

teacher resource guide

**schooltime  
performance  
series**



***lena: a moment  
with a lady***

**arts  
education  
njpac**  
discover. create. grow.



## about the performance

*Lena: A Moment with a Lady* is a one-woman play with music celebrating the story and contributions of Lena Horne, an African American dancer, actress, GRAMMY®-winning singer and Civil Rights activist. Lena Horne's career spanned over 70 years, appearing in film, television and theater. This one-woman play celebrates the wonderful woman she was. With a live jazz ensemble, actress Syndee Winters portrays Lena Horne through her timeless music and words. Lena Horne broke many barriers that were against her due to racism.

Syndee Winters has starred in countless plays and musicals including *The Lion King* on Broadway as Nala, *Hamilton*, *Motown the Musical* as Diana Ross and *Pippin*.

Syndee Winters is no stranger to the stage and tours across the world sharing stories through art.

The show's mission is to not only share the truth but to provoke emotion. This one-woman piece will take audiences on an engaging journey through American history. Lena Horne was one of the most influential African American entertainers of all time. She was not only a voice during the Civil Rights Movement, but she also broke the color barrier in Hollywood. Many of the issues Lena faced in her career still affect many people today. *Lena: A Moment with a Lady* will touch your heart and spark conversation.

## about lena horne

*Lena: A Moment with a Lady* focuses on the life of Lena Horne. She was born in 1917 in New York City to an upper-middle class, well-educated African American family.

At the age of sixteen, Horne dropped out of school and, pushed by her mother's ambition, was hired as a dancer in the chorus of Harlem's famous Cotton Club. There she was introduced to a growing community of jazz performers including Billie Holiday, Cab Calloway and Duke Ellington. Horne also met Harold Arlen, who would author her biggest hit "Stormy Weather." For the next five years she performed in New York nightclubs, on Broadway and toured with the Charlie Barnet Orchestra. Singing with Barnet's primarily white swing band, Horne was one of the first Black women to successfully work on both sides of the color line.

In 1942, Horne became the first African American performer to sign a long-term contract with MGM Studios (Metro Goldwyn Mayer), the major Hollywood Studio of the time. During that signing period, the NAACP and Horne's father were very vocal regarding the stipulations of the contract including a demand that Horne not be relegated to roles where she would play a domestic worker, which was the industry standard for African American screen performers at the time. Despite the racism Horne faced, she continued her career and broke barriers. By the mid-1940s, Horne was the highest paid Black actor in the country. Her renditions of "Deed I Do" and "As Long as I Live," and Cole Porter's "Just One Of Those Things" became instant classics. For the thousands of Black soldiers living abroad during World War II, Horne was the premier pinup girl.

Horne consistently stood up to the racial injustices plaguing the African American community during this time. In the 1940s, she publicly sued a couple of restaurants and theaters because of their discriminatory practices. Lena Horne joined numerous organizations that fought against inequality. She partnered with athlete and performing artist Paul Robeson in joining the liberal organization Progressive Citizens of America. She even went as far as financing her own travel to entertain Black troops. Eventually, MGM Studios pulled her off of their tour because Horne complained to the NAACP about African American soldiers having to sit in the back of the audience.

Horne's Civil Rights activism and friendship with Robeson and others marked her as a communist sympathizer. Like many politically active artists of the time, Horne found herself blacklisted because of her political views and activism. This incident happened during an anti-communist hearing in the U.S. Congress during the 1950s, led by Senator Joseph McCarthy. Lena was unable to perform on television or in the movies for several years afterwards and the attacks on her person and political beliefs continued. Despite this, Horne remained very

active in the Civil Rights Movement. Horne performed at the March on Washington which was a big moment in history. She also sang at New York's first integrated venue, Cafe Society.

Later on in life, Lena was elected as the first African American to serve on the Screen Actors Guild Board of Directors. From 1938-1978, Horne appeared in more than 16 feature films and several shorts. One of her most notable roles was playing Glinda in *The Wiz*. It was a film adaptation based on the musical *The Wizard of Oz*. *The Wiz* had an all-Black cast which included Michael Jackson, Nipsey Russell, Diana Ross, Richard Pryor and many others.

