

teacher resource guide

# schooltime performance series



## keep marching: the road to the march on washington

arts  
education  
**njpac**



## about the performance

*Keep Marching: The Road to the March On Washington* is a new production with music by Mad River Theater Works. Bringing collected oral history to life, the one-act play explores the historic 1963 March On Washington. Revered as the day that Martin Luther King, Jr. made his famous “I Have A Dream” speech, the event was a shining moment in the progression of equality in America, as well as a pivotal action in the Civil Rights movement. *Keep Marching* brings to life many iconic figures including Martin Luther King, Jr., Bayard Rustin and John Lewis.



## njpac on the mic podcast

with Daniel Carlton



**How to listen to this episode of NJPAC On the Mic**  
Scan the QR code or visit [njpac.org/arts-education/teacher-resources](https://njpac.org/arts-education/teacher-resources) 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 and welcome message

**Welcome message voiced by** Daniel Carlton, writer and director of *Keep Marching*

**Part 2: Connect** | Post-show audio, 8 minutes

**Includes:** Reflection question, a look at the evolution of the protest anthem “We Shall Overcome”

**Opening question voiced by** Daniel Carlton

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

**Includes:** An interview with the writer and director of *Keep Marching*, discussion starters

**Interview guest:** Daniel Carlton

### Additional Episode Credits

**Series producers:** Michael Aquino and Dania Ramos

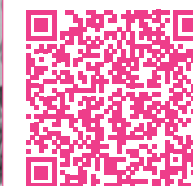
**Written and hosted by** Dania Ramos

**Additional writing by** the team behind *Keep Marching: The Road to the March On Washington*

**Theme and outro music:**  
NJPAC Hip Hop Arts & Culture students

**Additional music from** Epidemic Sound

**Sound editing, sound design and voiceover by** Michael Aquino



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 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

P

Prepare for the performance

If you have 15 minutes: Listen to *NJPAC On the Mic: About*. Create **community and classroom agreements** with the class that fosters a space where students feel heard and respected. Facilitate a discussion and gauge what students already know about the March on Washington, Rev. Dr. Martin Luther King, Jr. and his famous “I Have a Dream” speech. Then watch **the video** and ask students to list key points on the board.

If you have 40 minutes: Have students review the vocabulary for *Keep Marching: The Road to the March on Washington* so they have the tools to discuss civil rights further. Then, ask students to read about the **Civil Rights Act of 1964**. Allow students time to ask questions about the article and the timeline during which discrimination was prohibited.

Have students watch the following videos:  
**What is Journalism?** | **What is Investigative Journalism?** | **Scholastic Kids Press Encourages Young Journalists**

If you have 15 minutes: Listen to *NJPAC On the Mic: About*. Think about what makes you feel heard and respected during difficult discussions. Make sure these elements are included in the **Community and Classroom Agreements**. Watch **the video** about the March on Washington and take notes on any key points.

If you have 40 minutes: Review vocabulary for *Keep Marching: The Road to the March on Washington*. Read **the article** about the Civil Rights Act of 1964 and come up with questions about the Civil Rights Movement.

Watch the following videos about journalism:  
**What is Journalism?** | **What is Investigative Journalism?** | **Scholastic Kids Press Encourages Young Journalists**

NJ Student Learning Standards

English Language Arts  
NJSLSA.SL1.  
NJSLSA.SL2.  
National Core Arts Standards  
Anchor Standard 7, 8  
NJ Social-Emotional Learning  
Self-Awareness Sub-competency 3

E

Experience the performance

**Before the show:** Define investigative journalism for your students and discuss what it means for Daniel Carlton, the author and director of the play, to use aspects of investigative journalism to research and write the script. In his investigation, Carlton found a lot of music that played a crucial role in the Civil Rights Movement.

Play **the recording** of “We Shall Overcome,” one of the oldest African-American songs of freedom, featured in the play. Provide students with **the lyrics** so they can read along. Facilitate a discussion with students about how music can help express emotions and unite people.

**After the show: Listen to On the Mic: Connect.** Discuss the songs in the play and how they were (or were not) effective in telling the story. Ask the students if hearing “We Shall Overcome” in the context of the show gives it new meaning?

Play **the video** about the history of “We Shall Overcome,” and discuss the impact of music on social justice movements. Explore how each iteration of “We Shall Overcome” was representative of social justice movements and the needs of people at various points in history.

**Before the show:** Think about what it means to conduct investigative journalism. Listen to **“We Shall Overcome”** and consider how music unites people.

