

TEACHER RESOURCE GUIDE

The Unauthorized Biography Series



School Matinee Performances

Presented by





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COMMUNITY ENGAGEMENT & EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts, (2017) and Social Studies (2019).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.



ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's six resident companies: Cleveland Ballet, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!



Coming to the Theater

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Here are a few points to start the discussion:

- ◆ You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- ◆ Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, the performers can too.
- ◆ As you watch the performance, feel free to respond by laughing or applauding.
- ◆ Food, drink and gum are not permitted in the theater for school matinee performances.
- ◆ Photography and recording of performances are not permitted.
- ◆ Mobile phones and other devices that make noise or light up should be silenced and put away before the performance begins.
- ◆ When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- ◆ After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school group by bus number. Check around your seat to make sure you have all of your personal belongings before leaving.



ABOUT THE SHOW



In the *Unauthorized Biography Series*, award-winning hip hop artist and TEDx speaker Shaun Boothe pours his talent into a presentation designed to motivate young audiences using rap songs that chronicle the extraordinary lives of cultural icons.

Blending a range of approaches calibrated to resonate with students, Shaun delivers high-grade food for thought that inspires as it entertains. His engaging take on the trails blazed by cultural giants like Martin Luther King Jr and Muhammad Ali imbues students with the courage to find their own paths. By “learning from the greats,” students can examine their own strengths and goals, and take away actionable lessons with which to energize their lives.

Shaun’s unique talk, interspersed with musical performances, infuses the greatest stories of our time with the contagious energy of hip hop delivery. Rather than sugar coating the lives of people like Muhammad Ali, Oprah, and Nelson Mandela, Shaun encourages identification with their stories by highlighting the struggles that gave their achievements meaning. The multimedia program includes video projection, and is pan-curricular, touching on history, social studies, character education, the performing and literary arts, and music.

About Shaun Boothe

Hip-hop artist. Motivational TEDx speaker. Creator of the critically acclaimed *Unauthorized Biography Series*.

Shaun Booth’s passion to succeed has been evident since day one. From intern to international, he started his career with a temp job at Much Music.

He was offered the job after winning the nationwide Much Music Temp competition – beating out thousands of hopefuls and earning him a cool \$25,000 and a condo for the summer.

More valuable than that, however, he learned a priceless life lesson: Nothing is impossible. Nearly ten years later, he returned to ‘The Nation’s Music Station’ and walked the red carpet, not as a contest winner, but as an MMVA nominated recording artist. It seems the lesson was never forgotten.

Since then, Shaun has continued using his talents to innovate and inspire audiences. He is renowned for his conceptual and highly interactive performance – many of which have graced the opening stages of concerts for multi-platinum artists, including Nas, Lauryn Hill, Kardinal Offishall and Snoop Dogg. However, as he continued to grow, he realized that his true passion was bringing his performances to schools to inspire and educate youth.



PRE-SHOW ACTIVITIES



IMPORTANT NOTE: Start this unit by talking with students about respectful discourse. It is ok to disagree with someone; however, it is critical that disagreements are respectful, polite and courteous. As a class, create a set of expectations that each person will meet in order to have a safe and welcoming environment for all students to learn. These speaking and listening standards that you create should encourage appropriate discourse and should be included in each of the pre- and post-show activities.

Introduction

The Ohio Learning Standard below is addressed in the following Pre-Show Activity:
Contemporary World Issues: Civil and Human Rights.8

The Unauthorized Biography Series is a musical project that celebrates the world's greatest cultural icons through biographical hip-hop music. Each chapter of the series captures the legacy of a positive and influential iconic figure in a documentary-style music video.

To familiarize your students with the performance they will be seeing, share the trailer of the show (see resource page for link). As they watch the clip, have them consider these questions, and then discuss.

1. What obstacles did all three of these people face?
2. What did they have in common?
3. Where did each of them live and when?
4. How did the social and cultural norms from their time and location impact their lives?

After the class discussion, tell students that they will each be assigned one of the individuals to study – Martin Luther King Jr., Muhammad Ali, or Malala Yousafzai.

