

What did you learn about this person that you didn't know before?

How do you feel about what you learned? What emotions are you feeling connected to their story?

Did anything surprise you? If so, what?