teacher resource guide  
schooltime performance series  
warriors don’t cry  
arts education njpac
Reluctant to cope with one more tragedy at a school (raise your hand if you feel me!), young activist Ya Girl is ready to call it quits on the fight for social justice and leading her million-plus Instagram following. Then Dr. Melba Pattillo Beales steps out of history and into Ya Girl’s phone to share the story of her battle to integrate Little Rock High School in 1957.

Ya Girl learns to see herself in Dr. Pattillo Beales and all of the young warriors who came before her to make a difference. Inspired by Dr. Pattillo Beales’s memoir *Warriors Don’t Cry*, the play is a catalyst for deeper discussion about social responsibility, civil discourse, the power of social media and community engagement.

*Warriors Don’t Cry* is co-created by award-winning playwright Donnetta Lavinia Grays (*Where We Stand*) and director Tamilla Woodard (associate director, *Hades town*), featuring original music by Toshi Reagon, spoken word and video projection. This production is a collaboration between The Bushnell Center for the Performing Arts and TheaterWorks USA.

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**Warriors Don’t Cry**

**How to listen to this episode of NJPAC On the Mic**

Scan the QR code above or visit: njpac.org/education-program to access the podcast and the following show notes:

**Part 1:** About | Pre-show audio, 6 minutes
Includes: An introduction to the performance, artists & venue, welcome message
Written and hosted by Dania Ramos
Additional writing by the team behind *Warriors Don’t Cry*
Sound editing and design by Michael Aquino
Theme and outro music by Slim Beats from NJPAC Hip Hop Arts and Culture Program
Additional music by Epidemic Sound
Voiceover by Michael Aquino
Series producers: Michael Aquino and Dania Ramos

**Part 2:** Connect | Post-show audio, 10 minutes
Includes: Reflection questions, a look at young social justice advocates, a brief selection of vocabulary word
Written and hosted by Dania Ramos
Sound editing and design by Michael Aquino
Theme and outro music by Slim Beats from NJPAC Hip Hop Arts and Culture Program
Additional music by Epidemic Sound
Opening question voiced by Donna Walker-Kuhne
Series producers: Michael Aquino and Dania Ramos

