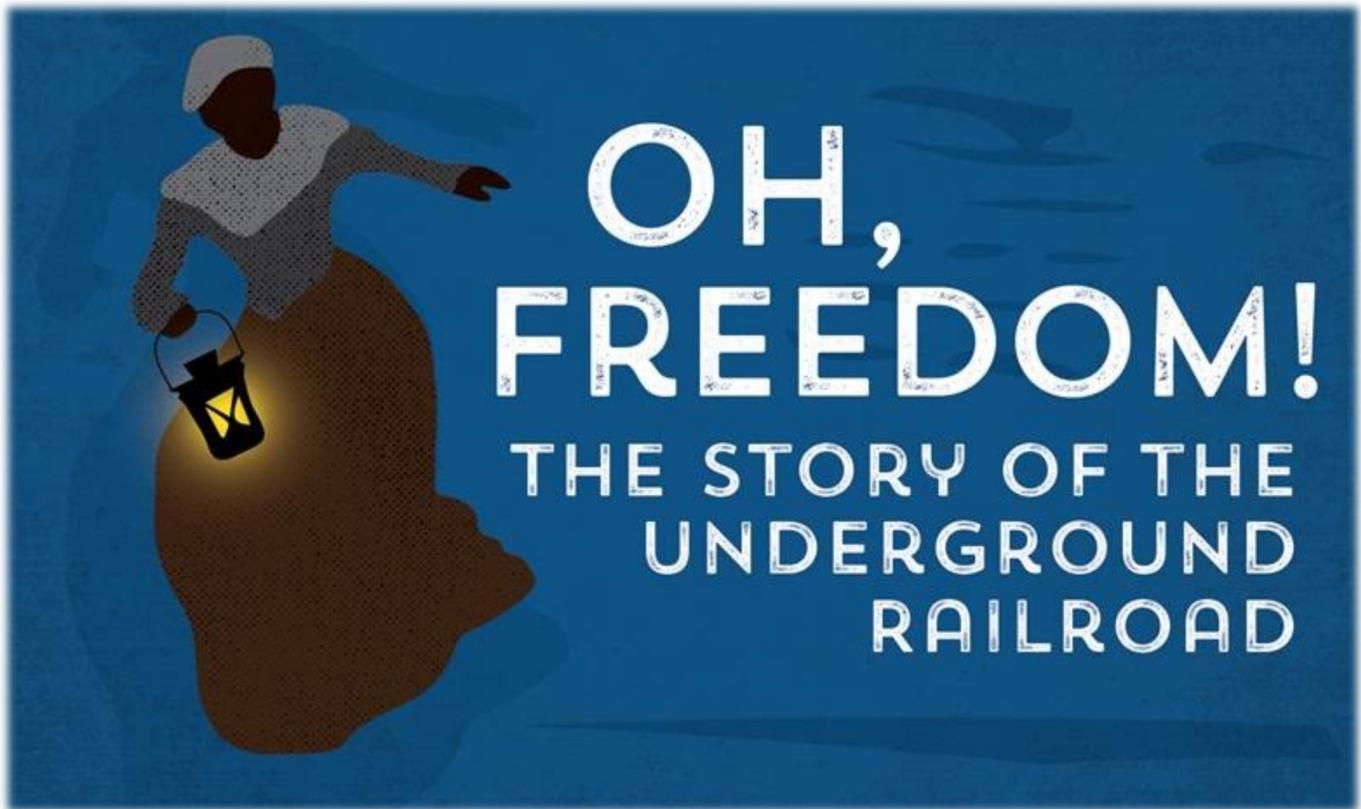


# NEW STAGE *Theatre*

Arts-in-Education Touring Production



## STUDY GUIDE

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New Stage Theatre Education

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The New Stage Theatre’s Arts in Education tours are sponsored in part by Entergy, The Chisholm Foundation and Peoples Bank. New Stage Theatre is also a part of the Mississippi Arts Commission Artist Roster.

# The Cast



## The Characters

**Brianna Hill:** Narrator #1, Harriet Tubman, Slave Woman, Crewman, Driver, Railway Clerk, Mrs. William Still

**Kyle Daniels:** Narrator #2, John Rankin, William Lloyd Garrison, Jonathan Walker, “Peg Leg” Joe, Samuel Smith

**Jessica Debolt:** Narrator #3, Harriet Beecher Stowe, White Female Passenger, Porter

**Xerron Mingo:** Narrator #4, William Still, Oludah Equiano, Henry “Box” Brown

**JESSICA DEBOLT** is a recent graduate of the Johnny Carson School of Theatre and Film, where she studied directing, management, and performance. In the summer Debolt stage managed for Hershey Park in Pennsylvania. Her acting credits include Kate in *Dancing at Lughnasa*, and the title role in *Medea*. She also recently directed *The Importance of Being Earnest* in her home city of Champaign, Ill. Debolt is excited to be part of the acting apprentice company and looks forward to learning from and contributing to New Stage Theatre.

**XERRON X. MINGO** is a recent graduate of Florida A&M University. He has worked professionally since graduation at a plethora of regional theaters. He has appeared in *The Wiz* (The Lion) and *The Hot Mikado* (Pooh-Bah) at the GLOW Lyric Theatre in Greenville, S.C.; *Black Nativity* (Narrator) and *JazzLinks* Tour at Westcoast Black Theatre Troupe; *The Great Society* at Asolo Rep; *Hairspray* (Gilbert) at American Stage; *A Chorus Line* (Richie) at Quincy Music Theatre; and in *Ragtime* (Harlem Ensemble, Booker T. Washington Understudy) at Florida State University. His educational theatre credits includes *Blues For An Alabama Sky* (Guy) and *Five Guys Named Moe* (Eat Moe). This is his first time in Mississippi and is so excited to be working as an Acting Apprentice with New Stage Theatre!

**BRIANNA HILL** is excited to start her professional career with New Stage Theatre. She is proud Florida native and graduated from Florida Southern College with a BFA in theatre performance and B.S. in business administration with a focus in theatre management. Some of her favorite credits from college include Olive in *Odd Couple (Female Version)*, Queen Titania in *A Midsummer Night's Dream*, and Florence in *Poof*. Recently, Hill finished a house management internship with Playhouse on the Square in Memphis and received the opportunity to be in FEMMEmpis's inaugural performance as Betty 5 in *Collective Rage: A Play in 5 Betties*.

