

teacher resource guide

**schooltime
performance
series**



**freedom
flight**

**arts
education
njpac**



about the performance

Freedom Flight tells the tale of the most important incident in the history of the Underground Railroad in Ohio. The show follows the story of Addison White, a slave who escaped from Kentucky and traveled the Railroad north to the small town of Mechanicsburg, OH. There, he was befriended by a farmer named Udney Hyde. Addison lived in Hyde's barn, working for his meals by day and learning how to read and write by night.

Hyde was a suspected abolitionist, and it was not long before Addison was discovered by his former master. Federal marshals surrounded the cabin and were prepared to arrest Addison and return him to slavery.

In a powerful moment of solidarity, over 100 citizens from Mechanicsburg confronted the marshals and demanded that they set Addison free. *Freedom Flight* uses drama, music, riddles and rhyme to create characters that emerge from the past and bring the Underground Railroad to life right before your eyes. Produced by Mad River Theater Works.

njpac on the mic podcast

Freedom Flight



About NJPAC On the Mic

NJPAC On the Mic is an audio resource that takes SchoolTime performances to the next level. This podcast series features three exclusive, curriculum-aligned episodes for all of NJPAC's 2022-2023 SchoolTime performances. On the Mic offers students the opportunity to engage their listening skills, deepen their understanding of the performance and learn about the process of bringing a live or recorded production to life. This immersive audio experience features a theme song by students in the NJPAC arts education program.

How to listen to this episode of NJPAC On the Mic

Scan the QR code above or visit: njpac.org/education-program/mad-river-theater-works-freedom-flight-resources to access the podcast and the following show notes:

Part 1: About | *Pre-show audio, 6 minutes*

Includes: An introduction to the performance, artists & venue, welcome message

Written and hosted by Dania Ramos

Sound editing and design by Michael Aquino

Theme and outro music by Slim Beats from NJPAC Hip Hop Arts and Culture Program

Original music by Michael Aquino

Additional music from Epidemic Sound

Voiceover by Michael Aquino

Welcome message voiced by Daniel Carlton

Series produced by Michael Aquino & Dania Ramos

Part 2: Connect | *Post-show audio, 9 minutes*

Includes: Reflection questions, a look at NJ city sites connected to the Underground Railroad, a brief selection of vocabulary words

Written and hosted by Dania Ramos

Sound editing and design by Michael Aquino

Theme and outro music by Slim Beats from NJPAC Hip Hop Arts and Culture Program

Original music by Michael Aquino

Opening message voiced by Chris Westhoff

Series produced by Michael Aquino & Dania Ramos

Part 3: Spotlight | *Post-show audio, 19 minutes*

Includes: Two exclusive interviews with the director/playwright and the musical director of *Freedom Flight*

Written and hosted by Dania Ramos

Sound editing and design by Michael Aquino

Theme and outro music by Slim Beats from NJPAC Hip Hop Arts and Culture Program

Original music by Michael Aquino

Additional music from Epidemic Sound

Interview guests: Daniel Carlton & Chris Westhoff

Series produced by Michael Aquino & Dania Ramos

inspired ideas in the classroom

Teacher Focus

Student Activity

NJ Student Learning Standards

P

Prepare for the performance

Listen to part one of the **On the Mic podcast** (Introduction).
Have a class discussion using the questions in the student section to get them thinking about the show.
Discuss the types of literary conflict: internal (character vs. self) and external (character vs. character, environment, society, technology, supernatural). Invite students to identify examples of conflict from familiar stories or their curriculum. Make a list of conflict types and examples for students to reference later in the lesson.

Freedom Flight is based on actual events. Why do you think this story needs to be told? What lessons from this story might we be able to apply to our own lives? What other films or shows that you've seen are based on actual events?
Every story has a conflict: internal and/or external. What are some types of conflict from your favorite books, shows or films? What about in your own life? For example, if your birthday party was canceled due to a bad storm, what would be the opposing forces working against your desire to have a party?

