PERFORMANCE GUIDEBOOK

WALK ON:

The Story of Rosa Parks

Mad River Theater Works

2019-20 SEASON for Young People

presented by

TPAC
TENNESSEE PERFORMING ARTS CENTER

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Regions
For 135 years Regions has been proud to be a part of the Middle Tennessee community, growing and thriving as has our region. From the opening of our doors on September 1, 1883, we have committed to this community and our customers.

One area that we are especially dedicated to is the education of our students. We are proud to sponsor TPAC’s Humanities Outreach in Tennessee (HOT). What an important program this is - reaching over 30,000 students, many of whom would never get to see a performing arts production without this local resource. Regions continues to reinforce its commitment to the communities it serves, and in addition to supporting programs such as HOT, we have close to 200 associates teaching financial literacy in classrooms this year.

Thank you, teachers,

for giving your students this wonderful experience. You are creating memories of a lifetime, and Regions is proud to be able to help make this opportunity possible.
Dear Teachers,

Mad River Theater Works has created a powerful musical play tracing important experiences in the life of Rosa Parks that helped build the foundation for her renowned refusal to give up her seat on the bus. Her story includes a more complex preparation, intentionality, and training for civil disobedience than is commonly understood.

PLEASE NOTE:
The play does not flinch away from the ugliness of discrimination and the powerful impact it had on Rosa Parks as a woman of color. Depending on the racial awareness in your classroom, there are scenes which may challenge the ideas and practices of some students, but a scene in which people of both races respect each other and cooperate occurs in the second section of the play.

We know you and your students will enjoy the show!

TPAC Education

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The play begins on the streets of Montgomery, Alabama, in December of 1955. We learn that Rosa Parks has been arrested for refusing to give up her seat on a bus to a white person, and that a boycott of city buses is planned to protest her arrest and trial.

After this introduction, the play transports the audience back to 1923 in Pine Level, Alabama, to journey through young Rosa’s childhood experiences and learn about the circumstances and situations that shaped her childhood and young adult life.

Pivotal moments include her experiences in school, her decision to join the NAACP as a young woman, and the racist treatment she received while attempting to register to vote. As the play continues, Rosa finally succeeds in registering to vote but comes to realize that it will take more than elections to abolish segregation. Rosa becomes the secretary of the Montgomery chapter of the NAACP. One of her jobs is recording the stories of African-Americans who have faced discrimination. As her views of the world broaden, Rosa seeks more opportunities to affect change. At a friend’s recommendation, she begins workshops on Civil Rights at the Highlander Center.

The scene shifts to steps outside the Montgomery County Jail where Rosa tells how she sat down on the crowded bus and decided not to stand up when the bus driver told her to move. The other actors join the scene as narrators, and they all sing “I Will Sit Down”. Rosa shares the personal side of her protest that day: “Some people say I was tired that day, and that was why I wouldn’t give up my seat. But the only tired I was, was tired of giving in. The time had come for someone to make a stand, and that person was me.”

The show ends with the song “Today I Hear Freedom Calling”, including the lyric, “Walk on was what it said.”

About the Company

Mad River Theater Works is a professional touring theater company based in Zanesfield, Ohio. Our purpose is to craft plays that are both drawn from and produced for the people of the farms and small towns of rural America, and to communicate the concerns and insights of our communities to people everywhere. Since 1978 we have collected stories, molded this material into plays, and performed our work at community centers, schools, colleges, and theaters throughout the United States reaching an annual audience of over 80,000 through over 100 performances. Mad River Theater Works is one of only a handful of professional theaters in the United States based in rural communities. Our unique mission has attracted the support of the National Endowment for the Arts, as well as foundations, corporations, and individuals.
Standing Up For Freedom (excerpts from the official Academy of Achievement bio*)

Most historians date the beginning of the modern civil rights movement in the United States to December 1, 1955. That was the day when an unknown seamstress in Montgomery, Alabama refused to give up her bus seat to a white passenger. This brave woman, Rosa Parks, was arrested and fined for violating a city ordinance, but her lonely act of defiance began a movement that ended legal segregation in America, and made her an inspiration to freedom-loving people everywhere.

Rosa Parks was born Rosa Louise McCauley in Tuskegee, Alabama to James McCauley, a carpenter, and Leona McCauley, a teacher. At the age of two she moved to her grandparents’ farm in Pine Level, Alabama with her mother and younger brother, Sylvester. At the age of 11 she enrolled in the Montgomery Industrial School for Girls, a private school founded by liberal-minded women from the northern United States.

The school’s philosophy of self-worth was consistent with Leona McCauley’s advice to “take advantage of the opportunities, no matter how few they were.” Opportunities were few indeed. “Back then,” Mrs. Parks recalled in an interview, “we didn’t have any civil rights. It was just a matter of survival, of existing from one day to the next. I remember going to sleep as a girl hearing the Klan ride at night and hearing a lynching and being afraid the house would burn down.” In the same interview, she cited her lifelong acquaintance with fear as the reason for her relative fearlessness in deciding to appeal her conviction during the bus boycott. “I didn’t have any special fear,” she said. “It was more of a relief to know that I wasn’t alone.”

After attending Alabama State Teachers College, the young Rosa settled in Montgomery, with her husband, Raymond Parks. The couple joined the local chapter of the NAACP and worked quietly for many years to improve the lot of African Americans in the segregated South.