**KYLE PARKER DANIELS** is excited to be joining New Stage for the 2017-2018 season as an acting apprentice. Daniels attended Xavier University in Cincinnati for acting. Some of his favorite roles include Adam in the world premiere *Begotten*, Haemon in *Antigone*, Xander Wallen in *#Selfie the Play*, Chet in *Cannibal Galaxy: A Love Story*, and Huck Finn in *The Complete Tom 2: Huckleberry*. Daniels would like to thank his family for their support.

# The Company

**FRANCINE THOMAS REYNOLDS (Artistic Director)** has worked as a professional actress and director for more than 24 years. She has been the artistic director at New Stage Theatre since 2006 and most recently directed *The Miss Firecracker Contest*. Last season she also directed *The Whipping Man* and *The Grapes of Wrath*. She appeared in New Stage productions as Polly in *Other Desert Cities*, Lucille in *Dividing the Estate* and as Edna Earle in Eudora Welty's *The Ponder Heart*. She has directed a variety of shows including *Cat on a Hot Tin Roof*, *Hairspray*, *Mahalia: A Gospel Musical*, *The Great Gatsby*, *Lombardi*, *Boeing, Boeing*, *Breaking Up is Hard to Do*, *Sherlock Holmes: The Final Adventure*, *A Christmas Carol*, *Gee's Bend*, *A Raisin in the Sun*, *Annie*, *Joseph and the Amazing Technicolor Dreamcoat*, *A Soldier's Play* and *I Love You, You're Perfect, Now Change*. Some of her favorite acting roles include Beatrice in *Much Ado About Nothing*, Chris in *Rumors* and Belinda in *Noises Off*. Reynolds serves on the Board of Directors for the Theatre Communications Group (TCG), the national organization for the American theatre and she is a member of the Leadership Mississippi Class of 2014. Reynolds has enjoyed adjudicating and serving as commentator for the Mississippi High School Drama Southeastern Theatre Conference auditions and Mississippi's English Speaking Union Shakespeare Competition. Originally from the Upper Peninsula of Michigan, Reynolds enjoys living in Jackson with her husband, Chuck.

**KERRI COURTNEY SANDERS (Education Director)** graduated from Belhaven University with a B.A. in Theatre. She served as acting/directing intern for the 2011-2012 season and has been an instructor for several education programs at the theatre including New Stage's Youth Acting Troupe since 2011. Sanders has appeared in such productions as *A Time to Kill*, *A Christmas Carol*, *One Man Two Guvnors*, *Other Desert Cities*, *The Great Gatsby*, *The Lion the Witch and the Wardrobe*, *Grapes of Wrath*, *Dracula*, and *A Midsummer Night's Dream*. Her directing credits include *The Taming of the Shrew*, *Walk! Don't Ride: A Celebration of the Fight for Equality*, *Twelfth Night*, and *Much Ado About Nothing*. Sanders is also the host of the Mississippi Public Broadcasting series *Job Hunter*.

**CHRIS ROEBUCK (Resident Teaching Artist)** graduated from Mississippi College with a B.A. in history. He taught for two years at Madison Central High School, where among other responsibilities he assisted with the Drama Club. Roebuck was an acting intern at New Stage Theatre, working with four other interns to take three touring shows across the state. Among his numerous professional acting credits, Roebuck has appeared in *Shrek*, *Hairspray*, *The Foreigner*, *Annie*, *The 39 Steps*, *A Soldier's Play*, *A Year with Frog and Toad*, *The Ponder Heart*, *A Christmas Carol*, *Idols of the King*, *Forever Plaid*, and *A Raisin in the Sun*. In addition to the education touring shows, his directing credits include *Goodnight, Moon*, *The Cat in the Hat*, *The Lion*, *The Witch*, and *The Wardrobe*, *The Weir*, *Lilly's Purple Plastic Purse*, *A Christmas Carol* and *Dead Man's Cell Phone*.

**RICHART SCHUG (Resident Scenic Designer)** is starting his fourth season with New Stage where he has designed sets for *Red*, *One Man Two Guvnors*, *All The Way*, *Mrs. Mannerly*, *Sherlock Holmes and the Adventure of the Suicide Club*, and others. He has also worked as a scenic painter and designer in New York at Purchase College SUNY where he went to school. He would like to thank the very talented staff of New Stage, his family, and his fiancé Sarah Beck.

**KRISTIN JOHNSON (Costume Designer)** This is Kristin's second season at New Stage Theatre, but her first season as costume designer for the touring shows. She graduated from Delta State University where she studied Fashion Merchandising and designed costumes for the Delta Players, including *The Last Days of Judas Iscariot*, *The Liar*, *These Shining Lives*, *The Bald Soprano*, and many more. During her first season at New Stage, Kristin assisted the resident costume designer, Lesley Raybon, design and build numerous shows such as *Shrek: The Musical*, *Mississippi Talking*, and *A Christmas Carol*. She also designed costumes for the Unframed productions of *A Stage Fractured* and *This is our Youth*. While not at New Stage, Kristin works as a server at Amerigo in Ridgeland. She lives in Jackson with her fiancé, Troy, and their two rambunctious dogs, Anubis and Leroy.

# Audience Etiquette

For many of your students, *Oh, Freedom!* may be their first theatre experience. It may be helpful to discuss with them the expected behavior of an audience. New Stage asks that prior to the performance, students are made aware of the following:

- Stay with your group at all times and pay attention to your teachers and chaperones.
- Be sure to go to the bathroom before the performance begins. It is hard to leave once the performance begins.
- Make yourself comfortable while keeping movement to a minimum.
- Please do not stand up, walk around or put your feet on the seat in front of you.
- Absolutely no gum chewing, eating or drinking in the theatre.

## Noise

Live theatre means live actors who can hear not only what is happening on the stage, but in the audience as well. While laughter and applause at appropriate time are appreciated by the actors, excessive noise and talking is not. Even whispering voices can be distracting to the actors and others in the audience.

- Do not talk during the performance.
- Cell phones are prohibited in the theatre. If you have one turn it off and put it away and do not bring it out during the performance.



## Applause

Applause is used to acknowledge the performers and to voice appreciation or approval. Traditionally, applause comes before intermission and at the performance's conclusion. Dimming the lights on the stage and bringing up the house lights usually signals these intervals. A curtain call in which the cast returns to the stage for bows usually follows a performance.

# Theatre Glossary

**Act** Sequences of scenes in a play which are played without an interval an act may contain one or more given scenes.

**Audition** A trial performance given by an actor applying for a part in a play.

**Auditorium** The audience area at a theatre, also known as “the house”

**Blocking** Fixing actor’s movements in rehearsal and entering them in the prompt copy of the script

**Choreographer** The composer of dance steps or sequences of movement in dance.

**Comedy** Usually contrasted with tragedy. It may treat serious subjects, but does so with a light and humorous touch. There are many subgenres of comedy: farce, comedy of manners, etc. Some comedy is physical and can be seen in the actions, facial expressions, or costumes of the characters. Other comedy is verbal and is heard in the spoken lines of the actors.

