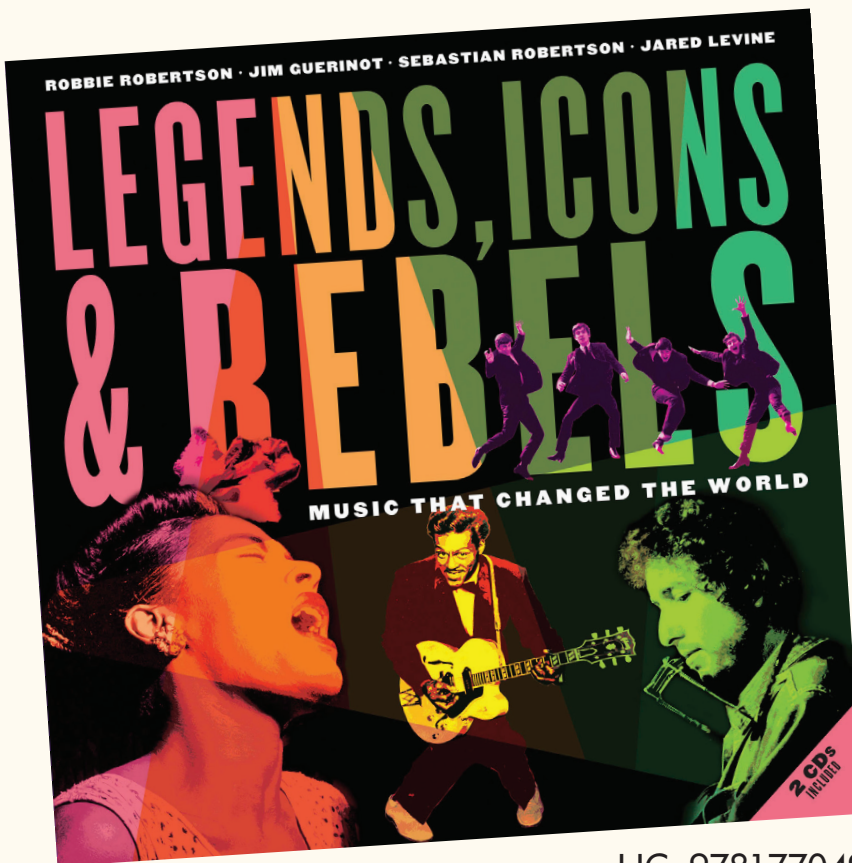


A Teacher's Guide for
**LEGENDS, ICONS & REBELS:
MUSIC THAT CHANGED THE WORLD**

By Robbie Robertson, Jim Guerinot, Sebastian Robertson and Jared Levine



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ABOUT THE BOOK

In *Legends, Icons & Rebels*, celebrated musician Robbie Robertson and passionate music industry insiders Jim Guerinot, Sebastian Robertson and Jared Levine pay tribute to twenty-seven extraordinary artists whose innovations have shaped contemporary music. Rock and roll legends Buddy Holly and Elvis Presley, reggae originator Bob Marley, jazz greats Louis Armstrong and Billie Holiday, folk icons Joni Mitchell and Bob Dylan, country stars Johnny Cash and Patsy Cline, and soul sensations Aretha Franklin and James Brown are just some of the artists who are featured. Using thoughtful profiles, evocative illustrations, Robbie's personal anecdotes and legendary audio recordings, the authors reveal the artists' lives and their music—the surprising challenges they faced, the musical influences that shaped them and the power of their music to inspire other artists, touch listeners and shine a light on social injustice.

The Common Core State Standards call for a special emphasis on informational text and the use of multiple text forms in the exploration of a topic. This guide provides discussion questions, writing prompts, research activities and presentation opportunities that reflect the English Language Arts Common Cores Standards as well as offer cross curricular links to music, social studies and visual arts.

BEFORE READING

1. As a class, brainstorm a list of qualities a musician needs to be successful. Now ask students to think about what it takes to become a musical legend. Share Robbie Robertson's statement in the introduction that the criteria for choosing the artists for the book that they were "the original risk-takers, extremely unique, and tremendously influential to future generations." Together, create a list of musicians that fit that description. Now review the table of contents. Do any of the featured artists appear on your list? Discuss why or why not as a class.
2. Ask students to look through the portraits of the artists that open each chapter. What predictions can they make about the artist based on the illustration? For example, what genre or style of music do they perform, what decade is being depicted, what word could be used to describe their sound?

RI

DISCUSSION QUESTIONS

1. What personal and professional challenges do the artists featured in the book experience? Do the female musicians encounter different challenges than their male peers? How does racism impact African-American performers? Do you think artists today face the same challenges? Why or why not? Cite examples to justify your answer.

