

teacher resource guide

schooltime performance series



warriors
don't cry

arts
education
njpac



about the performance

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, *Hadestown*), 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.

njpac on the mic podcast

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

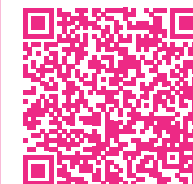
Sound editing and design by Michael Aquino

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



Scan the QR code to access the NJPAC on the Mic Podcast & show notes

About NJPAC On the Mic

NJPAC On the Mic is an audio resource that takes SchoolTime performances to the next level. This podcast series features three exclusive, curriculum-aligned episodes for all of NJPAC's 2022-2023 SchoolTime performances. On the Mic offers students the opportunity to engage their listening skills, deepen their understanding of the performance and learn about the process of bringing a live or recorded production to life. This immersive audio experience features a theme song by students in the NJPAC arts education program.

inspired ideas in the classroom

P

Prepare for the performance

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 Beales (about 43 seconds). If desired, read [the transcript](#) of the remaining interview aloud. Based on the responses in the earlier discussion, ask students if they believe that Dr. Pattillo Beales 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.”

What words come to mind when you hear the word “warrior?” What traits does a warrior have?

Watch an excerpt of [the interview](#) with Dr. Melba Pattillo Beales, one of the Little Rock Nine, and discuss whether or not Dr. Pattillo Beales intended to be a warrior? In what ways did she become one anyway?

NJ Student Learning Standards

[English Language Arts](#)
[NJSLA.R4.](#)
[NJSLA.R5.](#)
[U.S History](#)
[6.1.12.HistoryCC.13.c](#)
[SEL Competencies](#)
[Social Awareness](#)

E

Experience the performance

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.

Recall the line from the *Warriors Don’t Cry* trailer, “We stand on the shoulders of the warriors who kept our generation in mind.” How did Dr. Pattillo Beales 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.

[English Language Arts](#)
[NJLSA.R5.](#)
[Visual & Performing Arts](#)
[1.4.12prof.Cr2a.](#)
[1.4.12prof.Re8a.](#)
[1.4.12prof.Re8c.](#)

R

Reflect, respond and read

Recap the performance by focusing on the ways in which Ya Girl evolved into a young activist throughout the production. Introduce [Activity Sheet 1](#) and encourage students to research young activists who are passionate about the same issues they are. Resources are provided on [Activity Sheet 1](#) for students’ research, but feel free to add your own.

Reflect on the performance you just watched, and think about how Ya Girl evolved throughout *Warriors Don’t Cry* as a young activist. Was age a barrier for her? What about Dr. Pattillo Beales in 1957?

Use [Activity Sheet 1](#) and the digital resources provided to research youth activists. Which activists are advocating for issues that you feel passionate about?

[English Language Arts](#)
[NJLSA.W7.](#)
[NJLSA.W8.](#)

F

Focus

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 modern-day youth activism. A potential enrichment topic to pursue might be digital citizenship and/or appropriate uses of technology in the 21st century.

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 Tik Tok to generate a social justice campaign versus Snapchat or Instagram?

[Career Readiness, Life Literacies, and Key Skills](#)
[9.4.12.IML.2](#)
[9.4.12.IML.9](#)
[Visual & Performing Arts](#)
[1.2.12prof.Re7b.](#)

O

Originate

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 Tik Tok, 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 Tik Tok, an infographic or Instagram post, a Spotify ad or a short podcast, etc.).

[Career Readiness, Life Literacies, and Key Skills](#)
[9.4.12.IML.7](#)
[9.4.12.TL.4](#)
[Visual & Performing Arts](#)
[1.2.12prof.Cr1b.](#)
[1.2.8.Cn10a.](#)

R

Rehearse

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.

[Visual & Performing Arts](#)
[1.2.12prof.Cr2b.](#)
[1.2.12prof.Cr3b.](#)
[1.2.12prof.Re7b.](#)

M

Make magic

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 Beales 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.

[Visual & Performing Arts](#)
[1.2.8.Cn10b.](#)

curriculum standards

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.9
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 analyze 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.Cr1b.
Organize and design artistic ideas for media arts productions.

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*
twusa.org/shows-artists/on-tour-2/warriors

Bye Bye Plastic Bags
byebyeplasticbags.org

Bye Bye Plastic Bags NJ
[instagram.com/bbpbnewjersey](https://www.instagram.com/bbpbnewjersey)

Isabel Mavrides-Calderón
[instagram.com/powerfullyisa](https://www.instagram.com/powerfullyisa)

Desmond is Amazing
desmondisamazing.com

PBS Learning Media: Melba Pattillo Beals
why.pbslearningmedia.org/resource/mlo4.soc.ush.civil.beals/melba-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.in/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/2TbrqHssg3GWBkYjPkYP22/eight-young-activists-changing-the-world

Newsy: Youth Activism Isn't New,
Despite Its Social Media Presence Now:
newsy.com/stories/youth-activism-isn-t-new-despite-social-media-spotlight/?jwsourc=cl

Library of Congress: Civil Rights Era (1950–1963),
The Civil Rights Act of 1964: A Long Struggle for Freedom:
loc.gov/exhibits/civil-rights-act/civil-rights-era.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/

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NJPAC Arts Education performances team:

Randal Croudy, Natalie Dreyer, Rosa Hyde, Danielle Vauters. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Leni Lenape people.

the arts in your school

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

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Generous support for SchoolTime provided, in part, by



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+ deceased

study the arts at njpac

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.