“I worked on numerous cases with the NAACP,” Mrs. Parks recalled, “but we did not get the publicity. There were cases of flogging, peonage, murder, and rape. We didn’t seem to have too many successes. It was more a matter of trying to challenge the powers that be, and to let it be known that we did not wish to continue being second-class citizens.”

* With thanks to The Academy of Achievement - achievement.org
On the site, search “Rosa Parks” to find an excellent interview of Mrs. Parks looking back on her life and experiences.
Standing Up For Freedom continuud (excerpts from the official Academy of Achievement bio*)

Rosa Park’s refusal, “the bus incident” led to the formation of the Montgomery Improvement Association, led by the young pastor of the Dexter Avenue Baptist Church, Dr. Martin Luther King, Jr. The association called for a boycott of the city-owned bus company. The boycott lasted 381 days and brought Mrs. Parks, Dr. King, and their cause to the attention of the world. A Supreme Court decision struck down the Montgomery ordinance under which Mrs. Parks had been fined, and outlawed racial segregation on public transportation.

In 1957, Mrs. Parks and her husband moved to Detroit, Michigan, where Mrs. Parks served on the staff of U.S. Representative John Conyers. The Southern Christian Leadership Council established an annual Rosa Parks Freedom Award in her honor.

After the death of her husband in 1977, Mrs. Parks founded the Rosa and Raymond Parks Institute for Self-Development. The Institute sponsors an annual summer program for teenagers called Pathways to Freedom. The young people tour the country in buses, under adult supervision, learning the history of their country and of the civil rights movement. President Clinton presented Rosa Parks with the Presidential Medal of Freedom in 1996. She received a Congressional Gold Medal in 1999.

When asked if she was happy living in retirement, Rosa Parks replied, “I do the very best I can to look upon life with optimism and hope and looking forward to a better day, but I don’t think there is any such thing as complete happiness. It pains me that there is still a lot of Klan activity and racism. I think when you say you’re happy, you have everything that you need and everything that you want, and nothing more to wish for. I haven’t reached that stage yet.”

Mrs. Parks spent her last years living quietly in Detroit, where she died in 2005 at the age of 92. After her death, her casket was placed in the rotunda of the United States Capitol for two days, so the nation could pay its respects to the woman whose courage had changed the lives of so many. She is the only woman and second African American in American history to lie in state at the Capitol, an honor usually reserved for Presidents of the United States.

Rosa Parks wasn’t the first to be arrested on the bus. A number of black Montgomerians had resisted segregation on Montgomery’s buses. When Viola White resisted in 1944, she was beaten and fined $10; her case was still in appeals when she passed away 10 years later. In 1950, police shot and killed Hilliard Brooks, a World War II veteran, when he boarded the bus after having a few drinks and refused to reboard from the back door—and the police were called. Witnesses rebutted the officer’s claims that he acted in self-defense, but he wasn’t prosecuted.

Emboldened by the 1954 Brown ruling, the Women’s Political Council had written Montgomery’s mayor that there needed to be change on Montgomery’s buses or the community would boycott. On March 2, 1955, 15-year-old Claudette Colvin refused to relinquish her bus seat. Police arrested Colvin and charged her on three counts. The black community was outraged and initially mounted some resistance (Parks served as a fundraiser for Colvin’s case), but ultimately decided against a full-blown campaign on Colvin’s behalf, seeing her as too young, feisty, and emotional.

But Rosa Parks loved that spirit and militancy of young people. She helped organize the Youth Council of the Montgomery NAACP and encouraged its members to take a strong stance against segregation. Following Claudette Colvin’s arrest and release, Parks made Claudette the secretary of the NAACP Youth Council. Parks asked Colvin to tell her story over and over to inspire others. Parks believed in youth leadership and in young people’s need to be heard and treated with dignity.

Thanks to https://www.thenation.com/article/10-myths-about-rosa-parks/

“I knew then and I know now that, when it comes to justice, there is no easy way to get it. You can’t sugarcoat it. You have to take a stand and say, ‘This is not right.’”

Claudette Colvin
Walk On: The Story of Rosa Parks traces the journey of a remarkable woman and details the events and experiences that prepared her to take the conscious step of refusing to give up her seat. Students may know some of the events in the following timeline, but it is illuminating to place Rosa Parks’s simple act of civil disobedience in the era.

**July 26, 1948:** President Harry Truman issues Executive Order 9981 to end segregation in the Armed Services.

**May 17, 1954:** Brown v. Board of Education, effectively ending racial segregation in public schools. Many schools, however, remained segregated.

**December 1, 1955:** Rosa Parks refuses to give up her seat to a white man on a Montgomery, Alabama bus. Her defiant stance prompts an almost year-long Montgomery bus boycott that ended racial segregation on buses

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**1957**

**January 10-11, 1957:** Sixty black pastors and civil rights leaders—including Martin Luther King, Jr.—meet in Georgia to coordinate nonviolent protests against racial discrimination.

**September 4, 1957:** “Little Rock Nine,” are blocked from integrating into Central High School in Arkansas. President Dwight D. Eisenhower sends federal troops to escort the students, however, they continue to be harassed.

**September 9, 1957:** Eisenhower signs into law the Civil Rights Act of 1957 protecting voting rights of all American citizens regardless of race.

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**1960**

**February 1, 1960:** Four college students in Greensboro, North Carolina refuse to leave a Woolworth’s “whites only” lunch counter without being served, sparking similar “sit-ins”.

