

# The Unauthorized Biography Series



**School Matinee Performances**



## TEACHER RESOURCE GUIDE

# The Unauthorized Biography Series

### TABLE OF CONTENTS

About Playhouse Square	3
Coming to the Theater	4
About the Show	7
Key Terms & Events	6
Pre-Show Activities	12
Post-Show Activities	17
Resources	20
Curriculum Standards Index	21
English/Language Arts	21
Fine Arts	24
Mathematics	24
Social & Emotional Learning	24
Social Studies	25



## EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Fine Arts (2012) Mathematics (2017), Social and Emotional Learning (2019), and Social Studies (revised 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 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 lessons and activities in this guide are created and adapted by Jeanine Tesch in partnership with Playhouse Square's Education Department.



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

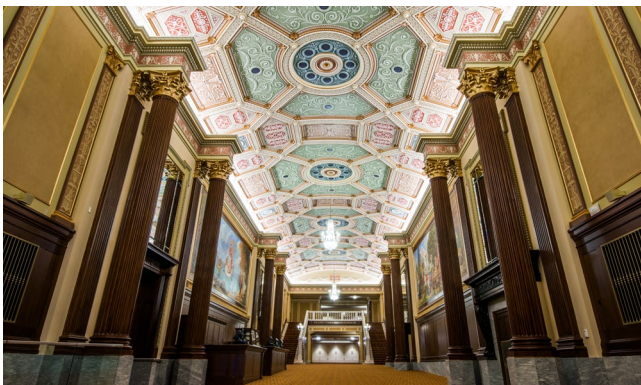
Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

# ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues 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 and events held by Playhouse Square's eight resident companies: The City Club of Cleveland, Cleveland Ballet, Cleveland International Film Festival, 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 retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.



# COMING TO THE THEATER

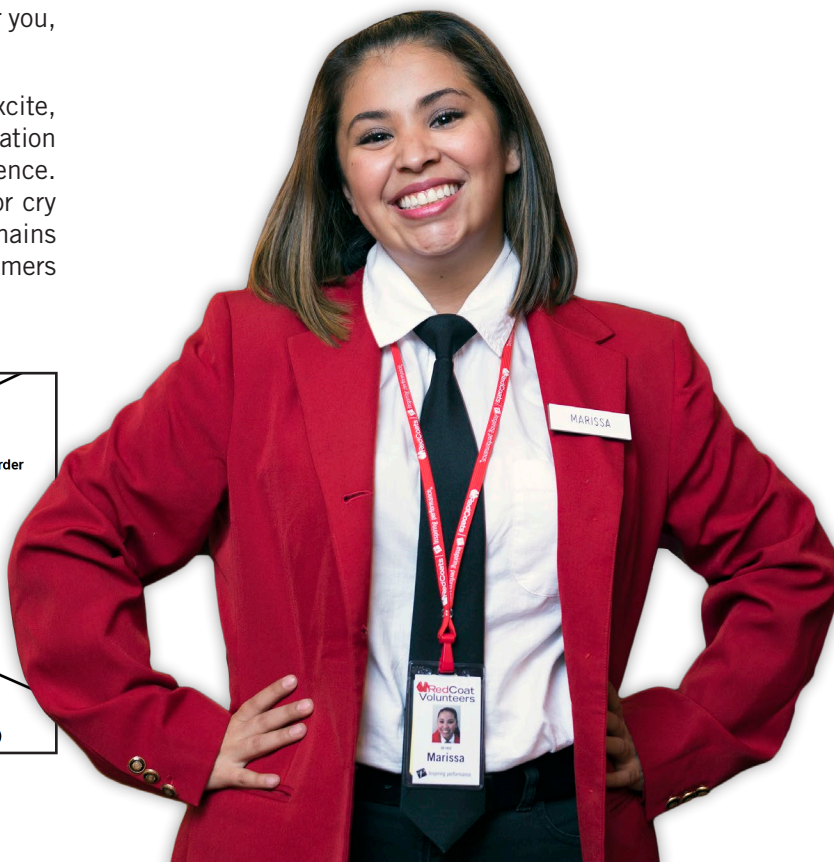
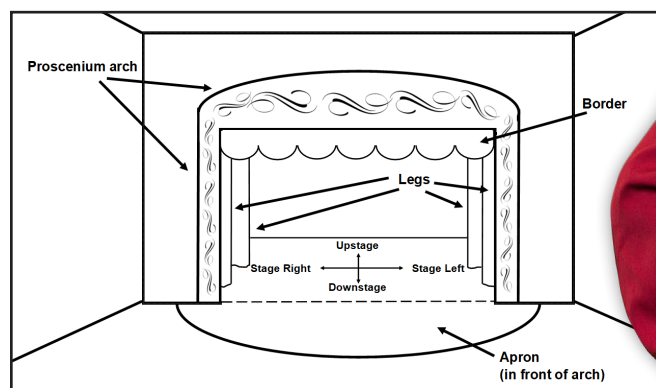
We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Cleveland has a vast arts district with many theatres at the professional and community level. Have any students attended a theatrical performance at Playhouse Square before? How about anywhere else in the community? At school?

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- The Mimi Ohio Theatre is a proscenium theater, featuring a large archway and raised stage. Learn about other features you'll see on the next page. Can you point them out when you get to the show?
- Theaters are built with excellent acoustics so even the slightest whispers can be heard throughout the theater. Please refrain from talking during the performance; remember that not only can those around you hear you, but the performers can also.
- Theatre is a collaborative art form, meant to excite, entice and motivate its audience. Participation from viewers is crucial for an impactful experience. Students should feel empowered to laugh, clap or cry as the performance moves them in a way that remains respectful to those around them and to the performers on the stage.

