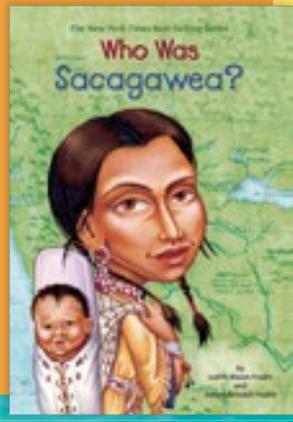
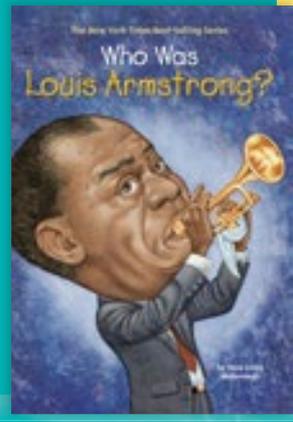
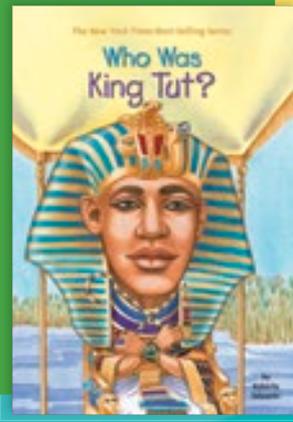
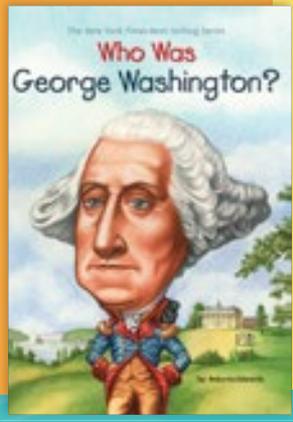
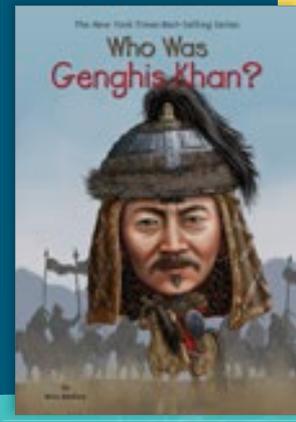
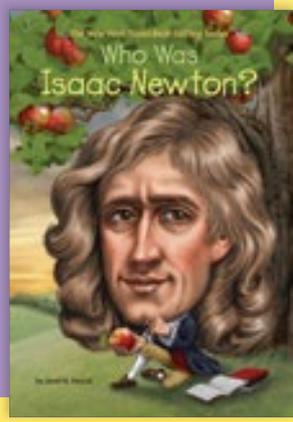
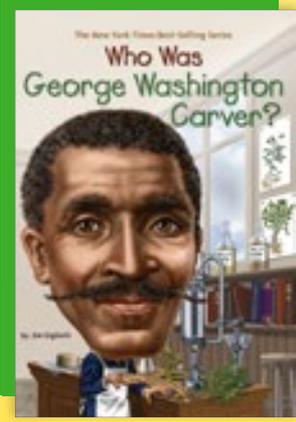
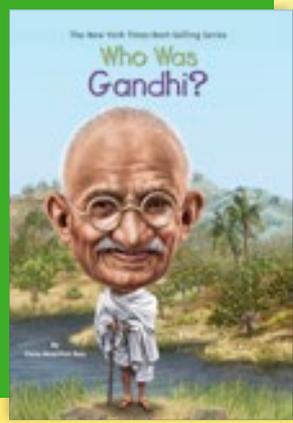


**EDUCATOR**

The **WHO WAS?** show

**- GUIDE -**



[WhoWasbookseries.com](http://WhoWasbookseries.com)



PRODUCED BY: PENGUIN PUBLISHING, NETFLIX, FREMANTLE MEDIA





Dear Educator,

Welcome to the Educator Guide for *The Who Was? Show*, an exciting Netflix comedy series designed to spark interest in the women and men who have shaped our world!

The show's sketches, music videos, animated sequences, and cast "behind the scenes" segments are written to educate through laughter and entertainment, while igniting a student's desire to delve further into the lives of history's most amazing personalities (using the popular Who Was? book series from Penguin as a foundation – of course!).

