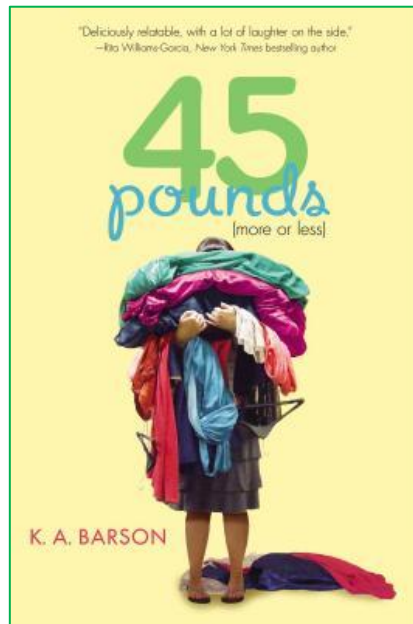


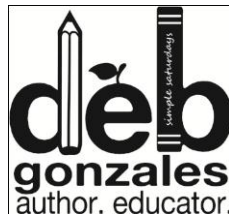
A Core-Curriculum State Standards Aligned  
School Visit Presentation

# Self-Image

with Author Kelly Barson

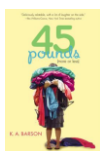
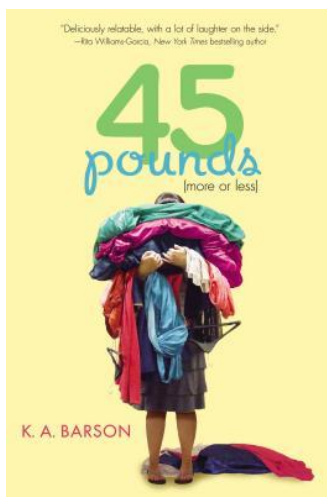


Document Prepared by Debbie Gonzales



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## Small Group – Writing and Reflection: The ‘I Am’ Poem

**Objective:** To examine and analyze the topic of self-image through group discussion and crafting a narrative poem.

### Lesson Format Scheduling:

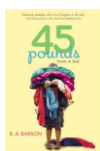
- Term definitions – 10 minutes
- Book inspiration and synopsis – 5 minutes
- Attribute Analysis Graphic Organizers instruction – 10 minutes
- Form Poem Graphic Organizer instruction – 10 minutes
- Writing Time – 5 minutes (to be continued after class)
- Follow up questions – 5 minutes

### Materials:

- White board or flip chart
- Attribute Analysis Graphic Organizers (pg. 4)
- **I Am** Form Poem Graphic Organizer (pg. 5)
- Pencil or pen
- *45 POUNDS (more or less)*

### Procedure:

- Using white board or flip chart, brainstorm synonyms and antonyms for the following terms:
  - Self-esteem – confidence in one’s worth and ability, self-respect
  - Self-image – an idea one has on their abilities, appearance, and personality
  - Self-loathing – an extreme dislike or hatred of oneself, or being angry at or even prejudiced against oneself
  - Attributes – character traits, personal qualities
- Discuss the inspiration for the book *45 POUNDS (more or less)*.
- Complete the Attribute Analysis Graphic Organizers – **I Am** and **I Am Not**.
  - In the columns labeled Attribute list strengths in **I Am** graphic organizer and challenging attributes in the **I Am Not** graphic organizer. (Note: Protagonist Ann Garlardi might list that she is ‘sensitive’ as an **I Am** attribute and ‘worthless’ in the **I Am Not** graphic organizer.)
  - In the columns labeled color, assign a color to the attribute.
  - In the columns labeled scent, assign a smell to the attribute.
  - In the columns labeled animal, assign an animal to the attribute.
  - In the columns labeled sound, assign a sound to the attribute.
- Craft an **I Am** poem using the Form Poem Graphic Organizer as a guide.
  - Use the Attribute descriptors as reference to describe what you are and what you are not.
  - Get creative. Be specific. Let your sensory words express how you truly feel about these attributes.
  - Rewrite your poem on paper. Revise to add even more power to your words!