Over the years, Lena Horne won four GRAMMY® Awards: Best Jazz Vocal Album for *An Evening with Lena Horne*, a live performance album at the Supper Club; Best Pop Vocal Performance and Best Cast Show Album for *Lena Horne: The Lady and Her Music* and a Lifetime Achievement Award in 1989. Horne also won a Tony Award for her Broadway show *Lena Horne: The Lady and Her Music*. In 1984, Horne was a recipient of the Kennedy Center Honors. Lena Horne died May 9, 2010, leaving a legacy of art and activism to learn from.



# inspired ideas in the classroom

|                                    | Teacher Focus  | Student Activity  | NJ Student Learning Standards   |
|------------------------------------|--|---|---|
| <b>Prepare for the performance</b> | <p>Introduce Lena Horne with the video <b>“Lena Horne: In Her Own Words”</b> by Turner Classic Movies.</p> <p><b>Before viewing:</b> Share and review discussion questions with students in preparation for response.</p> <p><b>After viewing:</b> Lead a class discussion surrounding the questions.</p>  | <p>Watch the video clip <b>“Lena Horne: In Her Own Words”</b> by Turner Classic Movies.</p> <p><b>Participate in a class discussion surrounding the following questions:</b></p> <ol style="list-style-type: none"> <li>1. What words best describe Lena Horne’s personality?</li> <li>2. Was Lena Horne an actress, singer or dancer?</li> <li>3. Lena states, “I had a lot of my life wishes fulfilled, but it wasn’t all cake and candy.” What roadblocks did Ms. Horne encounter during her career?</li> </ol>  | <p><b>English Language Arts</b><br/>NJLSA.SL1, NJLSA.SL2, NJLSA.R7</p> <p><b>Visual &amp; Performing Arts</b><br/>Artistic Process: Responding, Connecting<br/>Anchor Standard 9, 11</p> <p><b>SEL: Social Awareness</b><br/>Sub-competency 8, 9, 10, 11</p>  |
| <b>Experience the performance</b>  | <p><b>Before the show:</b> Briefly discuss what students know about Lena Horne and what they anticipate to find out.</p> <p><b>After the show:</b> Facilitate a discussion around Ms. Horne’s experiences with racism and how they led her to become an activist in the Civil Rights Movement.</p>   | <p><b>Before the show:</b> What do you know about Lena Horne currently and what do you anticipate you will know after viewing the show?</p> <p><b>After the show:</b> Describe an instance from the show when Ms. Horne faced racism in her life and/or career. How did she react? How did she elevate her personal reaction and become a Civil Rights activist?</p>  | <p><b>English Language Arts</b><br/>NJLSA.SL2, NJLSA.R3<br/>NJLSA.R6, NJLSA.R7</p> <p><b>Social Studies</b><br/>6.3.8.CivicsHR.1</p> <p><b>Visual &amp; Performing Arts</b><br/>Artistic Process: Responding, Connecting<br/>Anchor Standard 9, 11</p> <p><b>Career Readiness</b><br/>9.4.8.CI.4</p> <p><b>SEL: Social Awareness</b><br/>Sub-competency 8, 9</p>  |
| <b>Reflect, respond and read</b>   | <p><b>Reflect:</b> Recall Lena’s reaction to African American soldiers being seated in the back at the USO Show, behind the prisoners of war. Further the discussion by recalling the reaction to Lena’s reaction. Reference the line from the show, “I lost my mind. Or maybe I found my mind”.</p> <p><b>Respond:</b> Have students work in pairs or small groups to brainstorm, research and compile a list of other famous figures who took a stand against injustice by completing <b>Worksheet 1: Take a Stand</b>.</p> <p><b>Read:</b> Have students read the BBC article <b>“Beyoncé’s Super Bowl Performance: Why Was it so Significant?”</b> Lead a discussion about the specific ways Beyoncé took a stand against injustice during the performance. Then, <b>watch the performance</b> and discuss any similarities noticed between Lena Horne and Beyoncé. Reference the line from the show, “There would be no Beyoncé, and there’d be no Diana Ross or Eartha Kitt without Lena Horne.” Encourage students to think of any other celebrities who have used their status and platform as a means of taking a stand against injustice..