**Cue** Words or actions to which an actor answers; the term is also used to mean the moment for a change or effect in a scene or lighting.

**Director** The person who rehearses the actors in their roles, as well as deciding and coordinating the artistic aspects of a production.

**Drama** The form of literature which, like all literature, creates a representation of some aspect of life in order to entertain, educate, or in some way affect the thoughts of the audience or reader. Drama is unique from other literature in that it is written to be performed live in front of an audience. The word “drama” comes from the Greek and means “to do.” We do gain much by reading and studying plays, but it is important to remember that a playwright’s intentions for his or her work are only fully realized in a live performance.

# Theatre Glossary

**Dress Rehearsal** A final rehearsal, with full scenery, costumes, and effects.

**Effects** Any sounds, special lighting devices, etc., which are required by the play.

**Farce** A form of comedy based on laughter at the ridiculous. Improbably events, fast paced action, deceptions, and misunderstandings are typical elements of farce.

**Flat** A scenic unit consisting of a wooden frame. It may have an opening in it to take a door, window, or fireplace.

**Improvise** To depart from a script, or work without one, with the actors inventing their own lines.

**Melodrama** A comedy/drama noted for its action and excitement, frequently featuring graphic on-stage fights and spectacular special effects.

**Prompt Book** Copy of the script in which positions and moves of scenery, furniture, and actors and all cues for changes and effects are recorded.

**Property** Anything used on the stage that does not form part of the scenery, costumes, or technical equipment. Examples are food, drink, and items carried onstage by actors. Commonly called a prop.

**Proscenium** Originally a shallow platform in Greek theatre. Now, it refers to the wall dividing the auditorium from the stage, into which is cut the proscenium arch, through which the audience views the action.

# Important Terms

**The Underground Railroad-** A secret network that helped slaves escape from the South to the North and Canada in the years before the American Civil War.

**Abolitionists-** A person who favors the abolition of a practice or institution, esp. capital punishment or (formerly) slavery.

**Quakers-** A member of the Religious Society of Friends, a Christian movement founded by George Fox in 1650 and devoted to peaceful principles.

**Conductor-** A person who conducts; a leader, guide, director, or manager.

**Bounty Hunter-** One who pursues a criminal or seeks an achievement for the sake of the reward.

**Fugitive Slave Act of 1850-** The Fugitive Slave Act was passed by Congress after months of bitter debate in the US Senate in 1850. The law was seen as a compromise to preserve the Union. The law established commissioners to issue warrants for slaves who had run away and reached free states.

**Plantations-** An estate on which crops such as coffee, sugar, and tobacco are cultivated by resident labor.

**Civil War-** A war between citizens of the same country.

**Emancipation Proclamation-** The announcement made by President Lincoln during the Civil War on September 22, 1862, emancipating all black slaves in states still engaged in rebellion against the Union.

# Harriet Tubman

Tubman between 1871 and 1876



Tubman, 1885



## Harriet Tubman (1822 - 1913)

Harriet Tubman was born Araminta Ross and was one of 11 children. She was born near Tobacco Stick, Maryland and lived as a slave until 1849 when she escaped to freedom. She changed her name to Harriet, after her mother.

As a young child, Tubman was contracted out by her master to be a nursemaid and take care of children of white families to ensure the babies wouldn't cry at night and wake the mother of the child. She was beaten throughout her childhood and suffered many contusions and wounds.

In 1834, he encountered a slave owner chasing a runaway slave. The slave owner threw a two pound lead weight at the runaway but unfortunately hit Tubman instead. Tubman suffered from head trauma and after she recovered she then suffered from headaches and faint spells.

# Harriet Tubman



She married John Tubman in 1844 but escaped from slavery without him in 1849. She worked at a hotel in Pennsylvania and began, with the help of William Still, to bring her family north to freedom.

Thus began her work on the Underground Railroad. The path was about 650 miles and many Quaker families accompanied her. She was given the name Moses, a comparison to the biblical Moses who brought the Israelites out of Egypt.

During the Civil War, Tubman worked for the Union army as a scout and spy. In the process of being a scout she freed more than seven hundred slaves from bondage. After years of working and freeing slaves, Tubman retired to New York where she continued to go against slavery and protect those who crossed her path.



*What else did you learn about Harriet Tubman during the play?*

# John Rankin



John Rankin



John Rankin's house on  
Liberty Hill in Ripley, Ohio

## **John Rankin (1795 - 1886)**

A preacher against slavery, he made his home in Ripley, Ohio, high on a hill by the Ohio River and kept a light there for runaway slaves to make toward when they crossed the Ohio River, which separated slaved holding Kentucky from free Ohio. He and his family helped hundreds of runaways move further north, even though slave catchers tried to invade and search his home many times. He was friends with Harriet Beecher Stowe, who lived nearby, and many of the runaways that went through the Rankin household were immortalized in her Uncle Tom's Cabin.

# William Still

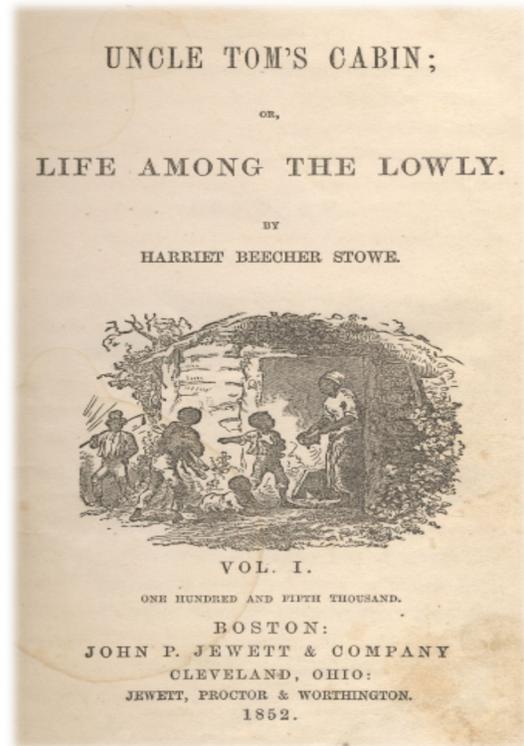
**William Still** (1821 - 1902) ran an office for the Underground Railroad in Philadelphia, Pennsylvania, and kept records so that he could reunite runaways with their families. In 1872, he wrote one of the most important books about the Underground Railroad using these records.