Divide your class into three groups and assign each group one of the key individuals. Provide each group the resources and questions on the following pages in coordination with their assigned person. Have students individually read and respond to the questions, and then discuss responses as a group.

Martin Luther King Jr.

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

CCR.W.7.7, CCR.W.8.7, CCR.W.9-10.7, CCR.W.11-12.7
CCR.RI.7.7, CCR.RI.8.7, CCR.RI.9-10.7, CCR.RI.11-12.7
Contemporary World Issues: Civil and Human Rights.8

Students assigned to Martin Luther King Jr. will read the *Autobiography of Martin Luther King, Jr.* (see resource page). If you are unable to assign the entire book, you may elect to assign one or more of the following chapters as independent or stand-alone chapters.

- Chapter 14, which describes the peaceful protests, particularly the sit-ins led by Martin Luther King Jr.
- Chapter 18, which focuses on Martin Luther King Jr.'s "Letter from a Birmingham Jail."
- Chapter 20, which highlights his "I Have a Dream" speech and the monumental March on Washington.

7th and 8th grade teachers, you may choose to omit Chapters 14 & 18 and focus on the "I Have a Dream" Chapter in order to keep this activity age-appropriate.

In addition to reading these chapters, have students watch Martin Luther King Jr.'s *I Have a Dream* speech (see resource page for link). Use the below questions for small group discussion.

Chapter 14 Discussion Questions

1. What elements make a protest successful?
2. What lessons can the protests from the 60s teach us today?
3. What similarities between the protests during the 60s and today's protests do you see?
4. In your opinion, are protests successful?



Chapter 18 Discussion Questions

1. Do you have to be disobedient if you want justice?
2. Are people ever justified for being disobedient? Provide examples?
3. The Civil Rights Movement of the 1960s saw lots of protests. Today, people are still fighting for these rights and we see this manifested in movements such as #MeToo, #TakeAKnee and Black Lives Matter, among others. What similarities and differences exist between Martin Luther King Jr. and the Civil Rights Movement and the movements of today?

Chapter 20 Discussion Questions

1. Why do people find Martin Luther King Jr.'s *I Have a Dream* speech so powerful more than 50 years after it was delivered?
2. What do *you* find powerful or moving in this speech? Explain.

After discussing with their group, students should respond individually to the following writing prompts. Have them cite evidence to support their responses.

1. If Martin Luther King Jr. was alive today, would he say that his dream was achieved?
2. What progress would he notice?
3. What progress would he say that we still need to make?

If you are limited on time, divide the Martin Luther King Jr. group into subgroups, each subgroup will be assigned one chapter. After reading the chapter and answering the discussion questions, they will come back together to finish the assignment as one whole group.

Malala Yousafzai

Taken from the “Text in Community Study Guide”, *I Am Malala* by Dr. Michael K. Cundall Jr., Darrell Hairston, and Anna Whiteside from the University Honors Program, North Carolina State University

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

CCR.W.7.7, CCR.W.8.7, CCR.W.9-10.7, CCR.W.11-12.7
CCR.RI.7.7, CCR.RI.8.7, CCR.RI.9-10.7, CCR.RI.11-12.7
Contemporary World Issues: Civil and Human Rights.8

Students assigned to Malala Yousafzai will read the book *I am Malala* (see resource page). Chapters 9, 11 & 13 are central to Malala’s story. If you are unable to assign the entire book, you may choose to assign these three chapters as independent or stand-alone chapters. Use the below questions for small group discussion.

Chapter 9 Discussion Questions

1. What was the Taliban’s message?
2. How did the Taliban initially communicate with the people of the Swat Valley? Why do you think they were effective in convincing people with their message?
3. What do you think is the proper role of religion in making laws for civil society?
4. How would you respond to the events Malala was dealing with?
5. Do the actions of Malala’s mother seem to be consistent with the Taliban’s view of women, or is it at odds with it? What does Malala think?
6. Does the Taliban’s message change from the beginning of the chapter to the end? If so, how?
7. The rule of the Taliban seems repressive to us, but why does the group become so influential and popular?

