

## Artifacts and Autobiography

### The **BIG** Idea

- What clues do my past interests and accomplishments give about my future?

### AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Recognizing our Artifacts (10 minutes)
- III. Autobiographies! (25 minutes)
- IV. Wrap Up (5 minutes)

### MATERIALS

#### **PORTFOLIO PAGES:**

- Portfolio page 1, My Artifact of Achievement (from previous lesson)
- Portfolio pages 2 and 3, Autobiography

#### **STUDENT HANDBOOK PAGES:**

- Student Handbook page 4, My Artifact of Achievement Description (from previous lesson)

#### **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW: Artifacts and Autobiographies
- Facilitator Resource 2, Sample Bios
- Facilitator Resource 3, Biography Rubric

#### Facilitator Bio, one copy per student

#### 4 x 6 colored index cards

(or card stock or colored paper)

#### Index Cards (for student responses)

#### Masking Tape

### OBJECTIVES

During this lesson, students will:

- Create an autobiography and identify a document or item that represents a previous accomplishment.
- Understand the importance of self-reflection in making decisions about the future.

## OVERVIEW .....

In this lesson, students will review strategies for demonstrating Respect, Responsibility, and Teamwork in class. Then share a brief autobiography in narrative form and the students respond by creating autobiographies of their own.

## PREPARATION .....

- List the day's **Big Idea** and activities on the board.
- Create an overhead transparency or copy onto chart paper **Facilitator Resource 1, DO NOW: Artifacts and Autobiographies** (if used in class).
- Write a one-page autobiography about yourself and make a copy for each student (See **Facilitator Resource 2, Sample Bios**).
- Create 12 cards (on colored paper/card stock). On one side of the card is a letter (start with letter A and go through L). On the other side of the card write the name of any career (it doesn't have to begin with the letter on the front).

## VOCABULARY .....

**Autobiography:** The story of your life as told by you.

## IMPLEMENTATION OPTIONS .....

### DO NOW

(You may choose to present the Warm Up activity as a written DO NOW. Present the questions on the board or overhead, and have students write only their answers on index cards.)

#### Questions:

1. What were the three workplace skills we discussed last week?

2. Briefly explain one time during last week's team building activity when a group member demonstrated one of those skills.

[Give the students three to four minutes to answer these questions. Then have students share their answers for question 3 — this will serve as a way for the students to publicly recognize each other's accomplishments.]

For the Career Card Game in **Activity I**, create career cards with the name of the career on the back of the card and a picture of someone working in that career on the front. Place the 12 cards into a file folder and invite a few students to the front of class to randomly choose a card (should be done without looking into the folder). This can be done with a lot of mystery and fanfare. Then announce that the students' selections will be their future careers. Have the students talk about why they would or would not want that career.

## ACTIVITY STEPS

### I. Warm Up (5 minutes)

#### 1. SAY SOMETHING LIKE:

- What were the workplace skills we discussed last week?
- Briefly explain one time during last week's team building activity when a group member demonstrated one of those skills.

2. To better prepare your students for the autobiography activity, you are going to play a short game with them. Here are the instructions:

- On the board, post your letter/career cards (A-L). Have the letter side facing the students, keeping the careers hidden.
- Have four volunteers come up to the board and pull off a card. Tell them to turn their card over and inform them that the name on the card is now their career. Allow them to explain their feelings about that decision. Are they happy? Are they upset? Did they think this process of picking a career was fair? Why or Why not?

Note: See **Implementation Options** for another suggestion.

### II. Recognizing our Artifacts (10 minutes)

1. **SAY SOMETHING LIKE:** Today, each of you will reflect on your own individual strengths and accomplishments. One way to figure out where you want to go in the future is to look at what's been enjoyable to you in the past.

2. Ask students to take out their artifacts and turn to **Portfolio page 1, My Artifact of Achievement**. Assign students to groups of four, and have each student discuss questions 1-4 with their group members. (If students have not completed the written questions on their portfolio page, they should think about an artifact that has meaning for them and discuss it in their groups.) Explain that once all of the students have presented their artifacts, each group must choose one artifact to be presented to the entire class. After the group discussions, give each group 30-60 seconds to present the chosen artifact to the class.

**Note:** If few students bring in artifacts, this can be done as a whole-class activity rather than in groups.

### III. Autobiographies! (25 minutes)

1. **SAY SOMETHING LIKE:** It is so exciting to hear about all of the great things you all have achieved. Your artifacts are just one sign of your success. In just a few minutes, you're going to have the opportunity to reflect on your life, who you are, where you've

been, and where you are going. Before you get started on that, I wanted to share my own autobiography with you.

[Share several artifacts of your own and allow students to speculate about their significance. Pass out copies of your biography. Then have them read the brief bio you've created about yourself to see if they were right. See **Facilitator Resource 2, Sample Bios** and **Facilitator Resource 3, Biography Rubric**.]

