

Biography[®]

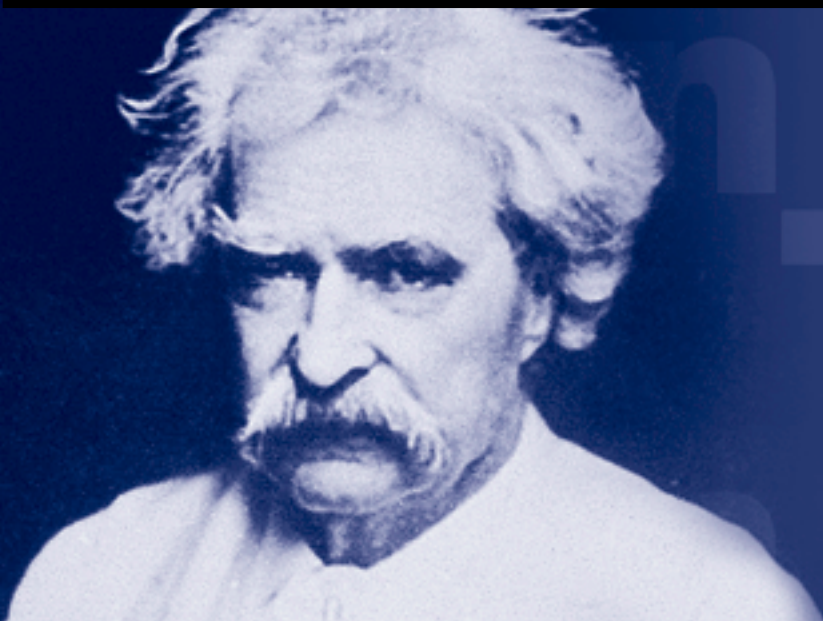
PROJECT
FOR SCHOOLS

Creative ideas for teaching with the *Mozart* and *Mark Twain* BIOGRAPHY[®] Videos

Wolfgang Amadeus Mozart



Mark Twain



Biography® Project for Schools

Dear Teachers:

A&E Network is delighted to bring the rich content of our signature series, BIOGRAPHY® into your classrooms, sponsored by Lincoln Financial Group. Along with the printed study guides and videos, we've developed interactive on line resources. Please visit AandE.com/class for more innovative ideas on teaching with Biography, plus guidelines for our teacher contest. Since its founding, A&E has maintained a strong commitment to education. We'd like to thank all you teachers around the country for your hard work and dedication.

Dan Davids
General Manager and Executive Vice President
A&E Network

Dear Teachers:

Lincoln Financial Group is once again proud to partner with the A&E Network to sponsor the Emmy-award-winning BIOGRAPHY® Project for Schools. We hope that the videos and innovative study materials we are providing will bring two remarkable individuals, composer Wolfgang Amadeus Mozart and author Mark Twain, "alive" for the eager young minds you are teaching. In addition to supplying the materials, we are also pleased to sponsor The BIOGRAPHY Project Contest for Teachers for the first time this year, because it's your creativity and ability to engage your students that really makes this program a success.

At Lincoln Financial Group, we believe in the importance of providing educational opportunities for young people, and we thank you for your commitment to today's youth. We're glad to help support your role in the schools of America.

Jon A. Boscia
CEO Lincoln Financial Group

THE BIOGRAPHY PROJECT FOR SCHOOLS CONTEST FOR TEACHERS

This year A&E and Lincoln Financial are encouraging teachers to use BIOGRAPHY in the classroom. All you have to do is submit an original lesson plan that incorporates an episode of BIOGRAPHY. By entering you'll be eligible for a chance to win one of 3 cash prizes! See rules below for details.

THE BIOGRAPHY PROJECT FOR SCHOOLS CONTEST FOR TEACHERS

Official Rules - No Purchase Necessary. Void Where Prohibited.