This guide contains unique student exercises, chances to explore connectivity between different historical figures, and a complete list of Who Was? book titles for further reading. Fun, discovery, and context! This guide's got it all! So, crank up the wifi and let *The Who Was? Show* help you inspire the world's next generation of artists, entertainers, scientists, social activists, and leaders!



**WARNING:** SKETCHES ON THE SHOW MAY CONTAIN OVERT SILLINESS, EXCESSIVE FALLING DOWN, REALLY BAD DANCING, SPIT TAKES, DOUBLE TAKES, FAR TOO MANY RAT PUPPETS AND OCCASIONAL FLATULENCE. **EDUCATOR DISCRETION IS ADVISED!**

**CONTENTS**

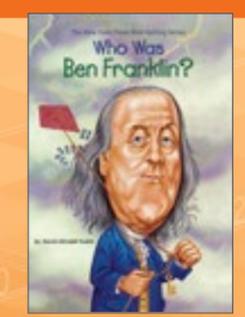
Episode 101 – Ben Franklin and Gandhi	Episode 108 – Harry Houdini and Marie Curie
Episode 102 – Albert Einstein and Joan of Arc	Episode 109 – Marco Polo and George Washington
Episode 103 – William Shakespeare and King Tut	Episode 110 – George Washington Carver and Genghis Kahn
Episode 104 – Amelia Earhart and Isaac Newton	Episode 111 – The Wright Brothers and Pablo Picasso
Episode 105 – Louis Armstrong and Marie Antoinette	Episode 112 – Galileo and Queen Elizabeth
Episode 106 – Blackbeard and Sacagawea	Episode 113 – Bruce Lee and Julius Caesar
Episode 107 – Frida Kahlo and Susan B. Anthony	

EPISODE  
-101-

# Ben Franklin AND Gandhi

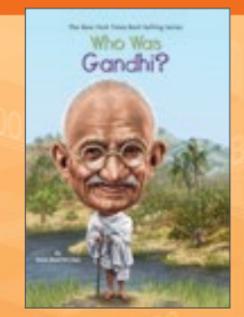
**Educators:** After watching the episode and reading both books, discuss the lives of these famous **leaders!** Then try the below activities . . .

**FRANKLIN IN 60 SECONDS**



- Students to discuss, research, and write an essay or list summarizing Ben Franklin's life and accomplishments. Encourage them to identify key dates and places.
- Ask students to deliver their presentations to the class and see who can present the most facts in one minute!

**MY GANDHI PROTEST**



- Students research and discuss the tactics Gandhi used to achieve social change. Discuss the success and difficulty of his styles of protest: noncooperation, strike, boycott, fasting, etc.
- Students plan and present their own protest. Ask them to consider important questions: What will they protest? Where will they protest? How will they inspire others to join the cause?

**CHARACTER CONNECTIVITY**

Gandhi and Ben Franklin had more in common than you may think!

The **WHOWAS? Game Show**

- Ask students to consider ways Gandhi and Ben Franklin were the same. How were they different? Using what they have learned, students write five questions for which the answer is Ben Franklin, Gandhi, or "both." (For example: *Who Was more likely to not order a steak? Gandhi!*)
- Split the class into two teams and ask them the questions. See which team wins!

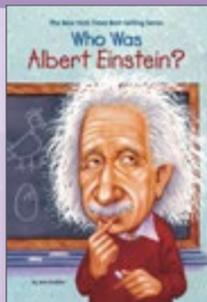


EPISODE  
-102-

## Albert Einstein AND Joan of Arc

**Educators:** After watching the episode and reading both books, discuss the lives of these groundbreaking **masterminds!** Then try the below activities...

### TWO EINSTEINS AND A LIE



- After researching his life, students are asked to write down two true facts about Einstein and one false fact, all starting with “I am Einstein, and I...”
- The students read their three statements out loud and the class tries to guess the lie.

### JOAN'S TEENAGE DIARY

- The students research one of Joan's famous battles/visions and write a diary entry about it as though they were Joan. They are asked to include dates, places, and any personal feelings they think Joan may have had about her circumstances.
- The class reads their diary entries out loud and discusses what it may have felt like to be Joan. Was she misunderstood? Scared? Confident?



### CHARACTER CONNECTIVITY

Joan of Arc and Albert Einstein had more in common than you may think!

