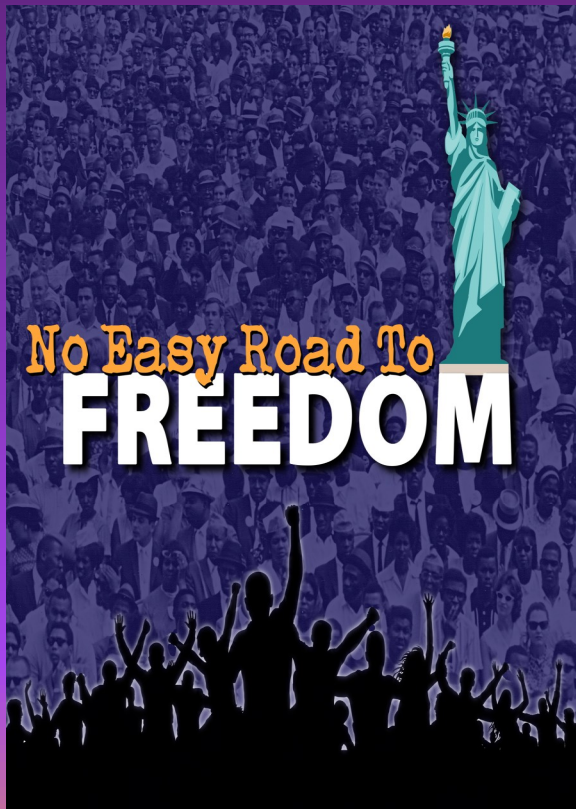




WALNUT STREET THEATRE



TOURING OUTREACH COMPANY

STUDY GUIDE

“No Easy Road to Freedom”

Written By Tom Quinn

SHOW SYNOPSIS

Using real stories of hope and determination, our actors recreate historical tales detailing how people have been treated differently because of their country, color, gender, and orientation. Your students will be inspired at how these real people have—and still struggle to—overcome prejudice to be truly free.

DISCUSSION QUESTIONS

BEFORE THE SHOW

- What do you expect from a show called *No Easy Road to Freedom*?
- What is “discrimination”?
- What are “civil rights”? What have you learned about civil rights movements?
- How can we overcome racism and other forms of discrimination that still exist today?

AFTER THE SHOW

- What do you think the main message of *No Easy Road to Freedom* is?
- Did *No Easy Road to Freedom* teach you anything new about civil rights and discrimination?
- How relevant do you feel the subject of civil rights is in today’s society?
- What needs to change before we truly reach social equality?

HISTORICAL EVENTS IN THE SHOW

Before the show, you may want to review the following historical places, people, and events with your students:

Interactions with Native Americas	Ghost Dance
Immigration from Europe and Asia	Ellis Island
Women's Rights	Susan B. Anthony 19th Amendment <i>The Feminine Mystique</i>
World War II	Japanese Internment Camps The Holocaust D-Day Invasion
Civil Rights Movement	Dr. Martin Luther King Jr. Rosa Parks
Mexican American Workers Rights	Caesar Chavez
Hate Crimes	Matthew Shepard
Politics	Barack Obama



THEATRE 101

Ever wondered how to put on a play?

There are many different elements that go into putting what's written on the page up on its feet. Please review the following terms with your students:

PLAYWRIGHT The playwright writes the script.

DIRECTOR The director is in charge of the production. They lead the actors, designers, and production crew to put the show on its feet.

COSTUME What the actors wear during the show.

SCENERY Everything on stage (*except props*) used to represent the place at which action is occurring.

PROPS All physical items on stage with the exception of the scenery. This includes lamps, chairs, pens, paper, books and more!

LIGHTS Stage lights illuminate the actors so that they look their best. The colors used, focus of the light, and amount of lighting can really set the mood and environment of a scene.

SOUND Everything that you hear during a performance that does not come from the actors.

ACTORS The actors are the people that perform the show onstage.

AUDIENCE The lucky people that get to watch the show. New to being an audience member? Follow these rules and you will be a natural!

AUDIENCE RULES

- ◆ Unlike a movie, the actors are performing in front of you. They can see everything that you do. Talking, sleeping, poking your neighbor, or making noise during the performance distracts the actors and others around you.
- ◆ Don't bring electronics to the performance. The use of cell phones, cameras, computers, tablets, and video game devices are **not allowed**.
- ◆ Use your better judgment on when to laugh, clap, and/or cry during the performance. But don't forget to clap at the end of the show!
- ◆ Stay in your seat during the performance.
- ◆ Make sure you go to the bathroom before the show starts.



