



HYPE

Performance Guide

Noah's infectious charm and disarming wit will make YOU the focal point as he delves into the incredible power of the human mind. Witness feats that defy logic as Noah seamlessly blends telepathy and psychological intuition, creating moments of both wonder and amusement. Prepare to have your thoughts read, your predictions anticipated, and your reality challenged in a way you never thought possible.

This performance guide includes:

- Artist bio
- A warmup activity
- Pre-show thinking prompts
- Key vocabulary
- Suggested Q & A questions
- Post-show discussion questions
- A student survey link
- Post-show exercises
- Related Ohio Learning Standards

BEFORE THE SHOW



Meet the Artist

Noah Sonie is a professional magician and mentalist from Minneapolis, MN. He performs all over the country and has appeared on hit TV shows including *Penn and Teller: Fool Us* and *Masters of Illusion*. Blending illusions, psychology, and humor, Noah creates unforgettable performances that leave audiences both amazed and inspired.

Find Noah online:

YouTube [@TrustNoahMagic](#)

Instagram [@trustnoahmagic](#)

Classroom Warmup

Teachers can ask: “What’s the most amazing or unbelievable thing you’ve ever seen in real life? Why did it impress you?” or “Have you ever seen a magician before? What was it like?”

Think While You Watch

This performance blends comedy and amazement. Students don’t need to “figure out the tricks.” Instead, focus on how the performance makes you think, feel, and react.

As you watch, notice how magic isn’t just about secrets or tricks. It’s about timing, storytelling, and how the performer connects with the audience. What do you think makes a performer engaging? How does Noah form a connection with the audience and use that relationship to create the experience?

Vocabulary

Understanding the following concepts and terms will help you to enjoy the artist’s performance.

- *Illusion* – Something that appears different from reality.
- *Misdirection* – The art of drawing attention away from the secret of a trick.
- *Mentalism* – Performance that creates the appearance of reading minds or predicting choices.

The Q & A

Artists love to answer thoughtful questions! If you are having trouble thinking of a question, here are some that Noah would love to answer for you.

- How did Noah become a magician?
- What education, practice, and creativity go into the art of magic?
- How are new tricks invented and rehearsed?
- What is Noah’s favorite trick to perform or that he has seen another magician do? Does he have a favorite magician?

AFTER THE SHOW

Post-Show Discussion

Discuss or write a reflection:

Review the “Think While You Watch” prompt. How did Noah use timing, storytelling, and audience connection? How did you think, feel, and react in the moment?

Follow-up Questions

- What parts of the performance stood out for you and why?
- Was this performance what you expected? Why or why not?
- What are you curious to know more about as a result of this experience?

Student Survey

Tell us about your experience at <https://www.surveymonkey.com/r/BJPMLRY>

Master of Illusion: EdPuzzle

In this EdPuzzle, you’ll watch a short video of Noah’s performance on *Masters of Illusion* and answer a few questions.

Student Link (no account or name required): <https://edpuzzle.com/open/nuhrono>

Student answers are submitted anonymously to Muse Machine.

Teacher Preview Link: <https://edpuzzle.com/media/68b8797068210d95b569332c>

Teachers can copy the EdPuzzle into their own account and edit the questions to suit their students’ specific learning objectives. Student answers are submitted to the teacher only.

FOR TEACHERS

Related Ohio Learning Standards

The following standards are linked to the artist’s performance and/or the activities in the performance guide. Teachers may be able to make additional connections.

Drama/Theatre

<i>Enduring Understandings:</i> Artists/students engage in analysis and interpretation to understand and evaluate artistic works. Artists/students understand and communicate the value of creative expressions in internal and external contexts.	
Responding (RE)	
6.3RE	Determine the effectiveness of a specific artistic choice in communicating a theatrical work.
7.3RE	Explain how production elements work together to affect an audience.
8.5RE	Identify ways actors and designers adjust aspects of performance to adapt to different settings, audiences, and contemporary social influences.
Connecting (CO)	
6.5CO	Identify professional tools and skills for a working theatre artist.
7.5CO	Examine personal reasons for connecting to various careers in theatre.
7.7CO	Develop a personal stance about why the theatrical or dramatic arts are important in schools and defend that opinion.
8.4CO	Investigate the elements, principles, and creative process of theatrical works from specific time periods and explain how these aspects work together.
HSP.5CO	[...]Investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre.

Writing

CCR Anchor Standard 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCR Anchor Standard 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCR Anchor Standard 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR Anchor Standard 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.

Speaking and Listening

CCR Anchor Standard 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCR Anchor Standard 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCR Anchor Standard 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Social and Emotional Learning

Self-Awareness	A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges A4: Demonstrate a sense of personal responsibility, confidence, and advocacy
Social Awareness	C1: Recognize, identify, and empathize with the feelings and perspectives of others C2: Demonstrate consideration for and contribute to the well-being of the school, community and world.
Relationship Skills	D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups D2: Develop and maintain positive relationships
Responsible Decision-making	E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable