



WALNUT STREET THEATRE



"FREEDOM RIDERS"

BY Thomas Quinn

TOURING OUTREACH COMPANY STUDY GUIDE

SHOW SYNOPSIS

Join two girls from 1961, Jennifer and Tiffany, as they explore the intense history behind the Civil Rights Movement. As Jennifer persuades Tiffany to join her on the Freedom Ride to Alabama, historical figures appear to share their own stories. From Martin Luther King, Jr. to Malcolm X to the Little Rock Nine students, witness history come to life onstage. But will their stories be enough to convince Tiffany to join the Freedom Ride herself?

DISCUSSION QUESTIONS

BEFORE THE SHOW

- ◆ What is racism? Can you think of any examples of racism that you have witnessed?
- ◆ How can we overcome racism?
- ◆ What are civil rights? What have you learned about the Civil Rights Movement?



- ◆ What Civil Rights leaders do you expect to see in the show? Why?
- ◆ What do you think "Freedom Riders" are?

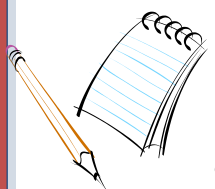
AFTER THE SHOW

- ◆ How do you think the actors used their voices and bodies to play so many different characters in one show?
- ◆ What do you think is the message of *Freedom Riders*?
- ◆ Did *Freedom Riders* teach you anything new about Civil Rights leaders or events?
- ◆ What needs to change before we can truly reach social equality?
- ◆ How far have we come in the fight for Civil Rights since 1961?

CLASS ACTIVITY: SINGLE IDENTITY

DIRECTIONS

- Have students rip or cut a piece of paper into five strips.
- Have them write a different word or phrase that identifies them on each strip (i.e. age, race, physical characteristics, hobbies, strengths, weaknesses, etc.).
- Have students arrange strips in order of what they think is their best quality to their least.
- Now, ask them to take away one strip.
- Ask students to think about what it feels like to lose that part of themselves



- Now, ask students to lose another strip.
- Continue this exercise until only one strip remains.
- Ask the class: "Now that you have been reduced to a single characteristic, what kind of person are you? What would it feel like to only be defined that way by others?"

VARIATIONS: ACT IT OUT!

- After completing the activity, then ask students to tape their final strip of paper to their shirt.
- Have students walk around the classroom wearing their "single identity" on their shirt.
- Encourage students to interact with each other treating one another solely based off of their label.

FOLLOW-UP

- Discuss the results of this activity as a class:
 - How did it make you feel?
 - What did you discover about yourself? About your classmates?
 - How long would you be able to tolerate being treated and identified by a single characteristic before you snap?
 - Did this activity change your perspective on how to view/treat others?



CLASS ACTIVITY: "ACT OUT" AGAINST DISCRIMINATION

STEP ONE

- Divide students into groups of 3-5.
- Give groups a few minutes to discuss times in their life where they either witnessed or were the victims of an act of discrimination.
- Ask the following prompts:
 - Have you ever heard someone make an offensive joke?
 - Have you ever seen a person criticize or ridicule someone else because they were different?
 - How did you respond in this situation?

STEP TWO

- Instruct each group to pick one story told that was particularly strong.
- Have one student be the narrator and tell the story to the class while the other group members act out what happened. Pay close attention to the student's choice of body language used to tell their story.
- Give each group a few minutes to rehearse their scene and then present their stories to the class.

STEP THREE

- Have students identify the root of the conflict.
 - What are the strongest words that best capture the essence of your story?
 - Who was the oppressed? Who is the oppressor?
 - How is the oppressed different from the oppressor?

STEP FOUR: PAPPARAZZI!

- Lastly, have students recreate the essence of their story as if it were captured as a photograph in a tabloid.
- *Note: Without dialogue, physicality becomes greatly important. Pay close attention to how body language can tell a story.*

CREATING YOUR PICTURE

Character Roles & Relationships

- Who has the power in the story? If there are bystanders in the story, do they side with the oppressed/ oppressor?

Composition: How might you convey the story as a photograph?

- Experiment with characters' proximity to one another. What does it say about two characters that are very close to each other vs. two characters that are far apart? Consider the different playing levels: high, medium, and low. Which level has the most power? The least?



FOLLOW-UP

- Discuss the activity with your class
 - Was it easier or harder to convey your story without words?
 - What did you learn from this activity?
 - What was difficult?
 - How might we prevent this behavior from happening again in the future?

CURRICULUM CONNECTIONS

Critical Analysis

Group Collaboration

Leadership

Problem Solving

Concentration

Creative Expression

BEFORE THE SHOW

Consider reviewing the following historical figures & events surrounding the Civil Rights Movement.

Brown vs. Board of Education

W.E.B. DuBois

Jim Crow Laws

The Ku Klux Klan

Little Rock Nine

Martin Luther King Jr.