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**1963**

**June 11, 1963:** Governor George C. Wallace stands in a doorway at the University of Alabama to block two black students from registering, prompting John F. Kennedy to send in the National Guard.
1963

August 28, 1963: Approximately 250,000 people take part in The March on Washington for Jobs and Freedom. Martin Luther King gives the closing address in front of the Lincoln Memorial, his now-famous “I have a dream” speech.

September 15, 1963: A bomb at 16th Street Baptist Church in Birmingham, Alabama kills four young girls and injures several other people prior to Sunday services, fueling outrage.

1964

July 2, 1964: President Lyndon B. Johnson signs the Civil Rights Act of 1964 into law, preventing employment discrimination due to race, color, sex, religion or national origin.

1965

February 21, 1965: Black religious leader Malcolm X is assassinated during a rally by members of the Nation of Islam.

March 7, 1965: In the Selma to Montgomery March, around 600 civil rights marchers walk to Selma, Alabama to Montgomery—the state’s capital—in protest of black voter suppression. Local police block and brutally attack them. After successfully fighting in court for their right to march, Martin Luther King and other civil rights leaders lead two more marches and finally reach Montgomery on March 25.

August 6, 1965: President Johnson signs the Voting Rights Act of 1965 to prevent the use of literacy tests as a voting requirement. It also allowed federal examiners to review voter qualifications and federal observers to monitor polling places.

1968

April 4, 1968: Martin Luther King, Jr. is assassinated on the balcony of his hotel room in Memphis, Tennessee. James Earl Ray is convicted of the murder in 1969.

April 11, 1968: President Johnson signs the Civil Rights Act of 1968, also known as the Fair Housing Act, providing equal housing opportunity regardless of race, religion or national origin.

adapted from the History Channel, https://www.history.com/topics/civil-rights-movement/civil-rights-movement-timeline
INTRODUCTION
In the play, we see and hear the story of Rosa Parks come to life on stage. We witness what she did to work against unfair treatment, speak out against injustice, and use her peaceful protest training to make positive changes in society.

DISCUSS:
- What are ways that we learn the stories of important people?
- Why is the story of Rosa Parks an important one to share with everyone?

SHARE WITH STUDENTS:
In plays and musicals, the story can be presented in a variety of ways just as it can be when you tell a story by yourself. One of the conventions or tools of theatre that theatre artists can use to tell stories is a NARRATOR. Much like narrators in books, a narrator in theatre is a person/character who relates the events or some other aspect of a story. Some examples of theatre narrators include:
- Kuzco in Emperor's New Groove by David Reynolds
- Flynn Rider in Tangled by Dan Fogelman with music by Alan Menken and lyrics by Glenn Slater
- The adult Ralphie in A Christmas Story by Jean Shepherd
- The narrator character in the musical, Joseph and the Amazing Technicolor Dreamcoat with lyrics by Tim Rice and music by Andrew Lloyd Webber
- Bert in the movie and musical versions of Mary Poppins with music and lyrics by the Sherman Brothers

These literary stories have been made into works for the stage and are told by a narrator on page and stage:
- The Curious Incident of the Dog in the Night-Time, play by Simon Stephens based on the book by Mark Haddon
- Diary of a Wimpy Kid, music and lyrics by Alan Schmuckler based on the book by Jeff Kinney
- Big River (based on Mark Twain’s Huckleberry Finn) with music and lyrics by Roger Miller

PREP THE LESSON:
There are a variety of different ways to use the theatre convention of a narrator, based on three types below.
- Narrator Type 1 - The narrator/s can be the person/persons telling the story, while others act out parts of it. In this style, the Narrator is NOT in the story, but "makes the story happen," helps audience know what is going on in the scene, and/or why it is important.
- Narrator Type 2 - The narrator/narrators can tell the story while ALSO being a character in the story. This style of narrator can be in the middle of acting in a scene, and then comment to audience about it in an aside which the rest of characters cannot hear.
- Narrator Type 3 - The narrator becomes all the characters while they tell the story as with one-person shows and theatrical storytellers.

PERSONAL CONNECTION:
Ask students to think about a time when they had to speak up for someone else, or speak out against an injustice. Students can choose a small, everyday example or a big dramatic one.
- Was it easy for you to speak up for yourself, or for the other person?
- Did it require courage?
- When that event was over, did you tell anyone about it?
- Do you think your story would be a good lesson or inspiration for someone else to know?
Lesson One - Storytelling

TASK #1:
Ask students to organize their story in preparation for telling it. To get started, ask them to write down the important elements and main plot points of their story in a bullet point style list. Remind them to include the following:

 qq Setting - both time and place
 qq Important characters and how many
 qq Key things that were said - lines of dialogue
 qq Important information about what happened before and after the main story
 qq The ending and outcome of the story

TASK #2
Ask students to choose one of the three types of narrator convention to best transform their story into a play. Ask them to circle on their bullet point notes which parts of the story the narrator will handle and what parts of the story the characters will handle. Remind students that narrators can do the following:

 qq Fill in information gaps and details of the story that came before (exposition).
 qq Tell of the passage of time (e.g. “six months later…”).
 qq Give insights about how the characters are feeling.

TASK #3
Pair students and ask them to share their stories with each other. After he or she hears his or her partner’s story, ask each student to identify what elements they want to know more about and which part they think most needs to be highlighted as an important dramatic moment. Depending on the size of your class, the final step can be sharing their narrator plan with either a small group or the full class.