**After the show:** Listen to *NJPAC On the Mic: Connect*. Discuss the following questions and share your answers:

- How did the songs in the play help tell the story?
- Was it different hearing “We Shall Overcome” in person and as a part of a larger story?

Watch **the video** on the history of “We Shall Overcome.” Why do you think music has an impact on social justice movements? Why are there so many versions of the song?

English Language Arts  
NJSLSA.SL1.  
NJSLSA.SL2.  
National Core Arts Standards  
Anchor Standard 7, 8, 9  
Social Studies  
6.1.5.CivicsCM.1  
NJ Social-Emotional Learning  
Relationship Skills Sub-competency 16

R

Reflect, respond and read

**Reflect:** Explore the term “activism” by asking students the following questions:

- What are ways everyday people can use their voices to create change?
- What celebrities have used their voice for activism?
- When you think about the world around you, what would you like to change?

**Read:** Have students read **an article** about the history of protest songs. Then, have students research **the top 10 leaders** who attended the March on Washington.

**Respond:** Have students use the **Activity Sheet** to develop four or five questions they can use to interview their peers about the change they wish to see in the world. These interviews will be the sources of content for students to write lyrics with later.

**Reflect:** What is activism? How can you use your voice to create change? Do you know any celebrities who are activists? If you were an activist, what change would you promote?

**Read:** Read **the articles** about the history of protest songs and **the top 10 leaders** who attended the March on Washington.

**Respond:** Use the **Activity Sheet** to come up with four or five questions to ask your peers about the kind of activism they care about, and how they want to see the world change.

**Here are some sample questions:**

- Are you an activist?
- What are your dreams for humanity?
- When you think about the world around you, what would you like to change?
- Can you describe what an ideal world looks like?

English Language Arts  
NJSLSA.SL1.  
NJSLSA.SL2.  
Social Studies  
6.1.2.CivicsPD.1, 6.1.5.CivicsDP.2  
6.2.12.HistoryUP.2.a  
NJ Social-Emotional Learning  
Self-Awareness Sub-competency 3  
Relationship Skills Sub-competency 16

F

Focus

Listen to *NJPAC On the Mic: Spotlight*.

Revisit the community and classroom agreements and divide the class into pairs. Give students 15 – 20 minutes total to interview each other (seven to 10 minutes each). Ask students to switch partners, so everyone is with someone new. Give the students an additional 15 – 20 minutes for the next round of interviews. Now that students have examples of the changes their peers around them wish to see in the world, facilitate a discussion about what they found in their interviews. Note the themes that students are passionate about discussing.

Listen to *NJPAC On the Mic: Spotlight*.

Remember what it means to be respectful in the classroom by revisiting the community and classroom agreements. Then, conduct two sets of interviews to learn about the changes your classmates want to see in the world. Be ready to discuss your findings.

English Language Arts  
NJSLSA.SL1.  
Social Studies  
6.1.2.CivicsPD.1  
NJ Social-Emotional Learning  
Relationship Skills Sub-competency 16

O

Originate

Ask students to create a new set of lyrics to “We Shall Overcome” based on their interviews. Encourage them to include:

- The dreams the class has for humanity, their country, their community and their families.
- Why their dreams matter

Discuss the song’s structure and what can stay the same or be changed in their updated lyrics. Make yourself available to guide students as they revise the lyrics to focus on modern-day issues and interview responses.

Write your own version of “We Shall Overcome” based on what you learned in your interviews.

Consider the following:

- What dreams would your classmates most like to see come true?
- Why are these dreams important?
- How can you use the lyrics to show what you learned in your research?

English Language Arts  
NJSLSA.SL1.  
NJSLSA.SL2.  
National Core Arts Standards  
Anchor Standard 1, 2, 3  
NJ Social-Emotional Learning  
Self-Awareness Sub-competency 3  
Relationship Skills Sub-competency 16  
Social Studies  
6.1.2.CivicsPD.1

R

Rehearse

Break the class into small groups of three or four. Have the students rehearse reciting their lyrics with their groups. After each student recites their new version of the song, allow time for the other students to offer constructive criticism on the imagery, wording or rhythm of the new lyrics. Once all students have received feedback, give everyone individual work time to make final edits.

Share your version of “We Shall Overcome” with your group. Take turns offering and receiving feedback. Then make final edits to your song.

English Language Arts  
NJSLSA.SL1.  
National Core Arts Standards  
Anchor Standard 1, 2, 3, 4  
NJ Social-Emotional Learning  
Relationship Skills Sub-competency 16

M

Make magic

Provide students with a hard copy or digital version of each set of lyrics. Make space for a performance area where each student can recite their final lyrics to the class. Facilitate a Q&A session at the end so students can ask questions about the topics and movements raised in the lyrics.