English Language Arts
NJLSA.SL.2.
NJ SEL Competency
Social Awareness
Visual & Performing Arts
Anchor Standard 7, 8

E

Experience the performance

Before the show: Briefly recap the types of literary conflict. Prompt students to look for moments in the play that elicit an emotional response.
After the show: Listen to the second episode of the **On the Mic podcast** and discuss student responses to the play. Have students compare and contrast *Freedom Flight* to what they've already learned about slavery in the United States.

Before the show: What are some types of literary conflict that you might see in *Freedom Flight*? While watching the show, take mental notes of moments of conflict, as well as moments that connect with your emotions.
After the show: What were some of your favorite moments? How did those moments make you feel? What types of literary conflict did you notice? How was the story similar or different than what you've already learned about slavery in the United States?

English Language Arts
NJLSA.R7.
NJ SEL Competency
Self-Awareness
Self-Management
U.S History
6.1.8.HistoryCC.4.b
Visual & Performing Arts
Anchor Standard 7, 8, 11

R

Reflect, respond and read

As a class, read about the Fugitive Slave Act on page six of the Mad River Theatre Works study guide. Ask students to make connections to the play, history and current events.
Next, watch the video on the **history of policing** in the United States. See the student section for an introduction to the video. Ask students to make connections between the video, *Freedom Flight* and current events.

Read about the Fugitive Slave Act on page six of the Mad River Theatre Works study guide. In *Freedom Flight*, what did the Fugitive Slave Act mean for Addison White and Udney Hyde? What types of literary conflict are present? How are things different or similar today?
Next, watch the video on the **history of policing** in the United States. Some of the information may surprise or even anger you. We learn the origins of the United States police force not to support an argument that all cops are bad, as that's far from the truth. Rather, we are learning the history to help us better understand the problems of today.
After the video: What surprised you? What angered you? In *Freedom Flight*, the townspeople came together to protect Addison. In what ways is the United States like that now?

English Language Arts
NJLSA.SL.2.
U.S History
6.2.8.CivicsHR.3.a
Visual & Performing Arts
Anchor Standard 1, 7, 8
NJ SEL Competency
Self-Awareness, Social Awareness
Relationship Skills

F

Focus

Break the class into small groups to complete **Activity Sheet 1**. Working together, students will identify when they think a law was passed: during the 19th, 20th or 21st centuries. The intention is not to get it right, but to connect shared knowledge and perhaps be surprised by the results. Give students the opportunities to share their thoughts on these historic laws.
Introduce the concept of satire as a tool used by artists and writers to make a point, often through humor. Highlight the first law on the activity sheet and invite students to share what is ridiculous about that law. Prompt the class to exaggerate the law to make it even more ridiculous. Write out the satirical version of the law and save it for later in the lesson. The law can be phrased as if it were being announced on the news.

Complete **Activity Sheet 1** in small groups. Discuss each law and circle the century in which you think that law was enacted. It's okay if you don't get it right. Discuss your answers with the class once everyone is finished.
Artists and writers occasionally use satire in their work. Satire is the use of humor, exaggeration or irony to make a point about absurd societal norms, political issues or public figures. Look at the first law on **Activity Sheet 1**: What do you find to be ridiculous about that law? What elements could be exaggerated to make the law even more ridiculous? How can we make an idea so outrageous that it becomes hilarious? How could you phrase a satirical version of this law to sound like it's being announced on the news?

English Language Arts
NJLSA.SL.2.
Career Readiness, Life Literacies, & Key Skills
9.4.5.CI.3
U.S History
6.1.5.HistoryCC.7
6.1.8.CivicsHR.3.c
Visual & Performing Arts
Anchor Standard 1, 7, 8
NJ SEL Competency
Social Awareness, Relationship Skills
Responsible Decision-Making

O

Originate

As a class, brainstorm some prompts for imaginary satirical laws. The prompts can be mundane, complex, realistic or absurd. Have students return to their small groups and complete Activity Sheet 2 to create satirical laws and a news-inspired skit. See some tips for writing satire [here](#).

What are some prompts that a new, satirical law could be based on? Consider your day-to-day life, your community, as well as current and past events. In your small groups, complete Activity Sheet 2 and create a new satirical law and news announcement. Does your new law make life easier or harder? How can you exaggerate the law for comedic effect? Is there a point you want to make about politics or society?