</p>   | <p><b>Reflect:</b> How does Lena’s reaction to African American soldiers being seated in the back at the USO Show behind the prisoners of war reflect her personality? What do you imagine you would have done in that situation? How did that situation enlighten Lena to become an advocate for the Civil Rights Movement?</p> <p><b>Respond:</b> Complete <b>Worksheet 1: Take a Stand</b> with a partner or small group.</p> <p><b>Read:</b> What made Beyoncé’s 2016 Super Bowl halftime performance significant? How do you imagine Lena Horne would have reacted to the performance? What makes this performance a good example of an African American entertainer standing up for the rights of people of color?</p>  | <p><b>English Language Arts</b><br/>NJLSA.R1, NJLSA.SL2, NJLSA.R7,<br/>NJLSA.R8, NJLSA.W3</p> <p><b>Social Studies</b><br/>6.3.8.CivicsHR.1, 6.3.8.CivicsDP.3</p> <p><b>Visual &amp; Performing Arts</b><br/>Artistic Process: Responding, Connecting<br/>Anchor Standard 9, 11</p> <p><b>Career Readiness</b><br/>9.4.8.CI.4, 9.4.8.GCA.1, 9.4.8.GCA.2</p> <p><b>SEL: Social Awareness</b><br/>Sub-competency 8, 9</p> |
| <b>Focus</b>                       | <p>Watch the recap of the <b>2021 52nd NAACP Image Awards</b> as an introduction to both the NAACP as an organization and their annual awards ceremony. Provide time for students to explore the <b>Image Awards website</b> to garner additional knowledge. Encourage students to also explore the hashtag #naacpimageawards on social media.</p> <p>Lead a discussion regarding the purpose, significance and necessity of the Image Awards in our current time. Peak students’ curiosity by inquiring if Lena Horne was ever awarded an Image Award and direct students to research accordingly (she won the award for Outstanding Jazz Artist in 1999).</p>  | <p>What does NAACP stand for, and why is the organization essential to our society?</p> <p>Have you ever heard of the NAACP Image Awards? By exploring the Image Awards website and hashtag on social media, begin to understand the qualifications that earn a person one of the awards.</p> <p>Based on what you know about Lena Horne, do you imagine she ever won an award during her lifetime?</p>   | <p><b>English Language Arts</b><br/>NJLSA.R7, NJLSA.W8, NJLSA.W9</p> <p><b>Social Studies</b><br/>6.3.8.CivicsHR.1, 6.3.8.CivicsDP.3,<br/>6.3.8.CivicsPI.4</p> <p><b>Visual &amp; Performing Arts</b><br/>Artistic Process: Connecting<br/>Anchor Standard 9</p> <p><b>Career Readiness</b><br/>9.4.8.CI.4</p>  |
| <b>Originate</b>                   | <p>Watch <b>Rihanna acceptance speech for her NAACP Image Awards President’s Award in 2020</b>. Discuss her most pertinent points and how she took a stand against injustice in her speech. Instruct students to imagine that Lena Horne was awarded the President’s Award at the NAACP Image Awards in 1963, the same year she joined the March on Washington as a Civil Rights activist. Working independently, students will draft Ms. Horne’s acceptance speech for the President’s Award, using the provided <b>Worksheet 2: Speech Brainstorming Sheet</b>.</p> <p>This may require additional research into her activism. Helpful resources can be found one page 11.</p> <p><b>Options for younger students (Grades 4-8):</b> Create a mock social media template (suggested resource: Google Slides) for Lena Horne with postings from 1963. Specific requirements could include a posting from the March on Washington, the moment she found out she’d won the President’s Award, arriving at the Image Awards or backstage after being presented the award.