

Martin and Malcolm

How Long Must We Wait?

WALNUT STREET THEATRE

Touring Outreach Company
Study Guide

Who was Martin Luther King? Who was Malcolm X? These two men helped change the way race was viewed during the Civil Rights Movement back in the 1960's. Today their words and actions still have great meaning as we search for equality in the 21st century. In *Martin and Malcolm* four actors explore who these two men were, what they believed, and how we still deal with many of the same issues they discussed today. Through the experiences and lives of Martin and Malcolm they ask the hard questions, and learn that racism hurts everyone.

PERFORMANCE ETIQUETTE

Please share the following guidelines with your students:

- Please save all comments and questions until the end; we will be happy to talk to you after the show.
- Use your best judgment for applause and laughter.
- Stay seated during the performance
- Please do not talk during the performance
- Be considerate of others watching the performance.

Before the Show

What do you know about Martin Luther King?

What do you know about Malcolm X?

Do you think racism is still a problem today? Why or why not?

After the show:

How did you feel about the play?

What ideas were presented in the play that were new to you? Did you agree with the way it was discussed in the play?

Have you ever been judged by the way you look?

What ideas in the play did you relate to? Why?

Do you think Alex was right for being upset about affirmative action? Why?

How did you feel about Tyrone's attitude toward being a needle in a haystack?

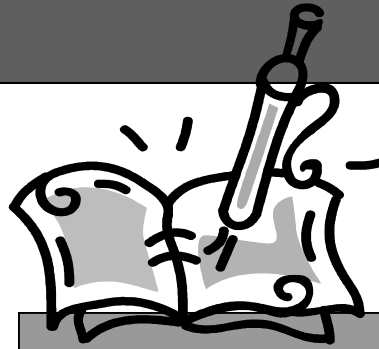
Think about it!

In *Martin and Malcolm* the characters discuss daily experiences of African-Americans that are drastically different than those of white-Americans. These differences can be called "white privilege" which is described as: an invisible weightless knapsack of unearned assets that can be cashed in each day.

Have your kids go through the list of white privilege found on the website below.

<http://www.amptoons.com/blog/files/mcintosh.html>

Assign the students to keep a journal for a week logging times when they notice white privilege on a daily basis. At the end of the week have them discuss what they learned.



Make a Scene . . .

Ask students to spend 15-20 minutes writing about a personal experience with discrimination. Prompt the class by saying, *Think about a time when you or someone you know was treated unfairly because of their age, skin color, gender, or another reason.* They can share an experience in which they were a victim of discrimination or in which they witnessed it take place towards someone else. Emphasize that the students should not write their names on their papers. When the students are finished have them pass their papers up to the front of the room. Shuffle the papers together in a hat. Separate the class into groups and have each group pick a piece of paper from the hat. Students should work together to construct a short scene based on the personal account written on their piece of paper. When they are finished, have each group present their scene to the rest of the class. After each scene, ask the class: *What form of discrimination did you see in this scene? Who is being discriminated against? Have you seen this form of discrimination before? How would you fix the situation?*

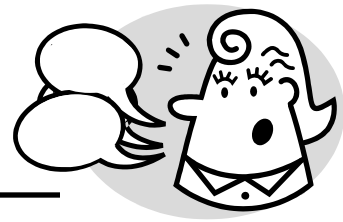


Meet the movers and shakers!

Martin Luther King and Malcolm X were highly impactful men during the Civil Rights Movement. Along with them, there were also many others who helped change the way we view people of different races. Have the students do their own research on one of the below people, who they were, what they believed and what they did to create change. Hold a press conference in your classroom where the student can be asked, as their character, questions about their life and what they believed. Encourage the kids to have fun with costumes, and props, so that they can portray their character as accurately as possible.

- A. Philip Randolph
- Bernice Johnson Reagon
- Diane Nash
- James L. Farmer, Jr.
- John Lewis
- Rosa Parks
- Bayard Rustin
- Whitney Young
- Elizabeth Jennings Graham
- W. E. B. Du Bois
- Sojourner Truth
- Harriet Tubman

Talk About it!

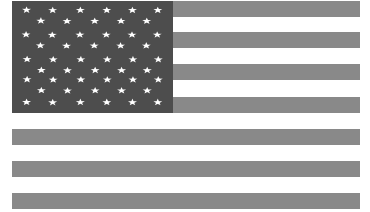


In *Martin and Malcolm* the characters discuss a conflict that was and still is going on over the meaning behind the confederate flag. Some believe it represents bravery shown by soldiers who died for the south during the Civil War. Others see it as a reminder of a time when slavery was still legal in our country. Below is a picture of the Confederate flag and a brief summary of it's history. Discuss this with your class How do you feel about the Confederate flag being flown in America today? How would you feel if you saw one flying in your neighborhood?



There were many different flags flown by the Confederates during the civil war. The one on the left is called the “Confederate Battle Flag” and is currently depicted in many southern state flags, along with some of the original southern flags. It was designed to be used in battle, and later was adopted as part of the Confederate National Flag in 1863. It is also the most commonly displayed Confederate Flag.

