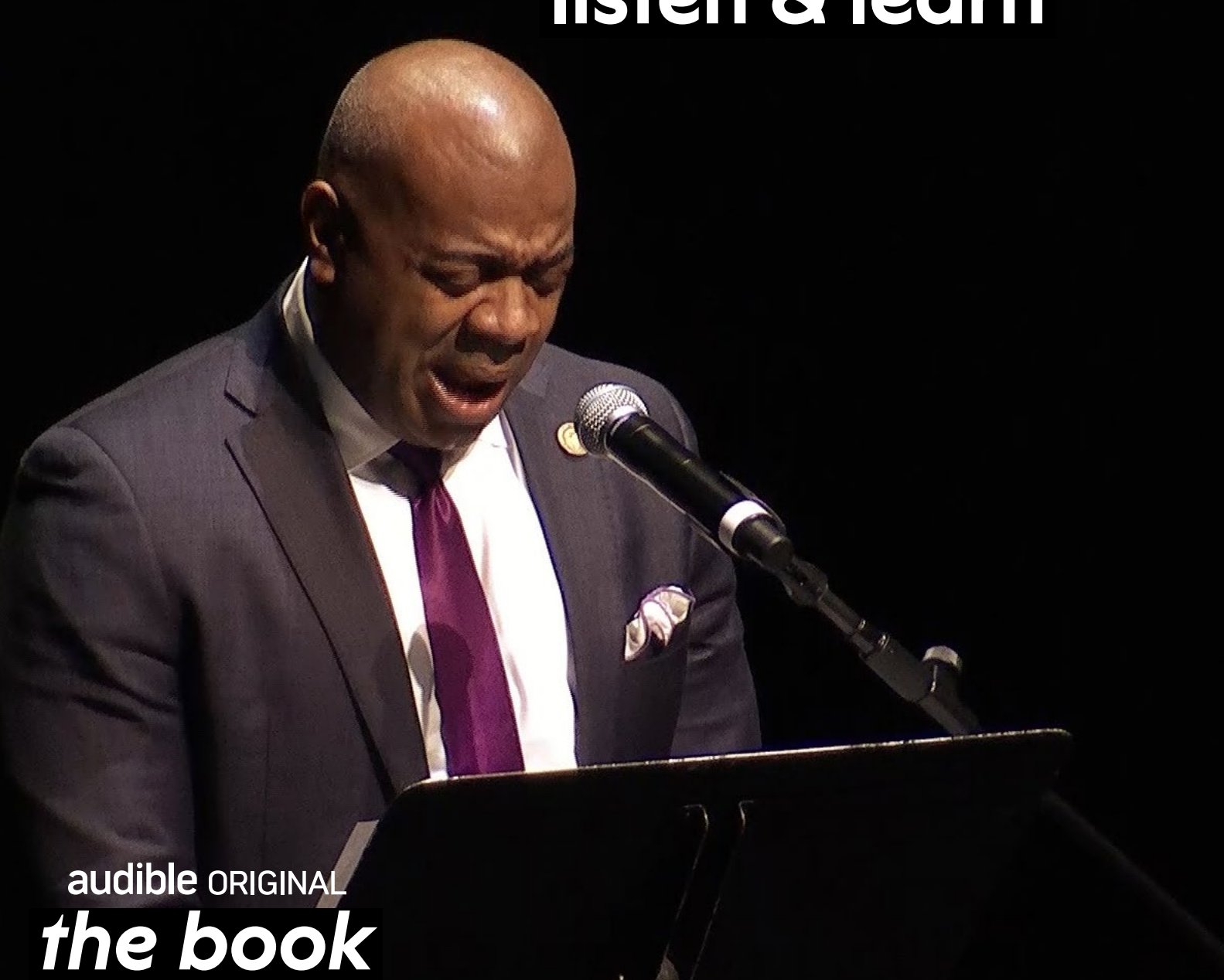


teacher resource guide

**audible &  
njpac present  
listen & learn**



audible ORIGINAL  
***the book  
of baraka***





## about book of baraka

In this innovative and groundbreaking Audible Original, hear how Ras Baraka — the mayor of Newark, New Jersey — grew from a spoken-word artist to school principal to successful politician.

Baraka's story begins at home in Newark. He was raised in a house of art and politics, passion and provocation. His father was one of the most influential and controversial poets of the 1970s and filled his home with ardent activists, lively debates and conversations unlike any on his block — a powerful combination that influences him to this day.

His story is a deeply personal history that reflects a generation and a movement, vividly capturing a tumultuous period of political and social struggle and, ultimately, boundless hope and renewal. The tale is co-authored by acclaimed writer Jelani Cobb, a staff writer at *The New Yorker* and a professor at Columbia University's Graduate School of Journalism. Experience this exclusive, first-of-its-kind telling of Baraka's journey from poet to principal to peacemaker through his own powerful, inspiring words.