#### The WHO WAS? FACE-OFF

- Ask students to shout out modern-day competitive activities that they would like to see Joan and Albert participate in (ping pong match, arm wrestling, spelling bee, game of chess, beauty contest, pie-eating contest, video games, etc.) and write these in a list on the board.
- Then ask the students who would win in a face-off for each game, sport, or contest—Joan or Albert? Citing examples from their lives, ask students to write specific reasons why they thought Joan or Albert would win each competition.

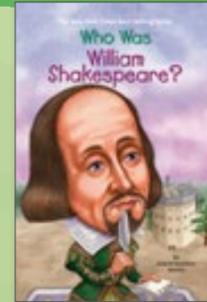


EPISODE  
-103-

## William Shakespeare AND King Tut

**Educators:** After watching the episode and reading both books, discuss the lives of these two vibrant **luminaries!** Then try the below activities...

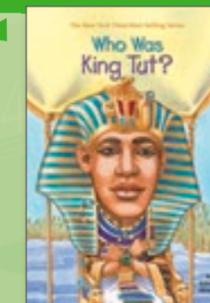
### A SHAKESPEARIAN SONNET ABOUT SHAKESPEARE



- After students read and discuss Shakespeare's life and writing style, ask them to write their own short sonnet about Shakespeare (using rhyme and metaphor, etc.).
- Randomly mix up the sonnets and have students read each other's work while doing their best “Shakespearian acting.”

### TUT DECODED

- Present the students with a list of ten King Tut facts (written in a “hieroglyphic” alphabet code, where each symbol refers to a letter of the English alphabet—sample codes can be found on the internet). Leave some letters missing, so students have to guess the final letters and phrases.
- Hand out copies of the “decoder key” to students so they can unlock knowledge about King Tut. Ask them to write their own coded facts about Tut using hieroglyphics!



### CHARACTER CONNECTIVITY

William Shakespeare and King Tut had more in common than you may think!

#### The WHO WAS? HISTORICAL LEGACY

- Ask the students to draw a picture of King Tut's burial chamber and to list the items he had buried inside. Students then imagine and draw the same for Shakespeare, if he had been buried in a tomb like King Tut.
- Discuss the concept of a “historical legacy.” What things could Shakespeare and Tut both have in their tomb? What things would be different? What does each item tell us about them?



EPISODE  
-104-

## Amelia Earhart AND Isaac Newton

**Educators:** After watching the episode and reading both books, discuss the lives of these great **innovators!** Then try the below activities . . .

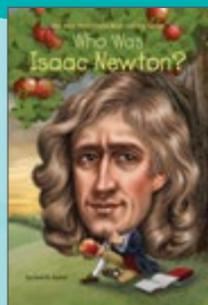
### AMELIA'S FLYING FIRSTS



- Students compile a list of “firsts” that Amelia Earhart accomplished. Give all students a piece of paper so they can build a paper airplane with one of her accomplishments written on the side as a tagline . . . “*first female to fly 14,000 feet!*”
- Place a “landing runway” on the teacher’s desk. Have each student discuss the Earhart accomplishment they chose, before launching their airplane toward the runway. See whose plane lands the closest.

### NEWTON NEWS

- Nightly news in the 1600s! In small groups, students research one of Newton’s major scientific accomplishments (gravity, telescope, calculus, laws of motion).
- Ask them to turn the information learned into a nightly news report, written and performed as though it was a live news broadcast.



### CHARACTER CONNECTIVITY

Amelia Earhart and Isaac Newton had more in common than you may think!

#### The **WHO WAS?** Holiday Gift Wish List

- Based on the very different personalities of Newton and Earhart, ask the students to create a “holiday gift wish list” for each person. What would each want to receive?
- Discuss with the class why certain items are on the list. Are any items on both lists? Who would ask for more gifts? Why?

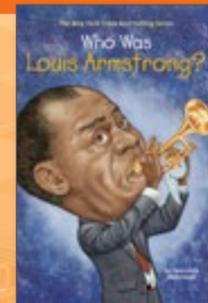


EPISODE  
-105-

## Louis Armstrong AND Marie Antoinette

**Educators:** After watching the episode and reading both books, discuss the lives of these **mega-famous** personalities! Then try the below activities . . .

