

# PLAY GUIDE



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## Long Road to Freedom By Jan Lucas

Presented on the LCT Main Stage: February 1-7, 2020  
And on Tour: February 8-May 8, 2020

Major Contributors:



# Dear Educator -

Lexington Children's Theatre is proud to be producing our 81<sup>st</sup> season of plays for young people and their families. As an organization that values the arts and education, we have created this Play Guide for teachers to utilize in conjunction with seeing a play at LCT.

Our Play Guides are designed to be a valuable tool in two ways: helping you prepare your students for the enriching performance given by LCT's performers, as well as serving as an educational tool for extending the production experience back into your classroom.

We designed each activity to assist in achieving the Kentucky Academic Standards (KAS), including the National Core Arts Standards for Theatre. Teachers have important voices at LCT, and we rely heavily on your input. If you have comments or suggestions about our Play Guides, show selections, or any of our programming, your thoughts are greatly appreciated. Please email Jeremy Kisling, our Associate Artistic Director in Charge of Education, at [jkisling@lctonstage.org](mailto:jkisling@lctonstage.org).

Please use the Teacher Response form following a performance. We are thrilled that you rely on LCT to provide your students a quality theatrical experience, and we hope this resource helps you in your classroom.

**-LCT's Education Department**

## The mission of our education programming



The mission of Lexington Children's Theatre's Education Department is to **provide students of all ages with the means to actively explore the beauty, diversity, complexity, and challenges of the world around them through the dramatic process.** We strive for young people to develop their own creative voice, their imagination, and their understanding of drama and its role in society.

## Your role in the play

You may wish to have a discussion with your class about your upcoming LCT experience and their role as audience members. Remind your students that theatre can only exist with an audience. Your students energy and response directly affects the actors onstage. The quality of the performance depends as much on the audience as it does on each of the theatre professionals behind the scenes and on stage.

Young audiences should know that watching live theatre is not like watching more familiar forms of entertainment; they cannot pause or rewind us like a DVD, there are no commercials for bathroom breaks, nor can they turn up the volume to hear us if someone else is talking. Your students are encouraged to listen and watch the play intently, so that they may laugh and cheer for their favorite characters when it is appropriate.

At the end of the play, applause is an opportunity for your students to thank the actors, while the actors are thanking you for the role you played as an audience.



# Meet the Cast - *Long Road to Freedom*



**DEREK BROOKENS** (*Musician*) Originally from Pennsylvania, Derek escaped to earn his BFA at Ohio Northern University, then continued to work and travel around the country. He's been happy to work in theatre for young audiences with The National Theatre for Children and Prairie Fire Children's Theatre over the past six years. This is his first LCT experience and his first time in Lexington. For the next few months you can find Derek enjoying the area's hiking, restaurants, farmer's market, and anything barrel-aged.



**DANAE DESHAZER** (*Mary Catherine Stamp*) is happy to be making her debut with Lexington Children's Theatre! Originally from Overland Park, Kansas, Danae stays busy as a freelance director, choreographer, and actor across the United States. Recent directing credits include: *...Spelling Bee*, *Polkadots! The Cool Kids Musical*, *The Drowsy Chaperone*, *Once Upon a Mattress*, and *9 to 5! The Musical*. As an actor, Danae has worked with McLeod Summer Playhouse, National Theatre for Children, Prairie Fire Children's Theatre, Blue Gate Musicals, Venice Theatre, TheatreZone, Show Palace, and RWS & Associates. Thank YOU for supporting live theatre and for keeping the arts alive! [www.DanaeDeShazer.com](http://www.DanaeDeShazer.com)



**ALEX REEVES** (*Graceanna Brown*) loves collaborating with Lexington Children's Theatre on another wonderful play! She graduated from the University of Maryland, Baltimore County with a Bachelor of Fine Arts in Acting. You may have seen her on the LCT stage as Archie in *The Snowy Day and Other Stories*, Jane in *Sacagawea: Discovering History* or as Hen in *Why Mosquitoes Buzz*. DC credits include: Ensemble/Puppeteer in *The Velveteen Rabbit* (Adventure Theatre), *Rebel in Columbinus* (1<sup>st</sup> Stage Theatre), Mela in *The Goodies: A New Devised Piece* (Iron Crow Theatre), Marcy Park in *25<sup>th</sup> Spelling Bee* (Starstuff Theatre Collective) and Slank in *Peter and the Starcatcher*. Contact: [artistalexreeves@gmail.com](mailto:artistalexreeves@gmail.com)

# What to know - before the show!

## Play Synopsis

*Long Road to Freedom* is a musically-infused memoir of two women who find a common bond through their shared desire to do right in a complicated world.