*The Book of Baraka* is an Audible Original production. The New Jersey Performing Arts Center has teamed up with Audible to bring *The Book of Baraka* into classrooms.

Headquartered in downtown Newark, Audible is the city's fastest-growing employer and the leading creator and provider of premium audio storytelling, enriching the lives of millions of listeners every day. At Audible, we strive to make a positive impact on the cities we call home because we believe companies can have hearts and souls and missions that transcend financial success.

The New Jersey Performing Arts Center is the anchor cultural institution of Newark and the state of New Jersey. Mayor Baraka has taken to the stage at NJPAC in many capacities — as a political leader, a poet and a committed advocate for the performing arts.

## listen & learn podcast

audible ORIGINAL  
**The Book of Baraka**



### How to listen to this episode of Listen & Learn

Scan the QR code or visit: [njpac.org/arts-education/teacher-resources](http://njpac.org/arts-education/teacher-resources) to access the podcast and the following show notes:

**Part 1:**  
**About *The Book of Baraka* | 7 minutes**

**Includes:** An introduction to Newark Mayor Ras Baraka and his political memoir, *The Book of Baraka*, an Audible Original

**Part 2:**  
**The Family & Art of Baraka | 11 minutes**

**Includes:** An exploration of how the Baraka family's connection to the arts and social justice shaped the life of Mayor Ras Baraka