CLASS ACTIVITY: No Easy Road to Freedom Timeline

No Easy Road to Freedom covers a huge section of American history, introducing its audience to many important events, people, and issues. As a class, create a timeline on a large piece of paper that puts these events in chronological order (the events and key figures can be found on the first page of this study guide).



Directions

- Break the students into small groups and assign each group one of the events to research.
- Students can use a piece of construction paper to record a short summary, the key date(s), important figures, and a relevant picture of the event.
- As a class, put the pieces of the timeline in chronological order and display your “*No Easy Road to Freedom* Timeline” on the wall of your classroom.

CLASS ACTIVITY: Images of Discrimination

Directions

The pictures below are examples of discrimination in our country. Examine the pictures and their captions to answer the following questions:

- What is happening in each of these pictures?
- What do you think these people are thinking?
- What do you think they are saying to each other?
- What do you think they will do next?

Variation

Choose one of these pictures and use the lines below to create either a 10-line monologue or dialogue. Share your responses with a partner or with the rest of your class.



In 1942, due to the fact that we were at war with the Japanese, President Roosevelt issued a law that forced all people of Japanese ancestry living in America to leave their homes and move into “internment camps”. These camps were cheaply built houses that were surrounded by barbed wire, so people could not leave the camp ground. The Supreme Court upheld the existence of the camps by stating that sometimes it is OK to take away the civil rights of a racial group when there is a “pressing public necessity”.



The Civil Rights Movement changed many negative policies facing African Americans in American society but it was no easy road. One big success of the movement was the Supreme Court Case of *Brown v. The Board of Education*. The Supreme Court ruled that white-only schools were no longer allowed in America, paving the way for the future integration of our school system.



Just like many other minority groups, there was a time in America’s history when women were denied the right to vote. In the mid 1800s, many women activists grouped together to fight for the right to vote (“women’s suffrage”). In 1919, Congress passed the Nineteenth Amendment to the United States Constitution giving women the right to vote.



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 lives 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 is 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 a captured in a photograph in a tabloid.
- *Note: Without dialogue, physicality becomes very 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 or the 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?

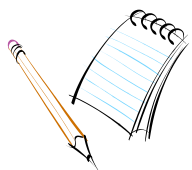
CURRICULUM CONNECTIONS

Critical Analysis	Group Collaboration
Leadership	Problem Solving
Concentration	Creative Expression

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, 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?

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” 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 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.

WEB RESOURCES

American Indian Movement; Grand Governing Council

<http://www.aimovement.org/>

Destination America; Immigration

<http://www.pbs.org/destinationamerica/usim.html>

Mexican American Workers Rights

<http://www.albany.edu/jmmh/vol3/chicano/chicano.html>



CURRICULUM CONNECTIONS

Critical Analysis	Research	Creativity
Self-confidence	Communication	
Memorization	Reading Comprehension	

CLASS ACTIVITY : DEBATE!

Several of the characters in *No Easy Road to Freedom* speak out for what they believe in. This activity will get your students to express their opinions on certain issues as they engage in an “historical” debate.

- Pick a debatable issue (women’s suffrage, segregation, immigration, etc.) that your students learned about in *No Easy Road to Freedom*.
- Split your class in half. Tell both groups that they should pretend they are all American citizens from the time period when the issue was first being debated. Tell one group that they are supporting the issue and the other group that they will be arguing against the issue.
- Give them time to talk with their group members to develop an argument for the debate they will have with the other group. Supply them with a large piece of paper and a marker to write down the points for their argument.
- After each group has had time to develop an argument, have the groups sit facing one another.
- The two groups should pick representative(s) to issue an opening statement (2-3 minutes to explain their argument to the other group).
- After the opening statements, have the groups meet privately again to come up with a rebuttal to the other side’s argument.
- Send new representatives from each group to make a short 1 minute rebuttal statement.

After the debate, hold a discussion with your class: *What was it like to argue the side that you personally do not believe in? Is the issue still of importance today? What is an issue today that you or your family feel passionate about?*

STUDENT WORKSHEET: "I Have a Dream"

Dr. Martin Luther King Jr.'s "I Have a Dream" speech stands as one of the most passionate and persuasive speeches to come out of the Civil Rights Era. In this speech, Dr. King said, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character!". What are some of your dreams for the future of our society?

