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| **Types of Biographies and Autobiographies****(Adapted from Literature is Back!, Carol J. Fulhler & Maria P. Walther, Scholastic, 2007, p. 190-191)** |
| **Types/Description** | A Literature Sampling | Research-Supported Literacy Activities |
| **Partial Biographies**An in-depth look at one part of the person’s life.Also known as phase biographies. | John Muir: America's First Environmentalist(Lasky, 2006) (Gr. 2-5)Mighty Jackie: The Strike-Out Queen (Moss, 2004) (Gr. 1-5) Monsieur Marceau(Schubert, 2012)(Gr. 1-5)  | Create a living history or wax museum. Each student selects a person to research, writes a brief biography script in first- person point of view. Students rehearse their script and create costumes. When other students or parents visit the museum, they touch a student’s hand for him her to share their story. |
| **Complete Biographies**A person’s life from birth to present (or death). | Eleanor, Quiet No More (Rappaport,2009) (Gr. 1-5)The Extraordinary Mark Twain (According to Suzy)(Kerley, 2010) (Gr. 3-6)Elbridge Gerry: The Paul Revere of Colorado (Buck,2013) Great Lives in Colorado Series (Gr. 3+) | Students make a timeline of the key events in the person’s life.This activity often works best when students work in small groups or pairs. |
| **Collective Biographies**Biographies of several people with a common thread. | Ghosts of the White House (Harness, 1998) (Gr. 2-5)Lives of the Extraordinary Women: Rulers, rebels (And What the Neighbors Thought) (Krull & Hewitt, 2000) (Gr. 3+) | Compare and contrast two people in a book using a Venn diagram or T. Chart. Moss (2004) also suggests using retellings. Readers select a favorite person and retell the information about her/him focusing on the key facts.  |
| **Auto-biographies/ Memoirs** | Drawing From Memory (Say, Allen, 2011) (Gr. 5-9) For the Duration (dePaola, 2009) (Gr. 2-4)  | Build background for the text before reading by using artifacts that will promote a discussion about the time period or person.  |