**Part 3:**  
**The Education & Leadership of Baraka | 12 minutes**

**Includes:** A dive into Mayor Ras Baraka's leadership in education and politics, as well as discussion starters

# inspired ideas in the classroom version 1: a mayor that's radical

	Teacher Focus	Student Activity	NJ Student Learning Standards
<b>P</b>	<p><b>Prepare for the performance</b></p> <p>As a hook to engage the class in learning more about Mayor Ras Baraka and his family's legacy, watch the trailer to the 2020 documentary, <i>Why Is We Americans?</i>, which includes moments of the Baraka family's poetry, activism and impact on the City of Newark. Discuss what the students noticed, what evoked an emotional response and any questions they may have</p>	<p>Before you listen to <i>The Book of Baraka</i>, take a moment to learn about some of the people we'll hear in the audiobook. Watch the trailer for <i>Why Is We Americans?</i>, a documentary about the Baraka family that was released in 2020 and produced by Ms. Lauryn Hill. After watching the trailer, think about what stood out to you the most. What made you feel angry or inspired? What art forms, events and people did you notice? What was familiar? What was surprising? What would you like to learn more about?</p>	<p>English Language Arts NJLSA.R7. Visual &amp; Performing Arts Anchor Standard 7 Anchor Standard 11 SEL Competency Social Awareness</p>
<b>E</b>	<p><b>Experience the performance</b></p> <p>Distribute <b>Activity Sheet 1: Now Hear This</b>, where students may write important details as they listen to each episode. Consider allowing students to listen to <i>The Book of Baraka</i> in small groups so they may support one another in actively listening and capturing key information.</p>	<p>Sometimes information goes in one ear and out the other and that's okay! Use <b>Activity Sheet 1</b> to write down important details you hear in <i>The Book of Baraka</i>. While listening in small groups, support each other in capturing key events, details and people. Be sure to tune back in to the audiobook so as not to miss anything.</p>	<p>English Language Arts NJLSA.R7. Visual &amp; Performing Arts Anchor Standard 7 Anchor Standard 8 Anchor Standard 9 SEL Competency Self Awareness Social Awareness</p>
<b>R</b>	<p><b>Reflect, respond and read</b></p> <p>Watch <i>A Mayor That's Radical</i> (7 minutes). As a class, read the definitions of some words that came up during the video in the <b>vocabulary section</b>: <i>systemic, gentrification, radical and radicalism</i>. Lead students in a discussion about radicals throughout U.S. history to today.</p> <p>Designate two sheets of chart paper for radicals and radicalism and assign two students as scribes. Have the class brainstorm names of leaders and movements throughout history and modern day and ask the scribes to write them down. These lists may remain posted as inspiration for later activities.</p>	<p>Watch <i>A Mayor That's Radical</i>. Four key terms came up in the video: <i>systemic, gentrification, radical and radicalism</i>. What do these words mean to you? How do the definitions of these terms differ from what is commonly known? If a "radical" (when used as a noun) is someone who advocates for complete social reform, who are some radicals in <i>The Book of Baraka</i>? What about throughout history? What movements in the past have demonstrated radicalism? What about modern day?</p>	<p>English Language Arts NJLSA.SL1. Visual &amp; Performing Arts Anchor Standard 7 Anchor Standard 8 SEL Competency Social Awareness</p>
<b>F</b>	<p><b>Focus</b></p> <p>Break the class up into four groups for research. Each group will read about one of four major events that influenced Mayor Ras Baraka's call to action as an activist:</p> <ol style="list-style-type: none"> <li>1. Interstate 208 and its effects</li> <li>2. The Newark Rebellion of 1967</li> <li>3. Apartheid in South Africa</li> <li>4. Howard University and white supremacy</li> </ol> <p>Distribute the sections of <b>Activity Sheet 2: Resource Articles</b> to the groups, each containing two article excerpts and one newspaper clipping from that time period (three pages per section). Instruct students to read through the articles together, taking individual notes. Their notes will be used in the <b>Originate Section</b>.</p>	<p>You may remember from <i>The Book of Baraka</i> that young Ras wasn't eager to enter a life of activism, especially in high school and college. What are some events happening in New Jersey and around the world that motivated him as a call to action? In your groups, read the three articles assigned by your teacher and take down notes about what you read. You will use these notes for the project later on.</p>	<p>English Language Arts NJLSA.SL2. NJLSA.W9. Career Readiness, Life Literacies, and Key Skills 9.4.8.GCA.2 Visual &amp; Performing Arts Anchor Standard 7 Anchor Standard 8 SEL Competency Relationship Skills</p>
<b>O</b>	<p><b>Originate</b></p> <p>Groups may use the prompts on the second page of <b>Activity Sheet 2</b> to determine how they'd like to visually represent their topic and responses to it. Visual art components may include drawing, sketches, tag art, collage (digital or print) or any combination of mediums. Encourage students to support and rely upon each other as they are creating, reaching out to their peers for ideas if they feel stuck.</p>	<p>Take a look at your notes and circle any words, phrases or events that resonate with you the most. Consider the types of visual art you'd feel most comfortable creating. In your group, share what you'd like to focus on and the medium you'd like to use. Together, brainstorm ideas about how your notes could be visually represented and how your ideas might be connected. Whether you're creating individually or collaboratively, stay with your group. If you feel stuck, you can simply ask the collective "what do you think about..." to get some ideas.</p>	<p>English Language Arts NJLSA.SL2. NJLSA.W9. Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.8.GCA.2 9.4.12.CT.1 Visual &amp; Performing Arts Anchor Standard 1, 2, 6, 10 SEL Competency Relationship Skills Responsible Decision-Making Social Awareness</p>
<b>R</b>	<p><b>Rehearse</b></p> <p>Give the groups some time to prepare for sharing — how they'd like to present their artwork and details from their research, teaching their classmates what they've learned. Encourage groups to practice as if presenting to an audience, or at least talk through their presentation plan.</p> <p>As an option, consider inviting another class, admin, families or even local legislators, just as the Baraka home was open to the community. Could the gallery event also be an opportunity to raise awareness about an issue important to the class? If so, determine what issue the class would like to spotlight and have them prepare a statement or something tangible for guests to take home (i.e., having voter registration forms available or designing a "did you know?" sheet).</p>	<p>Since each group had a different event, your group has new information to share through the details you've collected and the artwork you've created. Determine how you would like to present and the order in which each person will speak.</p> <p>Just as the Baraka home was open to the community (neighbors, artists, activists), would you also like to welcome the school or local community to your gallery event? Consider using the event to spread awareness about an issue that is important to you as a collective. This could be a concern you have for the school, town, state or nation. Prepare a statement to share with your guests and if you'd like, have something they could take home with them (like a flyer) to remind them of your cause.</p>	<p>English Language Arts NJLSA.SL1. Career Readiness, Life Literacies, and Key Skills 9.4.8.GCA.2 Visual &amp; Performing Arts Anchor Standard 2 Anchor Standard 3 Anchor Standard 6 SEL Competency Relationship Skills Responsible Decision-Making</p>
<b>M</b>	<p><b>Make magic</b></p> <p>Arrange the classroom in a way that best showcases the artwork and accommodates guests (if applicable). Encourage the audience to applaud as groups go up to present and after they are finished. Prompt the audience to share positive and reflective feedback.</p>	<p>From <i>The Book of Baraka</i> to your own gallery of art, you've worked hard and did an amazing job. You've demonstrated a willingness to face "that which is ugly" in society and create something original and of value. That is truly remarkable!</p>	<p>Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 Visual &amp; Performing Arts Anchor Standard 6 SEL Competency Relationship Skills Self Awareness Social Awareness</p>