# Harriet Beecher Stowe



Harriet Beecher Stowe



*Uncle Tom's Cabin*, Boston Edition

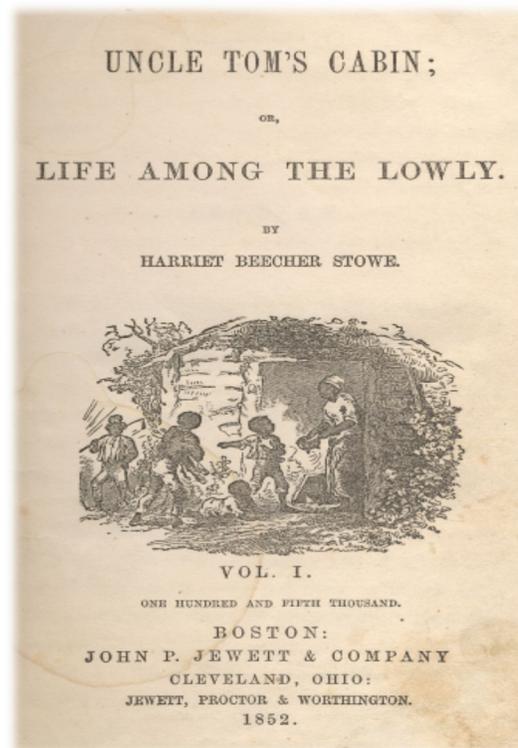
**Harriet Beecher Stowe** (1811 - 1896) Her 1852 novel *Uncle Tom's Cabin* turned many people against slavery. She was a friend of John Rankin, and runaways who passed through his home inspired many of the characters in her book, including Josiah Henson, who supposedly was the basis for Uncle Tom and a young slave mother fleeing with her baby across the iced over Ohio River, who as depicted as the runaway slave Eliza.

Check out more interesting facts about her novel on the next page!

# *Uncle Tom's Cabin*

When President Abraham Lincoln met Harriet Beecher Stowe in 1862, he is reported to have said, "So you're the little woman who wrote the book that started this Great War." While there are many causes of the Civil War, Stowe's novel certainly added to the urgency of the abolitionist movement.

Uncle Tom's Cabin was immensely popular in England, and Harriet Beecher Stowe gave a copy to Queen Victoria and Prince Albert before its publication. In a letter she stated that England was further ahead in their treatment of the "oppressed race" than the United States.



*Uncle Tom's Cabin*, Boston Edition

It sold 300,000 copies within the first three months it was published.

# Oludah Equiano

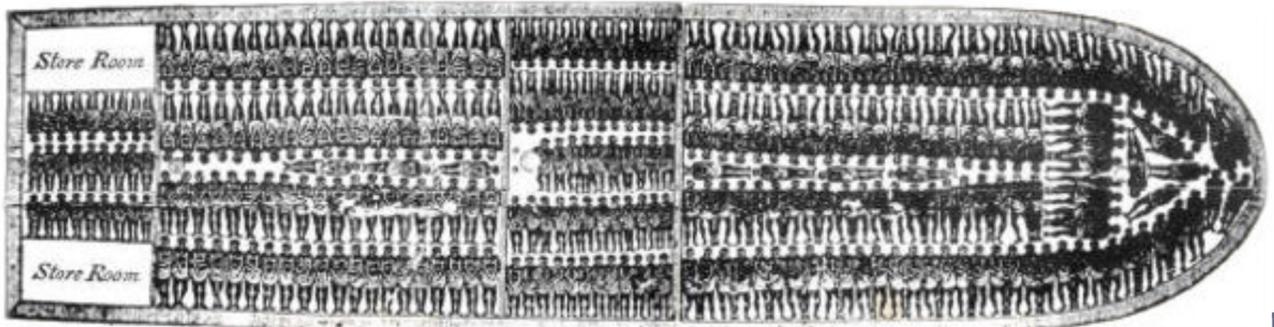
**Oludah Equiano** was born in 1745 and was known most of his life as Gustavus Vassa. At the age of eleven, he and his sister were almost kidnapped from their village in Africa when the attempt was thwarted by their parents and other adults.

After their parents' deaths, Oludah and his sister watched over their compound, but they were later kidnapped, separated, and thrown into slavery. Oludah was then transported with 244 other slaves across the Atlantic Ocean to Barbados. Soon after, he was sent to Virginia. In 1765, after working only 9 years for Robert King, King promised that Oludah could buy his way out of slavery for 40 pounds.

King then taught him how to write more proficiently, guided him down the path to religion, and allowed him to go into the trade business for himself. Oludah sold fruits, glass tumblers, and other items between Georgia and the Caribbean Islands. Oludah bought his freedom two years later in 1767 and moved to England. He became an affluent businessman and anti-slavery activist. He is best known for his autobiography, *The Interesting Narrative of the Life of Oludah Equiano, or Gustavus Vassa, the African. Written By Himself.*



Oludah Equiano,



Plan of slave ship

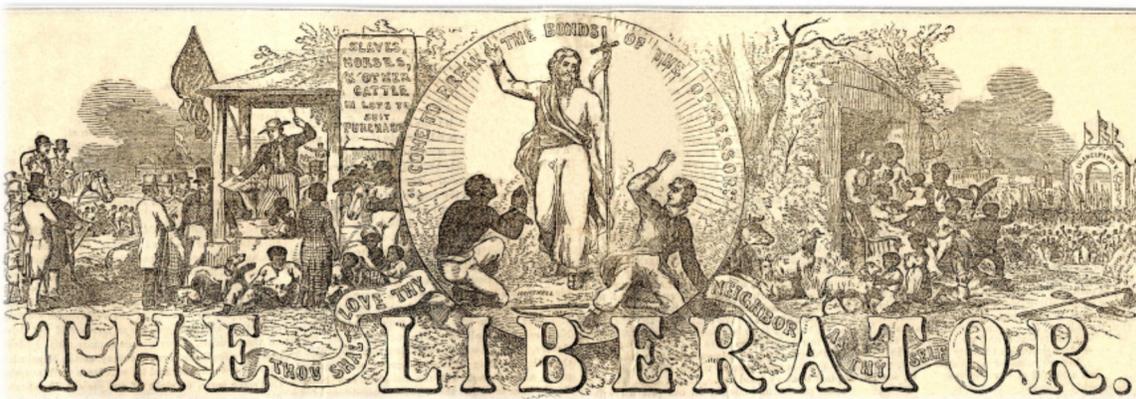
# William Lloyd Garrison



Garrison, around 1850

**William Lloyd Garrison** was born on December 12, 1805 in Newburyport, Massachusetts. He became interested in writing at the age of 13, working as an apprentice for the *Newburyport Herald*. At the age of 25, Garrison was inspired by John Rankin's *Letters on Slavery* to become involved in the anti-slavery movement.

