In 1955, after 14-year-old Emmett Till is murdered in a brutal lynching, his mother, Mamie Till-Mobley, relentlessly pursues justice for her son. The emotional and cinematic film *Till* (2022) depicts the true story of Mamie’s poignant journey of grief turned to action. Students will see the timely relevance of this historic moment and witness the power of one person’s ability to fight against racism and make a difference. A panel will follow after the film.

**About the performance**

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

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

**Part 1: About | Pre-show audio, 7 minutes**

Includes: An introduction to the performance, artist & venue, welcome message

Written and hosted by Dania Ramos

Additional writing by the team behind *Till*

Sound editing, sound design, and voiceover by Michael Aquino

Music from Epidemic Sound

Welcome message voiced by Pia Wilson

Series producers: Michael Aquino and Dania Ramos

**Part 2: Connect | Post-show audio, 9 minutes**

Includes: Reflection questions, a look at activist mothers who lost their sons to racial violence

Written and hosted by Dania Ramos

Sound editing and design by Michael Aquino

Music from Epidemic Sound

Opening question voiced by Pia Wilson

Series producers: Michael Aquino and Dania Ramos

**Part 3: Spotlight | Post-show audio, 10 minutes**

Includes: An interview with the writer of Audible Original *Till Today*, discussion starters

Written and hosted by Dania Ramos

Sound editing and design by Michael Aquino

Music from Epidemic Sound

Interview guest: Pia Wilson

Series producers: Michael Aquino and Dania Ramos

**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 2023-2024 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.
Before the show: Introduce restorative justice and collective grief using the definition in the vocabulary section and the article from CNBC. Review the elements of Emmett Till’s story including who he was as a person, how his story was shared throughout history, how the tragedy impacted his mother, the community, the country and global citizens who recognized this injustice.

Focus

Before the show: Think about the feelings you experienced while viewing the movie, as well as any questions or actions it inspires. Spend time free writing about these thoughts, as well as how the movie depicted collective grief (or lack thereof) and how Mamie Till-Mobley harnessed the power of this story to bring about important social change.

Reflect

After the show: Listen to NJPAC On the Mic: Spotlight and “The Death of Emmett Till” by Bob Dylan. Research a social movement and find two or three examples of art inspired by that movement. Share your findings with your classmates.

Reflect, respond and read

After the show: Ask students what they already know about Emmett Till. Ask the following: Do you know anyone who was wrongfully accused? What happened?

Focus

Listen to NJPAC On the Mic: Spotligh and “The Death of Emmett Till” by Bob Dylan. Research a social movement and find two or three examples of art inspired by that movement. Share your findings with your classmates.

Rehearse

If you are planning to present your art piece in front of the classroom, edit and rehearse it until you’re ready to share. Consider whether or not feedback from a classmate would be helpful. If you submit your art piece anonymously, edit it until you are ready to share it on the class Padlet page. Consider whether or not feedback from a classmate would be helpful.

Make magic

Review the community standards from the Prepare section. Set the stage for students wishing to present their work. After all works have been displayed, allow time for students to explore the pieces that were posted anonymously. Encourage students to continue their research if they choose.

Reflect

Listen to NJPAC On the Mic: Connect. Then, read more about the larger movement connected to Emmett Till’s story and the art that came from the Civil Rights Movement. Answer reflection questions about your own experiences with collective grief and art being used for social change.

Origin

Have students review their writing from the Experience section, their research from the Focus section and the feelings circle. Ask students to create a piece of art (poem, lyrics, short story/prose, visual art, photography, scriptwriting for short films, etc.) that captures the collective grief of the community most impacted by your chosen social movement. Give students one minute to display each piece of art. Let students know whether they will have the option to present to the class or submit their work anonymously.

Reflect

Listen to NJPAC On the Mic: Connect. Then, read more about the larger movement connected to Emmett Till’s story and the art that came from the Civil Rights Movement. Answer reflection questions about your own experiences with collective grief and art being used for social change.

Experience the performance

Before the show: Introduce restorative justice and collective grief using the definition in the vocabulary section and the article from CNBC. Review the elements of Emmett Till’s story including who he was as a person, how his story was shared throughout history, how the tragedy impacted his mother, the community, the country and global citizens who recognized this injustice.

Encourage students to note any moments in the movie that inspire strong thoughts or feelings for them or that connect to the perspectives listed above.