RI

SL

2. Throughout the book, musicians' styles are described in very colorful, evocative ways. For example, in the Ray Charles profile the authors state: "Combining blues, gospel, and jazz, Ray redefined rhythm and blues with his personal brand of high-energy ultra groove." Find examples of other colorful descriptions. What do they tell you about the music?

RI

SL

3. Many of the artists featured in the book died tragically in accidents or prematurely because of addictions or illness. In writing about Billie Holiday the authors say, "It's a true tragedy that we don't have more of her music to live with, which makes it all the more important to cherish and share what she has left for us." Do you agree with this idea? Why or why not?

RI

SL

4. Read the author bios at the back of the book. How do you think the authors' experiences in the music industry influenced the writing of the book? Do you think the authors have a specific point of view? Explain.

RI

SL

5. In the introduction, Robbie Robertson who was born in Canada talks about how The Band "toured the Chitlin' Circuit through the Southern United States, from the Ozark Mountains to the Mississippi Delta, up through New York state, and deep into Canada, picking up different musicalities everywhere we turned." Watch The Band perform a song Robertson wrote, "The Night They Drove Old Dixie Down," about the American Civil War <http://www.youtube.com/watch?v=jREUrbGGrgM>. How do you think their travels influenced The Band's music? What impact do you think it had on Robertson's songwriting? How might it have influenced his choices for *Legends, Icons & Rebels*?

RI

SL

6. As a class, listen to the CD noting the different musical styles, instruments, lyrics, tone and character. Which songs are your favorites? Give reasons for your answers.

SL

7. Musical legends Elvis Presley, Beach Boy Brian Wilson and Bob Dylan all received bad marks in music. Why do you think that might have happened? How do you think it affected their musical dreams? Explain.

RI

8. Chuck Berry's song "Johnny B. Goode" was the only rock and roll song included on the Voyager Golden Record. If you had to select a song to represent the best musical innovations of the 21st century today what would it be? Play a recording of the song for the class. Give supporting evidence to justify your answer.

SL

9. In the 1950s, Elvis Presley's dancing was so controversial that TV shows began showing him only from the waist up. Can you think of recent examples when musicians' performances have been criticized for being too suggestive? How are controversies today affected by YouTube, Twitter, Facebook and other social media? Give examples to support your answer.

SL

10. Many of the African-American musicians featured in the book were active in the Civil Rights movement. For example, Sam Cooke's song "A Change is Gonna Come" is called an anthem of the Civil Rights movement. Watch a YouTube video of Bettye LaVette and Jon Bon Jovi performing the song at President Barack Obama's first inauguration <http://www.youtube.com/watch?v=Ktqu2jOZ2IM>. Why do you think Cooke's song, recorded forty-five years earlier, was chosen to be performed at the inauguration? What does it tell you about Cooke's musical legacy?

RI

SL

WRITING PROMPTS AND RESEARCH ACTIVITIES

English Language Arts

1. Each chapter opens with Robbie Robertson's recollections about the artist(s) and their influence on his musical development and career. Sometimes he talks about performing with them, meeting them or seeing them in concert but often it refers to just hearing them in a new way. Imagine you are Robbie. Write a journal entry describing how an encounter with one of the musicians inspired you.

RI

W

2. Listen to the 2-CD set that accompanies the book. Write a music review of the CDs. Your review could include the following elements: identifying the genres of music featured, your initial impressions, what you know about the artist and bands as well as the tracks that stand out for you and why.

SL

W

3. Write three paragraphs comparing the lyrics of Bob Dylan's folk songs (e.g., "Blowin' in the Wind" or "The Times They Are a-Changin'") with his idol Woody Guthrie's "This Land Is Your Land." (This assignment can be done in concert with study of Elizabeth Partridge's *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie* as a Grade 6-8 exemplar).

RI

W

Music

4. Select one of the artists in the book who you would like to learn more about. Listen to his/her recording on the CD and the songs recommended in the playlists. Choose one of the songs to share with the class. Explain the aspects of the song that were innovative at the time the song was recorded.

SL

5. Many of the profiles in the book draw attention to other musicians that the artist influenced. For example, the authors describe how Louis Jordan was an influence on four artists who became legends in their own right—Ray Charles, Little Richard, Chuck Berry and James Brown. Choose one of your favorite performers. Research to find out musicians who influenced their musical development. Present your findings in an article or slideshow presentation.

RI

W

6. Many of the featured artists in the 1960s and 1970s wrote songs to bring attention to social injustices such as racism or sexism or to challenge the government policy regarding the war. Think of an issue you feel strongly about. Write a song to share your point of view.

