

# WALNUT STREET THEATRE

Touring Outreach Company

## Martin and Malcolm

How Long Must We Wait?

by Tom Quinn

Study Guide

### Martin Luther King, Jr. (1929-1968)



Martin Luther King, Jr. grew up in Atlanta, Georgia. King would later receive his bachelor's and eventually his doctorate from Boston University in 1955.

A strong advocate for civil rights, King was an executive member of the National Association for the Advancement of Colored People (NAACP). In 1955, King accepted the leadership of the first great African-American nonviolent demonstration, the Montgomery bus boycott. Between 1957 and 1968, King traveled over six million miles and spoke more than 2,500 times, appearing wherever there was injustice to protest and take action.

At the age of 35, King was the youngest recipient of the Nobel Peace Prize. He gave the prize money to the furtherance of the Civil Rights Movement. On April 4, 1968 in Memphis, Tennessee, King was assassinated. King remains one of the most celebrated leaders of the Civil Rights Movement.

### Malcolm X (1925-1965)



Malcolm X was born Malcolm Little in Omaha, Nebraska. Malcolm was the son of a Baptist minister who was murdered by the Ku Klux Klan when Malcolm was only six years old.

Malcolm X grew up in foster care, and although very bright, was discouraged by the public school to continue his education because of his race. While Malcolm was in jail for burglary, he became interested in the teachings of Elijah Muhammad, the leader of the Black Muslims, also called the Nation of Islam.

After following Muhammad for years, Malcolm X broke from the group and formed a secular black nationalist group, the Organization of Afro-American Unity. He toured many African nations and was greeted with honors. While visiting Mecca, Malcolm X renounced his previous teaching that all whites were evil and began to preach racial solidarity.

Malcolm X was assassinated in Harlem, NY, February 21, 1965. He is remembered today as a strong advocate for equal rights for African-Americans.

### Play Synopsis

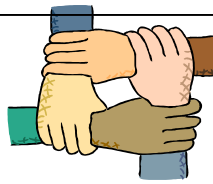
Take your students on a journey that explores the explosive issues and ideas that ignited a nation in the 1960s. Through the words of Dr. Martin Luther King, Jr. and Malcolm X, our gifted actors show how their messages are as relevant today as they were in that turbulent era of race riots, bus boycotts, sit-ins and marches. This inspirational story brings your classroom history books to life.

### Key Terms & Concepts

affirmative action  
boycott  
civil rights  
Confederate flag  
Jim Crow Laws  
Ku Klux Klan  
Nation of Islam  
racial profiling  
racism  
segregation  
sit-in

### Discussion Questions

- \* *What do you think is the main idea or theme of Martin and Malcolm?*
- \* *What were some of the similarities and differences between Dr. Martin Luther King, Jr. and Malcolm X? How did they differ in their viewpoints?*
- \* *What did you learn from Martin and Malcolm in terms of the Civil Rights movement and the two title characters?*
- \* *How did the actors from Walnut Street Theatre create mood, atmosphere, time and place?*



**Who Am I?**

The messages of Dr. Martin Luther King and Malcolm X are as relevant today as they were during the Civil Rights Movement. To allow your students to examine the diversity within their own classroom, ask them to create a collage answering the question, "*Who am I?*" Students should draw or cut out pictures and images of things that describe them—things that they feel are important in their lives. When your students are finished, post their collages on the wall. Let them walk around and find similarities between the different collages. Students may try to guess the artist of each collage. Discuss the results with the rest of the class. *In what way were you surprised by what you saw? What were the similarities and differences between the collages? Who took risks with their collages? Why?*

**Who Stays? Who Goes?**

This value-clarifications activity examines the complex biases and judgments that come into play as one individual is "given access" over another. Assign each student a race, an age, a gender, and an occupation. For example, one student might be a forty-five-year-old African-American male chemistry teacher. Another could be a nineteen-year-old Asian-American female college student. In groups of five, tell your students that each group has been selected to go on a dream vacation of their choice, all expenses paid. The only problem is that only two of the five group members can go.