LESSON EXTENSION - WRITING SCRIPTS AND PRESENTING FOR THE CLASS

TASK #1:
Ask students to become the playwright of their own story. Ask them to use their bullet point outline from the previous lesson and write a simple script that includes descriptions of characters, what the narrator will say, and what other characters will say. They should aim for a short, one-page script (depending on their age: 50-250 words).

TASK #2:
Choose a few students’ stories to perform in class. Let students become the director of their own story. Try to include one example of each narrator type in the stories chosen to present.

 qq For stories with Narrator Types 1 & 2, identify how many additional characters are needed and assign that story with that number of classmate actors.
 qq For Narrator Type 3, pair the playwright student with a classmate and have them decide who is the actor and who is the director.
 qq Give students time to practice (5-10 minutes) to present to the full class. Stories should take only 2-3 minutes to perform.

DISCUSS:

 qq How does the narrator style help the story?
 qq Describe the different narrator characters. What kind of people were they?
 qq Does your connection with the story change with the change of narrator?
INTRODUCTION
Sometimes actors portray more than one character in the same play. Sometimes those characters are significantly younger or older than each other. Sometimes actors portray the same character who becomes older or younger during the play.

DISCUSS:
What do you think the actor in Walk On: The Story of Rosa Parks has to do in order to be believable as Rosa at 9 years-old and then later as Rosa at 42 years-old? What has to change or be adjusted?

SHARE:
Actors most important tool for working is their body. Actors can show a lot about a character in the way they move and hold their body.

TASK#1:
Ask students to stand up and walk around room, just the way they normally do. Allow them the opportunity to move freely around the space as they loosen up and explore movement. Ask the students to notice how they walk and to describe it in their head: fast, slow, easy, tense; big stride, small stride. Ask the students to notice how they move their bodies and what they do with their arms.

TASK#2:
◆ Ask students to pause and think for a minute before they adjust their bodies and continue to move forward.
   ~ What changes would they make in how they move if they were playing a character who was 42 years old?
   ~ What changes would they make in how they move if they were playing a character who was 95 years old?
◆ Encourage students to pay attention to how they imagine their body would feel at these different ages. Encourage them to explore movement like an actor would, not just to mimic a stereotype as they begin to walk around the space again.
◆ Notice and prompt and encourage for: rounded shoulders, lowered heads, slower pace, painful walking, pretend use of canes, walkers, inability to hear or see well, shorter-paced steps.

GROUP DISCUSSION:
◆ What did you notice about changes you made to the way you spoke, walked?
◆ What changes would an adult have to make if they were playing a 9 year-old girl?
◆ Imagine you are 42 - what are some of the changes you would hope to see in the world by then?
◆ How about 95? What do you want to be different?

ASSIGNMENT:
◆ Ask students to identify an issue they care about that they to hope to change in their lifetime.
◆ Share the simple script on the next page, and note spaces for students to supply their own content.
◆ Ask students next to turn the script into simple three-sentence plays, incorporating the change in character, physicality, and vocal quality.
◆ Plays can be shared with a partner, small groups, or the whole class.

REFLECTION:
◆ What helps you believe actors when they are playing characters significantly older or younger than they are?
◆ Is it easier to influence events when you are young or when you are older?
◆ What are the pros and cons for standing up for change at different ages?
◆ Do students think that people who stand up for what is right, as Rosa Parks did, can know how big of an impact they will have on the future?
FUTURE SELF:
I am very glad to be here for my ____ (insert age) ______ birthday. I have seen a lot of changes in my time. I remember when I was young, I was very passionate about this one issue. I remember speaking to my class about it.

CURRENT SELF: (as if giving a speech in front of a class)
...And that is why I want to continue to work to ___________ (issue that is important to them) __________________________
... because we can fix this together.

FUTURE SELF:
Yes, indeed, Look how far we have come, because today, _______ (solution to issue that is important to them) _______________. Thank you.
Lesson Three: Citizenship and Community Engagement

Can one person make a difference?

INTRODUCTION:
Rosa Parks would later say she was not a "hero," nor was she "tired," she was simply tired of not being treated fairly. Rosa Parks took action, and that action was soon serving as an inspiration for others, here and around the world.

DISCUSS:
Can you think of other people who took a single action that reverberated well beyond that person's initial expectation?
Some examples for students to research:
~ Lilly Ledbetter (Equal Pay)
~ Anne Frank (fighting racism, holocaust awareness)
~ Muhammed Ali (conscientious objector)
~ Unknown protestor in Tiananmen Square
~ Colin Kaepernick, (protesting police brutality)
~ Diane Nash (desegregating Nashville Lunch counters)

SHARE:
While it might seem like these people were "suddenly" in the spotlight, most were prepared and already knew about the issue involved. They simply had a sudden and specific time when they could make their voice heard.

TASK #1:

◆ Ask students to think about issues that have been raised in the local news lately. These can include global issues too, but the goal is to work with problems with which students feel a connection. List as many different issues on the board as you can.
◆ Prompt as needed and get a big list so that no one issue dominates.