The greatest of Garrison's contributions was the publication of *The Liberator* in 1831. With the help of his friend Isaac Knapp, Garrison created a weekly newspaper spreading the movement of emancipation and abolition. This newspaper eventually gained a global following. In addition to that, Garrison became one of the founding members of the New-England Anti-Slavery Society and eventually the American Anti-Slavery Society (AAS). The purpose of both these societies was to spread the philosophy that slavery was a "crime in the sight of God" and that the best solution was to end it altogether as soon as possible.



Header for The Liberator newspaper

# George DeBaptiste



**George DeBaptiste** was born a free man in Fredericksburg, Virginia. As a young man he served as the personal valet to General William Henry Harrison, ninth president of the United States. After Harrison's death, DeBaptiste and his wife returned to Madison, Indiana. Their home overlooked the Ohio River which began DeBaptiste's involvement in the Underground Railroad. He and his family moved to Detroit, Michigan around 1846 when riots broke out in Indiana against free black men. There he was involved in the well-established free black community by becoming a part-owner of a barber shop, owning a catering business, buying real estate, and becoming a prominent political figure and abolitionist.

The Fugitive Slave Law of 1850 and Detroit's proximity to Canada made DeBaptiste's life increasingly difficult and busy. He bought a steamship named the T. Whitney that was piloted by a white man. It would ferry cargo and ex-slaves to freedom in Canada. In addition to this activity, he met with Frederick Douglass to learn about John Brown's idea to raid Harper's Ferry, West Virginia. He also worked to create the Michigan Colored Infantry during the Civil War. Afterward, he sold the T. Whitney and worked to ratify the Thirteenth and Fifteenth Amendment to the United States Constitution before his death in 1875, which he did.

# David Ruggles



David Ruggles, most popularly known as the first African American bookseller, was much more than that. He was also an abolitionist, businessman, journalist, hydrotherapist, and opposer to the American Colonization Society which promoted the formation of a black re-settlement in Liberia. His bookstore operated for about a year until a white anti-abolitionist mob burned it down.

In 1835 he became the secretary of the New York Vigilance Committee, an interracial organization that helped in over 300 fugitive slave cases. One of Ruggles's cases was that of a slave escaping from Maryland by the name of Frederick Washington Bailey, who later changed his name to Frederick Douglas.

In 1842, Ruggles moved to Northampton, Massachusetts for his health where he was also accepted into the Northampton Association of Education and Industry. After 18 months of a treatment known as hydrotherapy (an alternative medicine that uses exercises in a pool as part of a treatment for mobility-limiting conditions), he was fully recovered and began work as a hydrotherapist. He became wealthy from his healing abilities, and was said to be able to diagnose patients through touch. One of Ruggles' most famous patients was fellow abolitionist, William Lloyd Garrison.

# Jonathan Walker

**Jonathan Walker**, born March 22, 1799 near Harwich, Massachusetts, began his life on the sea and died in the same manor. After Walker advanced to the rank of Captain, he worked against slavery and refused to participate in slave trade, as he had done as young boy at the age of 15.

In later years as he settled in his home, Walker was approached by 7 slaves that would plead for assistance and safety from their masters. He agreed to help the slaves disregarding his declining health. During the escape to the Bahamas, Walker fell deathly ill and could no longer captain the ship. After being found along with the slaves, Jonathan Walker was brought back to America and punished severely. He was placed in jail to await trial but his health continued to decline. Along with the torture he faced in prison, he was also branded with "S.S." meaning Slave Stealer on his hand to signify his crime. He was the first and only white man to receive this type of punishment. After being released, he traveled around the country speaking out against slavery until he died at the age of 79.

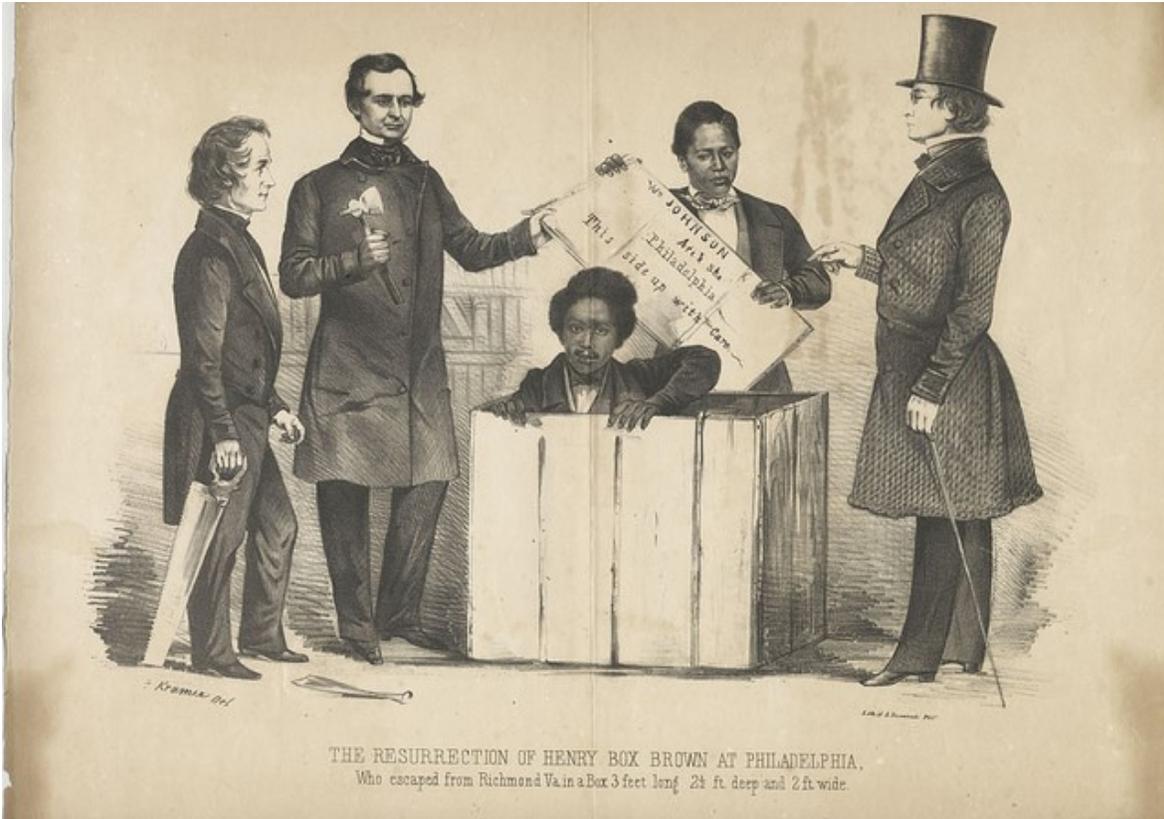


Captain Jonathan Walker



Jonathan Walker's branded left hand

# Henry “Box” Brown



**Henry “Box” Brown** (1816 – after 1889) was a Virginia slave who escaped by having himself sealed in a wooden crate three feet long, two feet wide and two feet, six inches deep and mailed to freedom in 1849, arriving at the Underground Railroad office in Philadelphia, Pennsylvania after 27 hours of being transported (sometimes upside down) on wagons, steam ships and trains. He later wrote about it and traveled the world telling his story, bringing the box along with him.

