

# Dream Alive!

A Presentation by Reggie Harris

Performance Guide

A special thanks to Walton Arts Center for their assistance in preparation of this guide.

**Reggie Harris Presents:  
DREAM ALIVE!**

~ PREPARING STUDENTS FOR THE THEATRE  
KNOWING HOW TO HANDLE THE EXCITEMENT IS THE FIRST STEP ~

**LIVE THEATRE**

When young people attend a live theatrical performance for the first time, they often do not realize how different it is from watching a movie or television show. Because the performers and audience are together in the same room, they are creating the event together.

A live presentation has not been prerecorded with the mistakes edited out. This makes it riskier for the performer and more exciting for the audience. It also means that audience has a real contribution to make to the overall experience. Each audience member affects those around them, as well as the performer. The more the audience “gives” to the performer, the more the performer can give to the audience!

**BEING AN AUDIENCE MEMBER**

A theater is an energetically charged space. When the “house lights” (the lights that illuminate the audience seating) go down, everyone feels the thrill of anticipation. By discussing appropriate audience behavior as a class ahead of time, the students will be much better equipped to handle their feelings and express their enthusiasm in appropriate ways during the performance.



## **KEY WORDS FOR AUDIENCE MEMBERS**

### **CONCENTRATION**

Performers use concentration to focus their energy on stage. If the audience watches in a concentrated way, this supports the performers and they can do their best work.

### **QUIET**

The theater is a very “live” space. This means that sound carries very well, all over the auditorium. It also means that any sounds in the audience can be heard by other audience members and the performers. This can destroy everyone’s concentration and spoil a performance.

### **RESPECT**

Applause is the best way for an audience in a theater to share its enthusiasm and to appreciate the performers. It is acceptable to applaud if the audience is spontaneously responding to a well-received moment in the performance. It is customary to continue clapping until the curtain drops or the lights on stage go dark.

### **CONSIDERATION**

The same rules of behavior that are appropriate in any formal public place apply to the theater. If audience members conduct themselves in orderly, quiet ways, with each person respecting the space of those around him/her, everyone will be able to fully enjoy the performance experience.

“Preparing Students for the Theater” is adapted from the Music Center of Los Angeles Education Department’s performance guide.

## INFORMATION ABOUT THIS PERFORMANCE

**DREAM ALIVE!** is a multimedia exploration of our nation's lesser-known African-American heroes and heroines, presented by Reggie Harris.

**REGGIE HARRIS** is a nationally-known singer, songwriter, and teaching artist who resides in upstate New York. His music ranges from traditional songs and spirituals to original songs and compositions. Mr. Harris performs all across America and Canada. In addition to his stage appearances, Reggie is a frequent presenter and workshop leader for the Kennedy Center's Changing Education Through the Arts partnership program.

Through a long and wide ranging career, Mr. Harris has developed a style of performance that is intimate, conversational and exciting...one that reaches audiences of all ages.

The recording "Music and the Underground Railroad," by Mr. Harris and Kim Harris is one of the most referenced CDs of the historical period and there are many other recordings that you may purchase by visiting the website at [www.kimandreggie.com](http://www.kimandreggie.com). Kim and Reggie Harris have contributed, performed and arranged music for educational textbooks, historical music compilations and media.

### A LITTLE BACKGROUND

The stories of people such as Harriet Tubman and Dr. Martin Luther King Jr. are well chronicled in accounts of African-Americans who, like other groups, helped to build and nurture our country. But the fact that there were 59,000 free persons of color in the year 1790, helping America to grow, is not as well known. It's important to note that, even in the early years of the country, all Black people were not slaves.

This engaging show begins with early contributors like Crispus Attucks, Benjamin Banneker, Phillis Wheatley and those who fought in the Revolutionary War. The show moves quickly from slavery to the Civil War as it highlights the lives of such notable people as Sojourner Truth, Satchel Paige (the first African-American to pitch in the World Series), explorer Matthew A. Henson and Booker T. Washington. It gives perspective to the years that led to the Modern Civil Rights Movement and gives a voice to those who joined the Movement that changed the world. Many stories have been left untold in the classic tales of America history, making it necessary for future generations to discover them "by accident."