# inspired ideas in the classroom version 2: spoken word

	Teacher Focus	Student Activity	NJ Student Learning Standards
<b>P</b>	<p><b>Prepare for the performance</b></p> <p>As a hook to engage the class in learning more about Mayor Ras Baraka and his family's legacy, watch the trailer to the 2020 documentary, <i>Why Is We Americans?</i>, which includes moments of the Baraka family's poetry, activism and impact on the City of Newark. Discuss what the students noticed, what evoked an emotional response and any questions they may have</p>	<p>Before you listen to <i>The Book of Baraka</i>, take a moment to learn about some of the people we'll hear in the audiobook. Watch the trailer for <i>Why Is We Americans?</i>, a documentary about the Baraka family that was released in 2020 and produced by Ms. Lauryn Hill. After watching the trailer, think about what stood out to you the most. What made you feel angry or inspired? What art forms, events and people did you notice? What was familiar? What was surprising? What would you like to learn more about?</p>	<p>English Language Arts NJLSA.R7.</p> <p>Visual &amp; Performing Arts Anchor Standard 7 Anchor Standard 11</p> <p>SEL Competency Social Awareness</p>
<b>E</b>	<p><b>Experience the performance</b></p> <p>Distribute <b>Activity Sheet 1: Now Hear This</b>, where students may write important details as they listen to each episode. Consider allowing students to listen to <i>The Book of Baraka</i> in small groups so they may support one another in actively listening and capturing key information.</p>	<p>Sometimes information goes in one ear and out the other and that's okay! Use <b>Activity Sheet 1</b> to write down important details you hear in <i>The Book of Baraka</i>. While listening in small groups, support each other in capturing key events, details and people. Be sure to tune back in to the audiobook so as not to miss anything.</p>	<p>English Language Arts NJLSA.R7.</p> <p>Visual &amp; Performing Arts Anchor Standard 7, 8, 9</p> <p>SEL Competency Self Awareness Social Awareness</p>
<b>R</b>	<p><b>Reflect, respond and read</b></p> <p>Have students refer back to <b>Activity Sheet 1</b> to share takeaways from <i>The Book of Baraka</i>. Facilitate a brief discussion on a quote from the mayor's father, Amiri Baraka: "The noblest function of art is to oppose that which is ugly." Prompt the class to relate this quote to <i>The Book of Baraka</i> and to current/recent events, including present day concerns they may have. Capture their contributions on chart paper or smart board so they may reference it later.</p> <p>Distribute <b>Activity Sheet 3: Six-Word Stories</b> and have volunteers read the quote at the top of the page, the introduction and the instructions for part one. Give students two minutes to brainstorm a word bank for part one. More time may be allowed, though this timed exercise will provide a sense of urgency and encourage free thought without overthinking. Give students five to 10 minutes for each section. When complete, invite students to share their stories. As an extension activity, have students design a slideshow for their story including text and any design elements they would like to add. Their stories could be printed or shared digitally.</p>	<p>Take a look at your notes from <b>Activity Sheet 1</b> and think about some major takeaways. What resonated with you the most? In episode one, the mayor shares a quote from his father: "The noblest function of art is to oppose that which is ugly." What might he mean by "ugly?" How does this quote relate to present-day events, issues, activism and art? What present-day concerns do you have, and how might they be "that which is ugly?"</p> <p>As you brainstorm ideas for the first section of <b>Activity Sheet 3</b>, try your best to do so without overthinking. If a word pops in your head, write it down. There is no editing in brainstorming. You have two minutes to come up with as many words as you can for the following three prompts. Go!</p>	<p>English Language Arts NJLSA.R7.</p> <p>Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1</p> <p>Visual &amp; Performing Arts Anchor Standard 1, 2, 3, 6, 8</p> <p>SEL Competency Responsible Decision-Making Social Awareness</p>
<b>F</b>	<p><b>Focus</b></p> <p>In preparation for writing collaborative poems in the <b>Originate</b> section, use <b>Activity Sheet 4: Free Write Prompts</b> to create a writer's workshop. The activity includes:</p> <p><b>Warmup exercise:</b> Assign new meanings to popular acronyms</p> <p><b>Visual prompt:</b> Use images from the Newark Rebellion in 1967 and Black Lives Matter protests in 2020</p> <p><b>Audio prompt:</b> Listen to the introduction to the album <i>The Miseducation of Lauryn Hill</i> featuring Mayor Baraka</p> <p><b>Literary prompt:</b> Explore the mayor quoting his father</p> <p>Give writers five to 10 minutes to free write for each prompt. Students can write in notebooks, on loose leaf paper or in a document.</p>	<p>Free writing is an exercise where you write down your thoughts quickly and continuously as they come in. You don't need to worry about grammar, spelling, structure or form. Follow the prompts on <b>Activity Sheet 4</b> and write as quickly as you can without overthinking. If you find yourself spending too much time weighing your ideas as "good" or "bad," take a second to acknowledge that thought and quickly move on. Whatever you do, don't stop writing! Even if you don't know what to write next, write that down and check back in with the prompt to get on track.</p>	<p>English Language Arts NJLSA.W4.</p> <p>Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1</p> <p>Visual &amp; Performing Arts Anchor Standard 1, 2, 7</p>
