

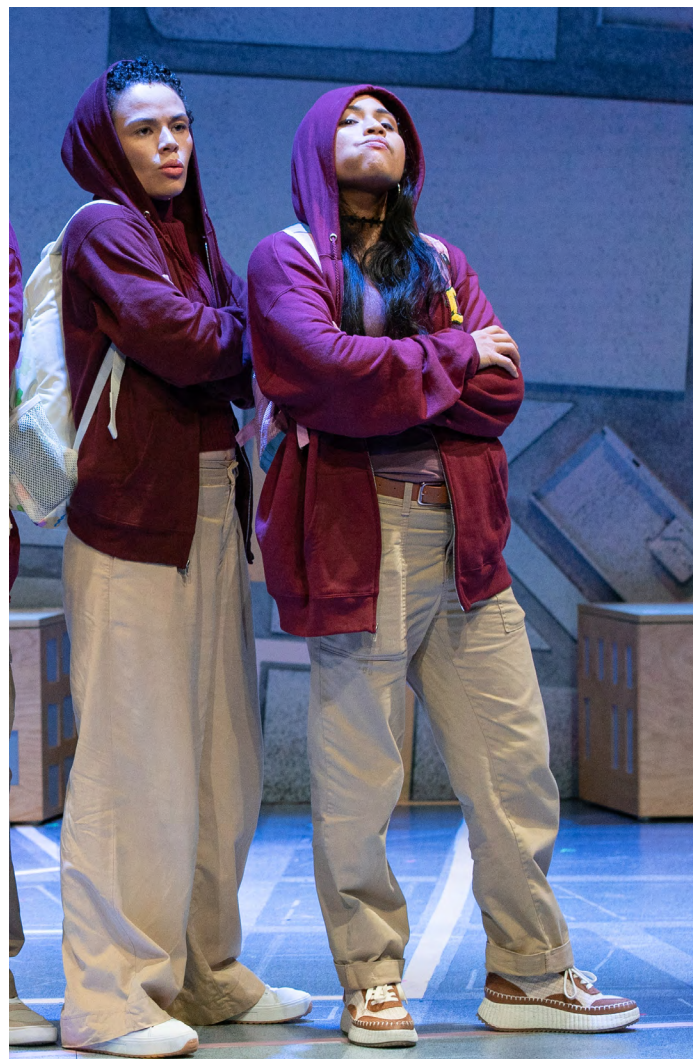
teacher resource guide

schooltime performance series



look both ways

arts
education
njpac



about the author

Jason Reynolds is a bestselling author of many award-winning books, including *Look Both Ways: A Tale Told in Ten Blocks*, *All American Boys* (with Brendan Kiely), *Long Way Down*, and the *Track* series. He's received a Newbery Honor, a Printz Honor, an NAACP Image Award, and multiple Coretta Scott King honors. Reynolds was the 2020-2022 National Ambassador for Young People's Literature. He is on faculty at Lesley University for the Writing for Young People MFA Program and lives in Washington, D.C.

about the director

Raymond O. Caldwell is an award-winning director, writer and producer. He has directed for Folger Theatre, 1st Stage, The Contemporary Theatre of Ohio, Signature Theatre, Washington National Opera, Round House, Imagination Stage, Mosaic Theater, The Kennedy Center, National Players, Olney Theater Center, Solas Nua, CulturalDC, African Continuum and the Hegira. Raymond spent six seasons as Artistic Director at Theater Alliance. He is also a former faculty member and resident director in Howard University's Department of Theatre Arts.

about the playwright

El Chelito is a former Artistic Associate with GALA Hispanic and Associate Artistic Director at Theater Alliance in DC. He's also collaborated with The John F. Kennedy Center for the Performing Arts, 1st Stage, Extreme Lengths, Imagination Stage, Young Playwrights' and Pointless Theatre Company. El Chelito has worked with the Latino Theater Company at the Los Angeles Theatre Center and serves on the Latinx Theatre Commons Steering Committee.

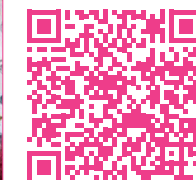
about the performance

Look Both Ways is a musical stage production based on the award-winning novel by Jason Reynolds. The show offers ten unique perspectives, brilliantly woven into a funny, piercingly poignant look at the detours we face on the walk home and in life. There's something for everyone across these ten vignettes about identity, compassion, fear, and friendship — as told through puppetry, dance, music, projections, audience participation, kamishibai (paper theater) and more. The play encourages audiences to look both ways, not only when crossing the street, but also when acknowledging the people walking by.