Malcolm X

NAACP

Diane Nash

Rosa Parks

Plessey vs. Ferguson

CLASS PROJECT: LIVING WITNESS



DIRECTIONS

- Have students go home and interview someone (*a parent, relative, neighbor, etc.*) who lived through the Civil Rights Movement (1950's-1960's)

STUDENTS SHOULD ASK THE FOLLOWING

- What was your experience of race relationships during the 1950's-60's?
- Did you ever witness any racial discrimination during the 1950's-60's? How often? What were the consequences?
- What are the differences (*involving equality*) between then and now?
- How have your views changed?

FOLLOW-UP

- After students complete their interviews, have students rewrite their answers into paragraph form. Have students perform these as monologues either in groups to each other or in front of the class.
- Follow the presentations with a group discussion on what was learned in talking to a "living witness" of the Civil Rights Movement.
- Did you learn anything new by performing this?



STUDENT WORKSHEET: CIVIL RIGHTS CROSSWORD PUZZLE

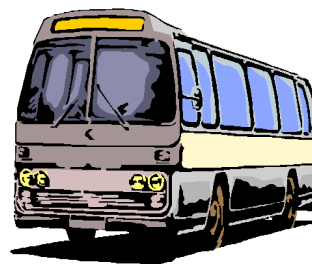
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DOWN

2. The first African American to dine at the White House.
3. Stood up to Governor George Wallace and many others, striving to tell the world about his dreams of equality.
5. The name we give to all individuals who hope for a better world and work together to pursue the dreams of the great heroes of the Civil Rights movement.
6. A set of rules enforced in the South that encouraged segregation.
8. Achieved victories in an ongoing battle against racism, until he was tragically killed while giving a speech in New York in 1965.
9. African American actor who spoke at the funeral of Malcolm X.
10. The practice of keeping black and white people apart, calling them "separate but equal." This was also the main topic of Plessy vs. Ferguson.
12. The initials of the organization that works to eliminate racism and promote equality for all.

ACROSS

1. The first African American student to enter Central High in Little Rock, AK.
4. Refused to give up her seat on an Alabama bus.
7. One of the largest obstacles in all of American history, _____ encourages prejudice behavior like segregation.
11. The time in American history that dealt with establishing equality for all.

**SEE ANSWERS ON PAGE 5*



STUDENT WORKSHEET: CREATE YOUR OWN FREEDOM RIDE!

BEFORE YOU BEGIN

- Research and discuss possible social issues to “take a stand” on.

DIRECTIONS

- In groups of 3-5, create a scrapbook page of your adventure, using the template below.



NAME OF OUR RIDE:



OUR CAUSE:

DRAW A “SNAPSHOT” OF OUR GROUP

OUR FAVORITE PLACE WE WENT TO:

BECAUSE:

DRAW OUR GROUP LOGO

CHALLENGES WE FACED:

CITIES WE VISITED:

DRAW THE BUS

CHARACTER PROJECT : A CIVIL RIGHTS TALK SHOW



STEP 1: CHARACTER RESEARCH

- Assign each student a major historical figure from the Civil Rights Movement. This will be their “character” of which they are to research in-depth.

RESEARCH THE FOLLOWING ON EACH CHARACTER

DEMOGRAPHICS

- Gender, age (during the peak of their career), race, home life (number of siblings, name of spouse, number of children, etc.), geography, social status.

SOCIAL ACTION

- What was their major contribution to the Civil Rights Movement?
- What was the consequence of their actions at the time?
- How do their actions reflect today’s society?

CHARACTERIZATIONS

- *Costume:* How would your character dress/present themselves?
- *Voice & Dialect:* Can you find any recording of this character’s voice? Does your character speak with an accent? Do they have a high pitched voice? A deep, raspy voice?

STEP 2: TALK SHOW PRESENTATION

- Conclude this project with an all class “live talk show” where the students are interviewed in-character and in-costume about their involvement with the Civil Rights Movement.
- The teacher or a designated student should act as the talk-show host/facilitator.
- One character at a time, welcome in each guest.
- As their character, students respond to basic questions about their life and previous class discussions.
- Questions can be facilitated by the talk-show host or open to the classroom.
- While not being interviewed, the rest of the class acts as the audience.

SUGGESTED CIVIL RIGHTS FIGURES

Dr. Martin Luther King Jr.
Malcolm X
Ossie Davis
Linda Brown
Rosa Parks
Teddy Roosevelt
W.E.B. Dubois
George Wallace
Andrew Goodman
Harry Briggs
Jerome Robbins
Robert Kennedy
Bayard Rustin
Daisy Bates
Jesse Jackson



CURRICULUM CONNECTIONS

Reading Comprehension	Communication
Critical Analysis/ Research	Memorization
Self-confidence	Creativity

CONTINUED LEARNING: SUGGESTIONS FOR AFTER THE SHOW

WRITTEN ACTIVITY: THANK YOU FOR...

DIRECTIONS

- Have students chose a major historical figure in *Freedom Riders* (see list on p. 2).
- Students should research their characters more in depth to understand the depth of their accomplishments and contributions to society.
- Then have students write a letter thanking that person for their bravery and social progression.

INCLUDE THE FOLLOWING IN YOUR LETTER

- The result of their actions
- How they triggered progress in America
- What we have in America today as a direct result of their contribution
- How your life would be different had they not taken a stand against discrimination
- Any other personal opinions of their involvement on the Civil Rights Movement.

