

AUTOBIOGRAPHY



LESSON OVERVIEW

Grade Levels: K-5

The book *I am Amelia Earhart* by Brad Meltzer follows Amelia through her life. In this activity students will create an autobiography of their own life in the same style of the book. This activity takes students beyond the typical “what do you want to be when you grow up” and makes them think about how the events in their life will help them achieve their goals.

STANDARDS

CCSS-ELA RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCSS-ELA RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
CCSS-ELA W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCSS-ELA W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
CCSS-ELA RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS-ELA RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS-ELA W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCSS-ELA W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCSS-ELA W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS-ELA W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CCSS-ELA RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS-ELA RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
CCSS-ELA RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS-ELA W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVES

- Students will write the story of their life.
- Students will illustrate their story.
- Students will think about events/moments that will shape their life.

MATERIALS

- Writing Paper or Blank book or notebook
- Writing/drawing utensils

PROCEDURE

STEP 1: Read aloud the book *I am Amelia Earhart* by Brad Meltzer and discuss the following as a class:

- What is a biography? An autobiography?
- How is this book written? What is the writing style?
- How is the book illustrated? What is the style of art?
- What are the major events that shaped Amelia Earhart's life?

STEP 2: Have the students plot out their autobiographies, starting with a few major life events that have already happened and then projecting future events and an ultimate goal for their lives.

STEP 3: The students will use this outline to write and illustrate their own autobiography in the style of *I am Amelia Earhart*.

STEP 4: Have the students read their autobiographies aloud to the class.

STEP 5: As a class, discuss:

- How can having a life goal in mind be helpful in achieving that goal?
- Can life events that happen to you as a student have an effect on your life as an adult? Why or why not?
- Are you on the path to accomplishing the goals you set out for yourself in your autobiography? Why or why not?

RUBRIC

	Target (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
USE OF MATERIALS	Inventively chooses materials that are interesting and support the project's purpose.	Appropriately chooses materials to support the project's purpose.	Chooses materials but some work against the purpose of the project.	Does not choose appropriate materials.
AUTOBIOGRAPHY	Autobiography is clear and uses evidence to support reasoning.	Autobiography is clear.	Autobiography is a little difficult to understand but includes critical components.	Autobiography is difficult to understand and missing several components or is incomplete.
COLLABORATION	Works well with others and discusses ideas in a fair, respectful, encouraging way and is considerate of the feelings of others.	Works okay with others and discusses ideas in a fair, respectful way, but may not be encouraging. Considers the feelings of others.	Works with others, but does not contribute a fair share of work OR is discouraging and does not consider the feelings of everyone.	Does not work well with others and/or discusses ideas in an unfair, disrespectful way.
REQUIREMENTS	Meets all of the requirements for the project.	Meets most of the requirements for the project.	Meets some of the requirements for the project.	Does not meet the requirements for the project.
DEMONSTRATION OF KNOWLEDGE OF CONTENT IN DISCUSSIONS AND ACTIVITIES	Does a great job showing an understanding of the content covered in class.	Does an okay job with showing an understanding of the content covered in class.	Tries but has a difficult time showing an understanding of the content covered in class.	Does not show an understanding of the content covered in class.
Total				/15