Look Both Ways was adapted by El Chelito and Raymond O. Caldwell, who also directed the production. It's a co-production of the Kennedy Center and Theater Alliance, based in Washington DC.

njpac on the mic podcast

with director, Raymond O. Caldwell



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 Raymond O. Caldwell

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

Includes: Reflection question, a look at author Jason Reynolds and his literary works

Opening question voiced by Raymond O. Caldwell

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

Includes: An interview with the director and co-adaptor of *Look Both Ways*, discussion starters

Interview guest: Raymond O. Caldwell

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

Share the trailer for *Look Both Ways* with students. Facilitate a class discussion about how students get to and from school and any shared people or places they encounter.

In small groups or as a class, have students create a simple map of the area around your school. Include landmarks, homes and street names they feel are important to the neighborhood. Encourage students to be observers over a few days and to continue adding details to the map(s). Invite the students to share stories and experiences connected to the people and places on the map.

Participate in a class discussion about the streets and areas right around your school. Are there certain places that everyone goes to or avoids? People or animals that you regularly see? Contribute to a map of your school's neighborhood. Share ideas and stories about what makes your school's neighborhood special.

English Language Arts
NJLSA.SL1.
NJLSA.SL2.
Visual & Performing Arts
Anchor Standard 7, 11

E

Experience the performance

Share **the video** of author Jason Reynolds discussing his new young adult book *Look Both Ways*. Discuss the meaning of the phrase "magic in the mundane."

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. Review audience expectations with your students.

Watch **the video** of author Jason Reynolds discussing his new young adult book *Look Both Ways*. Discuss the meaning of the phrase "magic in the mundane." During the performance, find moments where the author, director or actors bring magic into the mundane. Is it done through performance, writing, movement, sound or something else?

Listen to *NJPAC On the Mic: About*. Review audience expectations for your visit to NJPAC.

English Language Arts
NJLSA.SL1.
NJLSA.SL2.
Visual & Performing Arts
Anchor Standard 7, 8

R

Reflect, respond and read

Reflect: Have students listen to *NJPAC On the Mic: Connect*. Twice during this episode, pause the audio to allow students to share their responses to the questions, including their favorite moment from the performance. Continue the discussion by asking the students what they noticed about the performance that showed "magic in the mundane."

Read: Individually or in pairs, have students choose one storyline from *Look Both Ways* that they want to study more closely. Have them read (or listen) to that chapter in the **audiobook**.

Respond: Ask students to compare and contrast the book and play version of their chapter and why they think some of the changes may have been made in adaptation. Ask them to explain why they agree or disagree with the changes. Have students listen to *NJPAC On the Mic: Spotlight* and share their responses to the discussion prompts.

Reflect: Listen to *NJPAC On the Mic: Connect*. Share your thoughts on the performance.

Read: Choose one of the storylines from the performance that you connected with most. Explore the story by looking at the text from Jason Reynold's book. Share with the class your observations about the similarities and differences between this story and the performance as a list/chart, a Venn diagram or in another way of your choosing.

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

English Language Arts
NJLSA.R7.
NJLSA.SL1.
NJLSA.SL2.
RL.MF.8.6.
Visual & Performing Arts
Anchor Standard 8, 9, 11
Comprehensive Health & Physical Education
2.1.5.EH.3
Social-Emotional Learning
Relationship Skills Sub Competency 16

F

Focus

Have students complete **Activity Sheet 1** to help them understand how much we can learn from a picture. Define tableau. Watch the following **video** for more information on how to create a tableau.

Tableau challenge: Break students into small groups to create tableaus (frozen pictures) and assign each group a theme. Possible tableau themes are family dinner, day at the beach, on the way to school, etc. Give students a few minutes to create and practice holding a physical image for at least five seconds without sound or movement. Have each group take turns sharing their tableaus with the class. Ask students in the audience what they observe from the frozen picture: What are the relationships between the actors and the overall situation? What did the team do to get the theme across? What could they do better?

Remind students that when creating a tableau, they should have performers at different levels (low, middle, high), use focal points (who or what are you looking or not looking at), and hold dynamic poses. They should also convey emotions through facial expressions.

Complete **Activity Sheet 1** with your group and create a tableau based on your assigned theme. When you make your tableau, think about how the audience will see it. Can they see all the characters? Are the characters using their bodies and faces to show their actions and feelings? Where is each character looking? Does the tableau include different levels (low, middle, high)?

English Language Arts
NJLSA.SL1.
NJLSA.SL2.
Visual & Performing Arts
Anchor Standard 1, 2, 3, 6
Career Readiness, Life Literacies, & Key Skills
9.4.8.GCA.2
Social-Emotional Learning
Relationship Skills Sub Competency 16

O

Originate

Students will make visual adaptations (tableau sequences) based on *Look Both Ways*. In small groups, have students choose a storyline from Jason Reynolds's book. Ask students to complete **Activity Sheet 2** to help them create three tableaus that show moments from the beginning, middle, and end of their chosen storyline.

Complete **Activity Sheet 2** to help you plan the three images your group will show. Remember to consider who is in the picture, where they are and what they are doing and feeling. Assign roles and create your group's tableau sequence.

Optional: Once you have created your tableau, you may choose background music to play when you share your sequence for the class.