When Graceanna was ten, she and her mother escaped slavery in Alabama and traveled North on the Underground Railroad. They found shelter and safety in Ohio with the Chapman family where Graceanna befriended the Chapmans' ten-year-old daughter, Mary Catherine. The girls played through the summer and found similar interests that connected them, all the while questioning the logic behind racial prejudice.

When Southern slave owners began searching more intensely to recover escaped slaves, it grew too dangerous for Graceanna and her mother to stay so close to Kentucky with the Chapmans. The Chapmans arranged for the two freed slaves to leave Ohio with a man and travel to Canada. Their departure was planned during the commotion of the Independence Day parade to prevent suspicion, but in the excitement of the parade festivities, Graceanna left before Mary Catherine could say goodbye.

Now adults, Mary Catherine and Graceanna have found a connection through the Underground Railroad once more. Not long after Mary Catherine's husband Jonathan is killed while helping escaped slaves, she receives word that two young slave children are traveling to freedom in Canada and need her help. As it turns out, the children are Graceanna's young cousins and, despite the danger and her fear, Mary Catherine remembers her childhood friend and finds the courage to help the children on their way.



# What to know - before the show!

## Status

Students are given a name tag or post-it-note with a number to place on their backs. Do not tell the student which number they have. Students walk in silence around the room and evaluate the students with the highest and lowest numbers. Students then try to “befriend” those with high numbers by waving to them. A student can accept that friend with a wave, or reject that friend by crossing their arms in front of their face. The game ends when everyone has a pair.

Ask the students: How did it feel to have your friendship accepted or denied? Did you feel worth more when multiple people were asking to be your friend? How do you feel this could relate to *Long Road to Freedom*, a show about slavery?

TH:Pr4.1.4b; TH:Pr5.1.4a

## Musical Messages



For use in this exercise:

### Simple Gifts

<https://www.youtube.com/watch?v=XiLTwtuBi-o>

Music plays a vital role in the telling of slavery and the Underground Railroad. Many songs were used to tell the slaves hidden messages. What can music tell you? Tell the students you will be playing a short piece of music and would like for them to write down any changes in beat, rhythm, style, or feeling that they detect. Ask them to write down words like fast, slow, sad, happy, energetic, etc. After listening to the recording, discuss these changes with the group asking questions such as...

How did the music change? (Ask the students to refer to the words they just wrote down.)  
What effect did the change have on you? Were you surprised when a change occurred?  
Does the music tell a story? What do you think is happening in the story?

As a class discuss how you will tell a story using the same music. Divide the students into five groups: Escape, On the Run, River Crossing, Hiding, and Freedom. Each group will be given 20 second intervals of the song. Students will use their bodies to illustrate their given moment of the song, underscored by the music. Allow students to rehearse their moment of the song, then invite the entire class to perform the song together.

Did the music support your telling of the story? If so, how?  
What other songs may help support this story?  
What other stories may fit well with this song?

TH:Cr1.1.4c; TH:Cr2.1.5a; MU:Re8.1.4

# What to know - before the show!

## Contextual Article

### The Underground Railroad

The Underground Railroad is an important part of our nation's history; however, many of the fascinating and lesser known details regarding it are not included within many textbooks. The Underground Railroad was a secret system developed to aid fugitive slaves on their escape to freedom. Involvement with the Underground Railroad was not only dangerous, but it was also illegal. So, to help protect themselves and their mission, secret codes were created. The term Underground Railroad referred to the entire system, which consisted of many routes called lines. The free individuals who helped runaway slaves travel toward freedom were called conductors, and the fugitive slaves were referred to as cargo. The safe houses used as hiding places along the lines of the Underground Railroad were called stations. A lit lantern hung outside would identify these stations.



Traveling along the Underground Railroad was a long and perilous journey for fugitive slaves to reach their freedom. Runaway slaves had to travel great distances, many times on foot, in a short amount of time. They did this with little or no food and no protection from the slave catchers chasing them. Slave owners were not the only pursuers of fugitive slaves. In order to entice others to assist in the capture of these slaves, their owners would post rewards offering payment for the capture of their property. If they were caught, any number of terrible things could happen to them. Many captured fugitive slaves were flogged, branded, jailed, sold back into slavery, or even killed.

Not only did fugitive slaves have the fear of starvation and capture, but there were also threats presented by their surroundings. While traveling for long periods of time in the wilderness, they would have to fend off animals wanting to kill and eat them, cross treacherous terrain, and survive severe temperatures. For the slaves traveling north on the Underground Railroad, they were still in danger once they entered northern states. The Fugitive Slave Law of 1850 allowed and encouraged the capture of fugitive slaves due to the fact that they were seen as stolen property, rather than abused human beings.