Recite your lyrics. Be prepared to ask other students about their work and answer any questions students might have about your piece.

National Core Arts Standards  
Anchor Standard 6, 10  
NJ Social-Emotional Learning  
Self-Management Sub-competency 6

# 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.
- 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.

### FIND THE STANDARDS

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

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS  
[corestandards.org/ELA-Literacy](https://corestandards.org/ELA-Literacy)

NATIONAL SOCIAL STUDIES STANDARDS  
[socialstudies.org/standards](https://socialstudies.org/standards)

NATIONAL CORE ARTS ANCHOR STANDARDS  
[nationalartsstandards.org](https://nationalartsstandards.org)

# common core state standards

## 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.

## NJ Social-Emotional Learning

### Relationship Skills Sub-competency 16

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

### Self-Awareness Sub-competency 3

Recognize one's personal traits, strengths, and limitations.

### Self-Management Sub-competency 6

Recognize the skills needed to establish and achieve personal and educational goals.

## Social Studies

### 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.

### 6.1.2.CivicsPD.1

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

### 6.1.5.CivicsDP.2

Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

### 6.2.12.HistoryUP.2.a

Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

# vocabulary

## Activist

A person who uses direct or confrontational action, such as a demonstration or strike, to call attention to a cause, such as civil rights, labor rights or climate change

## Boycott

When an individual or group protests by either withdrawing from activities or refusing to purchase goods and services

## Civil Rights

Guaranteed rights for everyone regardless of gender, race, abilities, or religion. These include the right to vote, personal freedom, and equal access to education, housing, and public areas

## Civil Rights Act of 1964

The Civil Rights Act of 1964 ended segregation in public places and banned employment discrimination based on race, color, religion, sex or national origin. It was signed into law by Lyndon B. Johnson, the 36th president of the U.S. It is considered one of the crowning legislative achievements of the Civil Rights Movement

## De Facto Discrimination

Unfair treatment of someone in practice but not based on law

## Discrimination

When one group is treated differently than another group based on class or category rather than merit

## Investigative Journalism

A form of journalism in which reporters deeply investigate a single topic of interest, such as serious crimes, racial injustice, political corruption or corporate wrongdoing

## John F. Kennedy

The 35th United States president, serving from January 20, 1961 – November 22, 1963. On June 19, 1963, he submitted the Civil Rights Act of 1963 to the U.S. Congress

## NAACP

Established in 1909, The National Association for the Advancement of Colored People, the oldest and largest civil rights organization, spearheaded the drive to win passage of the major civil rights legislation of the era: the Civil Rights Act of 1957, the Civil Rights Act of 1964, the Voting Rights Act of 1965 and the Fair Housing Act of 1968.

## Nonviolence

A theory and practice that emphasizes the love of all beings and a refusal to use violence to bring about political or social change

## Prejudice

The beliefs, thoughts, feelings and attitudes someone holds about a group. A prejudice is not based on personal experience; instead, it is a learned prejudgment originating outside actual experience

## Protest

A statement or action that shows support for a social movement or social change

## Rev. Dr. Martin Luther King Jr.

Born Michael King Jr.; January 15, 1929 – April 4, 1968. MLK was an African American Baptist minister, activist, political philosopher and a prominent leader in the Civil Rights Movement from 1955 until his assassination in 1968

## Segregation

The act of separating people or things from a main body, especially the institutional separation of a racial or ethnic minority from the majority population

## The Voting Rights Act of 1965

Considered one of the most far-reaching pieces of civil rights legislation in U.S. history, the Voting Rights Act of 1965, signed into law by President Lyndon B. Johnson, aimed to overcome legal barriers at the state and local levels that prevented African Americans from exercising their right to vote as guaranteed under the 15th Amendment to the U.S. Constitution



## resources

**NJPAC**

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

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

**NJPAC Resources | Keep Marching:  
The Road to the March On Washington**  
[njpac.org/education-program/keep-marching-the-road-to-the-march-on-washington-resources](http://njpac.org/education-program/keep-marching-the-road-to-the-march-on-washington-resources)

## Websites

Mad River Theater Works  
madrivertheater.com

**Glossary of Nonviolence**  
[thekingcenter.org/about-ikc/glossary-of-nonviolence](http://thekingcenter.org/about-ikc/glossary-of-nonviolence)

Library of Congress | Photo: Marchers, Signs,  
and Tent at the March on Washington, 1963  
[loc.gov/resource/ppmsca.37228](https://www.loc.gov/resource/ppmsca.37228)

History | March on Washington  
[history.com/topics/black-history/march-on-washington](https://history.com/topics/black-history/march-on-washington)

