

My Life, My Roots, My Dreams

Outline for a nine-week elective, which meets each day for 50 minutes

Course Description

Over the course of nine weeks, students will document their past histories, present lives, and future aspirations, using photography, genetics, family trees, interviews, and poetry. Students will gathered together these documents and artifacts in a scrapbook.

First week – Book Cover

Students will design and create the cover of their book—it should reflect each student in some way, possibilities are paint, wallpaper, collage, and stamps.

- Visual Art Lesson on cover composition and how to decorate the pages of your book.
- Lesson on Photography on how to use the camera and take good pictures.

Second week – Layout

Handout paper needed as each student lays out the pages for his or her book.

Page 1	Title of Your Book and Your Name and the Date-design this page	
Page 2	Table of Contents	
	Chapter 1: _____	Create a title that describes your past
	Chapter 2: _____	Create a title that describes your present
	Chapter 3: _____	Create a title that describes your future

Third and fourth weeks – Chapter 1

Students focus on investigating their pasts.

Page 3	Your Past Life - design a page that shows this concept
Page 4-18	Stories and 12 pictures with captions about your past (possible story topics: <i>the best day in my life, the worst day in my life, whom do I admire most so far in my life, the day I was afraid, the biggest laugh in my life so far.</i>)
	<ul style="list-style-type: none"> • Language Arts Lessons on clever story writing and caption writing • Science Lessons on developing a pedigree and family genealogy.

Fifth and sixth weeks – Chapter 2

Students focus on investigating their present.

Page 19	Your Present Life - design a page that shows this concept
Pages 20-40	Stories and 12 pictures with captions about your life now, plus three interviews

(possible story topics: who are my friends and why, what I admire about my parents, what is important to me, foods I love and hate, my pet, what makes me special, the ten most important things in my life)

- Language Arts Lesson on how to conduct an interview (interviews must be done outside of class)

Seventh and eight weeks – Chapter 3

Page 41 Your Future Life - design a page that show this concept

Page 42-50 Stories and 12 pictures with captions about your future, plus a poem about your future

(possible story topics: who I would like to be someday, where I would like to go someday, what do I think the future holds for me, if I win \$1million what will I do with it, what are five of my goals)

- Language Arts Lesson on how to develop a poem
(possibilities for future poem: the career you may choose or a symbol of that career; use symbols of the future—a house being built, a bird flying away, a cloud, a road direction, a driver's license, a check-book, the type of house or car or pet you would like to have one day, or someone you admire and would like to be like when you grow up)

Ninth week – Finish and Bind the Book

Finish and bind the completed books. The last two days of class allow the students to share their Life, Roots, and Dreams book with each other. On the last day of class remind them that this book may one day be a treasure to be passed down to their grandchildren. They carefully wrap the book to take home and keep.