It is an interactive journey, in story, song and video, that helps us all to honor the contributions of these "heroes and heroines" as we work to keep the Dream Alive!

## INFORMATION ABOUT THIS PERFORMANCE (continued)

### What was the Underground Railroad?

The Underground Railroad was a system of routes, places and people who helped fugitives to escape from the slave states to free states, and sometimes to Canada, before the Civil War. This effort allowed slaves to escape to freedom. The system stretched from the south, up through the mid-Atlantic and New England states as well as out to the west. Along the way, free Black and White abolitionists and others hid the escaping fugitives in their homes, barns, schools and churches during the day, since the slaves had to travel mainly at night.

Although the system was called an “underground railroad,” it was neither underground nor a railroad. It was called “underground” because it was a secret, and “railroad” because railroad terms were used as codes. For example, escaping slaves were called “packages” or “freight.” The routes were called “lines,” the stopping places “stations,” and the people who aided the slaves were “conductors.”

### Why did slaves sing spirituals?

African-American Spirituals rose from the ordeal of slavery. These biblically based, rural southern songs express a range of emotions and were also used as codes for escaping slaves. For instance, “Steal Away” could be sung in the night of an escape. Fugitives also used songs like “Wade in the Water” and “Rise up Shepherd and Follow” to remember to look into the night sky towards the north to find the star constellations which we call the Big Dipper and the Little Dipper.

Many people consider spirituals to be one of America’s greatest contributions to the world of music. Mr. Harris will explain some of the history and use of these American treasures.

In the years that led to the Modern Civil Rights Movement, were all African-Americans slaves? No, there were some 59,000 free people of color identified in the census of 1790. Crispus Attucks, Benjamin Banneker, Richard Allen and William Still were all free people who added to the early American story.



# In the Classroom ...

## Integrating the Arts... (Before the Performance)

### Activity: Crispus Attucks (grades 4-8)

#### Goals:

- To introduce Crispus Attucks; one of American history's famous black freedom fighters.
- To teach about the Boston Massacre and the role of Blacks in the struggle for freedom.

#### Background:

On March 5, 1770, a street fight took place between British troops and a group of Bostonians. The soldiers fired on the citizens and several were killed, among them Crispus Attucks, a black man who may have been an escaped slave. The incident created anger against the British troops and helped spur the Revolutionary War.

#### Questions for Discussion:

1. Ask students to define "irony" and think of some examples from their own lives. Is there irony in the fact that one of the first people to die in America's fight for freedom was a member of a race that was enslaved?
2. Learn the words to the song "Ballad of Crispus Attucks" and explain who Crispus Attucks was and why he is remembered in our history books.

### Ballad of Crispus Attucks

In the winter of 1770 on the Commons in Boston Town  
The British opened fire and a black man was shot down  
Crispus Attucks was his name, he met an early grave  
He was the first to die for freedom, though his people were still slaves

He was the first to die for freedom (3x)  
Though his people were still slaves

Some said he was a sailing man, some said a runaway slave  
He loved the feel of the salty air and the smell of the ocean spray  
He loved the taste of freedom, and he led that crowd  
And he died the way he lived his life  
A free man black and proud

Many came in sailing ships to the British Colonies  
They were looking to build a freer life across the stormy seas  
But freedom was most precious to those who came in chains  
So let's not say our brother Crispus Attucks died in vain



## In the Classroom ...

### Integrating the Arts....

(After the Performance)

#### Activity: Free At Last

#### Goals:

- To introduce students to Dr. Martin Luther King, Jr.
- To teach students a song that had meaning for the great black leader



#### Background:

Over the border in Canada and in free states, groups of escaped slaves would gather, waiting for new escapees to cross over into freedom. When this happened, all gathered might sing a song like “Free at Last” in celebration as the newly freed slaves prayed, cried, and jumped for joy.