The Fugitive Slave Law of 1850 also outlawed the abetting of fugitive slaves. Their safety and freedom would not be reached until they entered into Canada. Not all slaves traveled north. There were also Underground Railroad lines that lead south en route for Mexico and the Caribbean.

### **Conductors & Abolitionists**



Underground Railroad conductors were free individuals who helped fugitive slaves traveling along the Underground Railroad. Conductors helped runaway slaves by providing them with safe passage to and from stations. They did this under the cover of darkness with slave catchers hot on their heels. Many times these stations would be located within their own homes and businesses. The act of harboring fugitive slaves put these conductors in grave danger; yet, they persisted because they believed in a cause greater than themselves, which was the freeing of thousands of enslaved human beings.

Conductors of the Underground Railroad undoubtedly opposed slavery, and they were not alone. These conductors were comprised of a diverse group of people. They included people of different races, occupations, and income levels. There were also former slaves who had escaped using the Underground Railroad and voluntarily returned to the lands of slavery, as conductors, to help free those still enslaved.

Abolitionists took action against slavery as well. The abolition movement began when individuals such as William Lloyd Garrison and Arthur and Lewis Tappan formed the American Anti-Slavery Society. The organization created the Declaration of Anti-Slavery in which they gave reasons for the construction of the society and its goals. The society distributed an annual almanac that included poems, drawings, essays, and other abolitionist material.

# How to grow - after the show!

## Research Historical Figures

Use the individuals listed below to discover more about the Underground Railroad. Have your students create a biography of one of these figures and share them in class.

### Harriet Tubman

(1821-1913)

Lead 300 slaves to freedom herself, called Moses of her people.

### Frederick Douglass

(1817-1895)

Black leader, abolitionist, author. Wrote *Narrative of the Life...* and editor of the newspaper, *The North Star*.

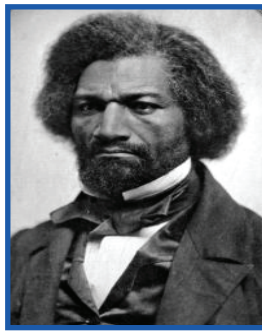


Harriet Tubman

### Harriet Beecher-Stowe

(1821-1913)

Wrote *Uncle Tom's Cabin*, strong influence and voice to end slavery.



Frederick Douglass

### Levi Coffin

(1798-1877)

1<sup>st</sup> President of the Underground Railroad, responsible for 3,000 escapes.

### William Garrison

(1805-1879)

Abolitionist Leader, started New England Anti-Slavery Society.



Harriet Beecher-Stowe

Slavery and the Underground Railroad lasted for over a hundred years in the United States.

The following time line shows a progression of the events in slavery and the Underground Railroad to help you with your research.

- 1793 Fugitive Slave Act passed by Congress, returning any runaway slave to their owners.
- 1800 Gabriel's Slave Plot - an abortive attempt to organize a slave uprising.
- 1808 Trading in slaves direct from Africa abolished in the U.S.
- 1826 U.S. Secretary of State asks Canada's help in returning escaped slaves.
- 1831 The term "Underground Railroad" coined - Tice David's slaves escaped.
- 1831 American Anti-Slavery Society founded by William Garrison.
- 1836 Gag Rule passed by the House of Representatives. It required petitions against slavery be "laid upon the table," meaning ignored.
- 1838 Anti-Slavery Society membership reaches 250,000 members.
- 1839 African slaves revolt on the Spanish ship Amistad.
- 1840 The term Underground Railroad appears in print.
- 1844 Estimated 40,000 slaves have by this time escaped to Canada
- 1845 *Narrative of the Life of Frederick Douglass, An American Slave* is published.
- 1848 Harriet Tubman begins her effort to help over 300 slaves escape.
- 1850 Fugitive Slave Act is renewed by Congress.
- 1852 Harriet Beecher-Stowe's *Uncle Tom's Cabin* published.
- 1854 Kansas-Nebraska Act passed which repealed the Missouri Compromise of 1820, and once again slavery was allowed above the 36<sup>th</sup> parallel.
- 1857 U.S. Supreme Court Rules African American people, free or slave, are not U.S. citizens.
- 1860 President Abraham Lincoln is elected.
- 1861 Civil War begins.
- 1862 Emancipation Proclamation, abolishing slavery.
- 1865 Thirteenth Amendment, abolishing slavery, now a law.