**Part 3:** Spotlight | Post-show audio, 17 minutes
Includes: An exclusive interview with NJPAC’s Senior Advisor of Diversity, Equity, and Inclusion; discussion starters
Written and hosted by Dania Ramos
Interview guest: Donna Walker-Kuhne
Sound editing and design by Michael Aquino
Theme and outro music by Slim Beats from NJPAC Hip Hop Arts and Culture Program
Additional music by Epidemic Sound
Opening question voiced by Donna Walker-Kuhne
Series producers: Michael Aquino and Dania Ramos
<table>
<thead>
<tr>
<th>Prepare for the performance</th>
<th>Experience the performance</th>
<th>Reflect, respond and read</th>
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<td>Begin by asking students what words come to mind when they hear the word “warrior.” Some potential answers may be war, fighting, soldier, etc. Continue the discussion by asking for words that describe the traits a warrior might have (i.e., bravery, confidence, strength). Watch a portion of an interview with Dr. Melba Pattillo Beals (about 43 seconds). If desired, read the transcript of the remaining interview about. Based on the responses in the earlier discussion, ask students if they believe that Dr. Pattillo Beals intended to be a warrior. To introduce the performance, watch the trailer for Warriors Don’t Cry and have students keep in mind the following line, “We stand on the shoulders of warriors who kept our generation in mind.” Recall the line from the Warriors Don’t Cry trailer, “We stand on the shoulders of the warriors who kept our generation in mind.” Ask students to think about that statement while watching the performance. Recap the performance by focusing on the ways in which Ya Girl evolved into a young activist throughout the production. Recap the line from the trailer, “We stand on the shoulders of the warriors who kept our generation in mind.” How did Dr. Pattillo Beals exemplify this in 1957 as a part of the Little Rock Nine? How does Ya Girl exemplify this in the production? Consider how you might exemplify this in your own life.</td>
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<th>Focus</th>
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<td>Play the following clip for students. Lead a discussion about the ways in which youth activism has changed throughout the years. What is the main channel used by youth activists today to spread their message? How did Ya Girl utilize social media in Warriors Don’t Cry as a platform for her activism? Find a social media campaign, post or video created by a youth activist to share with students as a real-life example of social media in a youth activist’s life. A potential enrichment topic to pursue might be digital citizenship and/or appropriate use of technology in the 21st century.</td>
<td>Continue your research into how modern-day youth activists, including Ya Girl, reach their audiences via social media. Do any of the activists you included on Activity Sheet 1 have social media platforms? What types of social media do they utilize? Are their certain platforms that are more useful? How would you use TikTok to generate a social justice campaign versus Snapchat or Instagram?</td>
<td>Continue your research into how modern-day youth activists, including Ya Girl, reach their audiences via social media. Do any of the activists you included on Activity Sheet 1 have social media platforms? What types of social media do they utilize? Are their certain platforms that are more useful? How would you use TikTok to generate a social justice campaign versus Snapchat or Instagram?</td>
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<th>Originate</th>
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<th>Rehearse</th>
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<td>Allow students to create a social media post advocating for a specific cause using Activity Sheet 2 as a guide. Options can include a 60-second Instagram reel or TikTok, an infographic or Instagram post, a Spotify ad or a short podcast, etc. Social media is always evolving, so the ideas can too! Students’ chosen causes can be local (i.e., issues within their own school or community) or on a broader scale (i.e., Black Lives Matter, LGBTQ+ rights, climate change, etc.). The goal is to choose a cause that encourages students to engage their “warrior spirit.” Consider a cause that you feel passionate about and decide on a creative way to promote it using social media. Perhaps it is an issue that is held by one of the youth activists you researched earlier, or perhaps it is a cause that affects you and your peers at school and in your community. Use Activity Sheet 2 as a guide and planning template. Choose a social media platform that you think would work best to get your message across (i.e., a 60-second Instagram reel or TikTok, an infographic or Instagram post, a Spotify ad or a short podcast, etc.).</td>
<td>Create a peer review system, allowing students to share their initial drafts with classmates and adjust as needed. Share the first draft of your social media campaign with your classmates, as directed by your teacher. Consider the feedback you receive and make any adjustments before completing your project.</td>
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<th>Make magic</th>
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<th>NJ Student Learning Standards</th>
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<td>Hold a showcase of students’ social media campaigns. This could be in the format of student presentations, a slideshow, a presentation to stakeholders or another gathering that is appropriate for your situation. While the students’ projects may not necessarily be posted on students’ social media accounts, the products can still be displayed and shared digitally outside of social media. Share your social media campaign with your class. As you present, remember that you are one of the “warriors keeping the next generation in mind,” just like Dr. Pattillo Beals and Ya Girl. If you have a social media account, feel free to take the next step and post your campaign on your personal account.</td>
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<td>Visual &amp; Performing Arts 1.2.8.Cn10b.</td>
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Career Readiness, Life Literacies, and Key Skills

9.4.12.IML.2
Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.7
Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

9.4.12.IML.7
Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

9.4.12.TL.4
Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

English Language Arts

NJSLSA.R4.
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone.

NJSLSA.R5.
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W7.
Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8.
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SEL Competencies

Social Awareness
Recognize and identify the thoughts, feelings, and perspectives of others. Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds.

U.S History

6.1.12.HistoryCC.13.c
Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

Visual & Performing Arts

1.2.8.Cn10a.
Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.

1.2.8.Cn10b.
Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.

1.2.12prof.Cr2b.
Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.12prof.Cr3b.
Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

1.2.12prof.Re7b.
Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.