# Josiah Henson



**Josiah Henson** belonged to Isaac Riley as a child. Riley later appointed him superintendent of the farm at an unusually young age because of his strength and intelligence. Riley also trusted him with other responsibilities and allowed him to become a preacher in the Methodist Episcopal Church. Eventually, Isaac Riley fell into financial difficulty which saw Henson going to Riley's brother in Kentucky. Isaac Riley trusted Henson to transport eighteen slaves, including Henson's wife and children, from Maryland to Kentucky. While passing through the free state of Ohio, "colored people gathered round us, and urged us with much importunity to remain with them."

# “Peg Leg” Joe



“**Peg Leg**” Joe is one of the great legends of the Underground Railroad. Though many claim that he was a real person, there is surprisingly no credible evidence of Joe’s existence. Peg Leg Joe was supposedly a sailor and was widely known for being the unaccredited author of “Follow The Drinking Gourd”. A song with hidden messages that help runaway slaves escape to the north. It is said that Joe would pose as a carpenter and secretly teach the slaves the lyrics to the song.

It was said that Joe would mark the trees and the route with his distinct footprints to help escaped slaves to freedom.

And it's  
left foot  
Peg foot,  
travelin'  
on...



# Before~the~Play Activities



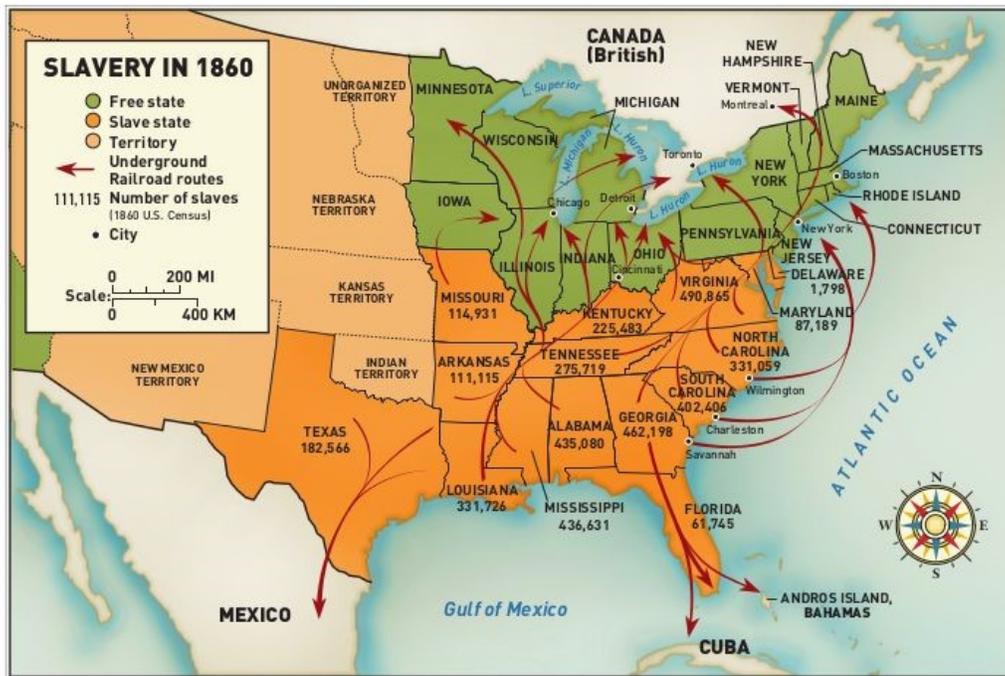
# The Map of the Underground Railroad

The **Underground Railroad** is the term used to describe the network of secret routes used by enslaved people during the 19th century in effort to escape to free states and Canada. Along the routes, there were safe houses belonging to abolition sympathizers. Runaway slaves used songs to communicate the secret route to each other. You can see a map of the Underground Railroad below. Label your own route on the next page!



# The Map of the Underground Railroad

Below is another map of the Underground Railroad. Answer the questions about the map below, and then label your own route!



- Which of the following states did the route NOT pass through? Florida, Texas or Alabama?  
\_\_\_\_\_
- How many states were “slave states” on this map? \_\_\_\_\_
- How many states were “free states” on this map? \_\_\_\_\_
- Imagine you were a slave attempting to escape from Mississippi to the free state of Pennsylvania. Trace the route you might have taken on the Underground Railroad. Is the route on the map the most direct route? Why do you think this route was taken? \_\_\_\_\_  
\_\_\_\_\_
- Label the Mississippi River on the map.
- John Rankin protected many fugitive slaves in his home in Ripley, Ohio. Draw this safe house on the map.
- Label the most direct route from North Carolina to Minnesota, avoiding as many slave states as possible. Be sure to stop at John Rankin’s safe house on your way.

# Music as Code

Escaping to freedom on the Underground Railroad was a dangerous escapade. It was too dangerous to discuss the railroad route openly, so slaves attempting to make it north to freedom and those who helped them on their way used spiritual songs as a code to communicate the way.

“Follow the Drinking Gourd” is one of the songs that was used to secretly tell escaping slaves the way to freedom. In our production of *“Oh, Freedom!”* you will hear the character Peg Leg Joe, who is rumored to have written this song, sing it. The “drinking gourd” refers to the Big Dipper, the constellation that is shaped like a cup with a handle. An important component of the Big Dipper is the North Star. Slaves attempting to travel north to freedom needed to find the North Star to stay on course. So, the lyric, “follow the drinking gourd” means “follow the Big Dipper and the North Star.” The song also tells of important people and landmarks along the way.



Check out the decoded version of the song on the next page then use the clues to write your own lyrics!