W

7. Choose one of the musical genres featured in the book—jazz, country, soul, rock and roll, folk or reggae. Ask your school or public librarian to help you find another fictional or non-fiction book about the topic.

RI

Social Studies

8. The artists featured in the book made their recordings over five decades. Look at the timeline on page 120. With a small group, choose a year. Research to find out what else was happening in the world at the time. Create a newspaper with the top stories of that time.

RH

RI

W

9. All of the African-American artists featured in the book have faced racism in their careers. Using the information in the book, create a timeline of their experiences—from Louis Armstrong, the grandson of slaves to Stevie Wonder, campaigning for Martin Luther King Jr. Day. Research to learn more about how laws and attitudes towards African-Americans changed over that period. Present your findings to the class.

RH

RI

W

Visual Arts

10. Using the illustrations in the book for inspiration, create a portrait of one of your favorite musicians. Incorporate elements that reveal the style of their music and the culture and era that they live(d) in.

RI

APPENDIX: Common Core State Standard

RI Reading: Informational Text

W Writing

SL Speaking and Listening

RH Reading: History

BEFORE READING

2. Reading: Informational Text 4.7

DISCUSSION QUESTIONS

All questions correlate to Common Core Standards for grades 4 to 8

1. Reading: Informational Text

4.1-4.3, 5.1-5.3, 6.1-6.3, 7.1-7.3, 8.1-8.3
Speaking and Listening
4.1-4.3, 5.1-5.3, 6.1-6.3, 7.1-7.3, 8.1 and 8.3

2. Reading: Informational Text

4.4, 5.5, 6.4 and 6.5, 7.4, 8.4
Speaking and Listening
4.1-4.3, 5.1-5.3, 6.1-6.3, 7.1-7.3, 8.1 and 8.3

3. Reading: Informational Text

4.8, 5.8, 6.6, 6.8, 7.6, 7.8, 8.6 and 8.8
Speaking and Listening
4.1-4.3, 5.1-5.3, 6.1-6.3, 7.1-7.3, 8.1 and 8.3

4. Reading: Informational Text

4.9, 5.9, 6.6, 7.6 and 8.6
Speaking and Listening:
4.1-4.3, 5.1-5.3, 6.1-6.3, 7.1-7.3, 8.1 and 8.3

5. Reading: Informational Text

4.9, 5.9, 6.6 – 6.8, 7.6 – 7.8 and 8.6 – 8.8
Speaking and Listening
4.1-4.3, 5.1-5.3, 6.1-6.3, 7.1-7.3, 8.1 and 8.3

6. Speaking and Listening

4.1-4.4, 5.1-5.4, 6.1-6.4, 7.1-7.4, 8.1-8.4

7. Reading: Informational Text

4.1-4.3, 5.1-5.3, 6.1-6.3, 7.1-7.3, 8.1-8.3

8. Speaking and Listening

4.1-4.5, 5.1-5.5, 6.1-6.5, 7.1-7.5, 8.1-8.5

9. Speaking and Listening

4.1-4.5, 5.1-5.5, 6.1-6.5, 7.1-7.5, 8.1-8.5

10. Reading: Informational Text

4.1-4.3, 4.6 and 4.7; 5.1-5.3, 5.6, 5.7, 5.9; 6.1-6.3, 6.7 and 6.8; 7.1-7.3 and 7.7, 8.1-8.3

Speaking and Listening

4.1-4.3, 5.1-5.3, 6.1-6.3, 7.1-7.3, 8.1 and 8.3

WRITING PROMPTS AND RESEARCH ACTIVITIES

All questions correlate to Common Core Standards for grades 4 to 8

ENGLISH LANGUAGE ARTS

1. Reading: Informational Text

4.1-4.4 and 4.9; 5.1-5.3, 5.5 and 5.9; 6.1-6.4 and 6.6; 7.1-7.4 and 7.6, 8.1-8.4 and 8.6

Writing

4.3, 4.4 and 4.9; 5.3, 5.4 and 5.9; 6.3, 6.4 and 6.9; 7.3, 7.4 and 7.9; 8.3, 8.4 and 8.9

2. Speaking and Listening

4.1-4.4, 5.1-5.4, 6.1-6.4, 7.1-7.4, 8.1, 8.3 and 8.4

Writing

4.1, 4.4, 4.8 and 4.9; 5.1, 5.4, 5.8 and 5.9; 6.1, 6.4, 6.8 and 6.9; 7.1, 7.4, 7.8 and 7.9; 8.1, 8.3, 8.4, 8.8 and 8.9