- 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 electronic or noise-making devices 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 by group number. Check around your seat to make sure you have all your personal belongings before leaving.

A digital social story about what to expect when coming to the student matinee at Playhouse Square is also available on our resources page.



# ABOUT THE SHOW

In *The Unauthorized Biography Series*, award-winning hip hop artist 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 sugarcoating the lives of important figures in history, 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.

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## ABOUT SHAUN BOOTHE

Hip-hop artist, motivational TEDx speaker and creator of the critically acclaimed *The Unauthorized Biography Series* performance, Shaun Boothe’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 performances – 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.



# KEY TERMS & EVENTS

**JANUARY 15, 1929**  
King born in Atlanta, GA

**MAY 8, 1951**  
King graduates from Crozer Theological Seminary with degree in divinity

**OCTOBER 19, 1960**  
52 individuals including King arrested in Atlanta lunch counter sit in



**AUGUST 28, 1963**  
King delivers iconic "I Have a Dream" speech at the March on Washington



**APRIL 4, 1968**  
King assassinated in Memphis, TN

**JUNE 6, 1991**  
Obama graduates from law school

**NOVEMBER 5, 1996**  
Obama elected state senator for the 13th District of Illinois

**NOVEMBER 1, 1998**  
King's autobiography first published

**SEPTEMBER 28, 2000**  
William's attends first Olympics in Sydney, Australia, winning gold in doubles with her sister



**JANUARY 15, 2009**  
Pakistani Taliban bans girls from attending school

**JUNE 8, 1948**  
King graduates from Morehouse College with a degree in sociology

**FEBRUARY 1, 1960**  
Greensboro sit ins begin, nonviolent protests recommended by King



**AUGUST 4, 1961**  
Obama born in Honolulu, HI

**DECEMBER 10, 1964**  
King wins Nobel Peace Prize



**SEPTEMBER 26, 1981**  
Williams born in Saginaw, MI

**OCTOBER 30, 1995**  
Williams makes professional tennis debut on at Bell Challenge in Quebec, Canada

**JULY 12, 1997**  
Yousafzai born in Mingora, Pakistan

**SEPTEMBER 11, 1999**  
Williams wins first Grand Slam title in US Open at age 17



**JANUARY 3, 2005**  
Obama begins career in U.S. Senate

**JANUARY 19, 2009**  
Yousafzai anonymously blogs "Diary of a Pakistani Schoolgirl" online

**JANUARY 20, 2009**  
Obama inaugurated as president, the first African American president in U.S. history



**SEPTEMBER 1, 2009**  
Williams publishes autobiography titled "On the Line"

**DECEMBER 22, 2010**  
Obama enacts a federal statute to repeal the "Don't Ask, Don't Tell" policy which allows LGBTQ+ people to serve openly in the military

**NOVEMBER 6, 2012**  
Obama re-elected for a second presidential term

**JULY 31, 2014**  
Obama issues the Fair Pay and Safe Workplaces executive order

**DECEMBER 18, 2014**  
Obama marks formal end of the U.S. combat mission in Afghanistan

**JANUARY 28, 2017**  
Williams wins Australian Open, her record breaking 23rd Grand Slam title

**JUNE 18, 2020**  
Yousafzai graduates from University of Oxford with degree in philosophy, politics and economics



**JUNE 29, 2021**  
Williams faces injury during match at Wimbledon

**OCTOBER 18, 2023**  
Williams and Random House publishing announce two memoirs in the works

**FEBRUARY 17, 2009**  
Obama signs the American Recovery and Reinvestment Act, \$787 billion stimulus package

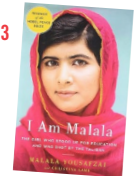


**DECEMBER 10, 2009**  
Obama is awarded the Nobel Peace Prize



**OCTOBER 9, 2012**  
Taliban militants try to assassinate Yousafzai on the way to school, injuring her and two classmates

**OCTOBER 9, 2013**  
Yousafzai's memoir "I Am Malala" is released



**OCTOBER 10, 2014**  
Yousafzai wins Nobel Peace Prize



**NOVEMBER 12, 2016**  
The Williams family opens the Yetunde Price Resource Center for Trauma Care

**JUNE 1, 2018**  
At the French Open, Williams's first major tennis match after having a child, she faces discriminatory criticism for wearing form-fitting black outfit

**NOVEMBER 17, 2020**  
Obama publishes his memoir "A Promised Land"



**AUGUST 9, 2022**  
Williams announces retirement from tennis



# FEATURED BIOGRAPHIES



## Martin Luther King Jr.

**Date of Birth:** January 15, 1929

**Birthplace:** Atlanta, Georgia, USA

**Spouses and Children:** King married Coretta Scott in 1953. The couple had four children: Yolanda, Martin III, Dexter and Bernice.

**Early Life:** King grew up in a middle-class family and was the son of Martin Luther King Sr., a Baptist minister, and Alberta Williams King. King experienced the racial segregation of the South, which later influenced his commitment to civil rights.

**Education:** King excelled academically, entering Morehouse College at the age of 15. He earned a Bachelor of Arts in Sociology from Morehouse and went on to study theology at Crozer Theological Seminary in Pennsylvania, where he completed his Bachelor of Divinity degree. He later earned his Ph.D. in Systematic Theology from Boston University in 1955.

**Achievements:** King was a pivotal leader in the American Civil Rights Movement, advocating for racial equality through nonviolent civil disobedience. He is best known for his role in the Montgomery Bus Boycott, the March on Washington for Jobs and Freedom, and his iconic “I Have a Dream” speech. He received the Nobel Peace Prize in 1964.

