

Teacher Notes



It's Your Life: How to Write an Autobiography

Activity 2 Drafting an Autobiography

Activity Overview

Students will think about events in their lives that they feel are the most important or memorable, write them, and construct their autobiographies according to the Activity 1 file (or work sheet), **Outline for an Autobiography**.

Tip

Teachers should let students know that there is no pressure upon them to share any parts of their lives that may be embarrassing or painful. Students should be encouraged to have fun when writing, but also to consider that this will be a historic document that they or their children will be able to reference for years to come.

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

From Activity 1:

- ◆ Completed resource file:
Autobiography Outline.8xv
- ◆ Student Work Sheet: **Outline for an Autobiography** (optional)
- ◆ Teacher Guide: **Outline for an Autobiography**

Directions

Before the Activity Begins

Students should have their devices and keyboards ready for typing. They will use a new NoteFolio™ file to write the draft of their autobiographies. Note that they will write only a rough draft of their autobiography in this activity.

During the Activity

Begin the class period by reviewing some techniques for starting an autobiography. Students who have read published autobiographies should be encouraged to share the ways in which these life stories were started. You may want to read the beginnings of notable autobiographies for the class and discuss the techniques used in these examples.

Ways in which autobiographies can be organized are:

- ◆ Flashback: Starting with an incident from the present and reflecting and remembering back over time.
- ◆ Chronological description: starting from one’s earliest remembrance and progressing through time to the current time.
- ◆ By decade: Remembering and relating incidents per a specific decade in life.
- ◆ By theme: Reflecting and relating life stories, by theme. This could be divided by personal/family life, school/work life, the “inner” life, and so forth.

Remind students that there are many ways in which they can organize and present their autobiography. Since the students are quite young, remind them to project into the future and envision their adulthood at some point in their life story.

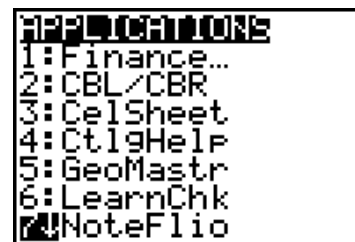
Remind the class to use the notes they took in the LearningCheck™ file from Activity 1 as a starting point for this assignment. If they have augmented the file, they have enough material to write their autobiography.

Accessing the NoteFolio™ Application on the TI-83 Plus

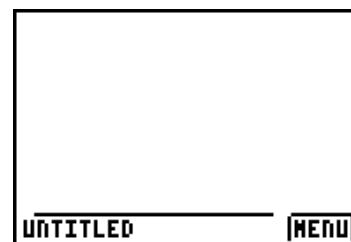
The following procedure enables you to access the NoteFolio™ Application. It assumes that the software is already installed on the device.

Note: NoteFolio™ App is most efficiently used on the TI-83 Plus with the TI Keyboard.

1. Turn on the device and press **[APPS]** to display the list of installed applications. Select the **NoteFlio** Application by using **[↑]** **[↓]** to scroll to it in the list.



2. Press **ENTER**. Press any key to clear the NoteFolio™ App Introduction screen. A blank (new) NoteFolio™ App file is initially displayed.



3. Complete the assignment.

Note: If you are not using a TI Keyboard, remember to press the **ALPHA** key to type letters.

4. When the file is complete, press **MENU**. Students can save the file under a new name by selecting **Save As**.



5. When the new file name is entered, press **OK** (the **Y=** key).

To exit the application, press **MENU** and select **6: Exit**.



After the Activity

If the students did not complete a rough draft of their autobiography in class, they should complete this draft as homework.

When the rough draft is completed, encourage students to think of ways to write a fluid autobiography, connecting each memorable moment that they've written about in the draft. If students are stymied for ways to make transitions, have them look at existing published works for ways in which others have overcome this problem. Encourage the students to be as creative as possible in their writing.