<b>O</b>	<p><b>Originate</b></p> <p>Assign students to small groups to create their collaborative poems. Provide each group with sticky notes or index cards. The poems may consist of three stanzas, and students may contribute one line from each of their free writing exercises to each stanza. These parameters are not rigid — should students wish to expand upon their poem they have the license to do so. Instruct students to read their free writing exercises and "mine for gold" by underlining favorite words and phrases. Next, students may share their findings with the group and write them out onto sticky notes/cards. Groups may arrange their written contributions in a way that makes sense poetically, rearranging and revising as needed. Once the group is satisfied, they may write out the final draft of their poem.</p>	<p>A collaborative poem is one that is written with the input and ideas of others. Rather than starting from scratch, use the material generated from your free writing exercises. In your groups:</p> <ul style="list-style-type: none"> <li>• Read each of your free writing exercises and "mine for gold," underlining favorite words or phrases</li> <li>• Share your findings with your group. Reading them aloud and hearing everyone else's will help determine which lines to contribute. Your poem may consist of three stanzas (one for each prompt) and you may contribute one line per prompt, although you have creative license to use and format/length that serves your collaborative poem best</li> <li>• Write out your favorite words or phrases on the sticky notes/index cards provided and arrange them as a group to construct your poem. Continue to rearrange until you've found an order that makes sense poetically</li> <li>• Revise as needed, trim away excess, add descriptive language and use the grammar tools from <b>Activity Sheet 3</b>.</li> </ul> <p>Once you are satisfied with your work, write out the final draft of your collaborative poem on a fresh sheet of paper or document.</p>	<p>English Language Arts NJLSA.W5.</p> <p>Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.8.GCA.2 9.4.12.CT.1</p> <p>Visual &amp; Performing Arts Anchor Standard 1, 2, 5, 6, 10</p> <p>SEL Competency Relationship Skills Responsible Decision-Making Social Awareness</p>
<b>R</b>	<p><b>Rehearse</b></p> <p>Now the groups may stylize and rehearse their art! Have students divide up the lines so that everyone who wants to recite will be heard. Encourage groups to practice, or even memorize, their lines. See the student section for tips on how groups may "stage" their performance.</p> <p>As an option, consider inviting another class, administration, families or even local legislators to view the performances, just as the Baraka home was open to the community. Could the poetry event also be an opportunity to raise awareness about an issue important to the class? If so, determine what issue the poets would like to spotlight and have them prepare a statement or something tangible for guests to take home (i.e., having voter registration forms available or designing a "did you know?" sheet).</p>	<p>In your groups, determine who will recite which section. Practice reading your work, adding inflection and tone. Include gestures and facial expressions to make it interesting! Is your line angry? Maybe frown when you say it. Is your line uplifting? Try smiling as you recite it. If there is time, feel free to memorize your lines so you can deliver them with the most impact. To enhance your performance further, consider the following: Are there any lines or sentences that would have more impact if recited by two or more voices? What movement or gestures might you do as a group to emphasize a point? Rehearse your collaborative poem a few times so that everyone feels comfortable presenting.</p>	<p>English Language Arts NJLSA.SL1.</p> <p>Career Readiness, Life Literacies, and Key Skills 9.4.8.GCA.2 9.4.12.CI.1</p> <p>Visual &amp; Performing Arts Anchor Standard 1, 2, 3, 6</p> <p>SEL Competency Relationship Skills Responsible Decision-Making</p>
<b>M</b>	<p><b>Make magic</b></p> <p>Prepare the performance and audience spaces. If possible, display the class's six-word stories. Set behavior expectations with the incoming audience and introduce the concept of "snapping" (when they hear something they like or identify with, they may snap). Encourage the audience to applaud as poets go up to present and after they are finished. Prompt the audience to share positive and reflective feedback.</p>	<p>From <i>The Book of Baraka</i> to six-word stories to collaborative poetry, you've worked hard and did an amazing job! You've demonstrated a willingness to "oppose that which is ugly" in society and create something original and of value. That is truly remarkable. As you perform, relax and have fun. We enjoy watching and hearing poetry because we connect to the poet's words and feelings. Congratulations on giving your audience an opportunity to connect with you and your message!</p>	<p>Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1</p> <p>SEL Competency Relationship Skills Self Awareness Social Awareness</p>