This song was a favorite of Dr. Martin Luther King, Jr. He quoted from it in his famous “**I Have a Dream**” speech. “**Free at last, free at last, thank God Almighty, I’m free at last!**”

#### Questions for Discussion:

1. Discuss “freedom” with students. What freedoms did slaves not have? (choice in where they lived, payment for their labor, stable family relationships, schooling, enough food, etc.)
2. What would it be like to gain these freedoms after not having them? Would any aspects of becoming “free” be scary? Why are personal choices important?
3. Discuss Dr. King, Jr. and his importance to American history with your students.
4. Sing the song “Free At Last” together with your class and teach them the words and music to this song of joy. (see words and music to follow)

# In the Classroom...

## Integrating the Arts...

(After the Performance)

### Language Arts...

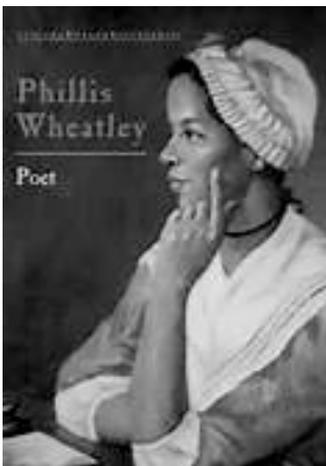
Students can read biographies of Dr. Martin Luther King, Jr. and create an original poem about his life or a particular moment in his life.

Ask students to read about the Boston Massacre in the library. Why is it sometimes used as an example of the way in which events are exaggerated to create a certain point of view?

Some students might want to write a story about the Boston Massacre from Crispus Attucks' point of view.

Ask students to read about some other famous Black Americans.

These might include Richard Allen (pictured), a minister and freed slave who wrote hymns and was a station master on the Underground Railroad or Benjamin Banneker, an astronomer, mathematician, and surveyor who helped to lay out the city of Washington, D.C., and who built the first wooden clock in America.



Phillis Wheatley (pictured) was the first Black woman poet in America. Ask students to read some of her work and share it with the class.

Rosa Parks (pictured) was not “an old woman who had tired feet” who was unable to rise when asked to move. She was a committed worker for civil rights, an officer of her local chapter of the NAACP (The National Association for the Advancement of Colored People) and a woman who believed in justice. She did not move because she knew that the segregation laws needed to be changed.



# In the Classroom...

## Integrating the Arts...continued

(After the Performance)

### Dramatic Arts...

Ask students to select someone from African-American literary history and research about their life.

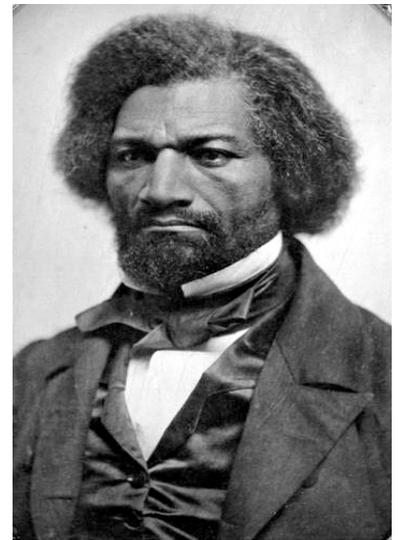
Then ask them to role-play their character in an interview in the style of 60 Minutes or 20/20. If video equipment is available, record the interview. Possible subjects are Mike Wallace interviews Sojourner Truth; Leslie Stahl interviews Frederick Douglass on the publication of his autobiography; Anderson Cooper interviews Harriet Beecher Stowe about Uncle Tom's Cabin.

*"If there is no struggle there is no progress. . . .*

*Power concedes nothing without a demand.*

*It never did and it never will."*

- Frederick Douglass



# In the Classroom...

Here are some prominent musical pioneers you should know...  
They paved the road for many of the stars you know today!