Chapter 11 Discussion Questions

1. Why do you think the girls continued to go to school?
2. Is the Pakistani Army preferable to the Taliban? Why or why not?
3. Why are schools being targeted by the Taliban? Does this have anything to do with the Taliban’s outlawing of CD’s, dancing, etc.? Why would they choose this approach?
4. What is the Qaumi Jirga? Why is it important?
5. Do you think that doing the interviews that Malala did was a good thing? Why?

Chapter 13 Discussion Questions

1. What is the name of Malala’s diary? Did the writing of this diary influence her development as an education rights leader? Why or why not?
2. How was Malala feeling at the end of her term?
3. When she was faced with the thought of losing school completely, what did she do?

After discussing with their group, students should respond individually to the following questions.

1. Malala’s father was a strong influence in her life—he was a mentor and a teacher. Think of a teacher, family member or friend who has influenced you. How has this person recognized your strengths and helped you develop them?
2. What are your strengths? How can you use your strengths to nurture, influence and teach others?
3. How did the Taliban change the lives of women and men in Pakistan? Did education make a difference in what people came to believe? Be sure to cite evidence to support your claim.



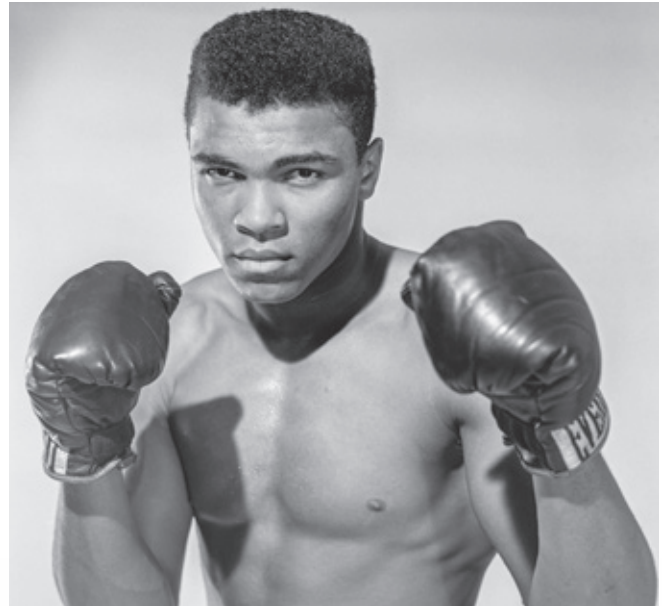
Muhammad Ali

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

CCR.W.7.7, CCR.W.8.7, CCR.W.9-10.7, CCR.W.11-12.7
CCR.RI.7.7, CCR.RI.8.7, CCR.RI.9-10.7, CCR.RI.11-12.7
Contemporary World Issues: Civil and Human Rights.8

Students assigned to Muhammad Ali will read the book *The Greatest: Muhammad Ali* (see resource page). As they read the book, they will discuss the following questions:

1. What is the significance of the name Cassius Marcellus Clay and why did Cassius Clay pass that name down to his son?
2. Discuss what led Cassius Clay to change his name. Why did he choose Muhammed Ali? Why did people have such a difficult time when he changed his name?
3. Who were the influential people in Cassius Clay's life and what role did they play?
4. Ali's career developed during the Civil Rights Movement of the 1960s and 1970s. Explain how the events in 1963, in particular, made an impact on Ali.
5. Muhammad Ali is often referred to as "The Greatest of all time." What made *him* so great? What does it take to become "Great?"
6. Some words have a lot of power and are used to oppress others and make them feel worthless. What words have you heard that hold that power? Why do people use them?
7. Muhammad Ali is regarded as a hero to many. Why was he so inspiring to so many?
8. Discuss what the phrase "Float like a butterfly, sting like a bee" means.



After discussing with their group, students should respond individually to the following questions.

- ◆ Why was Ali so vilified when he joined the Nation of Islam?
- ◆ How did the public attitude towards Ali change from 1968 to 2005 when he received the Presidential Medal of Freedom?
- ◆ What does Robert Lipsyte, a sportswriter, mean when he says "We have so many ways of looking at Ali that have only to do with us and nothing to do with him?"
- ◆ How did his experience as the greatest boxer prepare him for the "greatest fight of his life," Parkinson's Disease?