As a group, ask your students to decide who should go and why. When they have made their decision, have each group share their results. The "chosen" students should then move to one side of the room, preparing to leave. But suddenly, tell the groups that a last-minute decision has been made by "someone of authority." Now the two students that have been chosen will be the ones who must stay. The other students are now going on the vacation, instead. Finally, discuss this activity thoroughly with the following questions: *What criteria did each group base their decision on? Why? How does this activity relate to decisions that are made in real-life situations? Finally, how did the chosen students feel when the tables were turned?*

**Mapping/Where Are You From?**

**(Curriculum Connections: Social Studies)**

Stand in the center of the room and explain to your students that you represent the location of your classroom on a giant map (which is imagined on the floor of the entire room). Point out the directions North, South, East and West on the map. Ask your students to stand **where they live in relation to the classroom** (center) on this map. Once students are standing in their appropriate places, ask each to name their street or town. Repeat this activity, but this time you represent your city on a larger map. Ask your students to stand **where their parents grew up in relation to your city** on the map and then share where they are standing. Finally, repeat this activity one last time so that you represent the United States on an even larger map. Ask your students to stand **where their grandparents or great-grandparents grew up in relation to the United States** on the map. Have your students share where they are standing on the map (i.e. the state or country where their grandparent or great-grandparent grew up). Discuss the results of this activity. Explain to your students that what they saw was the cultural diversity within their classroom, which is only a small glimpse of the larger world picture.

**Pieces of ME**

**(Curriculum Connections: Math)**

Have your students cut or rip a piece of paper into ten strips. On each strip have them write a word or a phrase that describes them. **No one is allowed to see another student's ten strips.** Then tell your students to arrange the strips in order from what they most like about themselves to what they least like. Now ask them to give up one-tenth. Ask them how that makes them feel to lose a fraction of themselves. Now ask them to give up another strip. Then ask them to give up three more traits. Ask your students: *"Ok, now that you've given up one half of yourself, what kind of person are you?"* Next, give your students the opportunity to regain only two of the five traits they gave up. After the activity, have your students write a short paragraph about what traits they kept and what they learned about themselves.



### **Civil Rights Timeline**

*Martin and Malcolm* addresses many pivotal moments in the Civil Rights Movement. Research some of the major events of the Civil Rights Movement with your class, using some of the sources on the Resource Page of this Study Guide. As a class, create a timeline of important dates and events in the Civil Rights Movement. Assign each group of three students one event to research. Each group should use a piece of construction paper to record a short summary, the key date(s) and a relevant picture of the event. As a group, put the pieces of the timeline in chronological order and they display your "Civil Rights Timeline" on the wall of your classroom.

As an extension of this activity, ask your students to think about civil rights issues that are being faced today. *In what ways could this timeline be extended from the 1960s to today? How about examining world issues and their place on the timeline?*

### **Family Interviews**

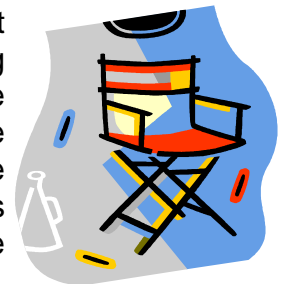
Family stories can be passed down through generations. They represent an oral heirloom; one that cannot be held but can be spoken. We can learn a lot about our family from the stories that we hear. Ask your students to interview a parent or grandparent who lived through the Civil Rights Movement of the 1960s. Give them a sheet of the following four questions to start off their interview, but then allow the students to follow-up with any additional questions they have: *Where did you live during the 1960s? In what ways did the Civil Rights Movement affect you? What changed for you or for someone you knew after the Civil Rights Movement? What issues are people still facing today that you feel are unresolved from the 1960s?* Have your students write up a summary of the interview and then present their findings to the class.

### **Civil Rights Monologues**

In this activity, your students will write and perform a monologue inspired by a person living during the Civil Rights Movement. Using pictures from this Study Guide or from a social studies textbook, have your students choose one image of a person or an event for inspiration in their writing. Discuss what a monologue is with your students, perhaps asking for examples of ones they may have seen in *Martin and Malcolm*. Each student should then write a monologue for their chosen character. If they picked an image of an event, they should create one character who played a role in the event. These lines should tell this character's journey. Next, ask your students to stand up and rehearse their monologues in their own spot in the room. As your students rehearse, encourage their use of body language and gesture to help them "become" the character. Finally, have each student perform their monologue for the rest of the class.

### **Civil Rights Scenes**

In groups of four, have your students write a scene recreating a key moment in the Civil Rights Movement, much the same way that the actors did in the play. For inspiration, have your students refer to the photographs on the student worksheet. When your students are examining the photographs on the worksheet, have them pick a person in the image to be the character they will play in the scene. Your students should use improvisation to explore how their characters would act in that setting and what they might say. Each character should have between 5 to 20 lines and the story should have a clear beginning (where are we, etc.), middle (what is the high point, conflict or climax) and ending (resolution). Allow time for the groups to rehearse their scene and then perform them for the rest of the class. Discuss each scene with the rest of the class.



# WEB RESOURCES



<http://www.familyeducation.com/topic/front/0,1156,62-4818,00.html>  
(Black History Month activities and resources.)