Fill in the blanks below, and then draw a picture that shows what those dreams will look like in action.

You can reach the entire speech at:

<https://www.archives.gov/files/press/exhibits/dream-speech.pdf>

LIKE THE SHOW? LET US KNOW!

Send letters or drawings to:

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

I Have A Dream _____

I Have A Dream _____

I Have A Dream _____



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 210 years! Due to the direction of Producing Artistic Director Bernard Havard, Walnut Street Theatre has been a self-producing, non-profit theatre company for over 30 seasons. Walnut Street Theatre continues to entertain and enlighten diverse audiences with high quality theatrical programming. With more than 50,000 subscribers, the Walnut is also the most-subscribed theatre company in the world! 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. Last season, **172,000** children and adults were impacted by the Walnut's Education Programs, including our theatre school with classes for kids and adults, Camp Walnut, Our Touring Outreach Program to local schools, and our artist-in-residency programs.

WALNUT STREET THEATRE EDUCATION STAFF

DIRECTOR OF EDUCATION
ASSISTANT DIRECTOR OF EDUCATION
EDUCATION PROGRAMS ASSOCIATE
RESIDENT TEACHING ARTIST
EDUCATION APPRENTICE
ACTING APPRENTICES

TJ Sokso
 Amanda Pasquini
 Nate Golden
 Ali Walker
 Quanece Thompson
 Sam Paley
 Andrew Mullin
 Oliver Feaster
 Jasonica Moore

ADDITIONAL RESOURCES

WEB

Creative Drama & Theatre Education Resource Site

<http://www.creativedrama.com/theatre.htm>



Walnut Street Theatre Touring Outreach Company

<https://www.walnutstreettheatre.org/education/outreach.php>

NO EASY ROAD TO FREEDOM CREATIVE TEAM

PLAYWRIGHT
DIRECTOR
SCENIC DESIGNER
COSTUME DESIGNER

Tom Quinn
 Jasmine Hammond
 Nate Golden
 Suzie Benitez

TOURING OUTREACH SPONSORS



THANK YOU

The Walnut Street Theatre Education Department gratefully acknowledges the support from the following:

Bazon, Less and Feldman, P.C. * Louis N. Cassett Foundation * Connelly Foundation * The Peter & Audrey Denton Fund * Dow Chemical Company * Electronic Theatre Controls * Elliot-Lewis Corporation * William Goldman Foundation * Hamilton Family Foundation * Hassel Foundation * Haverford Trust Company * Hellendall Family Foundation * Herman Goldner Company * Syde Hurdus Foundation * William Penn Foundation * Virginia and Harvey Kimmel Arts Education Fund of the Philadelphia Foundation * Liberty Property Trust * Lincoln Financial Group Foundation * National Endowment for the Arts * PECO * Truist * United Way of Bucks County, Cumberland County, Capital Region, Delaware, Greater Philadelphia and Southern New Jersey, Greater Portland, and Tri-State * Universal Health Services *

Walnut Street Theatre Educational Opportunities!

2019-2020
SEASON

WALNUT STREET THEATRE TOURING OUTREACH

Bring a show to your school!

Bob the Bully Buster Grades K-5

Mean Girlz R Bullies Too Grades 5-8

Cinderella Eats Rice and Beans Grades Pre K-5

No Easy Road to Freedom Grades 6-12

Open a dialogue with students about issues that affect them!

Call 215-574-3550 , ext. 584

Walnut Street Theatre for Kids!

Bring your kids to Walnut Street Theatre!

Disney's The Little Mermaid Jr.

Grace for President

Junie B. Jones: The Musical

Nate the Great

Tickets just \$11-\$13!

Read the books, then see the stories LIVE!

Call 215-574-3550



The Theatre School at WALNUT STREET THEATRE

Classes for kids, students, and adults!

For students from 2 to 102! Great for networking, providing a creative outlet, and professional training.

Find your inner star at the Walnut!

Call 215-574-3550, ext. 510

RESIDENCY PROGRAM

Let us design a dramatic and educational program for your school!

We support teacher's objectives with personalized programs that meet your needs and budget.

Call 215-574-3550, ext. 584