

Passports Lesson Plan



Overview

This lesson plan was developed by members of the Bainbridge Island Museum of Art's (BIMA) Curriculum Collaborative, generously funded by an Arts in Education Partnership grant from ArtsWA, the Washington State Arts Commission.

The Curriculum Collaborative paired Kitsap County elementary school educators with BIMA teaching artists to develop arts-integrated lesson plans that augment learning potential embedded in existing Art in Action videos.

The teaching artists, classroom teachers and lesson plans foreground equity, with an emphasis on one or more of the following areas: Spanish dual-language, special education, social emotional learning (SEL), and/or arts integrated curriculum development.

BIMA is grateful to the following Curriculum Collaborative members for their dedication to high quality experiential education for young learners in Kitsap County and beyond.

Teaching Artists

Robin Bundi
Isobel Coney
Becky Johnston
Pamela Lee
Scott Méxcal
K. Malia Peoples
Amaranta Sandys

Classroom Educators

Jennifer Cleverdon
Adriana Vazquez Jaco
Clancy Jacobsen
Jillian Samms

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Becky Johnston, Arts In Education Partnership Coordinator
Kristin Tollefson, Director of Education and Diversity, Equity & Inclusion Advancement

The Bainbridge Island Museum of Art acknowledges that the land on which we gather is within the aboriginal territory of the suq'wábš "People of Clear Salt Water" (Suquamish People). Expert fishers, canoe builders, and basket weavers, the suq'wábš live in harmony with the lands and waterways along Washington's Central Salish Sea as they have for thousands of years. Here the suq'wábš live and protect the land and waters of their ancestors for future generations as promised by the Point Elliot Treaty of 1855.

We pay respects to their elders past and present.

Passports Lesson Plan

What does it mean to travel? Artists and writers have long explored the concept of interior and exterior “roads traveled” and the impact that these journeys have on personal growth, relationships, and meaning-making.

Students will read and analyze “The Passport Photo” by Naomi Shihab Nye and create self-portraits and personal passport books that focus on the “journeys” that have shaped them so far.

Standards

This lesson plan addresses the following Washington State Arts Learning Standards. [For more information or for grade-level specific performance standards, refer to Washington State Learning Standards: The Arts Learning Standards: Visual Arts by Grade Level \(2017\).](#)

Arts

Creating	Performing/Presenting/Producing	Connecting
Generate and conceptualize artistic ideas and work (Anchor Standard 1)	Select, analyze, and interpret artistic work for presentation (Anchor Standard 4)	Synthesize and relate knowledge and personal experiences to make art (Anchor Standard 10)
Organize and develop artistic ideas and work (Anchor Standard 2)	Develop and refine artistic techniques and work for presentation (Anchor Standard 5)	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Anchor Standard 11)
Refine and complete artistic work (Anchor Standard 3)	Convey meaning through the presentation of artistic work (Anchor Standard 6)	

English Language Arts

This lesson plan addresses the following Washington State English Language Arts and Literacy Learning Standards. For grade-specific performance standards, refer to [OSPI](#).

Reading

Key Ideas and Details	Craft and Structure
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Anchor Standard 2)	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Anchor Standard 4)</p> <p>Assess how point of view or purpose shapes the content and style of a text. (Anchor Standard 6)</p>

Language

Knowledge of Language	Vocabulary Acquisition and Use
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Anchor Standard 3)	Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. (Anchor Standard 5)

Social Studies

This lesson plan addresses the following Washington State Social Studies Learning Standards. For grade-specific performance standards, refer to [OSPI](#).

Geography	Civics
Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface (G1)	<p>Understands the purposes, organization, and function of governments, laws, and political systems (C2)</p> <p>Understands the purposes and organization of tribal and international relationships and U.S. foreign policy (C3)</p>

Session One: “The Passport Photo” by Naomi Shihab Nye

Supplies

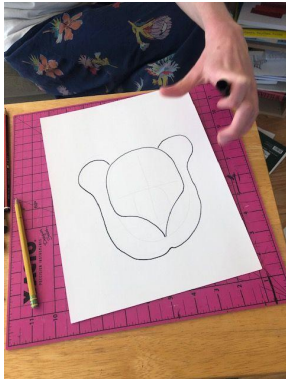


- [BIMA Art In Action video](#)
- [“The Passport Office”](#) by Naomi Shihab Nye
- Thin and Thick Sharpies
- Cardstock or Watercolor Paper – (4.5 x 4.5”)
- Small Paint Brushes
- Watercolor Pencils or Acrylic Paint
- If using watercolor, jars of water and access to sink
- Lesson Plan [Slides](#) (optional)

Launch

1	Watch Art In Action Video
2	Introduce “Passports” – what they are, why people need them
3	Read “The Passport Office” by Naomi Shihab Nye <ul style="list-style-type: none"> • Highlight vocabulary • Show countries on a world map • Slides of culturally-specific items
4	Class Discussion – What feelings does Naomi Shihab Nye express about travel in this poem? (Some prompts: leaving the familiar and cozy, missing people you love, exciting new “roads,” learning about yourself) Can students relate to these feelings? How?
Summative Assessment Do students understand the purpose of passports? Do they understand the feelings about travel that the poem expresses and relate those feelings to their own experiences?	

