

teacher resource guide

**schooltime
performance
series**



till

**arts
education
njpac**



Lyndsey Weatherpoon / Orion Pictures

about the performance

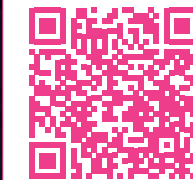
In 1955, after 14-year-old Emmett Till is murdered in a brutal lynching, his mother, Mamie Till-Mobley, relentlessly pursues justice for her son. The emotional and cinematic film *Till* (2022) depicts the true story of Mamie's poignant journey of grief turned to action. Students will see the timely relevance 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.



njpac on the mic podcast



Lyndsey Weatherpoon / Orion Pictures



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

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.

inspired ideas in the classroom

Teacher Focus

Student Activity

NJ Student Learning Standards

P

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 wrongfully accused of something? What happened?
Watch the official **movie trailer** for *Till* and listen to *NJPAC On the Mic: About*.

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.

Think about what makes you feel heard and seen during difficult discussions. Make sure these elements are included in the Community & Classroom Agreements created by your teacher.

Consider what you already know about Emmett Till. When did you first learn about his story? If you haven't learned about Emmett Till before, do you know anyone who was wrongfully accused? What happened?

Watch the trailer for *Till*, listen to *NJPAC on the Mic: About* and watch the interview with Mamie Till-Mobley. How does someone navigate contradictory emotions? What words describe the way that Mamie was feeling?

English Language Arts
NJLSA.SL1 & NJLSA.SL2
National Core Arts Standards
Anchor Standard 7
Anchor Standard 8.
Social Studies: 6.1.5.CivicsCM.1
Social-Emotional Learning
NJSEL Social Awareness
Sub-competency 8

E

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.

Before the show: How can the story of Emmett Till be looked at from different angles? How is this a story about one person and a story about the world we live in? Take note of specific feelings or emotions you experience while viewing the movie.

After 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 collected grief (or lack thereof) and how Mamie Till-Mobley harnessed the power of this story to bring about important social change.

National Core Arts Standards
Anchor Standard 7
Anchor Standard 8
Anchor Standard 9
Social Studies
6.1.5.CivicsCM.1
Social-Emotional Learning
NJSEL Self-Awareness
Sub-competency 1

R

Reflect, respond and read

Reflect: Listen to *NJPAC On the Mic: Connect*.

Read: Explore the definition of the **American Dream**. Think about whether or not everyone has equal access to this dream. Then read "**A Brief History of the Civil Rights Movement**" and "**The History of Protest Music.**"

Respond: Does everyone have equal access to the American Dream? How do communities grieve moments that contradict the American Dream? When have you seen collective grief being experienced in your own life? Was this example connected to a larger social movement? Are there creative works (i.e., songs, murals, movies, poetry) that were inspired by these movements?

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.

National Core Arts Standards
Anchor Standard 7
Anchor Standard 8
Anchor Standard 9
Anchor Standard 11
Social Studies
6.1.2.CivicsPD.1
6.1.2.CivicsPI.4

F

Focus

Listen to *NJPAC On the Mic: Spotlight*. Then play "**The Death of Emmett Till**" by Bob Dylan. Ask students to choose a current social movement that is important to them. If students have difficulty in choosing a movement, encourage them to investigate discrimination against race, ethnicity, religion, sexuality, gender or disability. Other movements could include environmentalism, gun control, voter rights and more. Have students find two or three examples of art (visual arts, poetry, music, theater, literature, or film) inspired by their chosen movement. Ask students to discuss the art they've discovered and what the artwork explores in relation to the social movement.

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.

English Language Arts
NJLSA.SL1
NJLSA.SL2
Social Studies
6.1.2.CivicsPD.1
6.1.5.CivicsDP.2
Social-Emotional Learning
NJSEL Self-Awareness
Sub-competency 1:

O

Originate

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 impacted by their chosen social movement. Give students one minute to display each piece of art. Let students know they will have the option to present to the class or submit their work anonymously.

Using your writing from the Experience Section, as well as your research from the Focus section and vocabulary from the feelings circle, create a work of art that captures the collective grief of the community most impacted by your chosen social movement. You can choose to present your work or submit it anonymously.

When creating your artwork, consider the following:

- How does this social movement impact me?
- How does it impact my friends and family?
- How does it impact people outside of my community?
- How do we collectively grieve this issue, and what could we do to improve the circumstances?

Career Readiness, Life Literacies and Key Skills
9.4.8.GCA.1
9.4.8.GCA.2
9.4.12.CI.1:
Visual & Performing Arts
Anchor Standard 1, 2, 3, 4, 6, 8, 10 & 11
English Language Arts
NJLSA.W4
Social-Emotional Learning
NJSEL Self-Awareness
Sub-competency 1

R

Rehearse

Create a **Padlet** page where students can anonymously post their work if they choose. Give students time to refine the drafts of their pieces. Provide students with the option of pairing up with a partner to receive feedback or work alone.

If you're 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.

English Language Arts
NJLSA.W4
NJLSA.W5.
National Core Arts Standards
Anchor Standard 6
Anchor Standard 10
Social-Emotional Learning
NJSEL Self-Management
Sub-competency 6

M

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.

