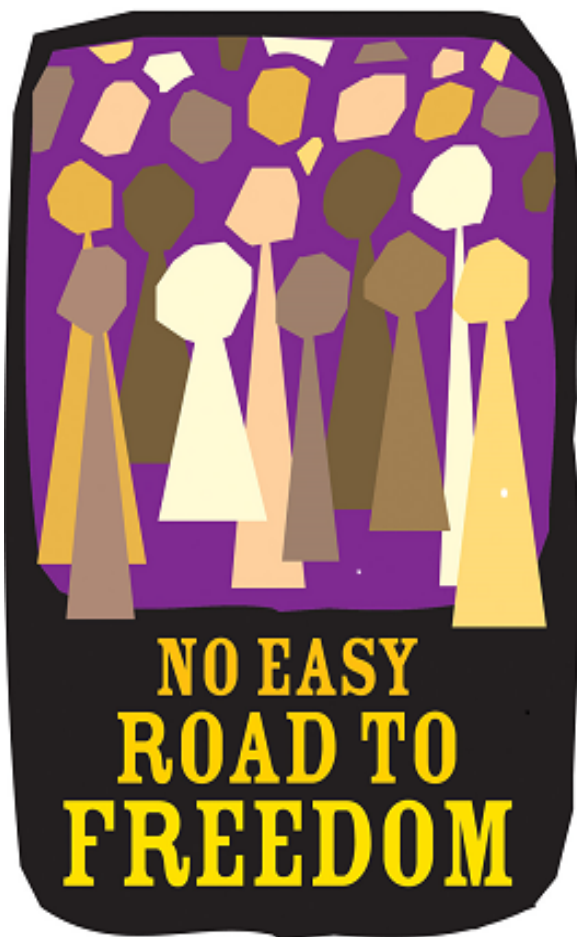




# WALNUT STREET THEATRE



## *NO EASY ROAD TO FREEDOM*

BY TOM QUINN

TOURING OUTREACH COMPANY

STUDY GUIDE

### SHOW SYNOPSIS

*No Easy Road to Freedom* takes students on an exciting journey of discovery and understanding. Beginning in the late 19th century and taking us right up to today, *No Easy Road to Freedom* introduces us to many characters who made the headlines in the ongoing struggle for racial equality and the right to freely exist without persecution here in America. Audiences are transported from the shores of Ellis Island to California; the open plains of Wyoming to the Deep South. With each stop, people depicted in history books come to life on stage. Through personal stories, historical events such as the Holocaust, Women's Suffrage and the Civil Rights Movement will be passed on to generations to come. It is our responsibility to remember the history of our nation—to keep it “alive” and relevant for everyone today so that we can move forward on our nation's walk to freedom, keeping hatred and prejudice at bay.

### 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 Americans.....	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



## DISCUSSION QUESTIONS

### BEFORE THE SHOW

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

### AFTER THE SHOW

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

## 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 setting, or where the story is taking place.

**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 American 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 Vs. 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 1800’s, 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 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 a 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

## CLASS DISCUSSION: BLACK LIVES MATTER MOVEMENT



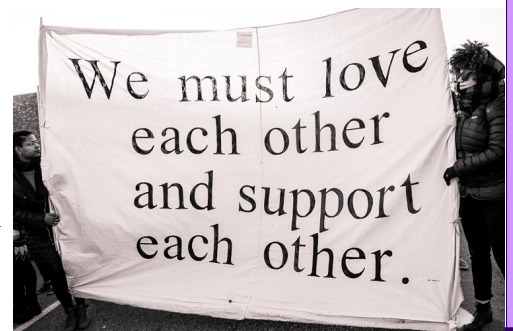
### What is Black Lives Matter?

**Black Lives Matter (BLM)** is an international activist movement, originating in the African-American community, that campaigns against violence toward black people. BLM regularly organizes protests around the deaths of black people in killings by law enforcement officers, and broader issues of racial profiling, police brutality, and racial inequality in the United States criminal justice system.

From: Wikipedia

### Discussion Questions:

1. What is Black Lives Matter?
2. What events led to the formation of the BLM movement?
3. What have you heard about BLM on the news and on the internet?
4. How do you feel about the movement?
5. Do you think you could relate the events of Black Lives Matter to *No Easy Road to Freedom*?





# 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?

### CURRICULUM CONNECTIONS

Critical Analysis      Research  
Self-confidence      Communication      Creativity  
Memorization      Reading Comprehension

## 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.



### 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>

**Teaching Tolerance: A History of Hate Crimes**  
<http://www.fbi.gov/hq/cid/civilrights/hate.htm>

## 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:  
<http://www.usconstitution.net/dream.html>

### 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 200 years!

Today, under the direction of Producing Artistic Director Bernard Havard, Walnut Street Theatre is in its 34th 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 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**  
**EDUCATION PRODUCTION ASSOCIATE**  
**RESIDENT TEACHING ARTIST**  
**EDUCATION APPRENTICE**  
**ACTING APPRENTICES**

Thomas Quinn  
 Ashley Kerns  
 Pat Shane  
 Angie Confredo  
 Jasmine Hammond  
 Amanda Pasquini  
 Anne Bragg  
 Alexa Cepeda  
 Dana Orange  
 Austin Turner

### ADDITIONAL RESOURCES

#### WEB

- **Educational Drama Activities**  
<http://plays.about.com/od/activities/>
- **Walnut Street Theatre Touring Outreach Company**  
<http://walnutstreettheatre.org/education/touring.php>



REFER TO PAGE 5 FOR MORE EDUCATIONAL RESOURCES

### NO EASY ROAD TO FREEDOM CREATIVE TEAM

#### PLAYWRIGHT

Tom Quinn

#### DIRECTOR

Christina May

#### ABOUT THE PLAYWRIGHT

**Tom Quinn** is the author of *The Berenstain Bears Hospital Friends*, *The Return of Nick Nutrition and His Dog Fiber*, *Only 13*, *A Philly Phairytale*, *The Boy Who Cried Bully*, *The Bully Buster Rides Again*, and *Mean Girls R Bullies 2*. Quinn also serves as the Director of Education at Walnut Street Theatre overseeing a program that reaches over 172,000 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.

## THANK YOU

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

Anonymous (2) \* Aqua America \* Louis N. Cassett Foundation \* Connelly Foundation \* The Peter & Audrey Denton Fund \* Dow Chemical Company \* William Goldman Foundation \* Hamilton Family Foundation \* Hassel Foundation \* Haverford Trust Company \* Hellendall Family Foundation \* Herman Goldner Company \* Syde Hurdus Foundation \* William Penn Foundation \* Mutual Fire Foundation \* Lincoln Financial Group Foundation \* National Corporate Theatre Fund \* PECO \* TD Charitable Foundation \* Theatre Forward \* United Way of Greater Philadelphia and Southern New Jersey \* Vulcan Spring & Mfg. Co.