

3rd Hour Autobiography

Kat Anthony & Crystal Pelchat

Class Schedule:

Monday: Talking Circle (Discussion/Questions about Topic)
Tuesday: Art
Wednesday: Reading/Viewing
Thursday: Essay/Activity
Friday: Miscellaneous

Quarter Schedule:

Week 1: Who am I?
Week 2: From where do I come?
Week 3: Who do I want to be?
Week 4: What is respect?
Week 5: What is being positive?
Week 6: What is a healthy relationship?
Week 7: Why is education important?
Week 8: What does it mean to be your culture?
Week 9: Wrapping It Up

WEEK ONE: WHO AM I?

Monday: Talking Circle

Have classroom discussion about what the class is, what the class expectations are of the teacher and students, go over schedule, discuss respect, discuss talking circle etiquette, discuss policy about being late and leaving early for class, discuss the importance of education, and answer any questions the students have.

Tuesday: Self-Portrait/Body Art

Step One: Using a large piece of paper, draw an outline of the students full body.
Step Two: Self-Portrait: Using different materials and art supplies, create an abstract self-portrait over the students' heads on the paper. Students WILL NOT be drawing, they should be gluing the materials to the heads.

Wednesday: Reading

Thursday: The Who Am I Essay

Students will write a five-paragraph, one page essay explaining who they are both negatively and positively.

Friday: Miscellaneous

Motivational Posters: As a group create motivational sayings that have to do with self-image. The teacher's should laminate these in some way (either laminating paper or packaging tape) and hang these posters around the school.

Body Art: Before leaving class, students will write one positive thing about themselves on their body.

Sharing/Talking Circle: Each students will share one thing they learned, did, or felt while working on the activities this week.

WEEK TWO: FROM WHERE DO I COME?

Monday: Talking Circle

- ❖ Discuss ethnicity, family, geographical location, and family history.
- ❖ Handout and explain the Family Tree assignment so that students can prepare for the next class.
- ❖ Hand out the essay assignment so that students can gather information for that assignment.

Tuesday: Family Tree

Part One: Students will create a tree that is particular to their family and then fill in their family tree with great-grandparents, grandparents, parents & aunts/uncles, themselves & cousins, their own children. Students may go further than great-grandparents if they choose.

Part Two: The family trees will be hung in a centered area of the school so that other people can see the forest in the school. The reason for this is to create a community sense within the school. Each student brings to the school everything from their own family.

Wednesday: Reading

Thursday: The Biography of Me

Students will write a three page biography about themselves as if they were strangers researching themselves. They will include information about family members and background.

Friday: Miscellaneous

Motivational Posters: The students will create a motivational poster connected to families.

Body Art: The students will write one positive things they've learned about themselves this week.

Sharing: The students will share one positive thing they have done, learned, or felt this week during the activates.

WEEK THREE: WHO DO I WANT TO BE?

Monday: Talking Circle

- ❖ Discuss what students want to do outside of high school.
- ❖ Discuss how students plan to accomplish their dreams.
- ❖ Discuss the important of education

Tuesday: Adult Life Collage

The students will use magazines to cut out pictures of things they want in their adult life and will create a collage of those things.

Wednesday: Reading

Thursday: “The General Cost of Living” Activity (See Worksheet)

Students will fill out the “General Cost of Living” activity sheet. Students will receive a scenario for their “future” life and have to fill out the monthly expenses worksheet with the information provided. The teacher will create these scenarios. Make sure the scenarios are set up with different life experiences (high school drop out, single parent, successful college and career choices, family, etc.)

Friday: Miscellaneous

Motivational Posters: The students will create a motivational poster connected to who they will be.

Body Art: The students will write one positive things they’ve learned about themselves this week.

Sharing: The students will share one positive thing they have done, learned, or felt this week during the activities.

WEEK FOUR: WHAT IS RESPECT?

Monday: Talking Circle

- ❖ Define respect.
- ❖ Define the difference between respecting someone and treating someone respectfully.
- ❖ Discuss how being respected makes people feel.

Tuesday: Class RESPECT Poster

On a large piece of paper write out the word respect in big block letters. Inside each letter place pictures of respect, words about respect, or anything that is respectful. Display the poster somewhere in the school where everyone can see it.

Wednesday: Reading

Thursday: RESPECT Essay

Students will write an essay on the following.

What is respect? Who do you respect? Why do you respect them? What makes you not want to respect someone? What does it feel like when you are respected? What does it feel like when you are not respected? Why is respect so important? What have you learn about respect this week?

Friday: Miscellaneous

Motivational Posters: The students will create a motivational poster connected to being respectful.

Body Art: The students will write one positive things they've learned about themselves this week.

Sharing: The students will share one positive thing they have done, learned, or felt this week during the activities.

WEEK FIVE: WHAT IS BEING POSITIVE?

Monday: Talking Circle

Discuss Random Acts of kindness and how positive thinking affects life.

Tuesday: Positive/Negative Life

On a piece of construction paper write the word Positive on the front and the word Negative on the back. Students will then list the positive and negative things in their life. Discuss how some things can be on both lists and why.