### SOMETHING TO SCAT HOME ABOUT



- While listening to Louis Armstrong scat/jazz music, the students research a list of important moments in Louis Armstrong’s life and write a short song that Louis could have written about his life. (Use at least three facts in the song.)
- Then, while playing some (instrumental only) jazz songs, have students read their song and try “scatting” it.

### MARIE'S BFF



- Have the students read about Marie Antoinette’s life, and ask them to write a letter to Marie as though they were her best friend (using at least three facts about her life). Is the letter a warning? Or congratulations?
- Have the students read the letters out loud and discuss what Marie might write in response.

### CHARACTER CONNECTIVITY

Marie Antoinette and Louis Armstrong had more in common than you may think!

#### The **WHO WAS?** Movie Posters

- Ask the students to draw and present movie posters for two biopics: one about Louis Armstrong and one about Marie Antoinette. Be sure they give each film a title and draw a poster that relays a sense of the life and times of their star characters.
- Encourage the students to compare their posters. Are these movies comedies or dramas? Which has more suspense, romance, or action? Which would they rather watch? Why?



EPISODE  
-106-

## Blackbeard AND Sacagawea

**Educators:** After watching the episode and reading both books, discuss the lives of these dramatic **adventurers!** Then try the below activities . . .

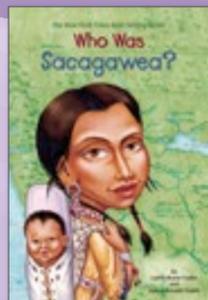
### PROS AND CONS OF PIRATING



- Using specific examples from Blackbeard's life, ask the students to give themselves a pirate name and present a "pros and cons" list about being a pirate.
- Discuss as a group why Blackbeard may have chosen the pirate life? What was his education level? What other jobs would he have been good at (if any)?

### SACAGAWEA'S RÉSUMÉ

- Have students read about Sacagawea and, using a résumé template, ask them to create a résumé for her, showing her previous employment, skills, and education.
- Discuss the résumés. Which skills and abilities helped Sacagawea be an excellent guide for Lewis and Clark?



### CHARACTER CONNECTIVITY

Blackbeard and Sacagawea had more in common than you may think!

#### The WHO WAS? MVP's

- Ask the students to create two "baseball cards": one with a picture of Sacagawea and one with a picture of Blackbeard. On the back of each card, have students create categories for key statistics about each historical figure (number of ships pirated, number of miles trekked to the Pacific, etc.).
- The students trade cards and discuss which card and character is history's "most valuable player!"

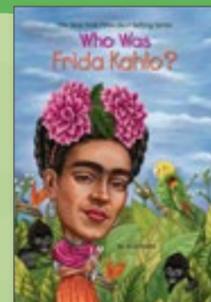


EPISODE  
-107-

## Frida Kahlo AND Susan B. Anthony

**Educators:** After watching the episode and reading both books, discuss the lives of these female **culture changers!** Then try the below activities . . .

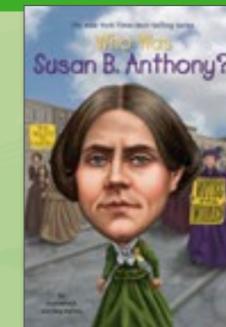
### FRIDA SELFIES



- Students read about Frida Kahlo's life and draw a self-portrait of themselves that mimics the style of her famous self-portraits. Their "selfie" painting should include images personally important to the students and related to their life.
- Allow students to compare the symbols and motifs in their painting and with the symbols and images Frida used in her own work. How do their lives and art compare?

### SUSAN B. ANTHONY SAID WHAT?

- The students research Susan B. Anthony's life and her fight for equal rights. Using what they learn, and vocabulary from the period (suffrage, temperance, abolition, etc.), students invent five clever slogans Susan B. Anthony could have used in her efforts to win the right to vote.
- Discuss these slogans. Ask the students to consider what slogans would be useful in the fight for equal rights today.



### CHARACTER CONNECTIVITY

Susan B. Anthony and Frida Kahlo had more in common than you may think!

#### The WHO WAS? OBSTACLE COURSE

- Students identify at least five obstacles that either Frida Kahlo and Susan B. Anthony faced and draw a map of an obstacle course based on the life of one of these historical figures.
- Students present their obstacle courses. Their map should include person-specific labels for each obstacle (for example: *The Pit of Voter Inequality* or *The Wall of Artistic Struggle*).