PRE-SHOW WRAP-UP

After students have completed the group and individual assignments, discuss as a class the similarities that each of these individuals share.

POST-SHOW ACTIVITIES

Martin Luther King Jr.

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

CCR.W.7.7, CCR.W.8.7, CCR.W.9-10.7, CCR.W.11-12.7
CCR.RI.7.7, CCR.RI.8.7, CCR.RI.9-10.7, CCR.RI.11-12.7
Contemporary World Issues: Civil and Human Rights.8

After watching the performance, students who were assigned Martin Luther King Jr. will create a one pager about him. A one pager is a creative and visual way to communicate what one has learned. Students can use words, images, quotes, and dates to express their ideas. For this one pager, students will respond to the following three quotes by providing examples of how Martin Luther King Jr. lived up to these quotes:

*We must learn to live together as brothers
or perish together as fools.*

*Life's most persistent and urgent question is,
"What are you doing for others?"*

Injustice anywhere is a threat to justice everywhere.

Students should use the information that they gathered from the pre-show activity as well as what they learned from the performance.

An example outline for the one pager can be found on the following page. In the biographical information section, have students include information such as, but not limited to:

- ◆ Birthdate
- ◆ Where Martin Luther King Jr. was born
- ◆ Where Martin Luther King Jr. lived
- ◆ Important life events
- ◆ Date of death
- ◆ Burial information

In the sections with quotes, have students use words and images to express their own response to that quote.



Biographical Information

**We must learn to live together as brothers
or perish together as fools.**

**Martin Luther
King Jr.**

**Life's most persistent
and urgent question is,
"What are you doing for others?"**

**Injustice anywhere is a threat
to justice everywhere.**

Malala Yousafzai

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

CCR.W.7.7, CCR.W.8.7, CCR.W.9-10.7, CCR.W.11-12.7
CCR.RI.7.7, CCR.RI.8.7, CCR.RI.9-10.7, CCR.RI.11-12.7
Contemporary World Issues: Civil and Human Rights.8

After watching the performance, students who were assigned Malala Yousafzai will create a one pager about her. A one pager is a creative and visual way to communicate what one has learned. Students can use words, images, quotes, and dates to express their ideas. For this one pager, students will focus on the significance of Malala being named after Malalai, “the greatest heroine of Afghanistan,” and “the Afghan Joan of Arc.”

Students should use the information that they gathered from the pre-show activity as well as what they learned from the performance.

An example outline for the one pager can be found on the following page. In the biographical information section, have students include information such as, but not limited to:

- ◆ Birthdate
- ◆ Where Malala was born
- ◆ Where Malala lived
- ◆ Important life events



Biographical Information

**Words and images to describe
Malala Yousafzai**

**Quote from
Malala Yousafzai**

**Obstacles that Malala Yousafzai
faced in life**

**Examples of how Malala Yousafzai
lived up to her namesake**

Muhammad Ali

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

CCR.W.7.7, CCR.W.8.7, CCR.W.9-10.7, CCR.W.11-12.7
CCR.RI.7.7, CCR.RI.8.7, CCR.RI.9-10.7, CCR.RI.11-12.7
Contemporary World Issues: Civil and Human Rights.8