English Language Arts
NJLSA.R7.
NJLSA.SL1.
NJLSA.SL2.
Visual & Performing Arts
Anchor Standard 1, 2, 3, 4
Career Readiness, Life Literacies, & Key Skills
9.4.8.GCA.2

R

Rehearse

Allow students time to practice performing their tableau in sequence. Check in on each team to keep them on track and make sure they are following the guidelines for tableau.

Practice performing your tableau sequence. Consider and plan how you will transition from one picture to the next. What cue or signal can you have for everyone to move to the next tableau? Practice the transitions so everyone knows where to go without getting in each other's way.

English Language Arts
NJLSA.SL2.
Visual & Performing Arts
Anchor Standard 3, 4, 5, 10
Career Readiness, Life Literacies, & Key Skills
9.4.8.GCA.2
Social-Emotional Learning
Relationship Skills Sub Competency 16
Comprehensive Health & Physical Education
2.1.5.EH.3

M

Make magic

Create a performance and audience area in your room for the presentations. Decide if you want the performers to share what storyline they have chosen or not. Encourage the audience to think about the types of characters, relationships and situations they see and share their observations after each sequence as appropriate. If students use background music, challenge the audience to think about how the music affected the performance.

Optional: Consider inviting another class to the performance or recording it (with permission) to share with families.

It's time to share your tableau sequence with the class! When you perform, remember to hold the tableau for at least five seconds for the audience to take in the image. When you are in the audience, share your observations of the groups' performances with the class.

English Language Arts
NJLSA.SL1.
NJLSA.SL2.
Visual & Performing Arts
Anchor Standard 3, 6, 8, 10
Career Readiness, Life Literacies, & Key Skills
9.4.8.GCA.2
Social-Emotional Learning
Relationship Skills Sub Competency 16
Comprehensive Health & Physical Education
2.1.5.EH.3

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.

common core state standards

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.

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).

English Language Arts

NJSLSA.R7.

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

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.

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

NJSLSA.SL2.

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

RL.MF.8.6.

Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work. RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

Social-Emotional Learning

Relationship Skills Sub Competency 16

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



vocabulary

Adaptation

An artistic work, often a movie, television drama or stage play, inspired from another artistic work, such as a novel

Cue

An audio or visual signal to do something

Mundane

Lacking interest or excitement, dull

Pose

A still shape a performer creates using their body

Tableau

A frozen stage picture created by actors who remain silent and motionless

Transition

The process of moving or changing from one place or thing to another

resources

NJPAC

About NJPAC
njpac.org/about

NJPAC's Arts Education programs

njpac.org/arts-education

NJPAC's David G. Berger Master Class Series

njpac.org/berger

NJPAC Resources | *Look Both Ways*

njpac.org/education-program/look-both-ways-resources

Website

Jason Reynolds, Author Website
jasonwritesbooks.com

Raymond O. Caldwell, Artist Website
raymondocaldwell.com

El Chelito, Artist Website
chelitoteatro.com

Videos

Jason Reynolds on *Ghost & All American Boys*, 2017 AWP Book Fair

[youtube.com/watch?v=t-sfn76yW4I](https://www.youtube.com/watch?v=t-sfn76yW4I)

Jason Reynolds on *All American Boys*, 2016 LA Times Festival of Books

[youtube.com/watch?v=GulgW55mh-I](https://www.youtube.com/watch?v=GulgW55mh-I)

Kennedy Center Education Digital Learning | Jason Reynolds, author of *Long Way Down*

[youtube.com/watch?v=cuXNsJvNaFs](https://www.youtube.com/watch?v=cuXNsJvNaFs)

Look Both Ways Trailer

[youtube.com/watch?v=q8Cu5YZG0U8](https://www.youtube.com/watch?v=q8Cu5YZG0U8)

Jason Reynolds Finds Magic In The Mundane In His New YA Book, *Look Both Ways*

[youtube.com/watch?v=zx88ueMBOys](https://www.youtube.com/watch?v=zx88ueMBOys)

Look Both Ways Chapter 1

youtu.be/M8nOgAOJgek?si=s0eJWtADZlaQRgnX

Tableau

[youtube.com/watch?app=desktop&v=WbltSPANh_c](https://www.youtube.com/watch?app=desktop&v=WbltSPANh_c)

Theater Workshop-Fairy Tale Tableau 3

[youtube.com/watch?v=5nAXXJe2xGc](https://www.youtube.com/watch?v=5nAXXJe2xGc)

Jason Reynolds: "Write. Right. Rite"

Write the First Line of a Story

[youtube.com/watch?v=y-2a9dCt1lg](https://www.youtube.com/watch?v=y-2a9dCt1lg)

Books

Look Both Ways by Jason Reynolds. 2019

njpac staff

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Kendall Lipham
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Programming & Performances

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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. Or visit njpac.org/education

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Turrell Fund



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+ 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.