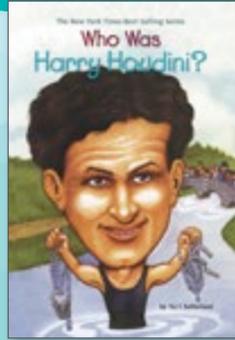


EPISODE  
-108-

## Harry Houdini AND Marie Curie

**Educators:** After watching the episode and reading both books, discuss the lives of these groundbreaking **innovators**! Then try the below activities . . .

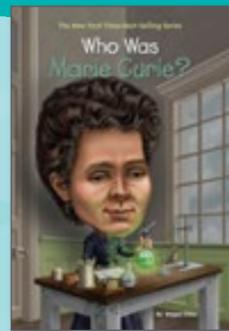
### HOUDINI'S MAGICAL FACTS



- Students read about Houdini and practice their own simple “sleight of hand” magic trick (disappearing coin, guess the card, etc.), using Internet tutorials.
- Students are invited to perform their trick for the class and must incorporate three facts about Houdini into their act! For example: “And now, I will do amazing magic just like Houdini did on October 2<sup>nd</sup>, 1902, when he . . .” Be sure to emphasize the importance of “showmanship” that Houdini brought to his magic act.

### MARIE'S HOT RADIUM

- Students research Marie Curie's life and work. Using any unbreakable object (blackboard eraser, etc.) as the “radium,” students pass the object around the room (like in *Hot Potato*) as they are asked questions about Marie Curie. Students must answer a question correctly before they can pass the “radium” to the next player.
- Start music and play the game. Whoever is caught with the “radium” when the music stops is eliminated until there is a winner.



### CHARACTER CONNECTIVITY

Marie Curie and Harry Houdini had more in common than you may think!

#### The WHO WAS? TRUTH OR DARE

- On slips of paper, students are asked to write down one “truth” (a question about a basic fact) and one “dare” (an important moment that can be acted out) from either Marie Curie or Harry Houdini's lives. These are collected and kept in separate bowls.
- Going around the room, students are asked to choose a “truth” or a “dare.” If they choose a “truth,” they must answer the question they selected from the bowl. If they select a “dare,” they must act out the key moment they selected, as though they were Marie Curie or Harry Houdini.

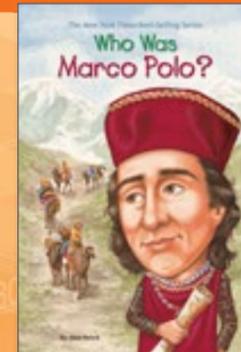


EPISODE  
-109-

## Marco Polo AND George Washington

**Educators:** After watching the episode and reading both books, discuss the lives of these **legendary** characters! Then try the below activities . . .

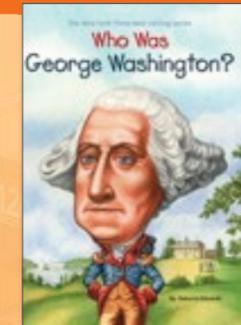
### MARCO POLO'S TRAVEL DIARY



- The students research Marco Polo's travels across Asia and, after selecting one key moment, write a journal entry about it as though they were Marco Polo. Be sure to include details about what was seen and whether it was on the Spice Route, Silk Road, or somewhere in between. Allow students to include one “not so true” or “exaggerated piece of information” that they make up.
- The students read their entries to the class and all are stapled together to make a Marco Polo travel diary. The class discusses the entries and seeks to identify exaggeration in his entries!

### WASHINGTON'S SPEECH

- The students research George Washington's life and identify areas where his “legend” seems in conflict and agreement with his true abilities or actions.
- Based on their learning, ask students to present a speech to the class as President Washington where they clarify one of the commonly held legends about his life (success as a military leader, desire to lead, etc.).



### CHARACTER CONNECTIVITY

Marco Polo and George Washington had more in common than you may think!

#### The WHO WAS? LEGENDS

- Discuss the concepts of “legends” and “exaggeration” in the context of Marco Polo and George Washington. Why would a person exaggerate about their life? How and why would others create a legend about another person?
- Ask each student to pick either Marco Polo or George Washington and to write a made-up legend of their own about that historical figure.