**Death:** King’s life was cut short when he was assassinated on April 4, 1968, in Memphis, Tennessee.

### How is King remembered?

Martin Luther King Jr. is remembered as a symbol of nonviolent activism and a champion for civil rights. His contributions to the movement have left an indelible mark on American history. His legacy is celebrated annually on Martin Luther King Jr. Day, a federal holiday in the United States. Martin Luther King Jr. was featured on the cover of Time magazine as the “Man of the Year” in 1963, becoming the first African American to receive this honor. His legacy endures as a symbol of moral leadership, advocating for equality and justice.



## Barack Obama

**Date of Birth:** August 4, 1961

**Birthplace:** Honolulu, Hawaii, USA

**Spouses and Children:** Obama married Michelle Robinson in 1992. They have two daughters, Malia (born in 1998) and Sasha (born in 2001).

**Early Life:** Raised by his mother and grandparents, Obama's early life was marked by diversity and exposure to different cultures. His journey into politics began as a community organizer in Chicago, where he worked with local communities to address issues of social and economic inequality.

**Education:** Obama first attended Occidental College in Los Angeles, before transferring to Columbia University, where he earned a Bachelor of Arts degree in political science in 1983. After three years of community organizing, Obama enrolled in Harvard Law School and graduated magna cum laude in 1991.

**Political Career:** Obama's political career gained momentum when he was elected to the U.S. Senate in 2004, delivering a keynote address at the Democratic National Convention that captivated the nation. In 2008, he made history by becoming the first African American to secure the Democratic presidential nomination.

As president (2009-2017), Obama faced a myriad of challenges, including the global financial crisis and the passage of the Affordable Care Act. His presidency emphasized ideals of hope, unity and change, symbolized by his campaign slogan "Yes We Can." Notably, Obama's presidency also saw significant strides in LGBTQ+ rights, diplomatic relations and the normalization of U.S.-Cuba relations.

**Achievements:** Barack Obama received the Nobel Peace Prize in 2009 for his efforts to strengthen international diplomacy and cooperation between peoples. He has also been awarded the Grammy Award for Best Spoken Word Album for his audiobooks. Obama's impact on American history and global politics has solidified his legacy as a transformative figure, and he remains an influential voice in public discourse.

**Obama Now:** Since leaving office, Obama has remained an influential public figure, authoring bestselling memoirs. His legacy continues to inspire discussions on race, leadership and the potential for positive change.



## Malala Yousafzai

**Date of Birth:** July 12, 1997

**Birthplace:** Mingora, Swat District of Khyber Pakhtunkhwa, Pakistan

**Spouses and Children:** On November 9, 2021, Yousafzai married Asger Malik in Birmingham.

**Early Life:** Growing up in the Swat Valley, a region grappling with the oppressive rule of the Taliban, Malala's early years were marked by her father's emphasis on education and her own determination to learn.

**Education:** For primary school, Yousafzai attended an all-girls' village school in Swat Valley, Pakistan, but the school was shut down by the Taliban in 2009. Due to violence and tension, Yousafzai continued her schooling after moving to Birmingham, England in 2012. Recently, Yousafzai attended college at the University of Oxford to study Philosophy, Politics and Economics.

**Achievements:** At the age of 11, Malala began anonymously writing a blog for BBC Urdu, detailing her experiences living under the Taliban's rule and advocating for girls' education. In 2012, she survived an assassination attempt by the Taliban on her school bus.

Awarded the Nobel Peace Prize in 2014 at the age of 17, Yousafzai became the youngest recipient in history, sharing the prize with Indian children's rights activist Kailash Satyarthi. The Malala Fund, co-founded by Malala and her father, strives to ensure 12 years of free, safe and quality education for every girl.

In addition to the Nobel Peace Prize, Yousafzai has received numerous awards and honors for her activism, including being named one of *TIME* magazine's 100 most influential people and receiving honorary Canadian citizenship. Her impact on education and her courage in the face of adversity have left a legacy.

**Yousafzai Now:** Malala's impact transcends borders; she has become an international symbol of resilience, hope and the transformative power of education. Despite facing threats and challenges, she continues to be a voice for those who are silenced, particularly advocating for the education of girls in regions affected by conflict and poverty. Her memoir "I Am Malala" provides a powerful account of her experiences and her unyielding commitment to justice. Yousafzai's story serves as a beacon of inspiration for high school students, illustrating the transformative potential of education and the courage required to stand up against injustice.



## Serena Williams

**Date of Birth:** September 26, 1981

**Birthplace:** Saginaw, Michigan, USA

**Spouses and Children:** Williams married Alexis Ohanian, the co-founder of Reddit, in November 2017. They have two daughters, Alexis Olympia Ohanian Jr. (born in 2017) and Adira River Ohanian (born in 2023).

**Early Life:** Raised alongside her older sister, Venus, in the challenging neighborhoods of Compton, California, Serena's journey to tennis stardom is nothing short of remarkable. She started playing tennis at age 4 and her parents were her first coaches. At age 9, Williams moved to Florida to attend a prestigious tennis academy. Although Williams was a top ranked youth tennis player, experiences of racism were harsh and apparent, such as other parents speaking of her and her sister in a derogatory manner during tournaments. When Williams was a teenager, her half-sister, Yetunde, died due to gun violence.

**Education:** Williams was homeschooled to focus on her tennis career. She turned professional in 1995 at the age of 14, foregoing traditional education to pursue her tennis aspirations.