1. ELIGIBILITY: Contest open to 5th through 12th grade school teachers who are residents of and teaching within the United States (excluding Puerto Rico) between April 9, 2001 through May 24, 2001. Teachers must be 18 years of age or older as of April 9, 2001. Contest begins April 9, 2001, and ends May 24, 2001. Contest is subject to all federal, state and local laws. Employees of A&E Television Networks & Lincoln Financial Group, LLC ("Sponsors"), their parent companies, affiliates, subsidiaries and agencies are not eligible. Judges and their family members are not eligible. **2. HOW TO ENTER:** Teachers may enter the contest by writing and submitting an original lesson plan complete with objectives and results that are assessable, that incorporates one (1) BIOGRAPHY® program telecast on A&E into a lesson covering not more than three class periods (approximately 45 minutes per period). The lesson plan must include lesson objectives, an outline of how the lesson will be taught and a method for the teacher to assess whether or not the objectives were met (this can be a test or report or some measurable means for which the teacher can grade what the student has learned), the title of the BIOGRAPHY program used and how it was incorporated into the lesson. The lesson plan must be legible and is limited to five (5) pages or less. Each entry must include the teacher's name, grade(s) taught, school, complete home address and zip code, home telephone number, school telephone number, and local cable system (if known). Entries should be mailed to A&E Community Marketing, BIOGRAPHY PROJECT CONTEST, 235 East 45th Street, NY, NY 10017. Entries must be postmarked by May 24, 2001, and received by May 31, 2001. Limit one entry per teacher. **3. PRIZES:** Grand (1): \$5,000 cash; First (1): \$2,000 cash; Second (3): \$1,000 cash. Winning submissions will be selected by a panel of educators and/or historians selected by Sponsor on or about June 15, 2001, and winners will be notified by mail on or about June 30, 2001. Entries will be judged based on the following criteria: originality (1/4); creativity (1/4); ability to assess results through the test or other tools used to measure how well the students learned the material (1/4); and best use of the BIOGRAPHY program video in lesson (1/4). Judges' decisions are final on all matters relating to this contest. Prizes are not transferable; no substitutions are allowed except by Sponsors who reserve the right to award a prize of equal or greater value. All winners will

be required to verify address and execute and return an affidavit of eligibility, authenticity, liability/publicity release and assignment of rights within 10 days of notification attempt or the prize will be forfeited and an alternate winner selected. Taxes, if any, related to the prizes are the sole responsibility of the individual winners. No responsibility or liability is assumed for damages, losses or injury resulting from acceptance or use of any prize. **4. CONDITIONS:** All entries must be the sole, original work of the entrant. Judges may disqualify previously published submissions or those that have won previous awards or competitions. Winning entries may be featured online on the BIOGRAPHY Project for Schools web site. All entries become the property of the Sponsors and will not be acknowledged or returned. Entrants acknowledge and agree that Sponsors have the right to use and publish their names, states, and submissions in any media, and grant Sponsors the right to publish, edit, adapt, modify, reproduce, promote and otherwise use submissions in any way they see fit. Acceptance of prize constitutes permission to use the winner's names and likenesses without further compensation, except where prohibited by law. No responsibility is assumed for lost, misdirected, illegible, damaged, postage due or late entries or mail. No information regarding entries or judging will be disclosed. All federal, state and local laws and regulations apply. **5. GENERAL:** Contest is governed by the laws of the state of New York, and all claims must be resolved in the courts of New York County, New York. By entering, entrants: (a) agree to be bound by these Official Rules; and (b) release Sponsors and their agents from any and all liability, loss or damage arising out of their participation in this contest and with respect to the award, receipt, possession, use and/or misuse of any prize. **6. WINNERS' LIST:** For a list of winners available after June 15, 2001, send a self-addressed, stamped envelope by October 15, 2001 to: A&E Community Marketing, BIOGRAPHY PROJECT CONTEST/WINNERS' LIST, 235 East 45th Street, NY, NY 10017. For a copy of these rules, send a self-addressed, stamped envelope to: A&E Community Marketing, BIOGRAPHY PROJECT CONTEST/RULES, 235 East 45th Street, New York, NY 10017. **SPONSORS:** A&E Television Networks, 235 East 45th, NY, NY 10017 and Lincoln Financial Group, Centre Square, West Tower, 1500 Market Street Suite 3900, Philadelphia, PA 19102-2112.

THE BIOGRAPHY PROJECT OVERVIEW

The enclosed package contains two videos from the BIOGRAPHY series plus teaching materials designed to make those biographies come to life. Look for two more videos plus teaching materials this fall. Teachers are encouraged to choose from, adapt and expand the activities found in the materials to meet the individual needs of students. The materials contain the following sections: Overview, Objectives, National Standards, Discussion Questions, Vocabulary Words and Activities.

WOLFGANG AMADEUS MOZART

OVERVIEW

Wolfgang Amadeus Mozart is perhaps the most famous of child prodigies. At age four, under the strict teaching of his father, Mozart could play minuets and perform for audiences. By age five, he began composing. As a man, Mozart was vulgar, extravagant, and bawdy, yet inside this childish man lived one of history's greatest musical geniuses.

Famed Mozart scholars and musicians paint a portrait of the outcast master whose works of unprecedented range would revolutionize nearly every aspect of music. His sudden death at age 35 is considered by many to be both one of the greatest mysteries and one of the greatest tragedies in music history.

This program is appropriate for middle and high school classes in music and European history.

OBJECTIVES: Students will analyze Mozart's music and explain how it reflected and transcended the conventions of 18th century European music.

NATIONAL STANDARDS: *Mozart* fulfills the following *National Standards for Arts Education*, as developed by the Consortium of National Arts Education Associations: Standard 7 (Understands the relationship between music and history and culture).