After the show: Give students five minutes to free write how they felt watching the movie (i.e., paragraphs, poetry, brainstorming, bulleted lists). As students write, place the words “collective grief,” “Mamie Till-Mobley” and “art for social change” on the board. Ask students to consider ideas broader than their own reactions and continue writing for another 10 minutes. Keep this writing as it will be used later.

Open the space for discussion so students can share what they’re feeling, what they wrote about, how the film depicted collective grief (or lack thereof) and how Mamie Till-Mobley found ways to channel negative feelings to bring about lasting change.

Rehearse

If you are planning to present your art piece in front of the classroom, edit and rehearse it until you’re ready to share. Consider whether or not feedback from a classmate would be helpful. If you submit your art piece anonymously, edit it until you are ready to share it on the class Padlet page. Consider whether or not feedback from a classmate would be helpful.

Make magic

Review the community standards from the Prepare section. Set the stage for students wishing to present their work. After all works have been displayed, allow time for students to explore the pieces that were posted anonymously. Encourage students to continue their research if they choose.

Reflect

Listen to NJPAC On the Mic: Connect. Then, read more about the larger movement connected to Emmett Till’s story and the art that came from the Civil Rights Movement. Answer reflection questions about your own experiences with collective grief and art being used for social change.

Prepare for the performance

15 minutes: Create Community & Classroom Agreements with the class that fosters a space where students feel heard and respected. Create a hand signal that students can use if the content becomes overwhelming and need to leave the room.

Ask students what they already know about Emmett Till. Ask the following: Do you know anyone who was wrongly accused of something? What happened?

40 minutes: Do all of the above and then watch an interview with Mamie Till-Mobley, Emmett Till’s mother, (timestamp 8:30 – 10:45). Mamie passed away in 2003, but her son died in 1955. Discuss the emotions Mamie and the community faced after Emmett’s murder. Reference the feelings circle to see the nuance between feelings.

Prepare for the performance

15 minutes: Create Community & Classroom Agreements with the class that fosters a space where students feel heard and respected. Create a hand signal that students can use if the content becomes overwhelming and need to leave the room.

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Career Readiness, Life Literacies, and Key Skills
9.4.8.CCA:1. Model how to navigate cultural differences with sensitivity and respect. (8th grade benchmark)
9.4.8.CCA:2. Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. (8th grade benchmark)
9.4.12.CLI:1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas. (12th grade benchmark)

English Language Arts
NJSLSA.5.L1: 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.

NJSLSA.5.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.5.W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

National Core Arts Standards
Anchor Standard 6: Convey meaning through the presentation of artistic work.

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Social Studies
6.1.Civics:PD1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.CivicsPL4: Explain how all people, not just official leaders, play important roles in a community.

6.1.CivicsCM1: Use a variety of sources to describe characteristics exhibited by real and fictional people, and the development, organization, and style are appropriate to task, purpose, and audience.

7.1. CivicsCM1: Use a variety of sources to describe characteristics exhibited by real and fictional people and perspectives of others.

Visual & Performing Arts
Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Social-Emotional Learning
NJSEL Self-Awareness Sub-competency 1: Recognize one’s feelings and thoughts.

NJSEL Self-Management Sub-competency 6: Recognize the skills needed to establish and achieve personal and educational goals.

NJSEL Social Awareness Sub-competency 8: Recognize and identify the thoughts, feelings and perspectives of others.

Art for social change
Any creative expression that discusses or challenges norms, such as scenes, murals, songs, poetry and more. Art for social change is often created in response to larger social movements and reflects the artist’s feelings about political, social or economic situations.

Collective grief
A shared emotional affiliation within a community when it experiences an extreme loss through tragedies such as war, pandemic, natural disaster or mass violence. Collective grief often results in collective healing where people come together to restore the community.

Civil rights
Rights belonging to a person by way of citizenship. In the United States, civil rights include protection from discrimination, the right to free speech, the right to due process, the right to equal protection and the right against self-incrimination.

Discrimination
Unfair treatment of one person or a group of people based on a characteristic of identity, such as race or ethnicity, sex or gender, religion, ability, etc.

Oppressed
To be overtly or covertly burdened by an unjust authority. This can come in many forms but a often psychological, emotional, financial or political.

Prejudice
Judging someone or having an unfair conception about them before you get to know them.

Restorative justice
A form of justice that focuses on the communities hurt by crime rather than the individual(s) responsible for injustice, with an emphasis on repairing harm, restoring harmony and rehabilitating offenders rather than a reliance on incarceration.

Segregation
The separation of people based on differences (e.g. racial segregation).
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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