# curriculum standards

## NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 3: Refining and completing work.
- 5: Developing and refining techniques and models or steps needed to create products.
- 6: Conveying meaning through art.
- 7: Perceiving and analyzing products.
- 8: Interpreting intent and meaning.
- 9: Applying criteria to evaluate products.
- 10: Synthesizing and relating knowledge and personal experiences to create products.
- 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

# common core state standards

## Career Readiness, Life Literacies and Key Skills

### 9.4.8.GCA.2

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

### 9.4.12.CI.1

Demonstrate the ability to reflect, analyze and use creative skills and ideas.

### 9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice.

## English Language Arts

### NJLSA.R7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### NJLSA.SL1.

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.

### NJLSA.SL2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.

## FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS

[corestandards.org/ELA-Literacy](http://corestandards.org/ELA-Literacy)

NATIONAL SOCIAL STUDIES STANDARDS

[socialstudies.org/standards](http://socialstudies.org/standards)

NATIONAL CORE ARTS ANCHOR STANDARDS

[nationalartsstandards.org](http://nationalartsstandards.org)

### NJLSA.W5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### NJLSA.W9.

Draw evidence from literary or informational texts to support analysis, reflection and research.

## SEL Competency

### Self Awareness

Recognize one's feelings and thoughts.

### Social Awareness

Recognize and identify the thoughts, feelings, and perspectives of others.

### Relationship Skills

Utilize positive communication and social skills to interact effectively with others.

### Responsible Decision-Making

Develop, implement and model effective problem-solving and critical thinking skills.

# vocabulary

## African Liberation Flag

The Pan-African flag is a tri-colored flag consisting of three equal horizontal bands of (from top down) red, black, and green, symbolizing the union of governance, people and territory. Created in 1920 by Marcus Garvey, a Jamaican political activist, publisher, journalist, entrepreneur and orator. The flag represents Black liberation and unity across the diaspora to this day.

## Amina Baraka

Poet, actress, dancer, singer, political activist; active member of the ANC (African National Congress); mother to Mayor Ras Baraka.

## Amiri Baraka

World-renowned poet and playwright, political activist, professor (poetry and Africana Studies); former NJ Poet Laureate; father to Mayor Ras Baraka.

## Apartheid

Or "apartness" in the language of Afrikaans, was a system of legislation that upheld segregation against non-white citizens of South Africa.

## The Black Power Movement

A revolutionary movement in the 1960s and 1970s. It emphasized racial pride, economic empowerment and the creation of political and cultural institutions. During this era, there was a rise in the demand for Black history courses, a greater embrace of African culture and a spread of artistic expression displaying the realities of African Americans.

## David Duke

Former Grand Dragon of The Knights of the Ku Klux Klan and continued figurehead for white supremacy.

## Equity

In its simplest terms as it relates to racial and social justice, means meeting communities where they are and allocating resources and opportunities as needed to create equal outcomes for all community members.

## Gentrification

Higher-income populations moving into lower-income areas resulting in renovation of the neighborhood at the cost of displacing previous residents and preventing lower-income families from moving into previously affordable neighborhoods.

## The Great Migration

The Great Migration was the relocation of more than six million African Americans from the rural South to the cities of the North, Midwest and West from about 1916 to

1970. Driven from their homes by unsatisfactory economic opportunities and harsh segregationist laws, many Black Americans headed north, where they took advantage of the need for industrial workers that arose during the First World War.

## Howard University

Founded in 1867 in Washington, D.C., Howard University is an HBCU (Historically Black College and Universities), a private research university comprised of 14 schools and colleges. Alumni include Amiri Baraka, Ras Baraka, Chadwick Boseman, Taraji P. Henson, Sean Combs, Nick Cannon, Marlon Wayans, Zora Neal Hurston and Toni Morrison.

## Jesse Jackson

Civil Rights leader, minister and politician; traveled widely through the late 1970s to mediate or spotlight international problems, including South African apartheid; in the 1980s Jackson became a leading national spokesman and advocate for African Americans.

## Jim Crow

A collection of state and local statutes that legalized racial segregation. Named after a Black minstrel show character, the laws — which existed for about 100 years, from the post-Civil War era until 1968 — were meant to marginalize African Americans by denying them the right to vote, hold jobs, get an education or other opportunities. Those who attempted to defy Jim Crow laws often faced arrest, fines, jail sentences, violence and death.

## Kenneth Gibson

Newark's first Black mayor, who served for 16 years, from 1970 to 1986. He led Newark's efforts to overcome the physical and spiritual damage inflicted upon the city by the 1967 Rebellion. A statue honoring former Mayor Gibson was unveiled at Newark City Hall in 2021.

## Lauryn Hill

Made her first televised appearance on *Showtime at the Apollo*, where she was booed off the stage at the age 13. She then appeared in a prominent singing role at 18 in *Sister Act 2: Back in the Habit*. As a member of the Fugees, their second album sold over six million copies and earned a GRAMMY® for the remake of Roberta Flack's "Killing Me Softly with His Song." Ms. Lauryn Hill's solo album *The Miseducation of Lauryn Hill* sold 19 million copies. At the 1999 GRAMMY® Awards, she became the first woman to be nominated in 10 categories in a single year and the first woman to win five trophies in one night: Album of the Year, Best R&B Album, Best R&B Song, Best Female R&B Vocal Performance and Best New Artist. A longtime associate of

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# vocabulary

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Ras Baraka, the mayor is featured in the intro of the album as a teacher leading class. Ms. Hill is an executive producer on the 2020 documentary, *Why Is We Americans?*, based on the lives and legacies of the Baraka family.

## Lee Atwater

A political consultant and strategist for the Republican Party helping Reagan and the Bushes into office; infamously known for appallingly racist tactics.

## NAACP

The National Association for the Advancement of Colored People was formed in 1905 to ensure the political and educational equality of minority group citizens of States and eliminate race prejudice; presently, there are 2,200 active chapters in the U.S.