**Tennis Career:** When Williams turned professional in 1995 at just 14 years old, she exhibited a playing style characterized by power, speed and unmatched determination. Her first Grand Slam singles title came in 1999.

Throughout her career, Williams has faced several injuries, including a life-threatening pulmonary embolism in 2011. She has also dealt with controversies, such as a highly publicized dispute with an umpire during the 2018 U.S. Open final.

**Achievements:** Williams has earned numerous accolades throughout her career, including 23 Grand Slam singles titles, which ties her for the most in the Open Era. She has held the world Number 1 ranking multiple times and has won Olympic gold medals in both singles and doubles. Williams has received the Laureus Sportswoman of the Year award multiple times and was named *Sports Illustrated's* Sportsperson of the Year in 2015.

**Activism:** Williams has been a trailblazer for equality in tennis. As an African American woman, she faced discrimination and disparities, but her resilience and accomplishments have challenged stereotypes and inspired a new generation of players. Williams spoke up for equal pay, shed light on black maternal mortality rates and used her money and influence to assist female business owners. In 2016, The Williams family opened a nonprofit, the Yetunde Price Resource Center for Trauma Care.

**Williams Now:** Williams has authored a number of books including her autobiography (On the Line published in 2009), a children's book (The Adventures of Qai Qai published in 2022) and two new memoirs that are in the works. Widely regarded as one of the greatest tennis players of all time, Williams is also a fierce advocate for others. Now, as a retired athlete and new mom, she has several business ventures relating to philanthropy, fashion, beauty and accessories.



# ELEMENTS OF A RAP PERFORMANCE

A good rap delivery is a crucial aspect of an artist's performance, contributing significantly to the overall impact and effectiveness of the song. Here are key elements that make for a strong rap delivery:

- **Clear Articulation:** The ability to articulate words clearly is essential for effective communication. A rapper should enunciate each word with precision, ensuring that the audience can understand the lyrics.
- **Rhythm and Timing:** A strong sense of rhythm and impeccable timing are fundamental to a good rap delivery. Syncing the lyrics seamlessly with the beat creates a compelling and harmonious listening experience.
- **Dynamic Pacing:** A skilled rapper knows when to speed up or slow down the delivery to emphasize certain lyrics or create a specific mood. Varying the pace adds dimension and interest to the performance.
- **Confidence:** Confidence is key in any performance. A rapper who exudes confidence on the mic commands attention and establishes a strong connection with the audience. Confidence also contributes to the overall charisma of the delivery.
- **Expressiveness:** A good rap delivery involves conveying emotions effectively. Whether expressing joy, frustration, or introspection, the artist's voice should reflect the intended emotions, creating a more immersive experience for the listener.
- **Use of Tone and Pitch:** The manipulation of tone and pitch can add depth to a rap delivery. A versatile artist who can modulate their voice effectively adds nuance and expressiveness to the performance.
- **Breath Control:** Maintaining proper breath control is crucial for delivering long, intricate verses without sacrificing clarity or intensity. Well-managed breath control allows the rapper to sustain their delivery throughout the entire verse or song.
- **Adaptability:** A good rapper can adapt their delivery style to different beats, tempos, and musical genres. Being versatile allows the artist to explore various sonic landscapes and appeal to a broader audience.
- **Unique Style:** Developing a unique and recognizable delivery style sets a rapper apart. Whether it is a distinctive cadence, vocal inflections or a signature flow, having a unique style contributes to the artist's identity and brand.
- **Connection with the Beat:** A strong rap delivery is tightly connected to the underlying beat. The rapper should feel the rhythm and sync their delivery with the musical elements, creating a cohesive and harmonious blend.



## PRE-SHOW ACTIVITIES

# Classroom Connections Video Workshop

(Grades: 6-12)

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

**English/Language Arts:** W.6.4, W.7.4, W.8.4, W.9-10.4, W.11-12.4

**Fine Arts:** Music: 6.3CE, HS.I.3CE, HS.I.8CE, HS.III.5PR

**Social & Emotional Learning:** B1.3.c, B3.2.c, C2.1.c, C2.3.c, B1.3.d, B3.2.d, C2.1.d

**Social Studies:** 7.Gov.16, 8.Gov.20, AG.CP.3, CWI.CP.6, CWI.CP.7

Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join Molly and Ananias as they introduce students to elements of hip hop and talk with Cleveland poet Siarra Freeman about the power of written or spoken word in dealing with difficulties or setbacks.

*Disclaimer: The interview portion of this video does include a mention of violence (see timestamp 12:39). A modified version excluding this segment is also available if required.*

### Guest stars:

Siaara Freeman, poet, playwright and arts educator

**Run time:** 19:04

### Helpful Terms

**Civic Engagement** – Participation in activities that improve a community or address wider social issues. It is important to identify causes the individual can connect with and contribute towards that also reflect their goals and beliefs.

**Slam Poetry** – Created in 1986 in Chicago by poet and construction worker, Marc Kelly Smith, Slam Poetry was created to make poetry relevant and accessible to a new audience by broadening who got to hear and share work. Born in 1949, Kelly is affectionately known as “Slam Papi.” The idea of staging poets in battles impacted the speed and shape of these events. Slam Poetry is performative and inspires audience participation. Often, five random audience members are selected as judges to



keep everything fair and impartial. Since its beginning, Slams continue to be popular and can be found around the world.

Like any competition, the rules of Poetry Slams or Slams have a consistent base:

- Only original work can be shared.
- Work must be memorized.
- Poets have three minutes with a 10-second grace period to recite the poem.
- Though singing is allowed, no pre-recorded music, costumes, props or musical instruments are allowed.
- Performances may be solo or as part of a group.
- Though any emotions can be covered including anger, poems must not include language that demeans anyone by race, gender, place of origin, religion or other separatist sentiments. Respect is key.



