



SUCCESS BOUND

Where I'm From

Grade 8, Unit 1, Lesson 2

Objective	Students will be able to reflect and respond to who they are and where they come from in order to explore their identities. Students will gain a better understanding of how they show up in spaces.
Alignment	ASCA Student Standards: (B-SMS 6, B-SS 9, B-SS 10) CASEL: Social Awareness, Self Awareness
Supplies	<ul style="list-style-type: none">• Pens/Pencils for students• Computer for instructor• Projector with speakers• Do Now and Poem Read Along (one for each student)• Where I'm From Student Template (one per student)• Example Where I'm From Poem from the Poetry Center• Second Example Where I'm From Poem• George Ella Lyon Where I'm From YouTube Video• OPTIONAL: Instructor written "Where I'm From Poem" about themselves
Do Now	Have students complete the Do Now worksheet. Instruct them to consider any special activities they've done, ways they celebrated holidays, family members' sayings, etc. Prompt students to try to think of things like: <ul style="list-style-type: none">• Family activities• Holidays• Foods• Traditions• Sayings• Specific people
Activity	Example Poem <ol style="list-style-type: none">1. Play the George Ella Lyon Where I'm From YouTube Video. Students can follow along with the poem on the back of their Do Now.2. Discuss these questions with the whole class:<ul style="list-style-type: none">• What did you feel while George Ella Lyon read her poem?• Did the poem bring any images to mind that were different from what you saw in the video?• Did you like the poem?3. OPTIONAL: Instructor reads a version of the poem that you wrote about your own life. Then discuss these questions with the whole class:<ul style="list-style-type: none">• What did you find most interesting?• What do we have in common?

- What are some differences between how I grew up and how you grew up?
- What are some statements that you plan to include in your poem?

Student Poems

1. Explain that the students will now be given the opportunity to write their own Where I'm From poems
2. Explain that what the student chooses to write does not need to be shared with anyone else if they don't want to. This activity is for them.
3. Provide students with the **Example Where I'm From Poem** from the Poetry Center (written by an 8th grader in Chicago). Ask a student to read it aloud.
4. Give the students time to work on their poems using the **Where I'm From Student Template**.

NOTE: If the template is confusing or limiting for students, or they want to free-write their poems instead, feel free to not use the template.

Tips for Success:

1. Clarify that because this is a poem, the word "FROM" is not just a physical place (city, state, home, hospital). Although Chicago or a neighborhood can be listed, but "FROM" can also include favorite objects, things they like to do, such as football, soccer, listening to music, memories, vacations, moving and living in multiple places, family members, etc. They can reference their Do Now for ideas.
2. Point out that sometimes the authors in the examples just stated objects (clothespin, Clorox, salsa music) without providing much detail and that other times the author would write about a memory over several lines. Let students know that there are no wrong answers, this is about you and what/where you feel you are from.

Closing or Exit Slip

What is one thing you want your teacher to know about "where you are from"? How does where you are from impact how you "show up" in school spaces?

If students feel open to it, allow them to share their poems with the class.