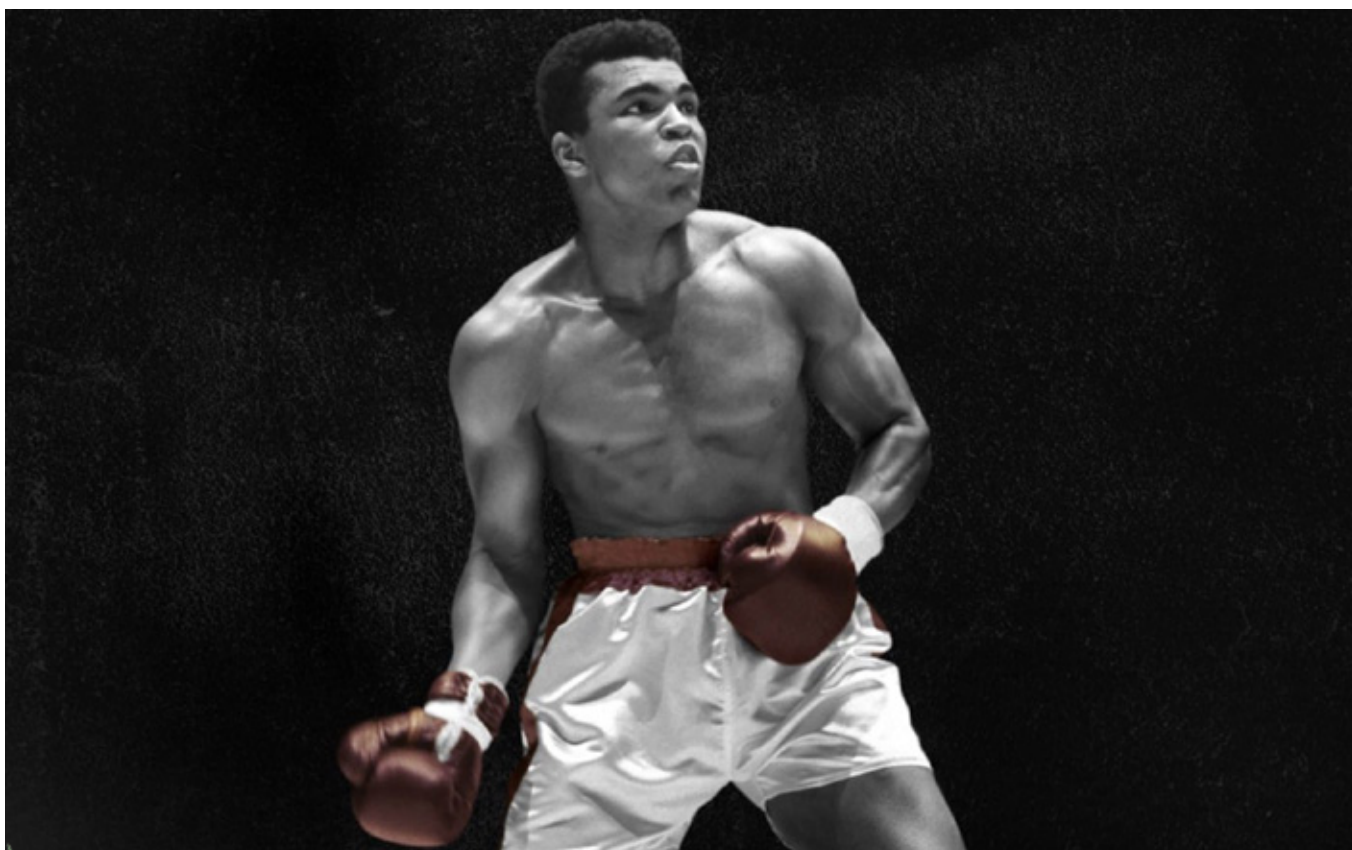
After watching the performance, students who were assigned Muhammad Ali will create a one pager about Muhammad Ali. A one pager is a creative and visual way to communicate what one has learned. Students can use words, images, quotes, and dates to express their ideas. For this one pager, students will focus on this quote by Muhammed Ali:

I hated every minute of training, but I said, "Don't quit. Suffer now and live the rest of your life as a champion."

Students should use the information that they gathered from the pre-show activity as well as what they learned from the performance.