Wednesday: Reading

Thursday: Positive Reactions (See worksheet)

Students will fill out the worksheet. They will write what reaction they would want to do for each event and then write a positive reaction. This can be done as both an individual activity (initial reactions) and then as a group (positive reactions).

Friday: Miscellaneous

Motivational Posters: Students will create two motivational posters that have positive sayings on them.

Body Art: On their body outlines, students will write two positive things about themselves.

Sharing: Students will report what random acts of kindness they took part in this week and how it made them feel.

WEEK SIX: WHAT IS A HEALTHY RELATIONSHIP?

Monday: Romantic Relationships

Discuss the aspects of a healthy and an unhealthy romantic relationship. Discuss how men and women should treat each other. Discuss what to do if you find yourself in an unhealthy relationship. Discuss the levels of developing romantic relationships. Discuss safe sex.

Tuesday: Family Relationships

Discuss the roles of family. Define family. Make a cluster of positive points and negative points in family. Discuss how to change things you don't like and how to accept things you cannot change.

Create a **Family Outline Poster**. On the paper make an outline of your immediate family. Inside of the outline write positive and negative aspects of each family member. Discuss chemical abuse, responsibilities, and death within the family

Wednesday: Friendships

Discuss the dynamics of friends and how they affect your life. Discuss the levels of friendship. Discuss how to deal with things when friendships end. Discuss peer pressure, chemical abuse, and death.

Write an essay about your **Best Friend**. Why is that person your best friend? What do you have in common? What do you have different? If you don't have a best friend, explain why.

Thursday: Having a Relationship with Yourself

Discuss chemical abuse, depression, suicide, why it's important to have a healthy relationship with yourself.

Students will create a **Self-Portrait** of themselves.

Friday:

Students will create a **Classroom Healthy Relationships Collage** that describes or shows what healthy/positive relationships look like.

WEEK SEVEN: WHY IS EDUCATION IMPORTANT?

Monday: Talking Circle

Create educational goals, discuss being a part of a community, and discuss why education is important.

Tuesday: Cream School (See worksheet)

Students will create their dream school.

Wednesday: Reading

Thursday: Essay

College day. Students will discuss college, read about different colleges, and talk about their feelings about college.

Friday: Miscellaneous

Motivational Posters: Students will create two motivation posters about healthy relationships and one motivational poster about the important of education.

Body Art: Students will write one positive thing about themselves as a member of their family and one positive thing about themselves in school.

Sharing: Students will continue to share Random Acts of Kindness.

WEEK EIGHT: WHAT DOES IT MEAN TO BE YOUR CULTURE?

Monday: Talking Circle

Discuss and define culture and subculture. Students will identify their culture and subculture. Discuss what constitutes a culture as a culture.

Tuesday: Culture Posters

Create Culture Posters. On the poster they will put images and words that define their culture.

Wednesday: Reading

Discuss the history of culture. Discuss gender roles and age roles within different cultures.

Thursday: Culture Essay

Students will write an essay declaring with which ethnic culture they identify and with which subcultures they identify. Students will write about how well their ethnic culture and subcultures go together and what problems they may cause.

Friday: Miscellaneous

Motivational Posters: Students will create motivational posters that revolve around culture.

Body Art: Students will write two or more positive statements about their culture on their body.

Sharing: Students will share a cultural story.

WEEK Nine: Wrapping it up

During Week Nine students will fill out a survey about the class.

Students will finish their Body Art by adding pictures and other art work to it.

Students should write a final essay summarizing what they have learned about themselves during the quarter.

A fun activity is doing personal quizzes (either on line or in magazines).

Students can redo their Who Am I essay.

Objectives for Assignments & Activities

TALKING CIRCLE

- ❖ Students will participate in a traditional Native American talking circle.
- ❖ Students will increase their speaking abilities.
- ❖ Students will learn about each other.
- ❖ Students will increase their listening abilities.

ART WORK

- ❖ Students will use creative skills in order to explore the topic of the week.

Body Art:

- ❖ Students will create a positive life-size poster of themselves.
- ❖ Students will write positive statements about themselves so that they can increase their self-esteem.
- ❖ Students will learn how to see themselves in new ways.

Self-Portrait:

- ❖ Students will create an abstract picture of their faces in order to represent how they feel about themselves.

Family Tree/Family Forest:

- ❖ Students will explore their family by creating a family tree.
- ❖ Students will choose a symbol for their family. This can be cultural centered (such as clan animal) or personally centered (such as their favorite object).
- ❖ Students will be creative in placing their family around the object of their choice.
- ❖ Students will share their family trees by hanging the family trees in a centered area of the school.
- ❖ The students will learn about and see that a school is a community, not just a place they have to be.

Adult Life Collage

- ❖ Students will examine the things they want in their adult lives and share it with the class.

Class Respect Poster

- ❖ Students will define respect using words and pictures.
- ❖ Students will work as a group.

Positive/Negative Life

- ❖ Students will list the positive things in their lives.
- ❖ Students will list the negative things in their lives.
- ❖ Students will discovery/realize that some things in their lives are both negative and positive.

