

teacher resource guide

**schooltime
performance
series**



*hero: the boy
from troy*

**arts
education
njpac**



about the performance

In *Hero: The Boy from Troy*, Jayden is stuck in detention with a book about Congressman John Lewis. He's soon taken on a musical journey through the decades that shows how the heroes in the Civil Rights movement inspired young John Lewis to protest injustice and get into "good trouble."

As a boy, John Lewis dreams of being a preacher who can help others. While he doesn't have a congregation yet, he does have a loyal group of singing chickens who listen to him as he finds his voice. On a harrowing road trip through the South, John's eyes and mind are opened to the injustices of segregation and racism, inspiring him to take action. As John meets Rosa Parks and Dr. King and ultimately becomes a leader and American hero, Jayden learns how he, too, can take a stand.

Hero: The Boy from Troy was written by Nambi E. Kelley with music and lyrics by Joe Plummer. The production was directed by Daniel Carlton and produced by First Woman. First Woman is a full-service production company that develops and produces projects for television, film, stage, and work for young audiences. Founder Nambi E. Kelley is an award-winning playwright, actress and screenwriter.

njpac on the mic podcast

with playwright, Nambi E. Kelley



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, 5 minutes

Includes: An introduction to the performance, artists, venue and welcome message

Welcome message voiced by Nambi E. Kelley

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

Includes: Reflection question, a look at key moments in the life of Congressman John Lewis

Opening question voiced by Nambi E. Kelley

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

Includes: An interview with the playwright, Nambi E. Kelley, discussion starters

Interview guest: Nambi E. Kelley

Additional Episode Credits

Series producers: Michael Aquino and Dania Ramos

Written and hosted by Dania Ramos

Theme and outro music:
NJPAC's Hip Hop Arts & Culture program

Additional music from Epidemic Sound

Sound editing, sound design and voiceover by Michael Aquino

About NJPAC On the Mic

NJPAC On the Mic invites your students to expand their experience of attending a SchoolTime Performances show. We provide three podcast episodes for each production, suitably aligned with New Jersey Student Learning Standards (NJSLs) and New Jersey Social and Emotional Learning (SEL) Competencies. With *NJPAC on the Mic*, the learning begins before — and continues beyond — your visit to the New Jersey Performing Arts Center!

inspired ideas in the classroom

Teacher Focus

Student Activity

NJ Student Learning Standards

P

Prepare for the performance

Ask your students to share what they know about the late former senator John Lewis.

Have students listen to *NJPAC On the Mic: About* for an introduction to the performance, what to expect at the theater and a welcome message. Highlight that the play depicts how the heroes in the Civil Rights movement inspired young John Lewis to protest injustice and get into “good trouble.” Ask students what they think “good trouble” means.

Play the following videos for the students: *Hero: The Boy from Troy* trailer and *Interview with playwright Nambi E. Kelley*

Facilitate a class discussion about what makes someone a hero using the discussion prompts in the student section —record and share answers as appropriate. If time allows, have your students watch the following videos for additional context about the Civil Rights Movement and John Lewis: *The Civil Rights Movement for Kids: What is Segregation?*, *Congressman John Lewis answers questions from kids about his life*, For younger students: *John Lewis: A Legacy of Courage*, For older students: *The Life of John Lewis*

Share what you know about the late former senator John Lewis. Listen to *NJPAC On the Mic: About*. What do you think “good trouble” means?

Watch two videos about *Hero: The Boy from Troy* and participate in a class discussion answering the following questions:

1. What is the difference between a hero and a superhero?
2. Who do you consider a hero? Why?

If there’s time in class, watch additional videos to learn about the Civil Rights Movement and John Lewis.

English Language Arts
NJLSA.SL1., NJLSA.SL2.
NJ Social Studies
6.1.12.HistoryCC.13.c
Visual & Performing Arts
Anchor Standard 7, 11

E

Experience the performance

Share audience expectations with your students. Encourage them to pay attention to the civil rights leaders portrayed in the play and consider how each one inspires or affects the audience or other characters.

During the play, notice how an actor or character grabs your attention. Is it through movement, gesture, stillness, vocal volume, emotions in the voice, facial expressions or something else?

English Language Arts
NJLSA.SL2.
Visual & Performing Arts
Anchor Standard 7, 8
NJ Social-Emotional Learning
Relationship Skills Sub Competency 1

R

Reflect, respond and read

Reflect: Lead a class discussion about the performance using the questions in the student section. Have students listen to *NJPAC On the Mic: Connect*. During this episode, pause the audio to allow students to share their responses to the questions:

1. What was your favorite moment from the performance?
2. By 15, John Lewis knew the causes he wanted to defend. What is a social issue that you are or wish to engage with?