[http://library.thinkquest.org/J0112391/civil\\_rights\\_leaders.htm](http://library.thinkquest.org/J0112391/civil_rights_leaders.htm)  
(Information on key civil rights leaders.)

<http://www.tolerance.org/teens/index.jsp>  
(Tolerance themed activities and resources.)

<http://www.answers.com/topic/jane-elliott>  
(Information on Jane Elliot's experiment.)

## About the Playwright

**Tom Quinn** is the author of *Freedom Riders*, *No Easy Road to Freedom* and *Martin and Malcolm*. Holding a bachelor's degree from Bucknell University, Quinn was a recipient of the Dorothy Haas Acting Fellowship from Walnut Street Theatre in 1991-92. Quinn also performed in regional theatre and Los Angeles before obtaining a teaching degree and Masters in Education from West Chester University, along with a Masters in Educational Administration from Gwynedd-Mercy College. Quinn also helped to create and write the anti-bullying initiative and policy for the Central Bucks School District and has conducted workshops on using drama in the classroom for elementary and secondary teachers. He is currently a professor of American History at Philadelphia University.

## Walnut Street Theatre Education Department Staff

Director of Education.....*Susan Nicodemus Quinn*  
Outreach Coordinator.....*Caroline Leipf*  
Theatre School Coordinator.....*José Avilés*  
Residency Coordinator.....*Adam Nicolai*  
Education Apprentice.....*Chris Taylor*  
Dorothy Haas Acting Apprentices.....*Jenna Angeloni*  
.....*Jesimiel R. Jenkins*  
.....*Tim Vetere*  
.....*Sarah Yoo*



## 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 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 25th 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 season ticket holders, the Walnut is also the most subscribed theatre company in the world!

The Walnut Street Theatre is celebrating 23 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, 109,867 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:

*Aramark Charitable Fund \* Arronson Foundation \* The Barra Foundation*  
*The Bray Family Foundation \* Louis N. Cassett Foundation \* Connelly Foundation*  
*The Peter & Audrey Denton Fund \* William Goldman Foundation \* Hamilton Family Foundation*  
*Harmelin Media \* Hassel Foundation \* Hellendall Family Foundation \**  
*The Harvey and Virginia Kimmel Arts Education Fund of Philadelphia*  
*Lincoln Financial Group Foundation \* The National Endowment for the Arts \* PECO*  
*The Rosenlund Family Foundation \* Samuel S. Fels Fund \* Target*  
*United Way of :Bucks County, Burlington County, Delaware,*  
*Capital Region, North Penn, Southeastern PA, and Tri-State*

# Student Worksheet: Images of Civil Rights

Examine the pictures and captions from the Civil Rights movement below. 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? With a group, choose one of these six pictures and write a scene that brings the image to life.



James Meredith, the first African American to be admitted to the University of Mississippi, being escorted by US Marshals as he is harassed by onlookers.



Black protesters being sprayed with a high-pressure hose in Birmingham, 1963.



Freedom Riders sit by their bus which had been burned by a white mob in Anniston, Alabama. Freedom Riders began traveling through the South in 1961 to try to desegregate Southern bus stations.

"I see America through the eyes of a victim. I don't see any American dream. I see an American nightmare."

**- Malcolm X**



In 1960, four black college students walked into a Woolworth store in Greensboro, NC, and sat down at the lunch counter, which was for white customers only. For the next six days, a growing number of students joined the sit-ins until Woolworth closed its doors.



Just moments after Dr. Martin Luther King, Jr. is shot, bystanders indicate where they believe the shot came from.



Firefighters and survivors stand in what remains of the Sixteenth Street Baptist Church in Birmingham, Alabama after it was bombed on September 15, 1963. Four young girls attending Sunday school—Denise McNair, Cynthia Wesley, Carole Robertson, and Addie Mae Collins, aged 11 to 14—were killed in the attack.

# Student Worksheet: Have We Overcome?

Have we overcome? Dr. Martin Luther King, Jr. was assassinated before he could fully see his dream of equality realized. With Barack Obama becoming the first African American Presidential nominee from a major political party, has Dr. King's dream been realized? On the lines below, write a conversation between Dr. King and Barack Obama. What sort of advice might Dr. King have for Obama? What questions might Obama have for Dr. King? How might Obama react to meeting Dr. King?



## Setting:

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### **BARACK OBAMA:**

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### **DR. MARTIN LUTHER KING, JR:**

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### **BARACK OBAMA:**

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### **DR. MARTIN LUTHER KING, JR:**

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**(Continue on a separate piece of paper as needed.)**