## Sample Lesson – The I Am Poem

I AM!

Attribute	Color	Scent	Animal	Sound
<i>friendly</i>	<i>indigo</i>	<i>lavender</i>	<i>chipmunk</i>	<i>chatter</i>
<i>happy</i>	<i>gold</i>	<i>lemon</i>	<i>canary</i>	<i>bird song</i>

I AM NOT!

Attribute	Color	Scent	Animal	Sound
<i>worthless</i>	<i>gray</i>	<i>smog</i>	<i>slug</i>	<i>phlegm</i>
<i>lazy</i>	<i>moss green</i>	<i>dung</i>	<i>swine</i>	<i>yawn</i>

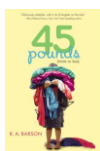
*I AM!*

*I am like pleasant chatter of a friendly  
chipmunk scampering through a field of  
lavender with blooms as deep as indigo.*

*I am not worthless like a slug, smog-gray  
in color, sliding along a sidewalk in a  
slimy, phlegm-like trail.*

*I am like the happy golden-throated bird  
song of a lemon-colored canary.*

*I am not like lazy swine yawning and  
snoozing in mounds of moss green dung.*



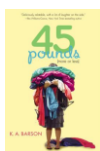
## I Am and I Am Not Graphic Organizers

I AM!

Attribute	Color	Scent	Animal	Sound

I AM NOT!

Attribute	Color	Scent	Animal	Sound



# I Am Poem Graphic Organizer

## I AM!

I am

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---

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I am not

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I am

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---

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I am not

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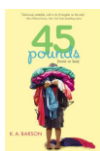
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I am \_\_\_\_\_

sign your name



Barson, K. A.. *45 Pounds (more or less)*. New York, N.Y.: Viking, 2013. ISBN: 978-0-670-78482-0  
[www.kellybarson.com](http://www.kellybarson.com) [www.debbiegonzales.com](http://www.debbiegonzales.com)

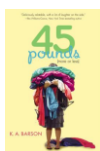


## Large Group – Self-Image: What it means to you

**Objective:** To engage in a collaborative discussion regarding issues of self-image, self-esteem, and self-worth.

### Presentation Schedule Break Down:

- Author introduction – 5 minutes
  - Personal background
  - Define personal attributes & development of a positive self-image
- Inspiration for the novel – 5 minutes
- Define the following terms (to be applied while discussing excerpts) – 10 minutes
  - Self-esteem – confidence in one’s worth and ability, self-respect
  - Self-image – an idea one has on their abilities, appearance, and personality
  - Self-loathing – an extreme dislike or hatred of oneself, or being angry at or even prejudiced against oneself
  - Attributes – character traits, personal qualities
- Text analysis – 15 minutes
  - Read Excerpt #1 (pg. 7) followed by an analysis of the protagonist’s emotional response in the scene using the terms self-esteem, self-image, self-loathing, and attributes. Note how the protagonist chooses to react to her emotional responses.
  - Excerpt #2 (pg. 8) followed by an analysis of the protagonist’s emotional responses noting the difference Gram’s comments have on her self-esteem, self-image, self-loathing, and personal attributes.
- Question and Answers Wrap-up – 10 minutes



## 45 POUNDS (more or less) – Excerpt #1

**Note:** Before reading this excerpt, briefly describe the action that occurred in the preceding scene.

*When I'm free, I throw the multicolored wad to the ground and exhale. My face is red and sweaty and my hair is a mess. I take a few breaths, then dress and smooth my hair with my hands. I put the mangled dress back on the hanger and emerge from the dressing room – to an audience. People browse racks and pretend they're not watching me, but I know they are. I see the awkward sideways glances and tight lips, probably holding back laughter. I put the dress on the first rack I see and beeline for the door.*

*Mom is heading toward me from three doors down. "Where have you been?" she asks when she gets closer.*

*I shrug.*

*"What do you mean you don't know?" She looks confused, irritated. "I've been looking all over Keehn's for you! I tried calling and you didn't answer. And what's wrong with you? You look out of breath and sweaty. Are you okay? Are you sick?"*