FIND THE STANDARDS
For more detailed information on the standards, visit these websites:
NATIONAL ENGLISH LANGUAGE ARTS STANDARDS
corestandards.org/ELA-Literacy
NATIONAL SOCIAL STUDIES STANDARDS
socialstudies.org/standards
NATIONAL CORE ARTS ANCHOR STANDARDS
nationalartsstandards.org

vocabulary

Brown vs. Board of Education
A landmark 1954 Supreme Court case in which the justices ruled unanimously that racial segregation of children in public schools was unconstitutional.

Civil discourse
Productive dialogue that allows people to listen to differing opinions, state their own in a respectful way, and reach a mutual understanding.

Community Engagement
Involvement and participation in an organization for the welfare of the community.

Integration
The act of combining two things or groups into one whole; the act of incorporating a racial or religious group into a community.

Little Rock Nine
The first group of nine African American students who enrolled at Central High School in Little Rock, Arkansas, with the goal of integrating the all-white high school, in September 1957. Their attendance at the school was a test of Brown v. Board of Education court ruling.

Memoir
A historical account or biography written from personal knowledge or special sources.

NAACP
The National Association for the Advancement of Colored People is a civil rights organization in the United States, formed in 1909 as an interracial endeavor to advance justice for African Americans.

Segregation
The enforced separation of different racial groups in a country, community or establishment.

Social justice
The view that everyone deserves equal economic, political and social rights and opportunities.

Social responsibility
Acknowledging accountability for the impact of one’s choices on the larger world.
resources

Websites
NJPAC resources | Warriors Don’t Cry
njpac.org/arts-education/teacher-resources
NJPAC | Arts Education programs
njpac.org/arts-education
NJPAC | Standing in Solidarity series
njpac.org/series/standing-in-solidarity
About NJPAC
njpac.org/about
TheatreWorks USA | Warriors Don’t Cry
theatreworks.org/show/variety/on-tour-2/warriors
Bye Bye Plastic Bags
byeyeplasticbags.org
Bye Bye Plastic Bags NJ
instagram.com/bbpbnewjersey
Isabel Mavrides-Calderón
instagram.com/powerfullyisa
Desmond is Amazing
desmondisamazing.com
PBS Learning Media: Melba Pattillo Beals
why.pbs.org/learnpresso/resource/ml04.soc.civc.closed/beals/
beals-pattillo-beals/
National Museum of African American History and Culture: The Little Rock Nine
nmaahc.si.edu/explore/stories/little-rock-nine
Education World: Inspiring Young Activists Changing the World
educationworld/on/inspiring-young-activists-changing-the-world/
DoSomething.Org: 7 Young Activists Working at the Intersection of Environmental and Racial Justice:
dosomething.org/us/articles/7-young-activists-working-at-the-intersection-of-environmental-and-racial
BBC Radio Power Out: Eight Young Activists Changing the World:
bbc.co.uk/programmes/articles/1Sri96Xj5gPQ9kY9ѵ675m/8-young-activists-changing-the-world
Newsy: Youth Activism Isn’t New, Despite Its Social Media Presence Now:
newsy.com/stories/youth-activism-isnt-new-despite-social-media-spotlight/?w=166
loc.gov/exhibits/civil-rights-act/civil-rights-act.html
DoSomething.Org - Campaigns:
dosomething.org/us/campaigns
Youth Activism Project:
Learn How to Be an Activist with Us
youthactivismproject.org/get-involved/learn-activism/

njpac.org/education
In-School Residencies: NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person residencies are designed to meet your needs, and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

Professional Development: Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school, and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

For more information or to schedule an appointment, please email our education sales team at artseducation@njpac.org. Or visit njpac.org/education

Saturday Programs: NJPAC's Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, theater, musical theater and symphonic band.

Summer Programs: Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.

For more information or to schedule an appointment, please email our education sales team at artseducation@njpac.org. Or visit njpac.org/education

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