</p> <p>Conduct a hypothetical interview with Ms. Horne the day after the Image Awards. Students should draft 5-7 questions that address the content of the lesson, perhaps even referencing scenarios discussed in the performance.</p> | <p>After watching Rihanna acceptance speech for her 2020 NAACP Image Awards President’s Award, reflect upon what specific words and phrases were most powerful. What was Rihanna’s overall message to all listeners? Then, imagine that Lena Horne was awarded the President’s Award at the NAACP Image Awards in 1963, the same year she joined the March on Washington as a Civil Rights activist. Research further using the links provided by your teacher to collect factual information and reflect Ms. Horne’s tone and attitude on <b>Worksheet 2: Speech Brainstorming Sheet</b>. Draft her hypothetical acceptance speech for the 1963 NAACP Image Awards President’s Award. Be sure that your speech is influenced by factual information, even though it is a fictional speech.</p> | <p><b>English Language Arts</b><br/>NJLSA.SL2, NJLSA.W3,<br/>NJLSA.W5, NJLSA.W8</p> <p><b>Social Studies</b><br/>6.3.8.CivicsHR.1, 6.3.8.CivicsDP.3,<br/>6.3.8.CivicsPI.4, 6.3.8.CivicsPR.3</p> <p><b>Visual &amp; Performing Arts</b><br/>Artistic Process: Performing/<br/>Presenting/Producing<br/>Anchor Standard 1, 2, 3, 4, 6</p> <p><b>Career Readiness</b><br/>9.4.8.CI.4</p>                                   |
| <b>Rehearse</b>                    | <p>As a group, discuss or review important facets of effective public speaking. Consider speaking techniques employed by actors when delivering lines as well. Some aspects to consider are diction, eye contact, posture, pitch, volume, speed and body language. In partners or small groups, have students practice their speech for one another and provide feedback on both content and delivery. After revising their original speech and delivery, have students perform a final speech either as a video or as a live presentation for the class. Encourage students to implement aspects of Ms. Horne’s personality and appearance (if applicable) for this performance.</p>  | <p>Practice, practice, practice! Once you have drafted your speech, practice delivering it independently and in front of your partner(s). Consider and provide feedback from and for your peers, both on the content of your speech and performance aspects such as diction, eye contact, posture, pitch, volume, speed and body language. After making any necessary changes to your original speech and delivery, perform a final speech either as a video or as a live presentation for the class. Implement aspects of Ms. Horne’s personality and appearance (if applicable) for this performance.</p>   | <p><b>English Language Arts</b><br/>NJLSA.SL2, NJLSA.SL3, NJLSA.SL4</p> <p><b>Visual &amp; Performing Arts</b><br/>Artistic Process: Performing/<br/>Presenting/Producing<br/>Anchor Standard 1, 2, 3, 4, 6</p> <p><b>Career Readiness</b><br/>9.4.12.CI.1, 9.4.8.GCA.2</p> <p><b>SEL: Responsible Decision Making</b><br/>Sub-competency 13</p>  |
| <b>Make magic</b>                  | <p>Share student speech videos with your school, community and parents. If possible, invite others to attend the live performances. Use your students’ creative, confident and courageous words as a call to action for your school and community to take a stand against racial injustice. Lena would be so proud!</p>  | <p>How can you take the beliefs and attitudes of the strong and courageous African American women you’ve studied (Beyoncé, Rihanna and of course Lena Horne) and apply them to your everyday encounters? How can you take a stand against racial injustice beyond this activity? Continue Lena Horne’s legacy as an advocate for what is right through her passion as an entertainer.</p>   | <p><b>Social Studies</b><br/>6.3.8.CivicsHR.1, 6.3.8.CivicsPR.3</p> <p><b>SEL: Social Awareness</b><br/>Sub-competency 8</p> <p><b>Career Readiness</b><br/>9.4.8.GCA.1</p>   |

