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BIOGRAPHY/ AUTOBIOGRAPHY

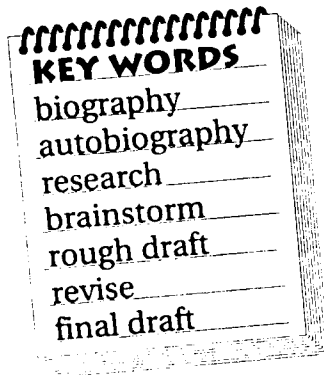
WHAT THIS EPISODE IS ABOUT

In this episode, students will learn that a biography tells the story of someone's life. By the end of the lesson, students will be able to

- ✎ define the terms *biography* and *autobiography*
- ✎ describe examples of research
- ✎ apply the writing process to writing a biography
- ✎ apply the writing process to writing an autobiography
- ✎ describe the importance of revising a rough draft

VIDEO SUMMARY

Bryan and Robin choose Elvis Presley, the 'King of Rock and Roll,' as their biographical subject. As part of their research, the two visit Graceland and talk to a tour guide about Elvis's life.



Bryan and Robin discuss how to distill the important details of Elvis's life into a two-page biography.

Later, at the writing club, each student reads a short biography about a famous person. Then Ms. Scott assigns an activity in which the students create a past life for a lemon.

Following that activity, the students choose an event from their own lives and write autobiographical essays about the event. Bryan chooses a time from his past in which he was very sick, and he interviews his mother about the event.

BEFORE VIEWING THE VIDEO

Ask students to explain the difference between a biography and an autobiography. How many students have read a biography or an autobiography, and who were the subjects of those stories?



Tell students to watch the video closely and to look for the steps in the process of writing a biography or an autobiography.

WHILE VIEWING THE VIDEO

1. After Bryan and Robin complete their tour of Graceland, PAUSE the video and ask students what the two learned on their visit. Also ask, "What facts in Elvis's life would you focus on in a two-page biography?"
2. After we see the students in the writing club read their biographies aloud, PAUSE the video and ask: "Who would you choose to write a biography of? How would you gather your research on that person?"
3. After Bryan thinks about ideas for his autobiographical essay, PAUSE the video and ask students to list events in their lives that could be used in autobiographical essays.
4. After Bryan discusses his illness with his mother, PAUSE the video and ask students to write an essay about one of the events on their lists.
5. After Bryan's mother helps him revise his essay, PAUSE the video and ask students to form groups of three and to revise their autobiographical essays.

AFTER VIEWING THE VIDEO

After revisions are made, the students may read their autobiographical essays aloud if they wish. Note: Some essays may be too personal to share in front of the class.

Next, summarize the lesson by asking students to

- ✎ define *biography* and *autobiography*
- ✎ list the steps in the process of writing a biography or an autobiography

EXTENSION ACTIVITIES

1. Ask students to read a biography about a famous person. Working in groups, the students may present the lives of their subjects to the class.
2. Ask students to write autobiographical stories that they would be willing to share with the class. Encourage them to write about such themes as "The Funniest Thing That Ever

Happened to Me” or ‘My Most Embarrassing Moment.’
Compile the stories into a class book.

INTERNET RESOURCES

The Biography Maker

<http://www.bham.wednet.edu/bio/biomaker.htm>

A & E's Biography.com

<http://www.biography.com/>

Cyber Biographies

<http://199.233.193.1/cybereng/05.html>