## Fats Waller



Not only one of the greatest pianists jazz has ever known, he was also one of its most exuberantly funny entertainers. As a composer and improviser, his melodic inventions were extraordinary. He contributed fistfuls of joyous yet paradoxically clever songs like “Honeysuckle Rose,” “Ain’t Misbehavin’,” “Keepin’ Out of Mischief Now,” “Blue Turning Grey Over You,” and the extraordinary “Jitterbug Waltz,” to the jazz repertoire.

*“Lady, if you got to ask, you ain’t got it.”*

- Fats Waller / Pianist & Composer  
(being asked to explain Rhythm)

## Ruth Brown

A pioneer singer of rhythm and blues! They called Atlantic Records “the house that Ruth built” during the 1950s. Ruth Brown’s hit making from 1949 to the close of the 1950s helped to establish the Rhythm & Blues field. A tireless advocate for the rights and royalties of her peers, she was recognized worldwide. She continued to build on that legacy until her death in the year 2006.



## Sam Cooke



He was a Singer, Songwriter and Composer. One of the most popular and beloved performers in soul music. He was among the first to attend to the business side of music. He founded both a record label, a publishing company and also engaged in the struggle for civil rights.



# In the Classroom...

## Music...

1. Students can write songs about Dr. King and his dream for freedom for all
2. Sing "Free At Last" (see previous page)
3. Learn the **Black History Rap** (see below - grades 5 & up)
  - Use this link for rhythm/backbeat track for The Black History Rap, [http://www.kimandreggie.com/mp3/\\_blk\\_his\\_rap\\_cassette.mp3](http://www.kimandreggie.com/mp3/_blk_his_rap_cassette.mp3)
  - Or create your own music and rhythm section

## Goals:

To enable students to remember famous personalities in African-American History with the aid of a contemporary musical form

- To encourage students to write creative verse (song or poems using a simple rhyme scheme)

**(AA, BB, & Chorus, see the following 2 pages for complete lyrics)**

In 1619 on Eastern Shore	(A)
The first African landed, there would soon be more	(A)
Many came as slaves or indentured ones	(B)
With dreams of freedom for their daughters and sons	(B)

## **CHORUS**

One to one in the land of the free  
We're talking about our history  
One to one for liberty  
We're talking about our history

1. Using the **Black History Rap**, have students memorize and/or perform the rap
2. Using the same drum beat, or a beat of your and the students' choice, compose a rap
  - Select a topic
  - Write down words/ideas that relate to the subject
  - Have students work on a rap as an entire classroom or in small groups
  - Repeat the lines to check the rhythms and have students begin to learn the rap
  - Have fun and sing along!

# In the Classroom...

## ***Black History Rap***

### ***CHORUS***

One to one in the land of the free  
We're talking about our history  
One to one for liberty  
We're talking about our history

1. In 1619 on the Eastern Shore  
The first African landed, there would soon be more  
Many came as slaves or indentured ones  
With dreams of freedom for their daughters and sons
2. In Boston, this got a little rough  
The British came and said, "Show us your stuff!"  
So Crispus Attucks and several more  
Put their lives on the line and started a war

Revolutionary War - you know the names  
Washington, Adams, they all got the fame  
But 5,000 blacks fought too, you see,  
And they're a part of our history

### ***CHORUS***

There was Richard Allen, a preacher man  
He bought his own freedom, a man with a plan  
Benjamin Banneker was a scientist,  
A mathematician who's high on our list

Phillis Wheatley, she was good with words  
Her poetry dazzled the world!!!  
While Jean DuSable was on the go  
He settled the place we call Chicago

### ***CHORUS***

Update! Update! The Civil War, people were  
Dying - this time...  
For an end for to slavery, for equal rights  
Sojourner Truth would help with that fight!