# curriculum standards

## National Core Arts Anchor Standards

- 1:** Generate and conceptualize artistic ideas and work.
- 3:** Refine and complete artistic work.
- 5:** Develop and refine artistic techniques and work for presentation.
- 6:** Convey meaning through the presentation of artistic work.
- 7:** Perceive and analyze artistic work.
- 8:** Interpret intent and meaning in artistic work.
- 11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

# 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

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### NJSLSA.SL3

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

### NJSLSA.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.

### NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

### NJSLSA.R2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### NJSLSA.R3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text

## 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)

### NJSLSA.R6

Assess how point of view or purpose shapes the content and style of a text.

### NJSLSA.R7

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

### NJSLSA.R8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### NJSLSA.W3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### NJSLSA.W5

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

### NJSLSA.W8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### NJSLSA.W9

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

## Social Studies

### 6.1.8.CivicsHR.1

Construct an argument as to the source of human rights and how they are best protected

### 6.3.8.CivicsDP.3

Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

### 6.3.8.CivicsPI.4

Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information

### 6.3.8.CivicsPR.3

Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

## Visual & Performing Arts

### Artistic Process: Creating/Anchor Standard 1

Generating and conceptualizing ideas.

### Artistic Process: Creating/Anchor Standard 2

Organizing and developing ideas.

### Artistic Process: Creating/Anchor Standard 3

Refining and completing products

### Artistic Process: Responding/Anchor Standard 9

Applying criteria to evaluate products.

### Artistic Process: Connecting/Anchor Standard 11

Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

### Artistic Process: Performing/Presenting/Producing Anchor Standard 4

Selecting, analyzing, and interpreting work.

### Artistic Process: Performing/Presenting/Producing Anchor Standard 6

Conveying meaning through art.

## SEL: Social Awareness

### Sub-competency 8

Recognize and identify the thoughts, feelings and perspectives of others

### Sub-competency 9

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

### Sub-competency 10

Demonstrate an understanding of the need for mutual respect when viewpoints differ

### Sub-competency 11

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

## SEL: Responsible Decision Making

### Sub-competency 13

Utilize positive communication and social skills to interact effectively with others

## Career Readiness, Life Literacies, and Key Skills

### 9.4.12.CI.1

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

### 9.4.8.CI.4

Explore the role of creativity and innovation in career pathways and industries.

### 9.4.8.GCA.1

Model how to navigate cultural differences with sensitivity and respect

**9.4.8.GCA.2** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.





**Interviewer**  
Seymone Kelly

**Artist**  
Syndee Winters

**Written & Narrated by**  
Dania Ramos

**Additional content written by**  
Seymone Kelly and the team behind  
*Lena: A Moment with a Lady*

**Sound Editing & Design by**  
Michael Aquino

**Theme & Outro Music by**  
Slim Beats from NJPAC Hip Hop Arts and Culture Program

**NJPAC Arts Education Audio Advisory Team**  
Randal Croudy, Ashley Mandaglio, Danielle Vauters

**NJPAC ON THE MIC**  
*Lena: A Moment with a Lady* is produced in partnership with CM Studios. The artist interview was recorded by NJPAC on Zoom. Additional recording at CM Studios in Essex County, New Jersey, which is situated on the traditional territory of the Leni Lenape people.

For more information about the play and to view the full trailer excerpted in the episode. [LenaTheLady.com](http://LenaTheLady.com)

For more information about *Lena: A Moment with a Lady* resource guide, visit [njpac.org/arts-education/teacher-resources](http://njpac.org/arts-education/teacher-resources)

For more information about NJPAC's Arts Education programs, visit [njpac.org/arts-education](http://njpac.org/arts-education)

**Using the Arts for Societal Change**

Among the many qualities Lena Horne was known or during her lifetime, it was her strength and willingness to stand up for what she believed in that solidified her legacy. Artists have often played a key role in social movements in the United States, addressing issues like immigration, sexism and gun violence. Through their expressive talents, artists can challenge cultural narratives and inspire in a way that politics alone rarely do. Artistic Activism is the practice of combining the creative power of the arts and the strategic planning of activism to bring about social change. Art and activism share different goals: activism promotes, impedes, directs or intervenes in social, political economic or environmental reform with the desire to make changes in society toward a perceived greater good. Art expresses technical proficiency, beauty, emotional power or conceptualizes ideas using the power of one's imagination.

Good art is full of meaning: something we can't quite describe, but moves us emotionally, altering our perception of the world. Art, similar to activism, is an expression that generates an effect. Similar to Lena Horne, there were several examples of artists or movements from past and present that utilized their creative gifts to aid in a better world.

**Rosie the Riveter:  
The Iconic Poster of World War II**

Rosie the Riveter was the cultural icon of World War II, representing the women who worked in factories and shipyards producing munitions and war supplies. During this time, gender roles prescribed that women remained home tending to household responsibilities, while men worked outside of the home. These women took entirely new jobs replacing the male workers who joined the military. The propaganda poster was inspired in small part by a real-life munitions worker, but was primarily a fictitious character. The strong, bandana-clad Rosie became one of the most successful recruitment tools in American history, and the most iconic image of working women in the World War II era. American women entered the workforce in unprecedented numbers during the war, as widespread male enlistment left gaping holes in the industrial labor force.