4. If you have not already walked your students through their portfolio, ask them to turn to the **Portfolio page 1, My Artifact of Achievement** and select someone to read it aloud. Next, turn to the Table of Contents, and explain that the Portfolio is divided by units. Explain that not every unit has portfolio pages.
5. **SAY SOMETHING LIKE:** Turn to **Portfolio pages 2 and 3, Autobiography**. This is your chance to describe yourself. I'll be reviewing your autobiographies to learn more about each of you. You might find some of these questions challenging to answer. If you do, great! That means that you're really thinking about them and that you're more likely to learn something new about yourself. If you find some of the questions difficult, just give yourself a few minutes to think quietly until a good answer occurs to you.
6. Before the students work independently for the autobiographies, model the first two questions using your own experiences or ask student volunteers to give their answers. Write the answers on the board and have the class evaluate the answers: Were they detailed? Did it sound like the author really thought about the answer? Once the students seem comfortable with answering the questions on their own, have them begin their independent work. (Rough time break down: five to eight minutes = teacher reads bio and gives directions and modeling of autobiography, 10 minutes = students work on their autobiography questions.) If students finish their autobiographies early, they can share their autobiographies with a partner.

#### IV. Wrap Up (5 minutes)

1. See if any students are willing to volunteer to read a portion of their autobiography to the class. After students have read their autobiography ask them what they learned about themselves. How is this information going to become important when we get to our Careers unit?
2. Thank the students for their hard work and explain that in a few weeks they will be examining their skills and interests to research a career that would be a good fit for them.

## DO NOW: Artifacts and Autobiographies

**Directions:** You will have four minutes to read the questions below and write your responses. (You do not need to write the questions down.)

Questions:

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1. What were the workplace skills we discussed last week?

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2. Briefly, explain one time during last week's team building activity when a group member demonstrated one of those skills.

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## K'S MIDDLE-SCHOOL CAREER BIO

I knew two things about careers by the time I was in middle school. The first was that I wanted to teach. I had a great second-grade teacher who brought the world into our classroom. There was a stuffed animal who quoted “thoughts” for the day, and we played Bingo to learn our math facts. When I became a teacher, I tried to recreate the magical world of my second-grade classroom.



The second thing I knew was that I loved art. For our sixth-grade play, we had to become a character who might ride on the New York City subway. I chose “artist.” I wore a smock and a beret and carried a palette and paintbrush, which was what I thought an artist would look like. I spent a lot of my spare time working on construction-paper creations and sewing projects. Although I never became an artist, “art” has found its way into nearly every job I’ve ever had.

## TONI'S BIO

Dear Roads to Success Students:

I can't wait to meet all of you!

Here are some things you should know about me.

I grew up in a small town in Ohio, right by Lake Erie. I'm the oldest child in my family and have two younger sisters: Niki is 24 and Danielle is 21. Both of them still live in Ohio, and so does my Dad and step-mother. Niki just finished spending a year working on a cruise ship and traveling all over the world, and Danielle is currently taking classes at Cleveland State University.

After I graduated from high school, I got a scholarship to go to a small college in Minnesota, so I moved to Minneapolis. After college, I spent a year working in Minnesota, and then moved to New York to take a teaching job in the Bronx. I worked at M.S. 113, which isn't too far from P.S. 89, on Barnes Avenue near Gun Hill Road. I taught seventh grade my first year, and sixth grade my second year.

I moved back to Minnesota this fall but found out that I really miss New York City! I'm really excited to be moving back.

In my free time, I like to do a lot of different things. I LOVE to read. I like to run, take walks in the city, hang out with my friends, dance, cook, and go to the movies. I just learned how to knit and have been busy making scarves and hats for everyone I know. I like to play soccer and chess, and I love puzzles. I travel as much as I can - this past summer I went to Turkey and some other countries in Eastern Europe. I also like taking short vacations like spending the weekend in Washington, D.C.



I'm very excited to be joining Roads to Success, and to have the opportunity to work with all of you. Be warned, however, that I don't put up with any excuses from my students! I expect all of you to work hard and to the absolute best of your abilities.

I look forward to meeting all of you very soon.

Sincerely,

Ms. K



## Biography Rubric

This rubric is intended as an additional resource for Facilitators. After you have written a draft of your autobiography, rate your piece with the questions below, and rewrite as needed.

Does my bio focus on education and career development?	<input type="checkbox"/> no	<input type="checkbox"/> somewhat	<input type="checkbox"/> to a great extent	<input type="checkbox"/> couldn't be better
Have I included enough details to give a clear picture of who I am?	<input type="checkbox"/> no	<input type="checkbox"/> somewhat	<input type="checkbox"/> to a great extent	<input type="checkbox"/> couldn't be better
Is the language inviting and age-appropriate?	<input type="checkbox"/> no	<input type="checkbox"/> somewhat	<input type="checkbox"/> to a great extent	<input type="checkbox"/> couldn't be better
Will the information I've included be interesting to adolescents?	<input type="checkbox"/> no	<input type="checkbox"/> somewhat	<input type="checkbox"/> to a great extent	<input type="checkbox"/> couldn't be better
Have I presented myself in a professional manner?	<input type="checkbox"/> no	<input type="checkbox"/> somewhat	<input type="checkbox"/> to a great extent	<input type="checkbox"/> couldn't be better

*Note: This rubric is not designed to be used for the student biographies.*

What kind of work will you enjoy in the future? Discover clues by describing who you are today.



## Autobiography

My Name: \_\_\_\_\_

My Grade: \_\_\_\_\_

My Class #: \_\_\_\_\_



On a perfect Saturday, I would

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Compared with other kids my age, I'm really good at

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My favorite subject(s) in school are

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My favorite magazine, comic book or novel is

because

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If I could have any job when I grow up I would become a

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because

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Another job I might like to try is

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because

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If I were in charge of the world, the first thing I would do is

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because

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Here are some more important things about me:

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**\*\*Draw a picture of yourself on a separate page. It may not show exactly how you look, but it should include details about the kind of person you are. \*\***