Read: Use *Activity Sheet 1* to guide a discussion of the excerpt from John Lewis’s speech at the March on Washington that they heard during *NJPAC On the Mic: Connect*. Share the definitions of articulation and projection from the vocabulary list. Encourage students to read portions of the speech out loud. Here is the text of the full speech.

Respond: Have students listen to *NJPAC On the Mic: Spotlight*. Pause the audio and have students respond to the discussion questions when prompted.

Reflect: Consider and share your answers to the following questions:

1. What did you learn about John Lewis?
2. What emotions did the different characters show?
3. How did the actors communicate their thoughts and feelings to the audience?
4. Were there certain characters that made more of an impression on you? Why?

Listen to *NJPAC On the Mic: Connect* and share your responses to the questions:

1. What was your favorite moment from the performance?
2. By 15, John Lewis knew the causes he wanted to defend. What is a social issue that you are or wish to engage with?

Read: Use *Activity Sheet 1* and discuss the speech excerpt with your classmates. Take turns reading a portion of the speech out loud. Speak clearly (articulation) and loudly (projection) so your voice can be understood and heard. How can you adjust your voice to let listeners know what words of the speech are the most important to you?

Respond: Listen to *NJPAC On the Mic: Spotlight*. Share your responses to the discussion prompts.

English Language Arts
NJLSA.R7., NJLSA.SL1.
NJLSA.SL2.
Visual & Performing Arts
Anchor Standard 8, 9, 11
NJ Social-Emotional Learning
Relationship Skills Sub Competency 1
NJ Comprehensive Health & Physical Education
2.1.5.EH.3

F

Focus

Model a few different ways of saying “I found five dollars” for the class. You can speak quickly, slowly, loudly or softly. Convey different emotions and choose words to emphasize to show the sentence means something different when emphasizing found versus five. Ask students what worked or didn’t in the various ways of delivering the line. Facilitate a discussion about how a speaker’s choices may change the listener’s understanding of the text.

For older students: Add the idea of intention: why and how you say the words. This is often a verb: to beg, to convince, etc.

Have the class split into pairs and practice delivering one of these lines in different ways (or they can create an original line): “What were you thinking?” Or “I saw them take it.”

Share your observations of your teacher’s example of different ways of delivering a line.

In pairs, take turns delivering one of these lines in different ways (or create an original line): “What were you thinking?” Or “I saw them take it.” Make sure to speak slowly and clearly in a voice the audience can hear. Choose words to emphasize and show emotions in your face and voice.

English Language Arts
NJLSA.SL1., NJLSA.SL2.
Visual & Performing Arts
Anchor Standard 1, 2, 3, 4
NJ Social-Emotional Learning
Competency 11, 16
NJ Career Readiness,
Life Literacies & Key Skills
9.4.8.GCA.2

O

Originate

Have students watch these two videos about strong presentation skills: *Schooled by Kids: Presentation Skills part one* and *part two*.

Hand out *Activity Sheet 2*. Have each student choose an excerpt from a speech to present and write down why they chose it. Review the presentation checklist and ask students to make notes for their presentation choices for their selected speech. Encourage older students to research the person who initially delivered the speech.

If students want more speech options, they can find additional ones at *40 famous speeches* and *10 famous speeches*.

Watch two videos about strong presentation skills. Use *Activity Sheet 2* to choose the excerpt of a speech to present and write down why you chose it. Make notes of your presentation choices for your speech. Your teacher may also ask you to research the person who delivered the speech.

English Language Arts
NJLSA.R7., NJLSA.W7.
Visual & Performing Arts
Anchor Standard 1, 2, 3, 4
NJ Career Readiness,
Life Literacies & Key Skills
9.4.8.GCA.2, 9.4.12.CI.1

R

Rehearse

Allow students time to rehearse their speech out loud on their own several times to get comfortable delivering the text. Remind them to reference their notes and the checklist from *Activity Sheet 2*. Students should have the option to memorize the text or have it with them for reference.

When students are ready, have them pair up and take turns practicing their speeches with each other. Ask the listeners to use the presentation checklist to assess the rehearsal.

Bring your speech to life by making choices about your pace and volume, showing emotions and emphasizing important words. Practice delivering your speech out loud until you are comfortable speaking the words. You can memorize the text, but it isn’t required.

Rehearse with a partner, taking turns presenting your speeches. When it’s your turn to listen, offer feedback based on the presentation checklist.