**Civil Rights Movement of 1960s**

In the struggle for Civil Rights for African Americans, activists staged events to provoke societal change by drawing upon the stories, songs and call-and-response culture best reflected in African American churches. These events included the Montgomery Bus Boycotts and student participation in mass public sit-ins at restaurants and lunch counters. Despite racist reactions, the activists pushed forward to promote desegregation. Activists relied heavily on religion, music and often transformed familiar gospel songs into political and justice-themed tunes that were central to unifying the movement and gaining supporters — the most famous of these songs being "We Shall Overcome." Music was especially important to the movement as it aligned with the oral tradition of storytelling through song that already resonated in African American history and culture. The familiarity of the songs helped supporters get behind the new, sometimes radical, societal changes the movement demanded. Music and singing was the "heart and soul" of the movement and proved to be an extremely practical nonviolent tool in the civil rights movement.

**Mexican-American/Chicano Mural Art**

In the 1960s and 1970s, Mexican Americans from Southern California would use community murals to celebrate their unique culture while simultaneously using imagery that conveyed their insistence for economic and political rights as United States citizens. Community murals successfully represented the radical messages of the Chicano Movement, through painted scenes that were widely and easily viewed by the community. Murals were a popular form of communication to the masses which captured the essence of the movement's radical ideals. Later they functioned as a manner for disseminating practical messages of daily survival in the barrio.

**Banksy: Guerilla Street Visual Artist of 2010s**

A globally famous guerilla street artist, Banksy uses his satirical, clever and often funny visual works to interact with global politics and global issues. His pieces are a great example of what protest art can achieve. He once characterized graffiti as "a form of underclass 'revenge' that allows an individual to take over the power, territory and glory from the privileged." Banksy has dealt with various political and social themes such as anti-war, anti-consumerism, anti-fascism, anti-imperialism and anti-authoritarianism or anarchism.

# We Can Do It!



## vocabulary

### Activism

The policy or action of using vigorous campaigning to bring about political or social change.

### Blacklisted

List of people or products that is not approved by the masses.

### Blues

Created by African Americans from the South that often expresses feelings of sadness through music.

### Communism

An ideology and movement where the goal is to have an absence of social class, money and state involvement in ideas and production.

### Jazz

A type of music that was created by African Americans at the beginning of the 20th century. Popular jazz instruments include brass and woodwind instruments, pianos, guitars and violins.

### McCarthyism

A campaign carried out under Senator Joseph McCarthy from 1950–1954 against alleged communists in the U.S. government and other institutions. Many of the accused were blacklisted or lost their jobs, although most did not belong to the Communist Party.

### MGM

Metro-Goldwyn-Mayer is an entertainment company that focuses on film and TV content across platforms at a global scale.

### Racism

Prejudice, discrimination or antagonism towards a person or people based their racial or ethnic group.

### Segregation

The systematic separation of people into racial or other ethnic groups in daily life.

### Stormy Weather

Lena Horne's studio album that came out in 1957.

## resources

### Websites

Lena Horne's Biography  
[biography.com/musician/lena-horne](https://biography.com/musician/lena-horne)

“The Red-Baiting of Lena Horne”  
[theatlantic.com/entertainment/archive/2015/08/the-red-baiting-of-lena-horne/398291/](https://theatlantic.com/entertainment/archive/2015/08/the-red-baiting-of-lena-horne/398291/)

Lena Horne, Singer and Actress, Dies at 92  
[nytimes.com/2010/05/10/arts/music/10horne.html](https://nytimes.com/2010/05/10/arts/music/10horne.html)

Lena Horne's *Stormy Weather*  
[youtube.com/watch?v=DXJ8-E-jvuw](https://youtube.com/watch?v=DXJ8-E-jvuw)

Lena Horne's “If You Believe” from *The Wiz*  
[youtube.com/watch?v=DHzx2P4x63c](https://youtube.com/watch?v=DHzx2P4x63c)

5 Ways Lena Horne Revolutionized the Entertainment Industry  
[pbs.org/wnet/americanmasters/5-ways-lena-horne-revolutionized-the-entertainment-industry/16654/](https://pbs.org/wnet/americanmasters/5-ways-lena-horne-revolutionized-the-entertainment-industry/16654/)

