

Teacher Notes



It's Your Life: How to Write an Autobiography

Activity 3 Completing the Work: The Final Story

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Literary Genres
- ◆ **Topic:** Nonfiction
- ◆ **Grade Level:** 8 - 10
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ TI-83 Plus
- ◆ TI External Keyboard
- ◆ LearningCheck™ and NoteFolio™ applications installed on each TI-83 Plus
- ◆ TI Connectivity cable and TI Connect™ or TI-Navigator™ Classroom Network
- ◆ Teacher Guide: **Recommended Autobiographies**

From Activity 2:

- ◆ NoteFolio file with autobiography draft

Activity Overview

Students will complete writing their own autobiography, and some students will read their story to the class.

Tip

Students who would rather not read their autobiographies aloud because there is something in their writing that they don't want to share with the class should be allowed to submit their work to the teacher.

Directions

Before the Activity Begins

Students should have their devices and keyboards ready for typing.

If necessary, review the procedure for accessing the stored NoteFolio file on the handheld.

The Teacher Guide sheet in this activity contains a short list of published autobiographies. You can present the list on an overhead transparency or give

each student a copy for future use. Prepare either the transparency or copies prior to the start of class.

During the Activity

Have students write their polished autobiographical stories that were started in Activity 2. They should concentrate on:

- ◆ The introduction and conclusion.
- ◆ Details for the incidents related in the story.
- ◆ Transitions between different incidents related in the story.

Place the transparency from Activity 1 on the overhead projector for students to refer to while completing the assignment. Allow 30 minutes for the students to complete their autobiographies.

When the autobiographies are completed, ask for volunteers to read all or portions of their story. If no one volunteers, select individuals to read their favorite portions of their autobiography aloud. Another way to engage the students is to have individuals read successive paragraphs aloud; for example, the first student reads his or her first paragraph, the second student reads his or her second paragraph, and so forth. In this way, one or two class "autobiographies" are created and read aloud.

After the Activity

Students should be encouraged to share their autobiographies with their families when they go home. They should also be encouraged to ask their parents more questions concerning their family's history. This information can be used to revise their autobiographies or for future reference.

Present the Teacher Guide, **Recommended Autobiographies**, for choices of acclaimed autobiographies.

Have the students submit, electronically, the final versions of their autobiographies. Use the instructions from Activity 1 to collect the files.

Teacher Guide

Recommended Autobiographies

- ◆ *Frida Kahlo*, by Frida Kahlo
- ◆ *Travels with Charley*, by John Steinbeck
- ◆ *The Autobiography of Malcolm X*
- ◆ *Leap of Faith: Memoirs of an Unexpected Life*, by Queen Noor
- ◆ *The Diary of Anne Frank*
- ◆ *It's Not About the Bike: My Journey Back to Life*, by Lance Armstrong
- ◆ *The Autobiography of Frederick Douglass*
- ◆ *Tuesdays with Morrie*, by Mitch Albom, Stacy Creamer
- ◆ *Living History*, by Hillary Clinton