Share or recite your artistic piece. Be respectful and curious about the pieces that your classmates have created. If you're interested in learning more about Emmett Till, please visit the resources page for this Teacher Resource Guide.

National Core Arts Standards
Anchor Standard 6
Anchor Standard 10

curriculum standards

NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 3: Refining and completing work.
- 4: Selecting, analyzing, and interpreting 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.

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

common core state standards

Career Readiness, Life Literacies, and Key Skills

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect. (8th grade benchmark)

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. (8th grade benchmark)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. (12th grade benchmark)

English Language Arts

NJSLSA.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.

NJSLSA.SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.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.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

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.

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.

resources

Websites

Till Today Podcast

[Till Today | Audible.com](https://www.audible.com/?ref=AUDIBLE_US_LINK)

Emmett Till Legacy Foundation

emmettilllegacyfoundation.com

Emmett Till Memory Project

fillapp.emmett-till.org

Jim Crow and Segregation

[Library of Congress/ Jim Crow and Segregation](https://www.libraryofcongress.org/jim-crow-and-segregation)

Civil Rights Movement

[history.com/topics/black-history/civil-rights-movement](https://www.history.com/topics/black-history/civil-rights-movement)

Civil Rights Movement Facts for Kids

[historyforkids.org/civil-rights-movement](https://www.historyforkids.org/civil-rights-movement)

10 Civil Rights Examples

[Helpful Professor](https://www.helpfulprofessor.com)

Ideas of the American Dream

[American Creed: Writing Our Future](https://www.americancreed.org/writing-our-future)

ABC News

[abcaudio.com/podcasts/reclaimed-mamie](https://www.abcaudio.com/podcasts/reclaimed-mamie)

PBS American Experience

[pbs.org/wgbh/americanexperience/features/biography-emmett-till](https://www.pbs.org/wgbh/americanexperience/features/biography-emmett-till)

Mamie Till Mobley

[pbs.org/wgbh/americanexperience/features/emmett-biography-mamie-till-mobley](https://www.pbs.org/wgbh/americanexperience/features/emmett-biography-mamie-till-mobley)

Books

The Emmett Till Book

Susan Klopfer and M. Susan Orr-Klopfer
Lulu.com (2005)

A Wreath for Emmett Till

A Printz Award Winner
Marilyn Nelson and Phillippe Lardy
Clarion Books (2009)

Freedom's Daughters

Lynne Olson
Scribner (2002 reprint)

What Is the Civil Rights Movement? (What Was?)

Sherri L. Smith and Tim Foley
Penguin Workshop (2020)

vocabulary

American Dream

The ideals by which equality of opportunity is available to any American. These ideals include notions of individual rights, freedom, democracy and equality. It is a belief that each individual has the right and freedom to seek prosperity and happiness regardless of where, or under what circumstances, they were born

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

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

Collective grief

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

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 is 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 (ex. racial segregation)

njpac staff

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

John Schreiber
President & CEO

Jennifer Tsukayama
Vice President, Arts Education

Shannon Pulusan
Special Assistant to Vice President,
Arts Education

Mark Gross
Director, Jazz Instruction

Rosa Hyde
Senior Director, Performances &
Special Events Operations

Victoria Revesz
Senior Director, Arts Education Operations

Natalie Dreyer
Director of Curriculum &
Collaborative Learning

Roe Bell
Director of Program Operations
& Advancement

Kristine Marrone
Director, CRM & Business Operations

Ashley Mandaglio
Assoc. Director,
Professional Learning & Programs

Treasure Borde
Senior Manager,
Programming & Performances

Daniel Silverstein
Senior Manager, Onsite Programs

Randal Croudy
Manager, Youth & Emerging
Artist Development

Steven Hayet
Manager, CRM & Business Operations

Alonzo Blalock
Manager, In-School Programs

Angela Peletier
Manager,
Professional Learning & Training

Justin DePaul
Office and Facilities Manager

Demetria Hart
Coordinator of Faculty Relations

Antonella Sanchez
Senior Coordinator, Program Operations

Kendall Lipham
Coordinator,
Programming & Performances

Josef Woodson
Creative Lead, On-Site Programs

NJPAC Arts Education performances team:

Rosa Hyde, Treasure Borde, and Kendall Lipham. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. CM Studios producers: Michael Aquino and Dania Ramos. 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

Generous support for SchoolTime provided, in part, by



Turrell Fund



Generous support provided by The Joan and Allen Bildner Family Fund, Broadridge Financial Solutions, Inc., The Arts Education Endowment Fund in honor of Raymond C. Chambers, Jennifer A. Chalsty, Judy and Stewart Colton, Toby and Leon Cooperman, Mimi and Edwin Feliciano, The Izzo Family, Don Katz & Leslie Larson, McCrane Foundation, Inc., care of Margrit McCrane, The MCJ Amelior Foundation, Albert+ and Katharine Merck+, NJ Advance Media, David & Marian Rocker, The Sagner Companies/The Sagner Family Foundation and an anonymous donor.

+ deceased