Make

Students will draw a passport “self-portrait”

1	With a black marker, draw the contours of your face, beginning with the outer edges	
2	Draw the “continent” or large masses such as your nose, eyes, ears, mouth.	
3	Students should fill in the portrait with colors, drawings, and words that they associate with travel, based on their own experiences and what they thought about when reading Naomi Shihab Nye’s poem.	
<p>Formative Assessment Have students drawn recognizable faces and filled in the areas with colors and/or images of themselves?</p>		

Wrap-Up/Clean-Up

- Introduce next class – We'll be making special personal passport books
- Clean up

Session Two: “I Come From Many Places And Dreams”

Supplies


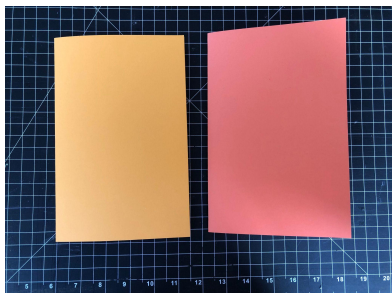
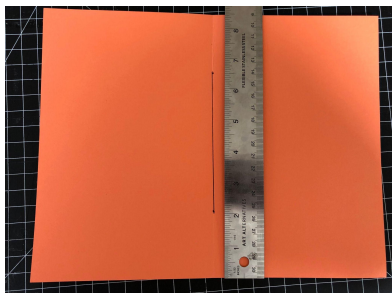

- [BIMA Art In Action video](#)
- Completed Student Self-Portrait
- Paper (two 8.5 x 11” sheets per student)
- Markers/Colored Pencils
- Ruler
- Scissors
- Glue stick

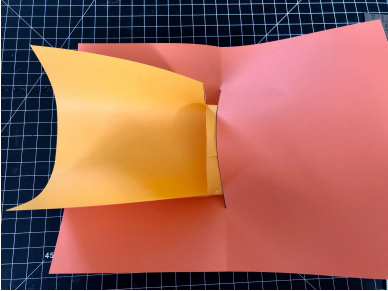
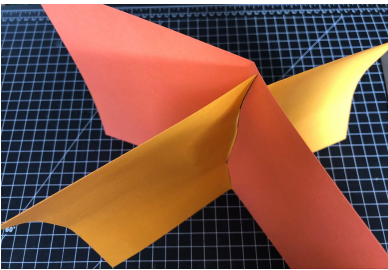



Launch



1	Watch Art In Action Video from 3:40 mark
2	Review what government-issued passports are and how they can be a record of the journeys you take in life. This is the kind of journey that is a trip from one physical place to another.
3	Discussion: In her passport book, Pam documents other kinds of journeys: dreams, things she learned, having a family, getting sick. Do you need to move from place to place to make a journey? Why or why not? What other journeys can someone take?
Formative Assessment Do students have an understanding of physical and non-physical journeys? Can they identify journeys that they have taken?	

Make

Note: Paper could be prepared before class by an adult

1	Make sure paper is horizontal (short sides are on the left and right)	
2	Fold both sheets of paper in half left to right and set one sheet aside	
3	Measure two inches from top and bottom of page along the center fold, and draw a line connecting these dots Cut along the line and set aside	
4	With the second sheet of paper, mark two inches from top and bottom of page along the center fold Cut from the mark to the top or bottom of the page	

5	<p>Roll this page and slip it half-way through the slot you made in step #2</p> <p>Unroll so that the pages make an “x”</p>	
6	<p>Completed book</p> <p>Re-crease completed book so that it stays closed</p>	
<p>Formative Assessment</p> <p>Do all students have a four-page book?</p>		
7	<p>Glue self-portrait to front cover, write name, and title “I Come From Many Places and Dreams”</p>	
<p>Formative Assessment</p> <p>Do all students have a completed cover page?</p>		
8	<p>On page one of your passport book, draw and label one of your earliest happy memories. (Note: Make sure that students do not draw on the reverse side of the cover.)</p>	
<p>Formative Assessment</p>		
9	<p>On page two, draw and label something that you are excited to learn more about.</p>	

Formative Assessment		
10	On page three, draw and label someone – real or imaginary – that you love.	
Formative Assessment		
11	On page four – Draw and label an animal that makes you feel special	
Formative Assessment		

Summative Assessment

- Have all students completed their passport books? Have they communicated their personal journeys? What have they learned about themselves and about ways a person can “travel?”

Wrap-Up

- Class Art Walk or Reading

Extension Activities

- Compare/Contrast Poem or Collage – Students can explore the mixed feelings that can accompany travel.
- Class Map – Ask students to find out where their ancestors are from. Using a world map, students can attach a label to that part of the map. This activity can be incorporated into a broader diversity, equity, inclusion (DEI) discussion/curriculum.

- “Stone Language” — Using the excerpt from Octavio Paz’s “Duration” in the video as a prompt, create a writing activity or theatrical based on non-human language. What does “stone” language sound like, etc.