ANSWERS TO CROSSWORD PUZZLE (P. 3)

Across: 1. Elizabeth Eckford 4. Rosa Parks

7. Racism 11. Civil Rights Movement

Down: 2. Booker T. Washington 3. Martin Luther King Jr. 5. Freedom Riders 6. Jim Crow Laws 8. Malcolm X 9. Ossie Davis 10. segregation 12. NAACP

LIKE THE SHOW? LET US KNOW!

Send letters or drawings to:

Walnut Street Theatre
ATTN: Education Department
825 Walnut St.
Philadelphia, PA 19107





WALNUT STREET THEATRE

BIOGRAPHY



Walnut Street Theatre has the unique distinction of being the oldest, continuously operating theatre in the English-speaking world, having served Philadelphia audiences for over 200 years!

Today, under the direction of Producing Artistic Director Bernard Havard, Walnut Street Theatre is in its 36th season as a self-producing, non-profit theatre company. Walnut Street Theatre continues to entertain and enlighten diverse audiences with high quality theatrical programming. With more than 55,000 subscribers, the Walnut is also the most subscribed theatre company in the world!

The Walnut Street Theatre is celebrating over 30 years of bringing high-quality professional theatre to schools across the Delaware Valley. Our multicultural Touring Outreach Company introduces students to the world of theatre through age-appropriate, curriculum-based pieces that are socially relevant, entertaining, and exciting. Last season, 126,718 children and adults were impacted by the Walnut's Education Programs.

TOURING ACTORS

Each season, Walnut Street Theatre holds a nation-wide search to recruit accomplished young professionals for Acting Apprenticeships. These actors form our Touring Outreach Company. Nearly 500 candidates are considered each year for these four positions.

WALNUT STREET THEATRE EDUCATION STAFF

DIRECTOR OF EDUCATION	Tom Quinn
ASSISTANT DIRECTOR OF EDUCATION	Jasmine Hammond
EDUCATION PROGRAMS ASSOCIATE	Amanda Pasquini
EDUCATION PRODUCTION ASSOCIATE	Stephanie Sintef
EDUCATION APPRENTICE	Ali Walker
ACTING APPRENTICES	Taylor Mitchell Katie Raulerson Kahlil Wyatt Blake Lowry

ADDITIONAL RESOURCES

WEB

- **Civil Rights Movement Timeline**
<http://www.infoplease.com/spot/civilrightstimeline1.html>
- **Civil Rights Leaders**
<https://www.history.com/topics/black-history/civil-rights-movement>
- **Creative Drama & Theatre Education Resource Site**
<http://www.creativedrama.com/category/theatre-games/>
- **Walnut Street Theatre Touring Outreach Company**
<http://walnutstreettheatre.org/education/outreach.php>



FREEDOM RIDERS CREATIVE TEAM

PLAYWRIGHT	Tom Quinn
DIRECTOR	Nicholas Parker

TOM QUINN: PLAYWRIGHT

Tom Quinn is the author of *Only 13*, *A Philly Phairytale*, *Freedom Riders*, *No Easy Road to Freedom*, *Martin and Malcolm*, *The Boy Who Cried Bully*, *Mean Girls R Bullies 2*, *The Bully Buster Rides Again*, *The Bernstein Bears Hospital Friends*, *The Return of Nick Nutrition and His Dog Fiber*, *Hurry up! Be Perfect!*, and *Finding You People*. Quinn also serves as the Director of Education at Walnut Street Theatre overseeing a program that reaches over 126,000 students each year. Quinn was a recipient of the Dorothy Haas Acting Fellowship from Walnut Street Theatre in 1991-92. Tom also performed in regional theatre across the country before obtaining a teaching degree and Masters in Education from West Chester University, along with a Masters in Educational Administration from Gwynedd-Mercy College. A former high school teacher and school administrator Quinn has also worked as a grant reviewer for the US Department of Education. In 2017, *Freedom Riders* was performed at Oxford High School in Alabama- the site of the original Freedom Riders.

THANK YOU

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Ash Family Foundation* Bryn Mawr Trust Company * Louis N. Cassett Foundation * Connelly Foundation * Covenant Bank * Peter & Audrey Denton Fund * William Goldman Foundation * Hamilton Family Foundation * Hassel Foundation * Hellendall Family Foundation * Herman Goldner Company * Syde Hurdus Foundation * William Penn Foundation * Lincoln Financial Group Foundation * M&T Bank/ Wilmington Trust * National Endowment for the Arts * PECO * Philadelphia Insurance Companies * PNC Arts Alive * TD Charitable Foundation * Theatre Forward * United Way of Bucs County , Cumberland County, Capital Region, Delaware Greater Philadelphia and Southern New Jersey, Greater Portland, and the Tri-State * Universal Health Services * Vulcan Spring & Mfg. co. * The Walt Disney Company *

TOURING OUTREACH SPONSORS



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2018-2019
SEASON

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When we PLAY, Learning Happens!