## We Are

### A poem by Siaara Freeman

It's never too early or too late to be great  
Today is a good day to start, boo – so why wait?  
And no, it's not easy, it's a lot it gonna take.  
But don't you let nothin' stand between you and yo' fate  
Be Obama to the Drama.  
Be the Barack of your block.  
Be the president of every element that you steppin' in  
Change the game for good, whether the game likes it or not.  
And then, once you make it to the top, you make some more room  
so there is more than one spot.  
And then you don't stop until there is a little more something that everyone's got.  
Because to truly be great, you can't just do it for you.  
See, it's got to be for the community too.  
You gotta listen to 'em if you want to help heal 'em

You want to be a hero? Then showing love is the point  
Get on your Serena Williams  
Get on your all-star.  
I bet you swing hard, whatever the goal is  
All you got to know is, its ok to be exactly who you are  
And kid don't let anyone ever make you feel choiceless,  
Because that's what a voice is.  
Tell them Toni Morrison taught you to never be noiseless  
and passion is boisterous,  
and speaking from your heart can never be pointless,  
and speaking from your heart  
Is exactly what the point is.  
Look, the point is, speak your future into existence.  
Go ahead and make the appointment,  
I know you heard your dreams knocking,  
Now, go 'head an' let that joy in!

# Timeline Worksheet (Grades: 6-12)

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

**English/Language Arts:** RH.6-8.7, W.6.4, W.7.4, W.8.4, RH.9-10.7, W.9-10.4, RH.11-12.7, W.11-12.4

**Mathematics:** 7EE.3, 7.RP.2.b,

**Social Studies:** 8.Geo.18, 8.Gov.20, 8.Eco.24, AG.RP.15, AH.HT.3, AH.ST.27, CWI.CHR.8, CWI.CHR.9, MWH.HT.3

**Name:** \_\_\_\_\_

**Directions:** Use a printed copy of the timeline and biographies on pages 8-12 to complete the questions below.

1. Where were the Summer Olympic games in 2000 located? \_\_\_\_\_
2. Circle which came first: The signing of the American Recovery and Reinvestment Act or the Fair Pay and Safe Workplaces executive order.
3. How many years after King's "I Have a Dream" speech was the first African American president inaugurated? \_\_\_\_\_
4. What date did the Greensboro sit ins begin? \_\_\_\_\_
5. What happened in 1995? \_\_\_\_\_
6. How many total years are shown on this timeline? \_\_\_\_\_
7. Who graduated from the University of Oxford? \_\_\_\_\_
8. List the events in 2014. 1) \_\_\_\_\_  
2) \_\_\_\_\_  
3) \_\_\_\_\_
9. On July 12, 2013, the United Nations celebrated the first International Malala Day. Between what two dates should this be added to the timeline?  
Between \_\_\_\_\_ and \_\_\_\_\_ .
10. Who is currently writing two books? \_\_\_\_\_
11. When did Yousafzai start her diary? \_\_\_\_\_
12. How many of the figures won a Nobel Peace Prize? \_\_\_\_\_
13. What is the purpose of presenting life events of different important people on the same timeline?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Book Break Down (Grades: 6-12)

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

**English/Language Arts:** RH.6-8.2, RI.6.2, RI.6.3, RI.6.5, RI.6.9, SL.6.1, RI.7.2, RI.7.3, SL.7.1, RI.8.2, RI.8.3, SL.8.1, RH.9-10.2, SL.9-10.1, RH.11-12.2, SL.11-12.1

**Social & Emotional Learning:** C2.1.c, C2.1.d

**Social Studies:** 7.Gov.16, 8.Eco.24, 8.Gov.20, 8.His.1, AG.CP.3, AG.RP.15, AH.ST.27, CWI.CHR.8, CWI.CHR.9, CWI.CP.6

## Part 1

Begin by having the students read the Featured Biographies on pages 9-12. *The Unauthorized Biography Series* performance will celebrate the achievements of these four figures.

It is recommended to also have students read *The Autobiography of Martin Luther King, Jr.* edited by Clayborne Carson, and *I am Malala* by Malala Yousafzai and Christina Lamb, prior to the performance. Advise students to take notes in a reflection journal while reading. Choose a date to come together and discuss the books, prompting with the discussion questions below.

If time is limited, hold the class discussion based off the provided Featured Biographies and/or student research online.

### CLASS DISCUSSION QUESTIONS

- Who are Martin Luther King Jr. and Malala Yousafzai?
- What obstacles did these people face?
- Where did each of them live?
- When was a significant moment for each of these individuals?
- Why did these individuals stand up for others?
- How were their lives changed throughout the book?
- How did these people change the lives of others?

## Part 2

Next, students will reflect on specific moments from Dr. Martin Luther King Jr. and Malala Yousafzai's lives. Provide students with copies of the book chapters listed below or read them together as a class. Students should take notes in their reflection journals while reading these chapters. To further assess learning, have the students answer the questions below as they pertain to each chapter:

### *The Autobiography of Martin Luther King, Jr.* edited by Clayborne Carson

#### Chapter 14

1. In your own words, describe what a lunch counter sit in is.
2. What are some similarities and differences between the protests described in this chapter and today's protests?
3. List elements that make a protest successful.
4. In your opinion, are today's protests as successful as protests in the 1960s Why?