## Nelson Mandela

Joined the African National Congress in 1944 when he helped join the ANC Youth League; a leader in the resistance against apartheid, he was held as a political prisoner for 27 years and became South Africa's first democratically elected president.

## The Newark Rebellion of 1967

Also called “the Newark riots” and “The Newark Uprising”, began on July 12, 1967, when a Black cab driver was pulled over by two white police officers for a minor traffic offense. He was beaten so badly it was rumored that he was killed. Despite efforts from local organizers and activists to keep demonstrations peaceful, rioting and looting followed for five days. There were over 1,400 arrests, 700 injuries and 26 deaths.

## Nina Simone

Singer, pianist, songwriter and Civil Rights activist; known as “The High Priestess of Soul;” a close friend of the Baraka family, Ms. Simone was very active in the Black Power movement, releasing multiple politically motivated songs.

## Pan-Africanism

Pan-Africanism's roots lie in the collective experiences of African descendants in the New World; emerged in the late nineteenth century in response to European colonization and exploitation of the African continent. Pan-Africanist philosophy held that slavery and colonialism depended on and encouraged negative, unfounded categorizations of the race, culture and values of African people.

## Pedagogy

The method and practice of teaching, especially as an academic subject or theoretical concept.

## Poetic License

The freedom to depart from the facts of a matter or from the conventional rules of language when speaking or writing in order to create an effect.

## Radical (adj)

Relating to or affecting the fundamental nature of something; far-reaching or thorough.

## Radical (noun)

A person who advocates thorough or complete political or social reform; a member of a political party or part of a party pursuing such aims.

## Radicalism

The beliefs or actions of people who advocate thorough or complete political or social reform.

## Run-DMC

An American hip hop group from Hollis, Queens, New York City, founded in 1983 by Joseph Simmons, Darryl McDaniels and Jason Mizell. Run-DMC is regarded as one of the most influential acts in the history of hip hop culture and one of the most famous hip hop acts of the 1980s. They were the first hip hop group to achieve gold and platinum records and the second hip hop group inducted into the Rock and Roll Hall of Fame.

## Systemic

Relating to or noting a policy, practice or set of beliefs that has been established as normative or customary throughout a political, social or economic system.

# resources

## Websites

NJPAC's Arts Education programs  
[njpac.org/arts-education](http://njpac.org/arts-education)

About NJPAC  
[njpac.org/about](http://njpac.org/about)

Audible Purpose Statement  
[audible.com/about/impact](http://audible.com/about/impact)

NJ Legislative Roster  
[nleg.state.nj.us/legislative-roster](http://nleg.state.nj.us/legislative-roster)

How to Organize a Local Rally, California PTA  
[toolkit.capta.org/advocacy/how-to-organize-a-local-rally](http://toolkit.capta.org/advocacy/how-to-organize-a-local-rally)

Host a Voter Registration Event  
[rockthevote.org/get-involved/help-register-voters](http://rockthevote.org/get-involved/help-register-voters)

The Honorable Mayor Ras J. Baraka  
[newarknj.gov/city-mayor](http://newarknj.gov/city-mayor)

The Forging of Ras Baraka:  
How He Was Made for This Fight  
[njspotlightnews.org/2020/08/newark-mayor-ras-baraka-poet-amiri-cops-arrests-protests-street-activist](http://njspotlightnews.org/2020/08/newark-mayor-ras-baraka-poet-amiri-cops-arrests-protests-street-activist)

Newark Mayor Ras Baraka to host  
'Roadmap to Equity' education conference  
[amsterdamnews.com/news/2022/10/05/newark-mayor-ras-baraka-to-host-roadmap-to-equity-education-conference](http://amsterdamnews.com/news/2022/10/05/newark-mayor-ras-baraka-to-host-roadmap-to-equity-education-conference)

Who Gets to Control Newark's Schools? A rabble-rousing new mayor wants to undo the reforms that Cory Booker, Chris Christie, and Mark Zuckerberg brought to town.  
[slate.com/human-interest/2014/05/newark-mayor-ras-baraka-tries-to-wrest-control-of-the-citys-schools-from-cory-booker-chris-christie-and-mark-zuckerberg.html](http://slate.com/human-interest/2014/05/newark-mayor-ras-baraka-tries-to-wrest-control-of-the-citys-schools-from-cory-booker-chris-christie-and-mark-zuckerberg.html)

Ras Baraka Wins Historic Election  
[workers.org/2014/05/14524/](http://workers.org/2014/05/14524/)

Newark's Voters Choose New Mayor and New Path  
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Ms. Lauryn Hill album intro featuring Mayor Baraka  
[open.spotify.com/track/34QTgJPSf9Nvpw3NrlX8pu?si=75051377e4934325](http://open.spotify.com/track/34QTgJPSf9Nvpw3NrlX8pu?si=75051377e4934325)