DISCUSS:
Students may feel strongly about one of these issues, or there may be others that aren't listed that they are passionate about, or think are a top priority. If they want to bring about change in any one of these issues, what are some avenues that they as students can pursue to bring about that change? Prompt with the following if necessary.
~ Speak up about the issues to others.
~ Learn about the details of issues.
~ Talk to your parents and other "voting" age persons you know.
~ Write to your elected officials.
~ Go to town halls and community meetings.

TASK#2:

◆ Put students in groups of two or three. Teachers can assign a specific issue to each group, or students may choose one. This can be a simple idea-gathering activity, or it can be expanded to include real research.
◆ Ask students to create a preliminary action plan with the following suggestions:
To students- You have been given the opportunity to coordinate a community meeting about this issue. Make a plan.
~ Who would you want to make sure was at this meeting?
~ Who would you want to be featured speakers at the meeting?
~ Where will you put the information about the meeting to make sure that all interested persons can attend?
~ What would you hope would be the results of this meeting?
~ Write the initial opening speech, 2 minutes or less.
◆ Ask students to share and compare their action plans with other groups.
Lesson Three:
Citizenship and Community Engagement
Can one person make a difference?

DISCUSS:
◆ After sharing action plans from others, did your group want to change or add to any of your agenda items or invited speakers?
◆ Did you have realistic goals for the outcome of your meeting?
◆ What would be a next step for your group?

SHARE:
Civil rights activists had to prepare for intense resistance to their meetings and planned actions. They sought to use non-violence in all their work. They practiced responses and reactions that demonstrated the following tenets.

**SIX PRINCIPLES OF NONVIOLENCE**
From The Martin Luther King, Jr. Center for Nonviolent Social Change

1. Nonviolence is a way of life for courageous people. It is active nonviolent resistance to evil.

2. Nonviolence seeks to win friendship and understanding. The end result of nonviolence is redemption and reconciliation.

3. Nonviolence seeks to defeat injustice, not people. Nonviolence recognizes that evildoers are also victims.

4. Nonviolence holds that suffering can educate and transform. Nonviolence willingly accepts the consequences to its acts.

5. Nonviolence chooses love instead of hate. Nonviolence resists violence to the spirit as well as the body. Nonviolence love is active, not passive. Nonviolence love does not sink to the level of the hater. Love restores community and resists injustice. Nonviolence recognizes the fact that all life is interrelated.

6. Nonviolence believes that the universe is on the side of justice. The nonviolent resister has deep faith that justice will eventually win.

The quote **“Be the change you want to see in the world”** is good encouragement, but is often attributed to Ghandi without factual record. The New York Times notes that one thing Ghandi did say is:

“If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him. ... We need not wait to see what others do.”

What nuances are lost in the simplified, mis-attributed quote?

What makes the first more likely to be shared?
INTRODUCTION:

In the show, the cast sings a song called “I Will Sit Down.” The writer chose the lyrics to represent not only the physical protest that Rosa Parks used to respond to unfair treatment, but also as a symbol of all the people who speak out against injustice and will not be moved from the cause. Though it is part of a musical theater piece, this song could be called an ANTHEM, defined as a usually rousing popular song that typifies or is identified with a particular subculture, movement, or point of view.

DISCUSS:

When Rosa Parks was learning about non-violent protest, and trying to make the world more just, there was no internet, no Facebook, no Twitter...

~ How do you think people got their information back in 1955?
~ How did they get their inspiration?
~ How did leaders help clarify their messages to their community, to the world?

SHARE:

Music has been used throughout history to encourage and inspire us, and to help us have courage in the face of adversity. The play *Walk On: The Story of Rosa Parks* reminds us how music can be very motivating. The last stanza of the final song is as follows:

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Today I heard freedom calling,
Today I heard freedom calling,
Today I heard freedom calling my name.
Walk on was what it said.
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TASK#1:

- Ask students to review different persuasive and powerful speeches (provided on the following pages). There are times when a longer, fleshed-out argument is needed, but these days, we rely more than ever on “sound bites” instead of the complete content.
- To students: As you look over these, see if you can find any phrases or short sentences that speak to you. What section would be a good, representative “sound bite” or slogan from this portion of the speech?

ASSIGNMENT - There are FOUR options. Choose one or more for students.

1. Write the phrase on your paper. Write a paragraph or two describing why this phrase is the best phrase from the selection to characterize this point of view or to rally others to the cause to explain the cause.
2. Write the phrase on your paper. Write the lyrics to a new “anthem” for this cause. Remember that those short phrases can make a great “chorus”, and that simple lyrics are best for making something memorable and easy to learn.
3. Use the phrase as the opening for a one-minute persuasive speech to be given by a student to community leaders about this issue.
4. Break out into five groups with one speech per group. Each group will read its selection, work together to discuss what would be the best “sound bite”, and choose one phrase. The groups can then share by 1) telling the “media” the phrase (fellow classmates are the media) 2) then, without explaining further, let the “media” ask questions about the issue, its importance, why the phrase is relevant. (Each team member can have a chance to respond.)

REFLECTION:

- Did the sound-bites reflect the issue in the way you thought they would?
- What ideas from the larger speech were lost because you could only use a small portion?
Barbara Jordan

Barbara Jordan marked history in a number of ways, using the power of her speech and the clarity of her mind to break down barriers of race and gender. The New York Times described her oratory as "Churchillian," and one writer suggested that her deep, Olympian sound could galvanize listeners "as though Winston Churchill had been reincarnated as a black woman from Texas." In 1966, Jordan became the first African American elected to the Texas Senate. She went on to become the first black person elected to Congress from Texas since Reconstruction. Jordan earned a spot on the House Judiciary Committee considering charges against the president. The following speech offers her views in 1974 on the impeachment of President Richard Nixon.