## In the Classroom...

### Black History Rap (continued)

Frederick Douglass was an educator,  
Advisor to Lincoln, a liberator  
Like Harriet Tubman, she set people free  
They call her Moses in history

### CHORUS

Sometimes the names just pass you by.  
How many can you identify?  
Let's take a trip for young and old  
Down the lane of a history honor roll

3. Phillip Randolph, Roland Hayes,  
Langston Hughes and Willie Mays  
Barbara Jordan, Nat King Cole, Ellen Craft  
And Lawrence Joel
4. Bessie Coleman, Louis Wright, Garrett  
Morgan, Gladys Knight  
Booker T. Washington, William Still, Louis  
Armstrong, and Florence Mills  
Matthew A Henson, Dr. Charles Drew, Jesse  
Owens, Maya Angelou
5. You might not know them so easily  
But they're all a part of our history

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# In the Classroom...

## Other African-American Personalities:

In addition to Dr. Martin Luther King, Jr. and Harriet Tubman, how many other famous African-Americans can you or your class identify?

**Ida Wells Barnett** (1862-1931): Activist who refused to move from the white section of a train

**James Pierson Beckwourth** (1798-1866): Explorer and chief of the Crow Nation

**Mary McLeod Bethune** (1875-1955): Educator and college founder

**James A Bland** (1854-1911): Composer of nearly 700 songs, including "Carry Me Back to Old Virginny"

**Mary Elizabeth Bowser** (unknown): Worker on the Underground Railroad & spy for the Union Army

**George Washington Carver** (1860-1943): Agricultural scientist who developed a crop rotation system: discovered many uses for peanuts

**Bessie Coleman** (1893-1926): First black woman pilot

**Dr. Charles Richard Drew** (1904-1950): Developer of the blood bank and the first director of the American Red Cross

**Paul Lawrence Dunbar** (1872-1906): Poet and novelist

**Matthew Alexander Henson** (1866-1955): Explorer who traveled w/ Admiral Perry to the North Pole

**James Weldon Johnson** (1871-1938): Author, poet, songwriter and civil rights worker

**Frederick McKinley Jones** (1892-1961): Developed first practical refrigeration system for long-term travel and unit to keep blood serum fresh

**Lewis Howard Latimer** (1841-1928): Worked with Alexander Graham Bell on drawing up the blueprints for the telephone and with Thomas Edison on perfecting the light bulb

**Mary Edmonia Lewis** (1846-1890): Sculptor and graduate of Oberlin College

**Elijah J. McCoy** (1843-1929): Mechanical engineer and inventor

**Bill Pickett** (1870-1932): Great black rodeo cowboy

**Paul Robeson** (1898-1976): Actor, singer and lawyer

## In the Classroom...

### Other African-American Personalities (continued):

**Garret A. Morgan** (1875-1963): (pictured) Inventor of automated traffic signal and perfected the gas mask, which saved many people from death



**Mary Ellen Pleasant** (1814-1904): Financial broker of John Brown and mother of the civil rights movement in California

**Florence Beatrice Smith Prince** (1888-1933): Award-winning composer of symphonies

**Mary Church Terrell** (1862-1954): Civil rights activist

**Sojourner Truth** (1797-1883): (pictured) Escaped slave, orator and abolitionist

**Madam C. J. Walker** (1867-1919): Millionaire and inventor

**Maggie Lena Walker** (1867-1934): Millionaire and bank president

**Fats Waller** (1904-1943): Pianist and composer



**Mary Ann Shadd Cary** (1823-1893): (pictured) Newspaper editor and worker on the Underground Railroad



MRS. MARY ANN SHADD CARY

# In the Classroom...

## Noted Abolitionists:

Harriet Tubman (pictured)  
John Rankin  
Richard Allen  
Susan B. Anthony  
Lucretia Mott  
William Lloyd Garrison  
Thomas Garrett  
Allan Pinkerton (pictured)  
William Hibbard  
Harriet Beecher Stowe  
Frederick Douglass  
Levi Coffin  
John Brown  
Mary Ann Shadd Cary  
William Still  
Thaddeus Stevens  
Henry David Thoreau  
Sojourner Truth  
Louis Armstrong (pictured)



## **The Modern Civil Rights Movement Timeline: 1954-1965**

**1783** Massachusetts outlaws slavery within its borders.

**1808** The importation of slaves is banned in the U.S., though illegal slave trade continues.

**1820** The Missouri Compromise was passed to maintain a balance in the number of “free states” and “slave states.”

**1831** In Virginia, Nat Turner leads a slave rebellion during which 57 whites are killed. U.S. troops kill 100 slaves. Turner is caught and hung.