Family Outline

- ❖ Students will create an outline of their immediate family.
- ❖ Students will write about the positive things about each family member. Along the inside of the outline.
- ❖ Students will write one negative thing about each family member in the middle of the outline.
- ❖ Students will realize that family members contain both positive and negative aspects.
- ❖ Students will discover who they count as family.

Dream School

- ❖ Students will create a brochure about their dream school that includes description of classes, expectations, and the students benefiting from the school.

Culture Poster

- ❖ Students will identify their own culture and subculture.
- ❖ Students will educate each other about their culture and subculture.

Self-Portrait

- ❖ Students will determine what type of media they want to work with: watercolor, pencil, pen, crayon, marker, collage, words, etc.
- ❖ Students will define what a self-portrait is.
- ❖ Using the student's definitions of self-portrait, they will create a self-portrait of who they believe they are.

Healthy Relationship Collage

- ❖ Working as a group, students will create a collage about healthy relationships and what they are.
- ❖ Students will hang the collage somewhere in the school in order to share their findings with other students.

READING STORIES, ARTICLES, AND WATCHING VIDEOS

- ❖ Students will read stories, articles, or watch videos that are connected to the week's theme and will discuss how the reading or video fits into the theme and into their own personal life.
- ❖ Books used for reading materials:
 - Inquiry into Anthropology by H. Leons Abrams, Jr.
 - The Lakota Way by Joseph M. Marshall III
 - Circle of Life by James David Audlin (Distant Eagle)
 - Rising Voices Selected by Arlene Hirschfelder & Beverly R. Singer
 - Rowing Up Native American edited by Patricia Riley
 - The Rez Road Follies by Jim Northrup
 - Prison Writings by Leonard Peltier
 - The Four Hills of Life by Thomas Peacock & Marlene Wisuri

ESSAYS & ACTIVITIES

- ❖ Students will write an essay or do a written activity in order to further explore the week's topic.
- ❖ Additional objectives may appear with individual assignments.
- ❖ Students will practice their writing skills.

Who am I Essay:

- ❖ Students will examine the positive and negative parts of who they are.
- ❖ Students will write without judgment.
- ❖ Students will learn how to write objectively.

The Biography of Me:

- ❖ The students will write the story of their life objectively.
- ❖ The students will research themselves.

General Cost of Living

- ❖ The front page of the activity asks students to examine what wants and needs are; they will then determine what to spend \$200 on if they were supporting themselves.

- ❖ Students will learn about how education affects paychecks and how paychecks affect the cost of living.

Respect

- ❖ Students will define respect.
- ❖ Students will examine the importance of respect.
- ❖ Students will give example of respect and disrespect in their lives.

Positive Reactions

- ❖ Students will determine what reaction they want to do in a situation, if it is positive or negative, and then determine a positive reaction.

The Best Friend

- ❖ Students will describe their best friend in an essay
- ❖ The class will create a criteria for best friends.
- ❖ Students will compare their best friend that they wrote about to the class' criteria to determine if the friend is a best friend or not.

College Day

- ❖ Students will research and explore different colleges.
- ❖ Students will discuss their educational options.

Culture Exploration

- ❖ Students will write about their ethnic culture.
- ❖ Students will write about their subcultures.

MISCELLANEOUS

Motivational Posters:

- ❖ The students will help to create a positive environment at school.
- ❖ The students will write positive messages to be hung up around the school.
- ❖ The students will take some ownership and responsibility for the school.

Sharing

- ❖ Students will share what they have learned.
- ❖ Students will share what they have done.
- ❖ Students will learn about, do, and share their Random Acts of Kindness.

GENERAL COST OF LIVING

Front page

Directions: Fill out the following chart by listing things that you want in life and things that you need.

Wants	Needs

Now, most of your living expenses are paid for by your parents. However, you need school supplies, new shoes, and lunch money which your parents decide that you can take care of since you have a job. You make \$300 take-home in a month. Below write a small essay about what you have to buy and how much it will cost, what you have left over, and what you will buy because you want it. Don't forget, you need to put money aside for savings also.

Life expenses and what they cost.

As a class, create a list of expenses a person pays when they live on their own. Write those expenses and cost down here. After receiving your scenario, fill out all your expenses (cross out expenses you do not have). Subtract your spendings from your earnings. When finished, write an essay explaining what you have learned from this activity.

POSITIVE REACTIONS

Directions: For each of the scenarios below, write what your initial reaction would be, and then write what a positive reaction would be.

1. While walking through the hall, a student purposely knocks your books over.

Initial Reaction

Positive Reaction

2. It's your birthday; you and your mom are going out for a special dinner together. Your mom calls to say she has to work late and will not be able to do the dinner.

Initial Reaction

Positive Reaction

3. You are at a party and someone offers you a beer. You say no and they tease you about it.

Initial Reaction

Positive Reaction

Dream School

Your assignment is to create your dream school and make a brochure for your school.

The finished project will contain:

- a drawing or a model of the school building
- a list of the expectations
- a list of some of the classes offered with a description
- a menu for the meals
- the types of students who will benefit from your school
- your school name
- why students should attend your school

Please be respectful with this assignment.