Earlier today, we heard the beginning of the Preamble to the Constitution of the United States, "We, the people." It's a very eloquent beginning. But when that document was completed, on the seventeenth of September in 1787, I was not included in that "We, the people." I felt somehow for many years that George Washington and Alexander Hamilton just left me out by mistake. But through the process of amendment, interpretation, and court decision, I have finally been included in "We, the people."

Today I am an inquisitor. An hyperbole would not be fictional and would not overstate the solemnness that I feel right now. My faith in the Constitution is whole; it is complete; it is total. And I am not going to sit here and be an idle spectator to the diminution, the subversion, the destruction, of the Constitution. "Who can so properly be the inquisitors for the nation as the representatives of the nation themselves? The subjects of its jurisdiction are those offenses which proceed from the misconduct of public men." And that's what we are talking about. In other words, the jurisdiction comes from the abuse or violation of some public trust. ... The powers relating to impeachment are an essential check in the hands of the body of the legislature against and upon the encroachments of the executive. The division between the two branches of the legislature, the House and the Senate, assigning to the one the right to accuse and to the other the right to judge, the framers of this Constitution were very astute. They did not make the accusers and the judges the same person.

We know the nature of impeachment. We have been talking about it awhile now. "It is chiefly designed for the president and his high ministers" to somehow be called into account. It is designed to "bridle" the executive if he engages in excesses. "It is designed as a method of national inquest into the conduct of public men." The framers confined in the Congress the power if need be, to remove the president in order to strike a delicate balance between a president swollen with power and grown tyrannical, and preservation of the independence of the executive.

Common sense would be revolted if we engaged upon this process for petty reasons. ... Pettiness cannot be allowed to stand in the face of such overwhelming problems. So today we are not being petty. We are trying to be big, because the task we have before us is a big one.

The Constitution charges the President with the task of taking care that the laws be faithfully executed, and yet the President has counseled his aides to commit perjury, willfully disregard the secrecy of grand jury proceedings, conceal surreptitious entry, attempt to compromise a federal judge, while publicly displaying his cooperation with the processes of criminal justice.

Has the President committed offenses, and planned, and directed, and acquiesced in a course of conduct which the Constitution will not tolerate? That's the question. We know that. We know the question. We should now forthwith proceed to answer the question. It is reason, and not passion, which must guide our deliberations, guide our debate, and guide our decision.
Elie Wiesel

Excerpts from an impassioned speech given by Holocaust survivor and Nobel Laureate, Elie Wiesel, in the East Room of the White House on April 12, 1999, as part of the Millennium Lecture series, hosted by President Bill Clinton and First Lady Hillary Rodham Clinton.

We are on the threshold of a new century, a new millennium. What will the legacy of this vanishing century be? How will it be remembered in the new millennium? Surely it will be judged, and judged severely, in both moral and metaphysical terms. These failures have cast a dark shadow over humanity: two World Wars, countless civil wars, the senseless chain of assassinations -- Gandhi, the Kennedys, Martin Luther King, Sadat, Rabin -- bloodbaths in Cambodia and Nigeria, India and Pakistan, Ireland and Rwanda, Eritrea and Ethiopia, Sarajevo and Kosovo; the inhumanity in the gulag and the tragedy of Hiroshima.

And, on a different level, of course, Auschwitz and Treblinka. So much violence, so much indifference.

What is indifference? Etymologically, the word means "no difference." A strange and unnatural state in which the lines blur between light and darkness, dusk and dawn, crime and punishment, cruelty and compassion, good and evil. What are its courses and inescapable consequences? Is it a philosophy? Is there a philosophy of indifference conceivable? Can one possibly view indifference as a virtue? Is it necessary at times to practice it simply to keep one's sanity, live normally, enjoy a fine meal and a glass of wine, as the world around us experiences harrowing upheavals?

Of course, indifference can be tempting -- more than that, seductive. It is so much easier to look away from victims. It is so much easier to avoid such rude interruptions to our work, our dreams, our hopes. It is, after all, awkward, troublesome, to be involved in another person's pain and despair. Yet, for the person who is indifferent, his or her neighbor are of no consequence. And, therefore, their lives are meaningless. Their hidden or even visible anguish is of no interest. Indifference reduces the other to an abstraction. Indifference is not a beginning, it is an end. And, therefore, indifference is always the friend of the enemy, for it benefits the aggressor -- never his victim, whose pain is magnified when he or she feels forgotten. The political prisoner in his cell, the hungry children, the homeless refugees -- not to respond to their plight, not to relieve their solitude by offering them a spark of hope is to exile them from human memory. And in denying their humanity we betray our own. Indifference, then, is not only a sin, it is a punishment.

And so, once again, I think of the young Jewish boy from the Carpathian Mountains. He has accompanied the old man I have become throughout these years of quest and struggle. And together we walk towards the new millennium, carried by profound fear and extraordinary hope.
Pauline Newman
bio by Annelise Orleck
Pauline Newman was a labor pioneer and a die-hard union loyalist once described by a colleague as “capable of smoking a cigar with the best of them.” The first woman ever appointed general organizer by the International Ladies Garment Workers Union (ILGWU), Newman continued to work for the ILGWU for more than seventy years—first as an organizer, then as a labor journalist, a health educator, and a liaison between the union and government officials. Newman played an essential role in galvanizing the early twentieth-century tenant, labor, socialist, and working-class suffrage movements. She also left an important legacy through her writings, as one of the few working-class women of her generation who chronicled the struggles of immigrant working women.