3. Reading: Informational Text

4.1-4.4 and 4.9; 5.1, 5.2, 5.5 and 5.9; 6.1-6.4 and 6.6; 7.1-7.4 and 7.6, 8.1-8.4 and 8.6

Writing

4.2, 4.4, 4.8 and 4.9; 5.2, 5.4, 5.8 and 5.9; 6.2, 6.4, 6.8 and 6.9; 7.2, 7.4, 7.8 and 7.9; 8.2, 8.3, 8.4, 8.8 and 8.9

MUSIC

4. Speaking and Listening

4.1-4.5, 5.1-5.5, 6.1-6.5, 7.1-7.5, 8.1, 8.3, 8.4 and 8.5

5. Reading: Informational Text

4.1-4.4, 4.9; 5.1-5.3, 5.5, 5.9; 6.1-6.4, 6.6; 7.1-7.4, 7.6; 8.1-8.4, 8.6

Writing

4.2, 4.4, 4.7, 4.8, 4.9; 5.2, 5.4, 5.7-5.9;

6.2, 6.4, 6.7-6.9; 7.2, 7.4, 7.7-7.9; 8.2, 8.4, 8.7-8.9

6. Writing

4.1, 4.4, 4.8, 4.9; 5.1, 5.4, 5.8, 5.9; 6.1, 6.4, 6.8, 6.9; 7.1, 7.4, 7.8, 7.9; 8.1, 8.4, 8.8, 8.9

7. Reading: Information Text

4.1-4.4, 4.9; 5.1-5.3, 5.5, 5.9; 6.1-6.4, 6.6; 7.1-7.4, 7.6; 8.1-8.4, 8.6

SOCIAL STUDIES

8. Reading: History

6-8.1, 6-8.2, 6-8.3, 6-8.6, 6-8.7, 6-8.8, 6-8.9

Reading: Informational Text

4.1-4.4, 4.9; 5.1-5.3, 5.5, 5.9; 6.1-6.4, 6.6; 7.1-7.4, 7.6; 8.1-8.4, 8.6

Writing

4.2, 4.4, 4.7-4.9; 5.2, 5.4, 5.7-5.9; 6.2, 6.4, 6.7-6.9; 7.2, 7.4, 7.7-7.9; 8.2, 8.4, 8.7-8.9

9. Reading: History

6-8.1, 6-8.2, 6.8.3, 6-8.6, 6-8.7, 6-8.8, 6-8.9

Reading: Informational Text

4.1-4.4, 4.9; 5.1-5.3, 5.5, 5.9; 6.1-6.4, 6.6; 7.1-7.4, 7.6; 8.1-8.4, 8.6

Writing

4.2, 4.4, 4.7-4.9; 5.2, 5.4, 5.7-5.9; 6.2, 6.4, 6.7-6.9; 7.2, 7.4, 7.7-7.9; 8.2, 8.4, 8.7-8.9

VISUAL ARTS

10. Reading: Informational Text

4.7, 5.7, 6.7

PRAISE FOR *LEGENDS, ICONS & REBELS*

"Wow, just wow! This book is big in every way. . . . The book's art is hard to resist . . . it's a treat that the words grab as much as the pictures."

— **Starred Review, *Booklist***

"Art, factoids and personal reflections introduce 27 carefully selected and thoughtfully presented musicians. . . . Each profile opens with a two-page spread of stunning original artwork and a recollection from lead author Robertson . . . the conversational tone of the writing and visually alluring layout will quickly capture the attention. . . . A compelling introduction to the ancestors of modern popular music."

— **Kirkus Reviews**



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ABOUT THE AUTHORS

Music industry veterans Robbie Robertson, Jim Guerinot, Sebastian Robertson and Jared Levine have garnered critical and commercial success as performers, songwriters, producers, managers and executives. A Grammy Lifetime Achievement Award winner and Rock and Roll Hall of Fame Inductee, Robbie was the primary songwriter for the critically acclaimed group The Band, penning Americana classics like "The Weight" and "Up on Cripple Creek." As well, Robbie toured and recorded with Bob Dylan and has been an executive music producer on a number of Martin Scorsese's films. Jim Guerinot is the owner of Rebel Waltz Inc., an artist management company based in Laguna Beach, CA. Previously, Jim was the General Manager/Sr. Vice-President of A&M Records. His career began as an LA based concert promoter. Sebastian is a prolific composer, having placed over 3,000 pieces of music in television and film. In addition to being Robbie's long-time manager, Jared has been an A & R man at record companies for over 15 years, scouting and signing artists such as Soul Asylum, Bruce Hornsby and Eastmountainsouth.