#### Chapter 20

1. In your own words, describe what led to the March on Washington.
2. List some examples of descriptive language used in Martin Luther King Jr.'s *I Have a Dream* speech.
3. Why do people find *I Have a Dream* so powerful more than 60 years after it was delivered?
4. Pick your favorite quote from Martin Luther King Jr. in this chapter. Then, describe why it was meaningful to you.

## ***I am Malala* by Malala Yousafzai and Christina Lamb**

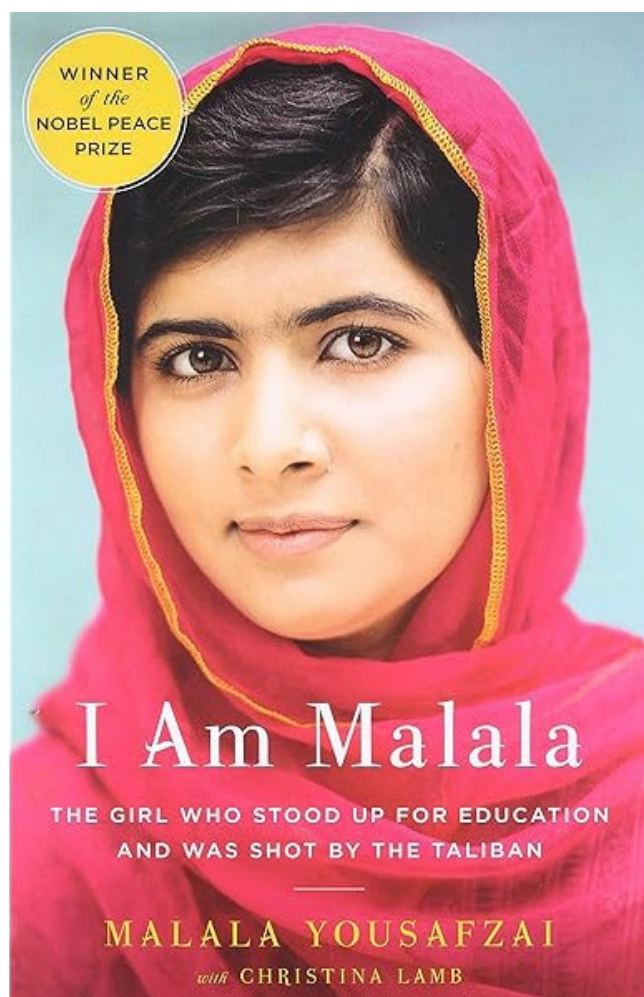
(To adapt for younger readers, complete this activity with the *I am Malala Young Readers Edition* with Patricia McCormick)

### **Chapter 9 (Chapter 6 in Young Readers Edition)**

1. How did Fazlullah and the Taliban begin to communicate with the people of the Swat Valley? List some of the advice they suggested to people.
2. Why do you think the Taliban group became so influential and popular?
3. How do you think Malala feels about the Taliban's teachings for women and girls?
4. How would you react if someone with influence told you to change your everyday life or stop doing things you enjoy?

### **Chapter 13 (Chapters 12 and 13 in Young Readers Edition)**

1. Describe what led Malala to write a diary for the BBC.
2. Malala's first diary entry recounted her feelings of being afraid. Describe something brave Malala did, despite her fears.
3. How was Malala feeling at the start of winter break?
4. How would you feel if you were Malala, not knowing if your school would be open when you returned?



## ■ POST-SHOW ACTIVITIES

# Rap Adventures (Grades: 6-12)

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

**English/Language Arts:** W.6.4, W.6.5, W.7.4, W.7.5, W.8.5, W.9-10.5, W.11-12.4, W.11-12.5

Genres of hip hop and rap were founded in the Bronx, New York City, during the 1970s. Characterized by a unique blend of rhythmic beats, spoken word poetry and electronic instrumentation, these genres serve as power platforms for self-expression, addressing social issues and telling personal stories. Hip hop's roots can be traced to African and African American musical traditions, with elements of DJing, MCing (rapping), breaking (dance) and graffiti art forming the core pillars of the culture.

Tell students that Shaun Boothe utilizes the styles of hip hop and rap in his performance to share history and uplifting messages. Hip hop has evolved since its founding and is not just a musical genre but also a cultural movement that has had a profound impact on art, fashion and social activism. Shaun Boothe's incorporation of hip hop and rap into his work involves drawing on the rich history and expressive power of these genres to convey meaningful messages and connect with his audience.

To start the creative process, show the students the two videos listed in the resources: How to Write a Rap and How to Fit Rap Lyrics to a Beat.

As a “choose your own adventure” activity for students, students can either select to write their own rap on a topic that is important to them or perform a rap based on existing literature.

### Writing Adventure

Students should complete the pre-write reflection worksheet on the next page. Then, using the worksheet as a guide, they are to create their own rap masterpiece. Their rap should be one page in length at minimum and should be written or typed and turned in with the worksheet.

### Performing Adventure

Students will perform a selected story as a rap using the Elements of a Rap Performance on page 13. There are some students who might have a difficult time expressing themselves so this activity could be better for them. Have the students view the Wes Tank videos from the resources. Wes takes children's books and literature and recites them over rap beats. Have students pick a book or a passage from a piece of literature such as a poem and do the same. Each student rap performance should be at least 90 seconds in length and rapped either in front of the class, for a class of younger students or as a face-off competition between the other student rappers.



# Pre-Write for Creating a Rap

Name \_\_\_\_\_

**Directions:** Brainstorm your thoughts for each question listed below. The goal is to help you identify a central message or story you want to convey in your rap.

## 1. Personal Reflection:

Reflect on your experiences in school. What moments, challenges, or triumphs have shaped you? Jot down any memories that stand out to you.