The day’s work was supposed to end at six in the afternoon. But, during most of the year we youngsters worked overtime until 9 p.m. every night except Fridays and Saturdays. No, we did not get additional pay for overtime. At this point it is worth recording the generosity of the Triangle Waist Co. by giving us a piece of apple pie for supper instead of additional pay! Working men and women of today ... will find it difficult to understand. However, the answer is quite simple — we were not organized and we knew that individual protest amounted to the loss of one’s job. No one in those days could afford the luxury of changing jobs — there was no unemployment insurance, there was nothing better than to look for another job which will not be better than the one we had. Therefore, we were, due to our ignorance and poverty, helpless against the power of the exploiters.

As you will note, the days were long and the wages low — my starting wage was just one dollar and a half a week — a long week — consisting more often than not, of seven days.... I will never forget the sign which on Saturday afternoons was posted on the wall near the elevator stating — “if you don’t come in on Sunday you need not come in on Monday”! ... We did not relish the thought of walking the factory district in search of another job. It was a bitter disappointment.

Since our day began early we were often hungry for sleep. I remember a song we used to sing which began with “I would rather sleep than eat”. This song was very popular at that time. But there were conditions of work which in our ignorance we so patiently tolerated such as deductions from your meager wages if and when you were five minutes late — so often due to transportation delays; there was the constant watching you lest you pause for a moment from your work; (rubber heels had just come into use and you rarely heard the foreman or the employer sneak up behind you, watching.” You were watched when you went to the lavatory and if in the opinion of the forelady you stayed a minute or two longer than she thought you should have you were threatened with being fired; there was the searching of your purse or any package you happen to have lest you may have taken a bit of lace or thread.

One evening when I got home I sat down and wrote: “While at work I am thinking only of my own drab existence. I get discouraged and a bit low in my mind — every day the same foreman, the same forelady, the same shirt waists, shirt waists and more shirt waists. The same machines, the same surroundings. The day is long and the task tiresome. In despair I ask — “dear God will it ever be different?” And on my way home from work I see again those lonely men and women with hopeless faces, tired eyes; harassed by want and worry — I again ask “will it ever be different?”
...If I were standing at the beginning of time, with the possibility of general and panoramic view of the whole human history up to now, and the Almighty said to me, "Martin Luther King, which age would you like to live in?" -- I would take my mental flight by Egypt through, or rather across the Red Sea, through the wilderness on toward the promised land. And in spite of its magnificence, I wouldn't stop there. I would move on by Greece, and take my mind to Mount Olympus. And I would see Plato, Aristotle, Socrates, Euripides and Aristophanes assembled around the Parthenon as they discussed the great and eternal issues of reality.

...But I wouldn't stop there. I would come on up even to 1863, and watch a vacillating president by the name of Abraham Lincoln finally come to the conclusion that he had to sign the Emancipation Proclamation. But I wouldn't stop there. I would even come up the early thirties, and see a man grappling with the problems of the bankruptcy of his nation. And come with an eloquent cry that we have nothing to fear but fear itself. But I wouldn't stop there. Strangely enough, I would turn to the Almighty, and say, "If you allow me to live just a few years in the second half of the twentieth century, I will be happy." Now that's a strange statement to make, because the world is all messed up. The nation is sick. Trouble is in the land. Confusion all around. That's a strange statement.

But I know, somehow, that only when it is dark enough, can you see the stars. ... Let us rise up tonight with a greater readiness. Let us stand with a greater determination. And let us move on in these powerful days, these days of challenge to make America what it ought to be. We have an opportunity to make America a better nation. ... You know, several years ago, I was in New York City autographing the first book that I had written. And while sitting there autographing books, a demented black woman came up. . Before I knew it I had been stabbed by this demented woman. I was rushed to Harlem Hospital. ... And that blade had gone through the main artery. And once that's punctured, you drown in your own blood--that's the end of you. It came out in the New York Times the next morning, that if I had sneezed, I would have died. Well, about four days later, they allowed me, after the operation, to read some of the mail that came in, and from all over the states, and the world, kind letters came in. One of them I will never forget from a young girl who was a student at the White Plains High School. . It said simply, "Dear Dr. King: I am a ninth-grade student at the Whites Plains High School." She said, "While it should not matter, I would like to mention that I am a white girl. I read in the paper of your misfortune, and of your suffering. And I read that if you had sneezed, you would have died. And I'm simply writing you to say that I'm so happy that you didn't sneeze."

And I want to say tonight, I want to say that I am happy that I didn't sneeze. Because if I had sneezed, I wouldn't have been around here in 1960, when students all over the South started sitting-in at lunch counters. And I knew that as they were sitting in, they were really standing up for the best in the American dream. And taking the whole nation back to those great wells of democracy which were dug deep by the Founding Fathers in the Declaration of Independence and the Constitution.