The American Flag was set as the US flag in 1777. The thirteen stripes represent the thirteen original colonies, and 50 stars represent each of the fifty states that make up the USA. Ask the class, what is the purpose of a flag?



What does a flag do for a group's beliefs and values? Record your answer below.

Student Worksheet

Examine the pictures and their captions below. 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? 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.



Segregation was very common all over the country during the 1950's and 60's not only in schools but also at restaurants, public bathrooms, and even water fountains.



Martin Luther King (Left) Malcolm X (Right)



Rosa Parks was arrested for not giving up her seat on a bus to a white passenger. By standing by her convictions she helped create change in America.

Affirmative Action is a very difficult subject for many people from all different backgrounds. Some people feel it discriminates against white men because they fear employers and schools will hire or accept women and minority's to meet a quota instead of the best person for the job. Others feel it opens opportunities for minorities where they may not be accepted because of racism and stereotypes. Research and debate Affirmative Action as a class to discuss all sides of this current issue.



1. Have the students count off 1-2 so that their side is chosen randomly.
2. Explain to both groups which side of the debate they will be taking and tell them to research and prepare for the debate as if they support the side they were assigned.
3. 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.
4. After each group has had time to develop an argument, have the groups sit facing one another.
5. The two groups should pick a representative to issue an opening statement (2-3 minutes to explain their argument to the other group).
6. After the opening statements, have the groups meet privately again to come up with a rebuttal to the other side's argument.
7. Send new representatives from each group to make a short 1 minute rebuttal statement. (5-7 can be repeated up to three times depending on the age group and preparation time)
8. The two groups should pick a representative for a closing statement which should be 2-3 minutes and conclude their argument.

After the debate, hold a discussion with your class:

What was it like to argue the side that you personally do not believe in?

Did the debate challenge your thoughts in any way? How?

How do you feel about Affirmative Action now that you have debated it?

Feeling Stereotyped . . .

Divide the students into two groups based on something they have in common (ex. What color shirt they are wearing, or who prefers Math over History). Have the groups create a list of what they share in common and their differences. Use this to show students that even in their current group they do not share the same likes and dislikes, and it is the same for people who share the same skin color or culture.

Take a moment to write the groups on the board with stereotypes about each group (ex. All people with red shirts are bad at basketball). Ask the students their reaction to these statements. Are they fair? Explain to them these are generalizations. A generalization based on opinion and not on reality of all group members is a stereotype, just like the stereotypes discussed in the play by Tyrone and Miss Lindler.

Split the students up into new groups based on different similarities (ex. Number of family members, or shoe color). Discuss with the kids that everyone is unique and that while we all fit into different groups these groups are always changing, and always will. It is important to get to know people as individuals and not based on assumptions of any group they may belong to.



WEB RESOURCES



Youth Web Online: Stereotypes

<http://www.youthwebonline.com/teachers/activities/stereotypes/01.html>

Rosa Louise Parks Biography

[Www.Rosaparks.org](http://www.Rosaparks.org)

Virginia Department of Historic Resources:

Notes on Virginia

http://www.dhr.virginia.gov/pdf_files/Notes_On_Virginia_08.FINAL.Web.pdf

Flag Timeline

<http://www.ushistory.org/betsy/flagfact.html>

About the Playwright

Tom Quinn is the author of *Freedom Riders*, *No Easy Road to Freedom, Martin and Malcolm*, *The Boy Who Cried Bully* and *Mean Girls R Bullies 2*. Quinn also serves as the Director of Education at Walnut Street Theatre overseeing a program that reaches over 111,000 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.

This production was directed by Tom Quinn

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WALNUT STREET THEATRE



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! It is also the Official State Theatre of Pennsylvania, and a National Historic Landmark.

Today, under the direction of Producing Artistic Director Bernard Havard, Walnut Street Theatre is in its 30th season as a self-producing, non-profit theatre. Walnut Street Theatre continues to entertain and enlighten diverse audiences with high quality theatrical programming. With more than 56,000 subscribers, the Walnut is also the most subscribed theatre company in the world!

The Walnut Street Theatre is celebrating over 25 years of bringing high-quality professional theatre to schools across the Delaware Valley. Our multi-cultural Touring Outreach Company introduces students to the world of theatre through age-appropriate, curriculum-based pieces, that are socially relevant, entertaining, and exciting. Last season, 111,464 children and adults were impacted by the Walnut's Education Programs.

Touring Actors

Each season, Walnut Street Theatre holds a nation-wide search to recruit accomplished young professionals for Dorothy Haas Acting Apprenticeships. These actors form our Touring Outreach Company. Nearly 350 candidates are considered each year for these four positions.

The Walnut Street Theatre Educational Programs gratefully acknowledge support from the following:

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Cumberland County, Delaware, Greater Portland, Southeastern PA, and Tri-State **