Amiri Baraka on art as a weapon  
[youtu.be/ZhzFSqbOXHA](http://youtu.be/ZhzFSqbOXHA)

Equity vs Equality  
[unitedwaynca.org/blog/equity-vs-equality](http://unitedwaynca.org/blog/equity-vs-equality)

History.com | Jim Crow Laws  
[history.com/topics/early-20th-century-us/jim-crow-laws](http://history.com/topics/early-20th-century-us/jim-crow-laws)

Lauryn Hill  
[achievement.org/achiever/lauryn-hill](http://achievement.org/achiever/lauryn-hill)

Jesse Jackson  
[britannica.com/biography/Jesse-Jackson](http://britannica.com/biography/Jesse-Jackson)

NAACP | Our History  
[naacp.org/about/our-history#:~:text=Accordingly%2C%20the%20NAACP%27s%20omission%20is,racial%20discrimination%20through%20democratic%20processes.](http://naacp.org/about/our-history#:~:text=Accordingly%2C%20the%20NAACP%27s%20omission%20is,racial%20discrimination%20through%20democratic%20processes.)

Pan-African Congresses, 1900 – 1945  
[blackpast.org/global-african-history/pan-african-congresses-1900-1945/](http://blackpast.org/global-african-history/pan-african-congresses-1900-1945/)

History.com | Apartheid  
[history.com/topics/africa/apartheid](http://history.com/topics/africa/apartheid)

Run DMC  
[imdb.com/name/nm1505820/bio](http://imdb.com/name/nm1505820/bio)

Nina Simone  
[womenshistory.org/education-resources/biographies/nina-simone](http://womenshistory.org/education-resources/biographies/nina-simone)

Black Power  
<https://www.archives.gov/research/african-americans/black-power>

History.com | The Great Migration  
[history.com/topics/black-history/great-migration](http://history.com/topics/black-history/great-migration)

## Videos

Trailer to *Why Is We Americans?*  
[corinthfilms.com/films/why-is-we-americans](http://corinthfilms.com/films/why-is-we-americans)

A Mayor That's Radical, Democracy Now  
[youtu.be/HsT1GbdueXc](http://youtu.be/HsT1GbdueXc)

How to Write to Your Congressperson  
[youtu.be/BjELzsquoAE](http://youtu.be/BjELzsquoAE)

“What We Want” by Ras Baraka,  
Official Video on TheSource.com  
[thesource.com/2020/06/06/newark-mayor-ras-baraka-releases-spoken-word-piece-that-lays-action-items](http://thesource.com/2020/06/06/newark-mayor-ras-baraka-releases-spoken-word-piece-that-lays-action-items)

Ms. Lauryn Hill album intro featuring Mayor Baraka  
[youtu.be/c5v6sovUbXY](http://youtu.be/c5v6sovUbXY)

Nina Simone Protest Songs Playlist  
[youtu.be/3RCt3u1pfRA](http://youtu.be/3RCt3u1pfRA)

3 Tips to Boost Confidence  
[youtu.be/l\\_NYrWqUR4o](http://youtu.be/l_NYrWqUR4o)

More Confidence in Two Minutes  
[youtu.be/r7dWsJ-mEyl](http://youtu.be/r7dWsJ-mEyl)

Short: Shrink the Audience  
[youtube.com/shorts/Z\\_db79TQxnU?feature=share](http://youtube.com/shorts/Z_db79TQxnU?feature=share)

Short: Look More Confident, Part 1  
[youtube.com/shorts/1igli\\_7dUXY?feature=share](http://youtube.com/shorts/1igli_7dUXY?feature=share)

Short: Look More Confident, Part 2  
[youtube.com/shorts/oSZCl4QbovY?feature=share](http://youtube.com/shorts/oSZCl4QbovY?feature=share)

# njpac staff

**Charles F. Lowrey & Carmen S. Villar**  
Co-Chairs, NJPAC Board of Directors

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President & CEO

**Jennifer Tsukayama**  
Vice President, Arts Education

Shannon Pulusan  
Assistant to Vice President, Arts Education

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Artistic Director, Jazz, City Verses

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Special Events Operations

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Senior Director, Arts Education Operations

Natalie Dreyer  
Director of Arts Integration

Ashley Mandaglio  
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Recruitment & Retention

Randal Croudy  
Manager, Youth & Emerging  
Artist Development

Steven Hayet  
Manager, AED Business Operations

Demetria Hart  
Coordinator of Faculty Relations

Angela Peletier  
Coordinator, Professional Learning  
& Training

Antonella Sanchez  
Coordinator, Program Operations

## 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.

For more information about Audible's education efforts, please contact Jeff Anderson, Director of Community Education at [jefande@audible.com](mailto:jefande@audible.com)

## 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](mailto:artseducation@njpac.org). Or visit [njpac.org/education](http://njpac.org/education)

Major support for SchoolTime provided 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.