

7th Grade "My Autobiography"

Summary

February 08, 2010 This week the seventh graders will begin the most memorable project of their junior high experience: "My Autobiography." Having the skills of 6+1 Writing traits, the students personal writing skills will amaze their family, teacher, and friends. By adding childhood pictures and artwork, this book of memories will be treasured for a lifetime. The time and dedication needed to carry out this quality project at times may be frustrating, but the end product will be worth the time and energy. For most students, the autobiography is the most rewarding writing experience in their academic careers. A packet will be sent home so you can be aware of what is required from your child. The students need your help. We would like this to be a family project of sharing ideas and experiences. The students must do all their writing and illustrating, but any creative or inspirational help you can offer on themes, chapter titles, covers, photos, typing, stickers, etc., would be greatly appreciated. The seventh grade teachers will be offering several ideas in class over the next few weeks, and will continue our writing skills (6+1) throughout the lesson. The project needs to be started immediately. If the student procrastinates, the autobiography becomes a chore rather than a pleasurable experience. Most of this project will be completed at home, and the final product will be due in class on Monday/Tuesday, May 15 or 16, 2010. With the amount of time involved in grading the projects, all projects must be turned in on or before the due date. Late work will not be accepted. Every week, the students will be required to turn in a two-page chapter rough draft (eight in all) and web. The work will be returned to the students on the same day it is collected. These "Auto Checks" will be Mondays and Tuesdays. The first assignments--"I Am" poem and the Chapter One--Most Memorable Moment are due Thurs/Friday Feb.16/17, 2010. The second rough draft chapter is due Feb. 22/23. The agenda will be in the online packet below, or a printout maybe obtained. Again, late work will not be accepted. The weekly checks are worth 25 points each. The final project will be worth additional 100-120 points. Please keep your agenda, rough drafts and pictures in a folder to be handed in weekly. Please check out the dates and full instructions on the below attachments. There are also websites for ideas.

Time Frame

8 class periods of 45 minutes each

Group Size

Individual

Life Skills

Thinking & Reasoning, Communication, Social & Civic Responsibility, Employability

Student Prior Knowledge

Recall of the feelings, emotions, trusting qualities, the excitement of the newness each day held as years roll by.

Intended Learning Outcomes

For students to recall their past, understand who they are in the present, and the unlimited amount of potentials for the future. To understand what an impact they will have on their future families as they will learn about their ancestor's life. At the conclusion of the autobiography, students will reflect back on their life, and how will this affect their thinking today.

Instructional Procedures

Students in the 7th grade will read the novel *Walk Two Moons*, by Sharon Creech. This inspirational story examines the life of Salamanca (Sal) Tree Hiddle's life. Her many experiences have been both tragic and rewarding. What pivotal moments altered her into becoming the young lady she is today? To hook the students into beginning a book on their own, they will make a timeline (groups of 5 at each table) of Sal's life up to her 14th birthday. Throughout conversations of personal connections (text to self); the ability to relate to others around you (text to world); or reading a familiar book, going to a movie, or seeing a play (text to text); the students begin the pre-planning or brainstorming work. Life is ever changing for each and every one of us, and we are able to trace each stage of her growing being. Were there pivotal moments that created the beautiful self as long with the heartaches that would be difficult to describe, but was so powerful you will never be the same--exactly the same? The seventh grade teams--Change and Discovery--are going to write eight chapters and illustrate each chapter with a story about an event, stage or "Changing Event" during a "Discovery" in your trek to adulthood. After completing Sal's timeline, students will hear a few of the most creatively written children's stories over the first few class periods--before the timeline is due. This should spark recognition of how you felt at certain stages of your life. Remembering is the key to powerful writing. The love for mommy and daddy to toys to siblings to friends to sports to school....listen to the stories to connect to the baby, toddler or elementary school self to give you that muse to write an well-expressed memoir of the first 12 to 13 years. The following are titles of books for discussion starters to use can be: *Are You My Mother?* by P.D. Eastman;, *Spot's Birthday Party* by Eric Hill *Ira Sleeps Over* by Bernard Waber; *Miss Malarkey Doesn't Live in Room 10* by Judy Finchler; *Sheep in a Jeep* by Nancy Shaw; *George's Marvelous Medicine*; by Roald Dahl; *Caps for Sale*; *The Giving Tree* by Shel Silverstein, etc. Use the following guidelines and rubrics below in the attachments. Printable versions are used. Have fun with this, and search your inner most being to write your story. The seventh grade flex class will be going to the "Golden Years Retirement Center" next week. This will give insight to amazing friends that have many, many stories to tell. The interaction is magical and the lessons learned from this venture are priceless.

Rubrics

[6+1 Trait Writing Rubric](#)

[Poetry/Lyric Presentation Rubric](#)

Authors

[SUSIE MYERS](#)