*"I'm fine," I mutter and walk away, fighting back tears.*

*"Did you find anything?" Mom catches up.*

*"No," I say. "Nothing."*

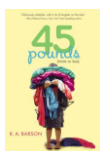
*"Did you look in that Snapz! store? They have some cute things."*

*I can't answer her. If I do, I won't be able to hold it together. I know it. I do not want to cry at the mall. I breathe in slowly and exhale. Walk and breathe. Walk and breathe. I push away all thoughts of being trapped in dressing rooms and dresses and flabby bodies. All thoughts of frustration and embarrassment and self-loathing.*

*Instead I think about lunch. Chicken parmesan and breadsticks (12,13).*

**Consider the following questions as a reflection of the protagonist's self-image:**

- Note the protagonist's emotional responses in this scene.
- Note moments where she stuffs her feelings.
- Note how she ultimately deals with her feelings.
- Are there places where she could have been truthful with herself and was not?
- Why does she refuse to be honest with her mother?
- Discuss this scene in reference to the protagonist's self-esteem, self-image, and feelings of personal worth.





## 45 POUNDS (more or less) – Excerpt #2

**Note:** Before reading this excerpt, briefly describe the action that occurred in the preceding scene.

*“Act now,” the TV announcer says. “This is a limited time offer.”*

*“So can I borrow your credit card?” I say. “I have the money in my bank account to pay you back.”*

*Gram sighs, sets her cigarette in her ashtray, and yanks up a knee sock. “You already know more than those people. You don’t need that. Besides, you’re perfect just the way you are.”*

*... [Gram] puts her cigarette out – another crumpled, lipstick-stained corpse in the ashtray graveyard – grabs the remote, and turns off the TV. “You already have every diet book and chart memorized. When you put your mind to losing weight – truly put your mind to it – you won’t need gimmicky programs and pills. You’ll do it when you’re ready. With what you already know.”*

*“Think so?”*

*“Know so,” she says.*

*“How can you be so sure?”*

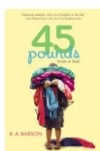
*“Because you’re just like me.” Gram lights another cigarette and changes the subject. “So, how was shopping?”*

*I tell her everything.*

*... My story stops at the food court, so I don’t tell her everything. When I’m done, I eat the cheesecake. I don’t know why. I’m still stuffed, and it doesn’t even taste that great. As I shovel forkful after forkful into my mouth, I think about Natalie S. I can’t help but wonder if I’ve missed out on the first step of my life (23-25).*

**Consider the following questions as a reflection of the protagonist’s self-image:**

- Explain why Ann is more receptive to Gram’s comments than her mother’s.
- Describe Gram’s self-deprecating behavior. Are there ways that she is not taking good care of herself, as well?
- Could it be that Gram understands Ann’s issues on a more personal level? How so?
- Explain why Ann avoids telling Gram the entire story about the food court. Tell how this behavior affects her self-image.
- Tell why Ann precedes to eat the cheesecake, though she doesn’t care for it.



- Is it true when Gram says, “*You’ll do it when you’re ready. With what you already know.*” Explain your answer.
- How does the phrase, “... *you’re perfect just the way you are,*” help to support the strengthening of Ann’s self-worth?



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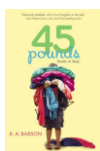
## Core Curriculum State Standards Alignment – 7<sup>th</sup> & 8<sup>th</sup> grade

### English Language Arts Standards » Reading: Literature

		Small Group Presentations	Large Group Presentation
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		✓
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	✓	✓
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		✓
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	✓	✓
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.		✓
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	✓	✓

### English Language Arts Standards » Writing

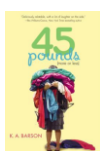
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓	
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓	
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	✓	



		Small Group Presentations	Large Group Presentation
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	✓	
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓	
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓	
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	✓	

### English Language Arts Standards » Speaking & Listening

SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	✓	✓
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	✓	✓
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✓	✓
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓



		Small Group Presentations	Large Group Presentation
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	✓	✓
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓	✓
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	✓	✓
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	✓	✓