Career Readiness, Life Literacies, & Key Skills
9.4.8.GCA.2
9.4.12.CT.1
9.4.8.GCA.2
9.4.12.CI.1
NJ SEL Competency
Social Awareness, Relationship Skills
Responsible Decision-Making
Visual & Performing Arts
Anchor Standard 1, 2, 5

R

Rehearse

Give students time to stylize and practice their scenes. Have students determine their own casting, ensuring that everyone who wants a role has one. Encourage groups to practice or even memorize their lines. See the student section for ways in which groups may stage their performance.

Practice your scenes and determine who will play each role. When performing satire, consider what would be the most fun to do while saying your lines. How would you character speak? Are they serious, silly, angry or excited? Try using inflection, tone, gestures and facial expressions to perform. Rehearse your scene a few times until everyone in your group feels comfortable.

English Language Arts
NJLSA.SL.1.
Career Readiness, Life Literacies, & Key Skills
9.4.8.GCA.2
9.4.12.CI.1
NJ SEL Competency
Self-Management, Social Awareness, Relationship Skills
Visual & Performing Arts
Anchor Standard 1, 2, 3, 6, 10

M

Make magic

It's showtime! Designate a performance area in your classroom and set up chairs for the audience. If you'd like, invite administration and/or another class. After each performance, the audience may share constructive feedback to the performers. Feedback can start with, "I liked," "I noticed" or "I wonder."

Now it's time to share your scenes! Do your best and be proud of your work. When other groups perform, remember to give your full attention and abundant applause. When giving feedback, start with phrases such as "I liked," "I noticed" or "I wonder."

Career Readiness, Life Literacies, & Key Skills
9.4.12.CI.1
Visual & Performing Arts
Anchor Standard 6

curriculum standards

NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 5: Developing and refining techniques and models or steps needed to create products.
- 6: Conveying meaning through art.
- 7: Perceiving and analyzing products.
- 8: Interpreting intent and meaning.
- 10: Synthesizing and relating knowledge and personal experiences to create products.
- 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS
corestandards.org/ELA-Literacy

NATIONAL SOCIAL STUDIES STANDARDS
socialstudies.org/standards

NATIONAL CORE ARTS ANCHOR STANDARDS
nationalartsstandards.org

common core state standards

Career Readiness, Life Literacies, & Key Skills

9.4.5.CI.3

Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice

9.4.8.GCA.2

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

English Language Arts

NJLSA.SL1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJLSA.SL2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJLSA.R7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJ SEL Competency

Relationship Skills

Responsible Decision-Making

Self-Awareness

Self-Management

Social Awareness

U.S History

6.1.8.HistoryCC.4.b

Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

6.1.5.HistoryCC.7

Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

6.2.8.CivicsHR.3.a

Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.1.8.CivicsHR.3.c

Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

vocabulary

14th Amendment

Ratified in 1868, granted citizenship to all persons born or naturalized in the United States — including former enslaved people — and guaranteed all citizens “equal protection of the laws.” One of three amendments passed during the Reconstruction era to abolish slavery and establish civil and legal rights for Black Americans, it would become the basis for many landmark Supreme Court decisions over the years.

Abolish

Formally put an end to (a system, practice or institution); to completely do away with.

Abolitionist

A person who advocated for abolishing slavery.

Antebellum Period

A Latin word that means “before the war.” In American history, the antebellum period refers to the years after the War of 1812 (1812–15) and before the Civil War (1861–65).

Clause

A section, phrase, paragraph or segment of a legal document that relates to a particular point.

Conductor

A person who guided enslaved people along a route of the Underground Railroad.

Deputize

To temporarily appoint someone with the authorities associated with deputies, or officers.

The Fugitive Slave Act

A law passed as part of the Compromise of 1850, which provided southern slaveholders with legal weapons to capture slaves who had escaped to the free states. The law was highly unpopular in the North and helped to convert many previously indifferent northerners to antislavery.

The Fugitive Slave Clause

A clause of the U.S. Constitution's Fourth Article gives enslavers the right to seize enslaved people who escaped to free states. The clause was adopted at the Constitutional Convention of 1787.