VOCABULARY*

concerto
conformity

innate
minuet

nonconformity
opera

orchestra
prodigy

sonata
symphony

DISCUSSION QUESTIONS

1. Why do you think Mozart's music is still popular today, even though it was written in the late 1700s?
2. What is a child prodigy? Consider Mozart's upbringing: should young prodigies be pushed to develop their talents at an early age? Why or why not? Have you ever been pushed to do something? How did this make you feel? What was the outcome?
3. After watching a segment of the *Mozart* video, compare life in 18th century Europe to life today. What are the similarities and differences in clothes, health, transportation, social expectations, and daily life?
4. What was the role of the government and the wealthy in the success of an artist in the 1700s? What is their role today?
5. The BIOGRAPHY states that Mozart composed music in his own style, instead of deferring to popular opinion of the time. What is the difference between popular music and original music? Is it more important to compose music that is popular or to compose music that is original? Why? What is a nonconformist? In what ways was Mozart a nonconformist? Can you think of any contemporary artists that are nonconformists? In what ways are they like Mozart?
6. Why did Mozart like Vienna? Describe the musical environment in Vienna.
7. How did Mozart convey feelings or humanize characters in his music? Do any other musical artists do this? How do they accomplish this?
8. Does an artist's income represent his/her skill? Why or why not?
9. What was Mozart's *Requiem*? Why did he write it?

ACTIVITIES

1. Listen to five of Mozart's compositions that he wrote at different points in his career. What are the differences and similarities between Mozart's earlier pieces and his later ones? Create a chart, storyboard, or write an essay explaining your answers.
2. Choose a contemporary musician and compare him/her with Mozart. Play an excerpt of the music of each musician for the class. Compare and contrast the similarities and differences of the two musicians in an oral presentation. Explain who is your favorite and why.
3. Look at Mozart's life in depth. Choose three to four events in Mozart's life and find a composition Mozart wrote that may have been connected to each event. Then answer the following question: how much of one's personal feelings and life are included in one's art? You may create your own work of art, either visual or musical, to explain your answer.
4. Draw a picture, write a story/poem, or create a mobile that describes what you imagine is happening during one of Mozart's compositions.

MARK TWAIN

OVERVIEW

He was an American original, a gifted and irreverent storyteller, whose portrayal of a young nation captured the imagination of the world. On the trails of the Wild West, on the streets of New York, and in the shore towns of his beloved Mississippi River, Mark Twain lived out the greatest adventures of 19th century America. BIOGRAPHY tells Twain's life story, from his carefree boyhood in Hannibal, Missouri, to the devastating tragedies of his later life, with rare photographs, expert interviews, and excerpts from the stories that made him a legend.

Mark Twain: His Amazing Adventures is appropriate for middle and high school classes in American history, culture and literature.

OBJECTIVES: Students will be able to explain how Mark Twain's life experiences influenced and shaped his writing.

NATIONAL STANDARDS: *Mark Twain: His Amazing Adventures* fulfills the following *Standards for the English Language Arts*: Standards 1 and 3.

VOCABULARY*

affectation	conspicuous	incongruous	meningitis	profusion
arduous	embellish	intrinsic	pinnacle	smitten
aversion	exploit	intuitive	pithy	venture
carouse	gregarious	irreverence	prodigal	wanderlust

DISCUSSION QUESTIONS

1. What makes *The Adventures of Huckleberry Finn*, one of the most famous works of American literature, so controversial?
2. Mark Twain lived most of his life during the 19th century. How was he a product of this time? Explain how he became a symbol for this era.
3. How does Twain and his work embody the best and worst in America during the 19th century?
4. How did Twain's experience as a riverboat pilot contribute to his writing?
5. Twain's real name was Samuel L. Clemens. Why did he use a pen name, and why did he choose the name Mark Twain?
6. Mark Twain abhorred the treatment of Chinese immigrants in America. Why was there so much prejudice against the Chinese in America? List other groups of people that have faced similar circumstances.
7. Twain fell madly in love with Olivia Langdon, but at first her family opposed their marriage. Why?
8. Twain's *The Gilded Age* named an era in American history that still carries this title. How was *The Gilded Age* an indictment of late 19th century America?
9. Was Mark Twain a "living American dream"? Why or why not?
10. During his lifetime Mark Twain made a great deal of money. At the age of 60, however, he was forced to claim bankruptcy. Why did this happen?
11. How did the death of Twain's daughter affect him? Think about how you have felt or would feel if you ever lost someone close to you.

ACTIVITIES

1. Create a broadside or poster advertising one of Mark Twain's popular lectures.
2. Design a book jacket for your favorite novel by Mark Twain.
3. Mark Twain created his characters from the people in his life. Write a short story using some of the people in your life as characters.

* For vocabulary word definitions, web and book resources, as well as additional information about the lives of Mark Twain and Mozart, visit www.aande.com/class/bioproject.