English Language Arts
NJLSA.SL2., NJLSA.SL3.
NJLSA.SL4., NJLSA.W5.
Visual & Performing Arts
Anchor Standard 3, 4, 5, 10
NJ Social-Emotional Learning
Competency 16
NJ Comprehensive Health & Physical Education
2.1.5.EH.3

M

Make magic

Decide how you would like to share the students’ speeches. Consider whether you would like students to present them in person or virtually. If they share in person, you may invite another class as an audience. If you opt for virtual sharing, have the students record themselves presenting their speeches, which they can share with the class or just with you.

It’s time to present your speeches! Whether you are sharing in person or virtually, remember to focus, speak slowly and clearly, and convey emotions through gestures and your voice. By doing this, your audience will understand you and connect to the words you are sharing. Take a deep breath and go for it — have fun!

English Language Arts
NJLSA.SL4., NJLSA.SL5.
Visual & Performing Arts
Anchor Standard 6
NJ Social-Emotional Learning
Competency 11

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

NJ Career Readiness, Life Literacies & 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. (12th grade benchmark)

NJ Comprehensive Health & Physical Education

2.1.5.EH.3

Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

NJ 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.

NJLSA.SL3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJLSA.SL4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJLSA.SL5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJLSA.W5

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

NJLSA.W7

Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJ Social-Emotional Learning

Competency 11

Demonstrate an awareness of the expectations for social interactions in a variety of settings.

Competency 16

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

Relationship Skills Sub Competency 1

Recognize one's feelings and thoughts.

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

Articulation

The act of speaking and making vocal sounds. Effective articulation typically involves speaking clearly so that the words are understood

Civil Rights

Personal rights that protect people from discrimination and abuse, and ensure their ability to participate in society. 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 is considered one of the crowning legislative achievements of the Civil Rights Movement

Discrimination

The unfair treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability

Gesture

A movement of one or more body parts to convey meaning

NJ Social Studies

6.1.12.HistoryCC.13.c

Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

Nonviolence

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

Prejudice

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

Projection

The act of speaking loudly so one's voice is heard by others

Protest

A statement or action that shows a stance against injustice or supports a social movement or change

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

A legislative act that 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. It is considered one of the most far-reaching pieces of civil rights legislation in U.S. history

HERO: THE BOY FROM TROY

A NEW MUSICAL ABOUT YOUNG JOHN LEWIS



BOOK BY
NAMBI E. KELLEY
MUSIC AND LYRICS BY
JOE PLUMMER

resources

NJPAC

About NJPAC
njpac.org/about

NJPAC's Arts Education programs
njpac.org/arts-education

NJPAC Resources | *Hero: The Boy from Troy*
njpac.org/education-program/hero-the-boy-from-troy-resources

Website

Hero: The Boy from Troy
holdenarts.org/heroboyfromtroy

Biography | John Lewis
biography.com/political-figures/john-lewis

Nambi E. Kelley
nambikelley.com

40 Famous Persuasive Speeches You Need to Hear
highspark.co/famous-persuasive-speeches

10 Famous Speeches In History That Continue To Stand The Test Of Time
themanual.com/culture/famous-speeches-from-history

Videos

John Lewis' Historic Speech at the March on Washington
youtu.be/TCqR9LbT1_w?si=Je2A0b1V0uSgZoNz

John Lewis: The Selma to Montgomery Marches
youtu.be/DRwnXUbJdfg?si=CWP6Gbo4ElqypZq

John Lewis: An Icon on the March
youtube.com/live/aqg9FsilUss?si=qz3xhgdfAa8KG3Rf

Hero: The Boy from Troy trailer
vimeo.com/927275434

Behind the scenes interview with playwright Nambi E. Kelley and team
vimeo.com/883376253

John Lewis: A Legacy of Courage
youtube.com/watch?v=yCTnhdHtjqo

The Life of John Lewis
youtube.com/watch?v=doczIER-vAc

The Civil Rights Movement for Kids: What is Segregation?
youtube.com/watch?v=cgjDPa15NLs

Congressman John Lewis answers questions from kids about his life
youtube.com/watch?v=n9rmQC5RL0Q

Schooled by Kids: Presentation Skills, Part 1
youtube.com/watch?v=8IbheB2-ixM

Schooled by Kids: Presentation Skills, Part 2
youtube.com/watch?v=PX_DAFXQxpc

Artwork

The National Center for Civil and Human Rights | Boyhood: Part One of John Lewis Series
artsandculture.google.com/story/uAUhjGBYNSnmHg?hl=en

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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

study the arts at njpac

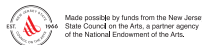
Saturday Programs: NJPAC's Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, theater, 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.

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Turrell Fund



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+ deceased