The Great Migration

The Great Migration was the relocation of more than six million African Americans from the rural South to the cities of the North, Midwest and West from about 1916 to 1970. Driven from their homes by unsatisfactory economic opportunities and harsh segregationist

laws, many Black Americans headed north, where they took advantage of the need for industrial workers that arose during the First World War.

Hyperbole

An over-exaggeration used to emphasize a point.

Irony (as a literary device)

A situation in which there is a contrast between expectation and reality.

Ku Klux Klan

A domestic terrorist organization founded shortly after the United States Civil War ended in 1865. This organization utilized intimidation, violence and murder to maintain white supremacy as the political and social order of the American South.

Parody

An imitation of a person, place, or thing with exaggeration for comedic effect.

Passenger

An enslaved person who utilized the Underground Railroad to flee a southern state in search of freedom.

Satire

Satire in literature is a type of social commentary. Writers use exaggeration, irony and other devices to poke fun of a particular leader, a social custom or tradition or any other prevalent social figure or practice that they want to comment on and call into question.

Slave Patrol

A government-sponsored force (of about 10 people) that was well-organized and paid to patrol specific areas to prevent crimes and insurrection by enslaved people against the white community in the antebellum South.

Station

A safehouse where people escaping slavery could safely hide.

Underground Railroad

A network of secret routes and safehouses that helped enslaved people in the U.S. escape to freedom.

Understatement

A statement that represents something as smaller or less intense, or less important than it really is.



resources

Websites

Mad River Theater Works
madrivetheater.com

Springfield News-Sun | Local theater group's new play explores slavery's legacy
springfieldnewssun.com/news/local-theater-groups-new-play-explores-slaverys-legacy/JOAP62YGABB3JKJVSDK7HJDFQU/

Paramount Theater | Freedom Flight Study Guide
theparamount.net/wp-content/uploads/2022/12/Freedom-Flight-Edu-Performance-Guide-Printable-8.5x11.pdf

A New Monument Honoring Harriet Tubman
storymaps.arcgis.com/stories/b2cdf65e4463426da9c86c23e5e641of

Radiant Roots, Boricua Branches | The Underground Railroad house that Jacob D. King built in Newark
radiantrootsboricubranche.com/the-underground-railroad-house-that-jacob-d-king-built-in-newark/

NJCU | Jersey City Past and Present: Hilton-Holden House
njcu.libguides.com/hilton

NorthJersey.com | Paterson Underground Railroad site gets a prestigious recognition from the park service
northjersey.com/story/news/passaic/paterson/2022/05/04/paterson-nj-underground-railroad-stop-recognized-national-park-service/9618243002/

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madisonaudubon.org/bookshelf-sparrow-envy

Daniel Carlton
danielcarlton.com

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masterclass.com/articles/what-is-satire-how-to-use-satire-in-literature-pop-culture-and-politics-plus-tips-on-using-satire-in-writing

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bridge.georgetown.edu/research/factsheet-nypd-stop-and-frisk-policy

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pbs.org/newshour/politics/missouri-considers-law-to-make-illegal-to-aid-or-abet-out-of-state

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How the Supreme Court ruling on gun restrictions will impact state laws
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Japanese American Internment
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brookings.edu/blog/the-avenue/2021/04/19/georgias-voter-suppression-bill-is-an-assault-on-our-democracy

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"History of U.S. Policing" by Deeper Than Read
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NPR | "History of Policing in America,"
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youtu.be/ddoOQm6uv1A

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On the Mic is an NJPAC Arts Education production. It is produced in partnership with CM Studios.

NJPAC Arts Education performances team: Randal Croudy, Natalie Dreyer, Rosa Hyde, Danielle Vauters. **CM Studios producers:** Michael Aquino and Dania Ramos. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Leni Lenape people.

the arts in your school

In-School Residencies: NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person residencies are designed to meet your needs, and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

Professional Development: Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school, and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

For more information or to schedule an appointment, please email our education sales team at artseducation@njpac.org. Or visit njpac.org/education

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+ deceased

study the arts at njpac

Saturday Programs: NJPAC's Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, theater, musical theater and symphonic band.

Summer Programs: Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.