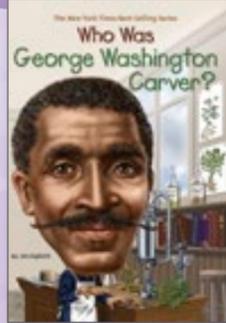


EPISODE  
- 110 -

## George Washington Carver AND Genghis Khan

**Educators:** After watching the episode and reading both books, discuss the lives of these notable **innovators**! Then try the below activities . . .

### THREE-HEADED BOTANIST



- The students write down questions about George Washington Carver's life and work. Then three students come to the front of the class and sit next to each other. The three answer questions asked by the class by saying one word at a time in rotation from left to right. They must act like one being with three heads.
- Have the class ask the "three-headed botanist" questions about George Washington Carver's life and work.

### GENGHIS KHAN CAN



- Students research the ways that life on the Mongolian steppe improved during the reign of Genghis Khan. In a "BEFORE and AFTER" setup, ask students to draw what life on the steppe may have looked like *before* Genghis Khan and *after*, noting new advancements.
- Using the drawings for inspiration, ask students to discuss some negative aspects of Genghis Khan's rule and to weigh them against the benefits. Was it worth it? Is so, for who?

### CHARACTER CONNECTIVITY

George Washington Carver and Genghis Khan had more in common than you may think!

### GENGHIS & GEORGE BY THE NUMBERS

- Ask the students to make three columns on the board. One column titled "Number of . . ." and one column each for George and Genghis. Students suggest categories for the "Number of . . ." column. For example: "number of . . . uses for peanuts" or "number of . . . soldiers in army."
- Then have the students write in the numbers in for each category for both George and Genghis. How do they compare?

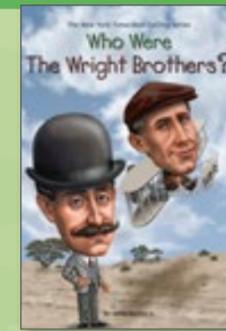


EPISODE  
- 111 -

## The Wright Brothers AND Pablo Picasso

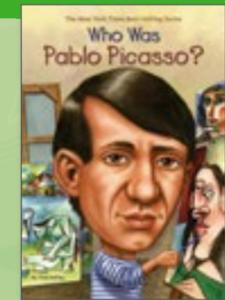
**Educators:** After watching the episode and reading both books, discuss the lives of these **free thinkers**! Then try one of the below activities . . .

### THE WRIGHT WAY TO FLY



- Ask students to research key steps the Wright Brothers took to create the airplane (research phase, move to Kitty Hawk, designing the glider, piloting, etc.). Next to each step, ask them to write the name of the brother who they think led that part of the project. If both, write both.
- Facilitate a discussion about how one or both brothers took the lead. Discuss the personalities of Wilbur and Orville and how they may have worked together and benefited each other.

### PICASSO PARTY



- The students research Pablo Picasso and create a birthday card for Picasso with artwork in the style of his paintings.
- Pass the cards around and have everyone sign with a one-sentence birthday wish that incorporates a fact about his work or life . . . "Happy Birthday, Picasso! You are the most . . ."

### CHARACTER CONNECTIVITY

Pablo Picasso and the Wright Brothers had more in common than you may think!

### The WHOWAS? SWITCHEROO

- Ask the students to draw two pictures: one of an airplane if Picasso designed it and one of a painting if the Wright Brothers created it.
- The students discuss why their drawings look the way they do and identify any visual clues that identify who created them. Would Picasso's plane fly? Would the Wright Brother's painting be hung in a museum?

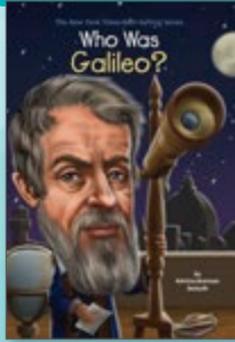


EPISODE  
- 112 -

## Galileo AND Queen Elizabeth

**Educators:** After watching the episode and reading both books, discuss the lives of these cultural **revolutionaries**! Then try the below activities . . .

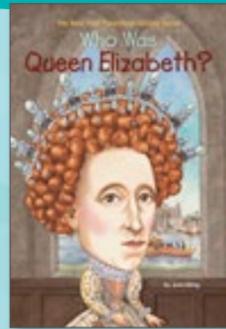
### GALILEO'S DEBATE TEAM



- The students research Galileo and his efforts to prove and (convince others) that the earth moved around the sun. Set up two teams (each can give their team a Renaissance-inspired name) for a debate about whether the sun moves around the earth or if the earth moves around the sun. Ask each team to prepare one side of the argument.
- Have the debate and select a winner. Ask the students about how it felt to be on each side of the argument. Would they want to switch?