# Follow the Drinking Gourd

## Song Lyrics

**When the sun come up, when the first quail call  
Follow the drinking gourd**

**The river bank is a very good road  
Follow the drinking gourd**

**The dead trees show the way  
Follow the drinking gourd**

**Left foot, peg foot going on  
Follow the drinking gourd**

**The river ends between two hills  
Follow the drinking gourd**

**There's another river on the other side  
Follow the drinking gourd**

**Where the great big river meets the little river  
Follow the drinking gourd**

**The old man is waiting to carry you to freedom  
Follow the drinking gourd**

## Decoded Message

*This was a sign that winter was ending and days were getting longer. It was safer to travel during warmer weather.*

*The "river bank" refers to the Tombigbee River. Escaping slaves would travel along the river through Alabama and Mississippi.*

*Peg Leg Joe would make marks on the trees to show the way.*

*Escaping slaves were told to look for Peg Leg Joe's distinct footprints.*

*The Tombigbee River ended at Woodall Mountain, the highest point in Mississippi.*

*The path continued with the Tennessee River.*

*After that, the little Tennessee River met the larger Ohio River.*

*Peg Leg Joe or another member of the Underground Railroad would meet escaping slaves and help them get across the Ohio River*

# Music as Code

Using the decoded message below, create a coded song that could help escaped slaves to freedom. Your refrain is “follow the rising sun,” which means “go toward the east.”

## Lyrics

---

---

Follow the rising sun.

## Decoded Message

At the very beginning of the day,  
Go toward the east.

You will follow a stream to a large river,  
Go toward the east.

There will be a big oak tree at a fork in the  
road,  
Go toward the east.

A woman in a bonnet will give you food to eat,  
Go toward the east.

You will have to cross at the widest part of the  
river,  
Go toward the east.

The moss growing on the trees will show you  
that you're on the right track,  
Go toward the east.

Harriet Tubman will be waiting for you when  
you get to Pennsylvania  
Go toward the east.

# Learn the Song!

"The music in *Oh, Freedom! The Story of the Underground Railroad* will give familiar songs their original roots and introduce a new audience to music deeply rooted in the Story of America."

Sharon Miles, Music Director

## 8. Oh, Freedom

Traditional  
Arr. by Elias Manos



1. Oh _____	free - dom. _____	Oh _____
2. No _____ more	cry - ing. _____	No _____ more
3. No _____ more	wor - ry. _____	No _____ more
4. No _____ more	weep - ing. _____	No _____ more



free - dom. _____	Oh _____ oh	free - dom _____	o - ver _____
cry - ing _____	No _____ more	cry - ing _____	o - ver _____
wor - ry. _____	No _____ more	wor - ry _____	o - ver _____
weep - ing _____	No _____ more	weep - ing _____	o - ver _____



me. _____	But be - fore I'll be a slave _____	I'll be
me. _____		
me. _____		
me. _____		



bur - ied \_\_\_\_\_ in my grave and come home to my lord

(repeat for verses 2 and 3)



\_\_\_\_\_ and \_\_\_\_\_ be free. \_\_\_\_\_

## 8. Oh, Freedom

17

*(dialogue)***With tension***(during Box Brown's escape)*

18

*p**mp*

Oh free-dom\_\_ Oh free-dom\_\_ free-dom free-dom

21

*mf*

free-dom o-ver me o-ver me free-dom free-dom free-dom!

24

*(dialogue)**mf*

free-dom free-dom free-dom free-dom

27

*f**(dialogue)*

free-dom free-dom free-dom free-dom!

30

*ff**fff**D.C. al fine*  
*(dialogue)*

Free-dom! Free-dom! Free-dom! Free-dom!

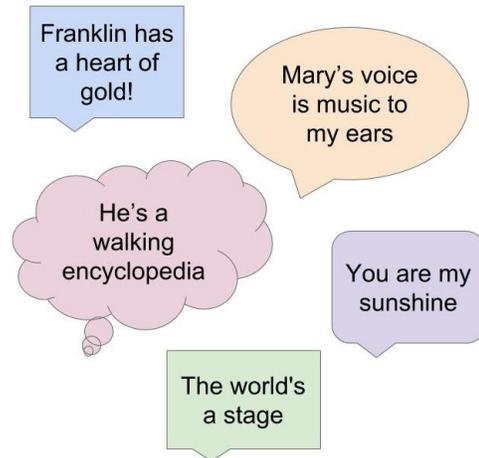
*(line 4)***Learn the song and sing it with us during the show!**

Download the touring company's version on our website!

# The Railroad Metaphor

As you will hear in the play, the “underground railroad” was neither underground nor a railroad! Those helping slaves escape to freedom used the term to keep the route a secret. The Underground Railroad is a **metaphor** for the route taken to freedom in the north. Write some of your own metaphors below!

A metaphor is a thing regarded as representative or symbolic of something else, especially something abstract.  
The route they took was an underground railroad to freedom.



Write your own metaphors for each of the following below. Remember to make your metaphor something that is not like the thing described.

1. Blue paint spilled on the kitchen floor like \_\_\_\_\_.
2. The fly in her glass of tea was \_\_\_\_\_.
3. The graffiti on the sad, abandoned building was \_\_\_\_\_.
4. Nothing was the same, now that it was \_\_\_\_\_.
5. She was so thirsty the water was \_\_\_\_\_.
6. The coffee was so hot, it was \_\_\_\_\_.
7. Jeffrey is so intelligent, he's a \_\_\_\_\_!
8. The library books left out in the rain are now \_\_\_\_\_.
9. My favorite song on a bad day is \_\_\_\_\_.
10. The mother looked at her son and said he was \_\_\_\_\_.



# After~the~Play Activities

# Fact or Fiction?

*There are many different facts and stories about the Underground Railroad and those involved. Using what you learned from our show and provided biographies, match the correct fact to the answers in the word bank.*

- \_\_\_\_\_ Was a general for the Union Army during the Civil War.
- \_\_\_\_\_ From his house, he smuggled runaways to the Society of Friends.
- \_\_\_\_\_ Wrote a book from the records they kept about slaves that escaped to Philadelphia, including Henry “Box” Brown.
- \_\_\_\_\_ Wrote a fictionalized account of the lives of runaway slaves, many based on stories she heard from Reverend John Rankin.
- \_\_\_\_\_ Was nicknamed “Moses” because she led slaves to freedom just like the Biblical Moses.
- \_\_\_\_\_ After earning his freedom at age 21, he worked in London’s abolition movement.
- \_\_\_\_\_ Founded an abolitionist newspaper and helped form an anti-slavery society in 1833.
- \_\_\_\_\_ Slavery was illegal here, making it a popular destination for escaping slaves.
- \_\_\_\_\_ Only person to be branded for their abolitionist activities.
- \_\_\_\_\_ Used his home on the Ohio River as a stop on the Underground Railroad.