## 2. Relevant Topics:

List topics that are relevant to your life as a student. Consider relationships, academic pressure, self-expression, personal growth, social dynamics or any other aspects of your daily life.

## 3. Emotions:

Consider the emotions you want to convey in your rap. Do you want to make your audience laugh, inspire them, make them think or feel a mix of emotions? Write down the emotions you hope to evoke.

## 4. Keywords:

Brainstorm a list of keywords or phrases associated with your chosen theme. These could be words that evoke emotions, describe situations or capture the essence of your story.

## 5. Positive Messages:

Think about the positive messages or lessons you can incorporate into your rap. How can your personal stories inspire or offer guidance to your peers?

Then, review your notes and identify the key message or story you want to focus on in your rap. Choose a topic that resonates with you personally and has the potential to connect with your audience.

- **Craft a Catchy Hook:** Brainstorm ideas for a catchy hook that aligns with the central message of your rap. Your hook should be memorable and capture the essence of your story.
- **Share and Discuss:** Share your brainstorming ideas with a peer or the class. Discuss the diversity of topics and messages within the group and offer feedback and support to one another.

# Your Voice, Your Reflection (Grades: 6-12)

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

**English/Language Arts:** SL.6.1, W.6.10, SL.7.1, W.7.10, SL.8.1, W.8.10, W.9-10.10, W.11-12.10

**Social and Emotional Learning Standards:** A1.2.c, A2.1.c, B1.1.c, C2.1.c, A1.2.d, A2.1.d, B1.1.d, C2.1.d

As a class, in small groups or in a reflection journal, prompt students with the questions below. Some educators may choose to extend this activity over a few weeks' worth of classes, having the students write routinely each day, using the questions below as daily prompts.

1. What do you consider to be your greatest personal strengths? How have these strengths helped you overcome challenges in the past?
2. Can you think of a situation where you demonstrated resilience as a personal strength? How did it impact the outcome?
3. Describe a time when you had to demonstrate courage in your life. What was the situation, and how did you find the strength to face it?
4. How can courage contribute to personal growth and development? In what ways might it positively impact your relationships and decision-making?
5. Why is it important to advocate for yourself in various aspects of life, such as education, work, or personal relationships?
6. Can you share an experience when advocating for yourself led to positive outcomes? How did you communicate your needs effectively?
7. Why do you believe advocating for others and societal issues is important? What role can individuals play in creating positive change?
8. Can you think of a historical figure or contemporary advocate who inspires you to contribute to social causes? What qualities do they possess that you find admirable?
9. How do you approach setting personal or academic goals? What strategies do you use to stay motivated and focused on achieving your objectives?
10. Can you share a specific goal you've set for yourself recently? How do you plan to work towards achieving it?
11. In your opinion, what civic duties are essential for individuals in a community? How can active participation in civic duties contribute to a thriving society?
12. How do you feel about the responsibility of voting as a civic duty? Why is it important for individuals to exercise their right to vote?
13. What social inequities or injustices do you find most concerning or relevant to your community? How might individuals contribute to addressing these issues?
14. Can you think of examples where advocacy for social justice has led to positive changes? How can small actions make a difference in addressing larger systemic problems?

# RESOURCES

## BOOKS



### Suggestions for Further Reading

*A Promised Land* by Barack Obama

*On the Line* by Serena Williams with Daniel Paisner

### “Book Break Down” Activity

*I am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)* by Malala Yousafzai with Patricia McCormick

*I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai with Christina Lamb

*The Autobiography of Martin Luther King, Jr.* by Martin Luther King Jr. edited by Clayborne Carson

## WEB



How to Bring Spoken Word Poetry into the Classroom, *Facing History & Ourselves*. <https://www.facinghistory.org/resource-library/how-bring-spoken-word-poetry-classroom>

I am Malala: A Resource Guide for Educators, *The George Washington University Global Women's Institute*. <https://malala.gwu.edu/>

Represent: Hip Hop Photography, *National Museum of African American History and Culture*. <https://nmaahc.si.edu/explore/exhibitions/represent>

### “Rap Adventures” Activity

“How to Fit Rap Lyrics to a Beat,” *ColeMizeStudios* YouTube, <https://youtu.be/fhTp35DEEzQ?si=HiKJ2mB6u5J8LHxG>

“How to Write a Rap,” *ColeMizeStudios* YouTube, <https://youtu.be/38zZ74LnhdU?si=-VgF4aGhKfvQ79gX>

“Wes Tank Performs The Lorax by Dr. Seuss,” *Dr. Seuss* YouTube, <https://youtu.be/olagQ88D2VA?si=v-PURfSYMzMDWbqw>

“Wes Tank Performs The Raven (Part 1) by Edgar Allen Poe,” *Wes Tank* YouTube, [https://youtu.be/yz\\_S6zcr\\_uo?si=mIXGmhke8VJxFwMe](https://youtu.be/yz_S6zcr_uo?si=mIXGmhke8VJxFwMe)

### Classroom Connections Video Workshop

*The Unauthorized Biography Series* Pre-Show Workshop Video. Password: beats022724 <https://vimeo.com/885799626?share=copy>

*The Unauthorized Biography Series* Pre-Show Workshop Video (Modified). Password: daw022824 <https://vimeo.com/907958750?share=copy>