Well, I don't know what will happen now. We've got some difficult days ahead. But it doesn't matter with me now. Because I've been to the mountaintop....And I've looked over. And I've seen the promised land. I may not get there with you. But I want you to know tonight, that we, as a people will get to the promised land. And I'm happy, tonight.
Paul Hawken

Paul Hawken was the press coordinator for Martin Luther King’s historic Selma-to-Montgomery march. He turned a small Boston store into Erewhon Trading Company, one of the largest natural foods wholesalers in America. His book The Ecology of Commerce inspired the founder of the world’s largest modular carpet company, Interface Global, to become a pioneer in terms of how multibillion-dollar businesses can move toward genuine sustainability.

Excerpts from his commencement speech at the University of Poland, 2009 - “You are Brilliant, and the Earth is Hiring” By Paul Hawken

You are going to have to figure out what it means to be a human being on earth at a time when every living system is declining, and the rate of decline is accelerating. Kind of a mind-boggling situation... but not one peer-reviewed paper published in the last thirty years can refute that statement. Basically, civilization needs a new operating system, you are the programmers, and we need it within a few decades. This planet came with a set of instructions, but we seem to have misplaced them. Important rules like don’t poison the water, soil, or air, don’t let the earth get overcrowded, and don’t touch the thermostat, have been broken. Buckminster Fuller said that spaceship earth was so ingeniously designed that no one has a clue that we are on one, flying through the universe at a million miles per hour, with no need for seat belts, lots of room in coach, and really good food—but all that is changing.

There is invisible writing on the back of the diploma you will receive, and in case you didn’t bring lemon juice to decode it, I can tell you what it says: You are Brilliant, and the Earth is Hiring. The earth couldn’t afford to send recruiters or limos to your school. It sent you rain, sunsets, ripe cherries, night blooming jasmine, and that unbelievably cute person you are dating. Take the hint. And here’s the deal: Forget that this task of planet-saving is not possible in the time required. Don’t be put off by people who know what is not possible.

Do what needs to be done, and check to see if it was impossible only after you are done. You join a multitude of caring people. No one knows how many groups and organizations are working on the most salient issues of our day: climate change, poverty, deforestation, peace, water, hunger, conservation, human rights, and more. This is the largest movement the world has ever seen. Rather than control, it seeks connection. Rather than dominance, it strives to disperse concentrations of power.

The living world is not “out there” somewhere, but in your heart. This extraordinary time when we are globally aware of each other and the multiple dangers that threaten civilization has never happened, not in a thousand years, not in ten thousand years. Each of us is as complex and beautiful as all the stars in the universe. We have done great things and we have one way off course in terms of honoring creation. You are graduating to the most amazing, stupefying challenge ever bequeathed to any generation. The generations before you failed. They didn’t stay up all night. They got distracted and lost sight of the fact that life is a miracle every moment of your existence. Nature beckons you to be on her side. You couldn’t ask for a better boss. The most unrealistic person in the world is the cynic, not the dreamer. Hope only makes sense when it doesn’t make sense to be hopeful. This is your century. Take it and run as if your life depends on it.
The Nashville sit-in movement is widely regarded as one of the most successful and sustained student-directed sit-in campaigns of the Civil Rights movement. Contributing to its success was the leadership and organization provided by noted pacifist, James M. Lawson.

During the late winter months of 1959, Lawson and the Nashville Student Movement, an organization comprised of students from the city's four African American colleges, made plans to launch a large-scale sit-in campaign targeting segregated restaurants and department stores in the city's downtown commercial district. Lawson prepared participants for the campaign by offering workshops where he instructed students on the importance of discipline and self-control through simulated sit-ins.

Upon receiving word of the sit-ins in Greensboro, North Carolina, the Nashville Student Movement launched their planned campaign into action. Local police officers responded to the staged sit-ins by arresting participating demonstrators. Despite the arrests, students continued to carry out the sit-ins by deploying multiple waves of demonstrators to occupy the lunch counters.

The sit-in demonstrations continued until April 19 when a bomb exploded in the home of Z. Alexander Looby, a prominent African American attorney who served as one of the primary lawyers for students arrested during the sit-ins. The incident prompted thousands of demonstrators to stage a march on City Hall where Nashville Mayor, Ben West, met the marchers on the building's front steps to address their grievances. When publicly asked if he supported discrimination based on race, West voiced his opposition to segregation. Anxious to move the city forward and restore downtown commerce, city officials and local businesses agreed to desegregate Nashville's public facilities on May 10, 1960.

with thanks to the Civil Rights Digital Library
http://crdl.usg.edu/events/sit_ins_nashville_tn/?Welcome

Often the concept of standing is used as a metaphor for supporting a person, cause, or issue - to “stand-up for something” or “stand your ground”. “Sit-downs” and later “sit-ins” became another way of protest by occupying a space where protesters were not wanted.

The first recorded sit-downs took place in the early 1900s and were strikes to protest poor labor conditions. In the 1930s, unions, particularly the United Auto Workers, utilized the tactic to shut down factories and bring about change in unsafe working conditions and unfair wages.

In 1960, four black college students sat at the whites-only lunch counter at a Greensboro, North Carolina Woolworth’s to stage the nonviolent protest most credited with starting the wave of sit-ins across the country. As Rosa Parks was not the first to refuse to give up her seat, they were not the first group to protest segregation in this way, but their action made the greatest impact. Students all over the country joined the movement and created their own organization, the Student Nonviolent Coordinating Committee (SNCC). Media coverage intensified, and Civil Rights leaders soon began considering sit-ins as powerful strategy to desegregate public spaces.
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