Some will be used more than once.

- A. John Rankin B. William Still C. Harriet Tubman D. Oludah Equiano E. Canada  
F. Johnathan Walker G. Harriet Beecher Stowe H. William Lloyd Garrison

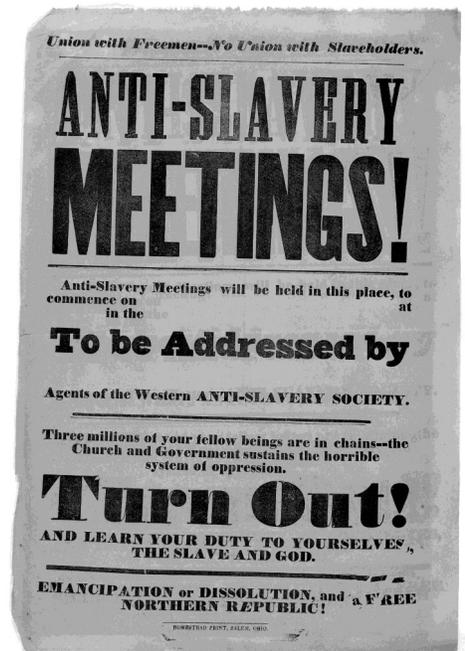
# Creative Writing Prompts

The playwright, Peter Manos, had to imagine many things while writing *Oh, Freedom! The Story of the Underground Railroad*. Use your own creative thinking skills to write about several of the following creative writing prompts.

Imagine you are a slave escaping to freedom in the middle of the night. You can only take two things with you. What three things would you choose to take and why? Draw a picture of the two things you would choose.

The play ends with the audience and cast singing the song, "Oh, Freedom!" What does the song mean to you? If you had to choose another song to end the show, what song would you choose and why? Write a deleted scene that includes your song.

An abolitionist was a person who believed slavery was wrong. Several abolitionists are named in the play. Imagine you are an abolitionist during the time of the Underground Railroad. Design a flyer like this one to try and get others to join the fight against slavery.



Escaped slaves tried to escape to the free north in many different ways. Most traveled north on foot, but some took a different approach. Henry "Box" Brown shipped himself North. Harriet Jacobs hid out in an attic for seven years in order to escape. Think of another way to travel north during the time of the Underground Railroad, other than by foot. Write a diary entry explaining your plan. Use the map to be very specific about where you will travel.

A monologue is a speech by one actor. Choose a character from the play and write a monologue to tell us their story. Once you have written it, perform it for the class!

Which two historical characters from *Oh, Freedom!* would you like to see meet? Write a short story in which the two meet for the first time.

We love to see your work! Send copies of your creative writing to Kerri Sanders, 1100 Carlisle St, Jackson, MS 39202

# I Thought It Was...

What did you learn about the Underground Railroad and its heroes from the play? Use the blanks below to tell us your thoughts before the play and your knowledge now!

## **Harriet Tubman**

I thought she was \_\_\_\_\_.

She actually is \_\_\_\_\_.

## **The Underground Railroad**

I thought it was \_\_\_\_\_.

It actually is \_\_\_\_\_.

## **The “Drinking Gourd”**

I thought it was \_\_\_\_\_.

It actually is \_\_\_\_\_.

## **Harriet Beecher Stowe**

I thought she was \_\_\_\_\_.

She actually is \_\_\_\_\_.

## **“Box” Brown**

I thought he was \_\_\_\_\_.

He actually is \_\_\_\_\_.

## **The slave trade**

I thought it was \_\_\_\_\_.

It actually is \_\_\_\_\_.

## **Quaker people**

I thought they were \_\_\_\_\_.

They actually are \_\_\_\_\_.

## **A live play**

I thought it would be \_\_\_\_\_.

It actually was \_\_\_\_\_.

# Post~Show Quiz

What was the first line of the play?

Which character was hit on the head by a lead weight?

Which song was used to lead escaping slaves along the Underground Railroad route?

Who wrote *Uncle Tom's Cabin*?

How did Henry "Box" Brown get north to freedom?

Which song did the actors sing at the end of the play?

What was Harriet Tubman's nickname?

What was used to confuse the dogs chasing escaping slaves?

Name one other song used in the play.

# Post~Show Quiz **KEY**

What was the first line of the play?

**The Underground Railroad! It wasn't underground.**

Which character was hit on the head by a lead weight?

**Harriet Tubman**

Which song was used to lead escaping slaves along the Underground Railroad route?

**Follow the Drinking Gourd**

Who wrote *Uncle Tom's Cabin*?

**Harriet Beecher Stowe**

How did Henry "Box" Brown get north to freedom?

**He shipped himself in a large box.**

Which song did the actors sing at the end of the play?

**Oh, Freedom**

What was Harriet Tubman's nickname?

**Moses or General Tubman**

What was used to confuse the dogs chasing escaping slaves?

**Pepper**

Name one other song used in the play.

**Wade in the Water, Sometimes I Feel Like a Motherless Child, Steal Away**

Teacher Evaluation Form—*Oh, Freedom! The Story of the Underground Railroad*

Name: \_\_\_\_\_ School: \_\_\_\_\_

What is your overall reaction to the production?

How do you feel about the production values of the performance (costumes, set, performers, etc?)

How did your students react to the production?

Did you utilize the study guide materials? Why or why not? (We would love to see some of the work your students have done!)

Please comment on the educational value of the program.

What is your overall reaction to the question and answer (talk-back) session?

How did you hear about the New Stage production of *Oh, Freedom?*

What other plays would you like for your students to see?

Please list other comments and observations.

Please help New Stage by sharing your thoughts with us! Return form to:

**Kerri Sanders/ Education Director/ New Stage Theatre/ 1100 Carlisle St/ Jackson, MS 39202**

**or fax to 601.948.3538.**

**Student Evaluation Form—*Oh, Freedom! The Story of the Underground Railroad***

Name: \_\_\_\_\_ School: \_\_\_\_\_

What was your favorite part of the play?

What did you think about the costumes, props, and set? How would you have changed them if you were the designer?

Who was your favorite character? Why?

How was music used on the Underground Railroad?

What other stories would you like to see onstage?

What else would you like to tell us about the play?

Share your thoughts with us! Return this form to  
**Kerri Sanders/ Education Director/ New Stage Theatre/ 1100 Carlisle St/ Jackson, MS  
39202 or fax to 601.948.3538**