### Visiting Playhouse Square Social Stories

For Schools and Groups.  
<https://vimeo.com/228684472>

For Families and Homeschools.  
<https://vimeo.com/228683843>

# CURRICULUM STANDARDS INDEX

## English/Language Arts

Standard	Description	Grade	Activity	Page
RH.6-8.2	Analyze content-area-specific text development.	6-8	Book Break Down	15
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	6-8	Timeline Worksheet	14
RI.6.2	Analyze informational text development.	6	Book Break Down	15
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	6	Book Break Down	15
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	6	Book Break Down	15
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	6	Book Break Down	15
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6	Book Break Down Your Voice, Your Reflection	15 19
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6	Pre-Show Video Workshop Timeline Worksheet Rap Adventures	12 14 17
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6	Rap Adventures	17
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	6	Your Voice, Your Reflection	19
RI.7.2	Analyze informational text development.	7	Book Break Down	15
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	7	Book Break Down	15

SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	7	Book Break Down Your Voice, Your Reflection	15 19
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	7	Pre-Show Video Workshop Timeline Worksheet Rap Adventures	12 14 17
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	7	Rap Adventures	17
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	7	Your Voice, Your Reflection	19
RI.8.2	Analyze informational text development.	8	Book Break Down	15
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	8	Book Break Down	15
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	8	Book Break Down Your Voice, Your Reflection	15 19
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	8	Pre-Show Video Workshop Timeline Worksheet	12 14
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	8	Rap Adventures	17
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	8	Your Voice, Your Reflection	19
RH.9-10.2	Analyze content-area-specific text development.	9-10	Book Break Down	15
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	9-10	Timeline Worksheet	14

SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	9-10	Book Break Down	15
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9-10	Pre-Show Video Workshop Timeline Worksheet	12 14
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	9-10	Rap Adventures	17
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	9-10	Your Voice, Your Reflection	19
RH.11-12.2	Analyze content-area-specific text development.	11-12	Book Break Down	15
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	11-12	Timeline Worksheet	14
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	11-12	Book Break Down	15
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12	Pre-Show Video Workshop Timeline Worksheet Rap Adventures	12 14 17
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	11-12	Rap Adventures	17
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	11-12	Your Voice, Your Reflection	19

## Fine Arts – Music

Standard	Description	Grade	Activity	Page
6.3CE	Identify different functions and uses of music in American and other cultures.	6	Pre-Show Video Workshop	12
HS.I.3CE	Recognize and describe the elements of music.	9-12	Pre-Show Video Workshop	12
HS.I.8CE	Explain the role of technology in researching, creating, performing and listening to music.	9-12	Pre-Show Video Workshop	12
HS.III.5PR	Improvise over chord progressions and symbols provided by the instructor.	9-12	Pre-Show Video Workshop	12

## Mathematics

Standard	Description	Grade	Activity	Page
7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically.	7	Timeline Worksheet	14
7.RP.2.b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	7	Timeline Worksheet	14

## Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.2.c	Explain that emotions may vary based on the situation, including people and places.	6-8	Your Voice, Your Reflection	19
A2.1.c	Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals.	6-8	Your Voice, Your Reflection	19
B1.1.c	Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response.	6-8	Your Voice, Your Reflection	19
B1.3.c	Apply productive self-monitoring strategies to reframe thoughts and behaviors.	6-8	Pre-Show Video Workshop	12
B3.2.c	Reframe a challenge or setback into an opportunity, with assistance.	6-8	Pre-Show Video Workshop	12
C2.1.c	Explain the importance of civic mindedness.	6-8	Pre-Show Video Workshop Book Break Down Your Voice, Your Reflection	12 15 19
C2.3.c	Explore a school or community need and generate possible solutions.	6-8	Pre-Show Video Workshop	12
A1.2.d	Analyze ways emotions impact the social environment.	9-12	Your Voice, Your Reflection	19

A2.1.d	Practice using personal strengths in pursuit of post-secondary goals.	9-12	Your Voice, Your Reflection	19
B1.1.d	Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.	9-12	Your Voice, Your Reflection	19
B1.3.d	Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors.	9-12	Pre-Show Video Workshop	12
B3.2.d	Reframe a current challenge or setback, by reflecting on successes.	9-12	Pre-Show Video Workshop	12
C2.1.d	Demonstrate an awareness of responsibilities as an involved citizen in a democratic society.	9-12	Pre-Show Video Workshop Book Break Down Your Voice, Your Reflection	12 15 19

## Social Studies

Standard	Description	Grade	Activity	Page
7.Gov.16	Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.	7	Pre-Show Video Workshop Book Break Down	12 15
8.Eco.24	Choices made by individuals, businesses and governments have both present and future consequences.	8	Timeline Worksheet Book Break Down	14 15
8.Geo.18	Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.	8	Timeline Worksheet	14
8.Gov.20	Active participation in social and civic groups can lead to the attainment of individual and public goals.	8	Pre-Show Video Workshop Timeline Worksheet Book Break Down	12 14 15
8.His.1	Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.	8	Book Break Down	15
AG.CP.3	Issues can be analyzed through the critical use of credible sources.	9-12	Pre-Show Video Workshop Book Break Down	12 15
AG.RP.15	Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.	9-12	Timeline Worksheet Book Break Down	14 15
AH.HT.3	Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.	9-12	Timeline Worksheet	14

AH.ST.27	Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.	9-12	Timeline Worksheet Book Break Down	14 15
CWI.CHR.8	Beliefs about civil and human rights vary among social and governmental systems.	9-12	Timeline Worksheet Book Break Down	14 15
CWI.CHR.9	Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.	9-12	Timeline Worksheet Book Break Down	14 15
CWI.CP.6	Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.	9-12	Pre-Show Video Workshop Book Break Down	12 15
CWI.CP.7	Individuals can participate through non-governmental organizations to help address humanitarian needs.	9-12	Pre-Show Video Workshop	12
MWH.HT.3	Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.	9-12	Timeline Worksheet	14