### THE GOOD QUEEN BESS AWARDS

- Instruct the students to create a list of accomplishments Queen Elizabeth achieved for England. Students name and draw a made-up award for the Queen in honor of one of these accomplishments and present it to the class.
- With one student playing the awards presenter and another acting as a representative of the Queen, ask the receiver to give an emotional acceptance speech on behalf of Elizabeth. Why do they think the Queen was successful?



### CHARACTER CONNECTIVITY

Queen Elizabeth and Galileo had more in common than you may think!

### HEADS UP History

- Ask the students to each write six key vocabulary words that relate to either Queen Elizabeth or Galileo on index cards (the name of a place, person, important event, or object). Then split the class into two teams and ask one student from each team to take the cards and (one at a time) hold the card to their forehead so the rest of their team can read the vocabulary word.
- Students in the class give clues (without saying the key word) to try and get the person with the index card to guess what word they are holding up. Time the rounds to see which team can get the most answers correct in one minute. The game ends when all cards are used up.



EPISODE  
- 113 -

## Bruce Lee AND Julius Caesar

**Educators:** After watching the episode and reading both books, discuss the lives of these cultural **revolutionaries**! Then try the below activities . . .

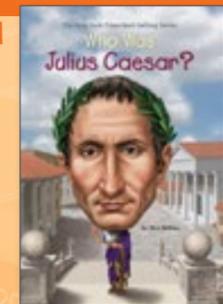
### THE BRUCE LEE GAME



- On separate slips of paper, ask students to write three facts about Bruce Lee's life, but leaving out a key word from the sentence. Make sure they assign each slip of paper with a random point value. For example: "He was cast in a TV show called \_\_\_\_\_! 5 points!"
- Put the slips in a bowl and ask each student to draw three slips and add their points, if they can fill in the blank correctly. The student with the highest points wins! Discuss Bruce Lee's impact on the blending of American and Asian cultures.

### ROMAN RAP

- Allow the students to research and write down ten facts about Julius Caesar's life and accomplishments. Give the students time to turn these facts into a short rap song about the emperor of Rome.
- While other classmates beat box, allow the students to perform (or read) their rap song.



### CHARACTER CONNECTIVITY

Julius Caesar and Bruce Lee had more in common than you may think!

### The WHO WAS? BATTLE ROYALE

- The students list the major strengths of both Bruce Lee and Julius Caesar (physical or mental). Then they write a short story where Caesar and Lee meet and have an epic battle. The stories should end with one being the victor over the other and must use at least three of their strengths.
- Students read and discuss their essays. Why did they choose Bruce Lee or Julius Caesar as the winner? How did each use their strengths in real life to bring their culture across great distances?