*Lena: A Moment with a Lady* Trailer  
[youtube.com/watch?v=\\_sSawpU81cl](https://youtube.com/watch?v=_sSawpU81cl)

Syndee Winters – *Lessons from a Lady: An Album*  
[youtube.com/watch?v=m988-2oip\\_k](https://youtube.com/watch?v=m988-2oip_k)

Why Artistic Activism?: The Center for Artistic Activism  
[c4aa.org/2018/04/why-artistic-activism](https://c4aa.org/2018/04/why-artistic-activism)

What Role Can Art Play in Creating Social Change?  
[kqed.org/education/213364/what-role-can-art-play-in-creating-social-change-2](https://kqed.org/education/213364/what-role-can-art-play-in-creating-social-change-2)

Timeline of Art in Social Movements  
[ftodd1.weebly.com/arts-in-social-movements-timeline/timeline-of-art-in-social-movements](https://ftodd1.weebly.com/arts-in-social-movements-timeline/timeline-of-art-in-social-movements)

Rosie the Riveter  
[history.com/topics/world-war-ii/rosie-the-riveter](https://history.com/topics/world-war-ii/rosie-the-riveter)

### Additional Resources for Originate in the Preform Chart:

International Civil Rights Walk of Fame: Lena Horne  
[nps.gov/features/malu/feat0002/wof/lena\\_horne.htm](https://nps.gov/features/malu/feat0002/wof/lena_horne.htm)

*Black Enterprise*: The Legendary Lena Horne Talks Racial Injustice  
[blackenterprise.com/lena-horne-talks-racial-injustice/](https://blackenterprise.com/lena-horne-talks-racial-injustice/)

National Action Network: Lena Horne the Activist  
[nationalactionnetwork.net/rev/lena-horne-the-activist/](https://nationalactionnetwork.net/rev/lena-horne-the-activist/)

PBS's American Masters: “5 Ways Lena Horne Revolutionized the Entertainment Industry”  
[pbs.org/wnet/americanmasters/5-ways-lena-horne-revolutionized-the-entertainment-industry/16654/](https://pbs.org/wnet/americanmasters/5-ways-lena-horne-revolutionized-the-entertainment-industry/16654/)

# njpac staff

**Steven M. Goldman, Esq.**  
**& Barry H. Ostrowsky**  
*Co-Chairs, NJPAC Board of Directors*

**John Schreiber**  
*President & CEO*

**Jennifer Tsukayama**  
*Vice President, Arts Education*

Meggan Gomez  
*AVP Faculty & Creative Practice*

Mark Gross  
*Director, Jazz Instruction*

Rosa Hyde  
*Senior Director, Performances & Special Events Operations*

Jennie Wasserman  
*Project Director, City Verses*

Victoria Revesz  
*Senior Director, Arts Education Operations*

Erica Bradshaw  
*Director of Theater Arts*

Sheikia "Purple Haze" Norris  
*Director, Hip Hop Arts & Culture*

Roe Bell  
*Senior Manager, School & Community Programs*

Ashley Mandaglio  
*Assoc. Director, Professional Learning & Programs*

Danielle Vauters  
*Senior Manager, Programming & Performances*

Becca Grek  
*Senior Manager, CRM & Business Operation*

Kristine Mathieson  
*Manager, In-School Programs*

Daniel Silverstein  
*Manager, Onsite Programs*

Kimberly Washington  
*Manager, Marketing, Sales & Recruitment*

Randal Croudy  
*Coordinator, Arts Education Performances*

Steven Hayet  
*Coordinator, Business Operations*

Antonella Sanchez  
*Coordinator, Program Operations*

Joe Swift  
*Project Coordinator, City Verses*

Natalie Dreyer  
*Arts Integration Faculty Lead*

## the arts in your school

**In-School Residencies:** NJPAC teaching artists come right to your school — online — to teach the performing arts to your students. Our super-flexible virtual 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.

## 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, devised 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.

**For more information or to schedule an appointment, please email our education sales team at [artseducation@njpac.org](mailto:artseducation@njpac.org). Visit [njpac.org/education](http://njpac.org/education)**

Generous support for SchoolTime provided, in part, by



Generous support provided by Atlantic, Tomorrow's Office, 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, Toby and Leon Cooperman, Mimi and Edwin Feliciano, 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.