# How to grow - after the show!

## Something From Nothing

Children of the Civil War era, and especially slave children, had to be inventive with the games they played and the toys they had. They had to create games by using what they had around them. For example, in *Long Road to Freedom*, Graceanna and Mary Catherine talk about making corn husk dolls. Have students bring in recycled items from home, such as tape dispensers, toilet paper/paper towel tubes, paper clips, plastic bottles, tissue boxes, rubber bands, etc.



Compile these items in a bag or box and present them to the class. Start by saying something like, 'We are going to use some of the objects in this bag to invent some games. You will all work together in small groups to come up with the rules of the game. We will then play as a whole class. The only rule everyone must include is that everyone must be able to play.' After the ground rules are established break the students into small groups and have them create a game using the items given. After all groups have finished, come together and present each game and how it is played. If there is time, play a few short rounds of the various games using the students to help teach their creations to their classmates.

## Making Folklore

SL.5.6; VA: Cr1.1.4; VA:Cr2.3.2

Talk with family, friends, and community members about the community at large and what history the community holds.

Use this as a writing and research prompt. Students can visit the library for research materials about the local history and lore. They can also visit the courthouse as well as local cemeteries, statues, and monuments for information. Students can be broken up into small groups of 2-3 and present their findings in a short presentation.

### Things to Think about:

What stories exist about your community? What traditions are handed down in your community? Does your community hold a yearly fair or festival? What do the people in your community have to say? Are there any statues or monuments in your area that have history? How did these traditions get started? How long have they been around? Why do you think these traditions have lasted over time?

Why are these stories and traditions important? How do these stories and traditions contribute to the culture of your community? How do these stories and traditions continue the attitudes, beliefs, or values found in your area? How do these stories and traditions connect community members to those who have come before them?

W.4.7; TH:Cn10.1.4; W.5.7





# How to grow - after the show!

## Open Response Question Scoring

Have your students create a bio-poem by answering the questions provided below. This is a great exercise to have your students think about themselves, and how they're wishes and dreams are often the same. Have a conversation about the differences and similarities found in the classes' poems.

1. Your first name
2. Three or four adjectives that describe you
3. Important relationships (daughter of, mother of, etc)
4. Two or three things, people, or ideas you love
5. Three fears you have experienced
6. Accomplishments (you composed, discovered, won, succeed in...)
7. Two or three things you want to see happen or wanted to experience
8. Where you live
9. Your last name



### Biopoem Sample

Rosa

Determined, brave, strong, loving

Wife of Raymond Parks, mother of all children

Who loved equality, freedom, and the benefits of a good education

Who hated discrimination, loved to stand up for her beliefs, and loved to help others

Who feared that racism would continue, feared losing the opportunity to make a difference, and feared that young people might lose opportunities to develop strength and courage

Who changed history as she accomplished great strides for equality and encouraged excellence for all

Who wanted to see love triumph and see an end to all bias and discrimination in a world

in which respect is freely given to all

Born in Alabama and living in Detroit

Parks



# How to grow - after the show!

## What to Read Next

***Unspoken: A Story from the Underground Railroad* by Henry Cole**

This wordless picture book tells the story of a young Southern farm girl who discovers a runaway slave hiding in her barn. She must choose whether or not she is willing to risk her life to help save the runaway.

***Henry's Freedom Box: A True Story from the Underground Railroad* by Ellen Levine**

Henry Brown lives his whole life as a slave, continuously torn from his family. After working in a warehouse for many years he gets a wild idea: to mail himself to freedom.

***If You Traveled on the Underground Railroad* by Ellen Levine**

An honest and age appropriate look at the facts of traveling the Underground Railroad.

***The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud**

Hannah and her papa have decided to make the dangerous journey from their life of slavery to freedom in the north. Using hidden clues woven into her mama's old quilt, the two navigate through the Underground Railroad in hopes of reaching Canada.

***If You Lived When There Was Slavery in America* by Anne Kamma**

Find effective and age appropriate answers to the difficult questions that arise when discussing slavery with young people.

## LCT teaches in YOUR school!

### Would you like to see some of these play guide activities modeled in your classroom?

Book a workshop for your class with one of LCT's teaching artists! In our pre-show workshops, our teaching artists will engage students in acting skills and themes from the play through drama activities. In our post-show workshops, Students will extend their play-going experience by strengthening their personal connection to the play and deepening their understanding of the themes and characters.



**Call us at 859-254-4546 x226 to book a pre or post-show workshop for your class!**

To learn more about Lexington Children's Theatre and our programming for your school visit:  
[www.lctonstage.org/for-educators/in-school-experiences/](http://www.lctonstage.org/for-educators/in-school-experiences/)