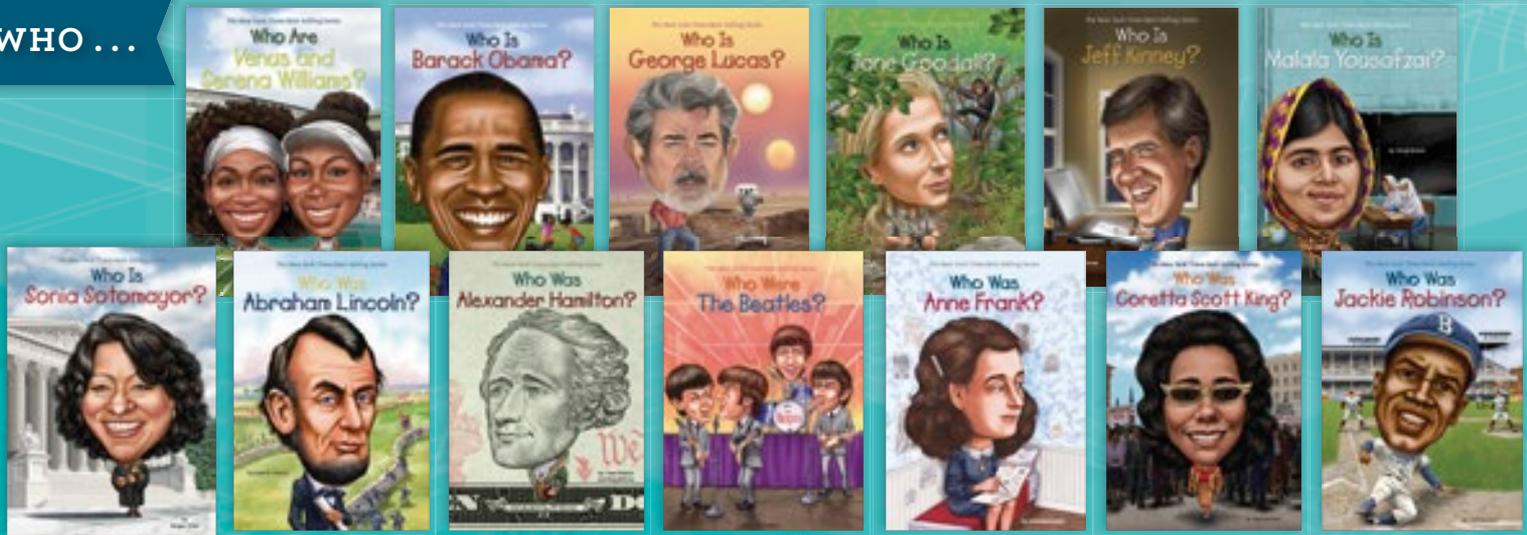


**Who Was?** is a high-interest nonfiction series of illustrated biographies for young readers featuring significant historical figures, including artists, scientists, and world leaders. Can't get enough history in the classroom? Check out the other **Who HQ** series like **What Was?** and **Where Is?**



**FURTHER READING:**

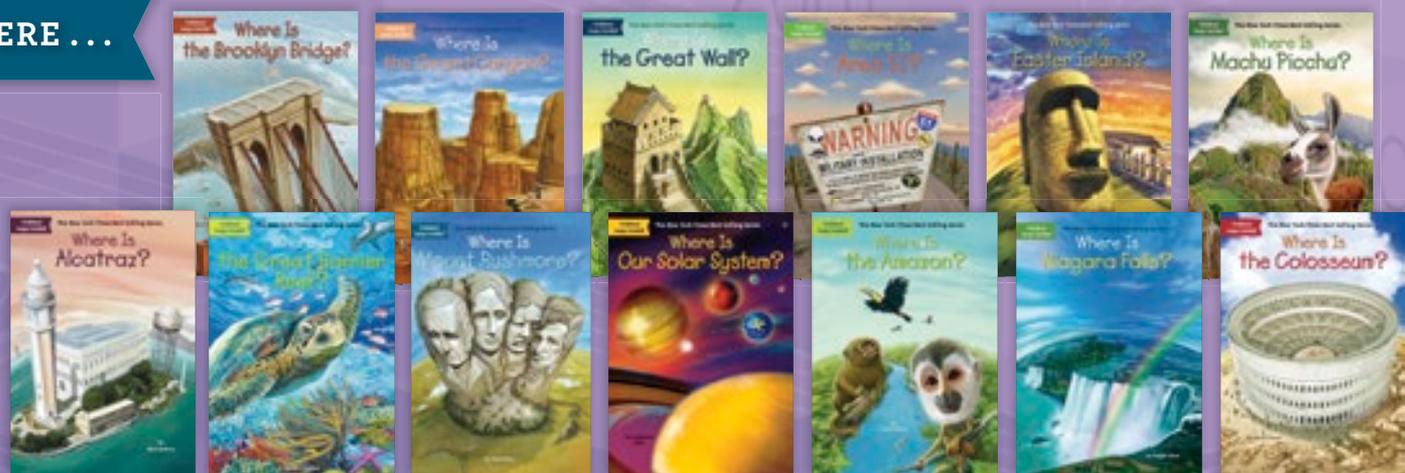
**WHO ...**



**WHAT ...**



**WHERE ...**



[PENGUINCLASSROOM.COM](http://PENGUINCLASSROOM.COM)



[@PENGUINCLASS](https://twitter.com/PENGUINCLASS)



[PENGUINCLASSROOM](https://www.facebook.com/PENGUINCLASSROOM)



[@PENGUINCLASSROOM](https://www.instagram.com/PENGUINCLASSROOM)