An example outline for the one pager can be found on the following page. In the biographical information section, have students include information such as, but not limited to:

- ◆ Birthdate
- ◆ Where Muhammad Ali was born
- ◆ Where Muhammad Ali lived
- ◆ Important life events
- ◆ Date of death
- ◆ Burial information



Biographical Information

**Words and images to describe
Muhammed Ali**

**I hated every minute of training,
but I said, "Don't quit. Suffer now and
live the rest of your life as a champion."**

**Obstacles that
Muhammed Ali
faced in life**

**Examples of how
Muhammed Ali
was a champion in
the ring and in life**

The Unauthorized Biographical Series

One Pager

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

CCR.W.7.7, CCR.W.8.7, CCR.W.9-10.7, CCR.W.11-12.7
CCR.RI.7.7, CCR.RI.8.7, CCR.RI.9-10.7, CCR.RI.11-12.7
Contemporary World Issues: Civil and Human Rights.8

Shaun Boothe has created eight additional biographies on cultural icons, and his website has short video clips from his work on each of the individuals (see resource page for link). Divide your class into eight groups and assign an individual to each group. Each group will create a one pager on that individual. They should watch the video clip as an introduction to the individual; however, they will need to do additional research on the person. After they have created their one pager, have them present it to the class. If you are able to, you can do a jigsaw so they can present in small groups.

An example outline for the one pager can be found on the following page. In the biographical information section, have students include information such as, but not limited to:

- ◆ Birthdate
- ◆ Where he/she was born
- ◆ Where he/she lived
- ◆ Important life events
- ◆ Date of death
- ◆ Burial information



Biographical Information

**Words and images to describe
your individual**

Quote from your individual

**Obstacles that your
individual faced in life**

**Examples of
overcoming obstacles**

RESOURCES

READING

The Autobiography of Martin Luther King, Jr. (Clayborne Carson, Editor) (Warner Brothers, 2001)

I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai and Christina Lamb (Back Bay Books, 2015)

The Greatest: Muhammad Ali by Walter Dean Myers (Scholastic, 2018)

WEB

The *Unauthorized Biography Series* Trailer-
<https://www.youtube.com/watch?v=ahooHxeEwQo>

Shaun Boothe: Additional Biographies
<http://shaunboothe.com/#prettyPhoto>

Martin Luther King Jr.'s *I Have a Dream* speech-
<https://youtu.be/3vDWWy4CMhE>



Curriculum Standards Index

Standard	Description	Grade	Activity	Page
CCR.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7	Martin Luther King Jr. (pre and post) Malala Yousafzai (pre and post) Muhammed Ali (pre and post) <i>The Unauthorized Biography Series One Pager</i>	7, 10 8, 12 9, 14 16
CCR.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7	Martin Luther King Jr. (pre and post) Malala Yousafzai (pre and post) Muhammed Ali (pre and post) <i>The Unauthorized Biography Series One Pager</i>	7, 10 8, 12 9, 14 16
CCR.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	8	Martin Luther King Jr. (pre and post) Malala Yousafzai (pre and post) Muhammed Ali (pre and post) <i>The Unauthorized Biography Series One Pager</i>	7, 10 8, 12 9, 14 16
CCR.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	8	Martin Luther King Jr. (pre and post) Malala Yousafzai (pre and post) Muhammed Ali (pre and post) <i>The Unauthorized Biography Series One Pager</i>	7, 10 8, 12 9, 14 16
Contemporary World Issues: Civil and Human Rights.8	Beliefs about civil and human rights vary among social and government systems.	9-12	All Activities	
CCR.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	9-10	Martin Luther King Jr. (pre and post) Malala Yousafzai (pre and post) Muhammed Ali (pre and post) <i>The Unauthorized Biography Series One Pager</i>	7, 10 8, 12 9, 14 16
CCR.RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	9-10	Martin Luther King Jr. (pre and post) Malala Yousafzai (pre and post) Muhammed Ali (pre and post) <i>The Unauthorized Biography Series One Pager</i>	7, 10 8, 12 9, 14 16



Standard	Description	Grade	Activity	Page
CCR.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12	Martin Luther King Jr. (pre and post) Malala Yousafzai (pre and post) Muhammed Ali (pre and post) <i>The Unauthorized Biography Series One Pager</i>	7, 10 8, 12 9, 14 16
CCR.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	11-12	Martin Luther King Jr. (pre and post) Malala Yousafzai (pre and post) Muhammed Ali (pre and post) <i>The Unauthorized Biography Series One Pager</i>	7, 10 8, 12 9, 14 16