National Geographic Kids | 1963 March On Washington  
[kids.nationalgeographic.com/history/article/march-on-washington](https://kids.nationalgeographic.com/history/article/march-on-washington)

Smithsonian Magazine | Eleven Times When Americans Have Marched in Protest on Washington:  
[tinyurl.com/bdfdzck5](https://www.smithsonianmag.com/history/eleven-times-americans-marched-protest-washington-180973786/)

Stanford University |  
Student Nonviolent Coordinating Committee (SNCC)  
[tinyurl.com/53cfmtwv](https://tinyurl.com/53cfmtwv)

The Kennedy Center | We Shall Overcome:  
The story behind the song  
[tinyurl.com/3rp9wdja](https://www.kennedycenter.org/programs-and-events/education/curriculum-connections/2019-2020/we-shall-overcome-the-story-behind-the-song)

LiveAbout.com | 'We Shall Overcome'  
History of an American Folk Song  
[liveabout.com/we-shall-overcome-1322523](https://liveabout.com/we-shall-overcome-1322523)

NPR | All Things Considered –  
The Inspiring Force Of ‘We Shall Overcome’  
[tinyurl.com/2s3e3z3v](https://www.npr.org/2015/04/24/398111100/we-shall-overcome)

## Videos

History | Bet You Didn't Know: March on Washington  
[youtube.com/watch?v=qjL1E3R9dF4&t=7s](https://www.youtube.com/watch?v=qjL1E3R9dF4&t=7s)

Joan Baez Performs We Shall Overcome  
The March on Washington: 1963  
[youtube.com/watch?v=7akuOFp-ET8](https://www.youtube.com/watch?v=7akuOFp-ET8)

NPR | Marchers Reflect on the 2020 Movement  
[youtube.com/watch?v=zVFUh4T1Hf0](https://www.youtube.com/watch?v=zVFUh4T1Hf0)

Associated Press | March on Washington, 60 Years Later  
[youtube.com/watch?v=EXTKYQh3028](https://www.youtube.com/watch?v=EXTKYQh3028)

Martin Luther King's I Have A Dream Speech – August 28, 1963, Full Speech  
[youtube.com/watch?v=0o3a2HIKkuE](https://www.youtube.com/watch?v=0o3a2HIKkuE)

The National Museum of African American History and Culture | Why We March  
[youtube.com/watch?v=8eq8QjqNKbQ](https://www.youtube.com/watch?v=8eq8QjqNKbQ)

Crash Course | Randolph, Rustin, & the Origins  
of the March on Washington: Crash Course  
Black American History #32  
[youtu.be/vDNkwI3NAA0?si=p7D8IMPDBOXu4A9h](https://youtu.be/vDNkwI3NAA0?si=p7D8IMPDBOXu4A9h)

Genie Deez – A History of “We Shall Overcome”  
[youtube.com/watch?v=WXDU3n4HTTY](https://www.youtube.com/watch?v=WXDU3n4HTTY)

National Archives and Records Administration |  
The March on Washington  
[archive.org/details/gov.archives.arc.49737](https://archive.org/details/gov.archives.arc.49737)

No More Auction Block, Paul Roberson  
youtube.com/watch?v=6uAjMjXM290

I'll Overcome Someday –  
Charles Albert Tindley, Arr. P. M. Adamson  
[youtube.com/watch?v=ip2EdeRL5d4](https://www.youtube.com/watch?v=ip2EdeRL5d4)

## Audio

O sanctissima, o piissima, dulcis Virgo Maria  
[en.wikipedia.org/wiki/File:O\\_du\\_fr%C3%BChliche.mid](http://en.wikipedia.org/wiki/File:O_du_fr%C3%BChliche.mid)

## Books

*The History of the Civil Rights Movement:  
A History Book for New Readers*  
by Shadae Mallory  
Rockridge Press 2021

*More Than a Dream: The Radical March  
on Washington for Jobs and Freedom*  
by Yohuru Williams and Michael G. Long  
Farrar, Straus and Giroux 2023

*A Song for the Unsung: Bayard Rustin,  
the man Behind the 1963 March on Washington*  
by Carole Boston Weatherford  
Henry Holt and Co. 2022

*The March on Washington and Its Legacy*  
Duchess Harris  
Core Library imprint of ABDO Publishing

*Turning 15 on the Road to Freedom: My Story of the 1965  
Selma Voting Rights March*  
by Lynda Blackmon Lowery, Elspeth Leacock,  
Susan Buckley and PJ Loughran  
Speak 2016



## njpac staff

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

## 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.