**1850** In the Compromise of 1850, California is admitted into the union as Fugitive Slave laws are strengthened and slave trade ends in Washington D.C.

**1857** The Supreme Court rules in the Dred Scott case that slaves do not become free when taken into a free state, that Congress cannot bar slavery in a territory and that blacks cannot become citizens.

**1861** Southern states secede and form the Confederate States of America; Civil War begins.

**1863** President Lincoln issues the Emancipation Proclamation freeing “all slaves in areas still in rebellion.”

**1865** The Civil War ends. The 13<sup>th</sup> Amendment, abolishing slavery, is ratified.

**1868** The 14<sup>th</sup> Amendment, which requires equal protection under the law to all persons, is ratified.

**1870** The 15<sup>th</sup> Amendment, which bans racial discrimination in voting, is ratified.

**1896** The Supreme Court approves the “separate but equal” segregation doctrine.

**1909** The National Negro Committee convenes. This leads to the founding of the National Association for the Advancement of Colored People (NAACP).

**1920** The 19<sup>th</sup> Amendment, Women’s Right to Vote, is ratified.

**1925** In its first national demonstration, the Ku Klux Klan marches on Washington D.C.

**1948** President Truman issues an executive order outlawing segregation in the U.S. Military.

**1954** The Supreme Court declares school segregation unconstitutional in its ruling on Brown v. Board of Education of Topeka, Kansas.

**1955** Rosa Parks is jailed for refusing to move to the back of the bus. A boycott follows and the bus segregation ordinance is declared unconstitutional. The Federal Interstate Commerce Commission bans segregation on interstate trains and buses.

**1957** Arkansas Governor Orval Faubus uses the Arkansas National Guard to block nine black students from attending Little Rock High School. Following a federal court order, President Eisenhower sends in federal troops to allow the black students to enter the school.

**1960** Four black college students begin sit-ins at the lunch counter of a Greensboro, North Carolina restaurant where black patrons are not served.

**1961** CORE (The Congress of Racial Equality) and SNCC (Student Non-Violent Coordinating Committee)

Sponsor the Freedom Rides starting in Washington, D.C.

**The Modern Civil Rights Movement Timeline: 1954-1965 (continued)**

**1963** Civil Rights Field Secretary Medgar Evers is assassinated in Jackson, MS.

**1963** 250,000 people converge on the Capital Mall for the March on Washington, D.C in August. One of the many places where Dr. Martin Luther King, Jr. famously delivered his "I have a Dream" speech.

**1964** Student volunteers go to Mississippi to register people to vote. Just as the Freedom Summer, also known as the Mississippi Summer Project began, the civil rights workers Goodman, Schwerner and Chaney went missing. They were later found murdered.

**1965** Malcolm X assassinated at the Audubon Ballroom in NYC.

# In the Classroom...

## Activity: Civil Rights - Tree of Rights

### Goals:

- To define and discuss the notion of rights, responsibilities and accountability
- To become familiar with the Bill of Rights and other Amendments to the Constitution that influenced the Civil Rights Movement

### Background:

From the Declaration of Independence to the Constitution, to the Bill of Rights, to the Voting Rights Act to today, the idea of rights continues to be debated, challenged, and redefined. The idea of rights and the promise of American documents of law are part of the backbone in the Civil Rights Movement, from the Underground Railroad to today.

*13th Amendment - Abolished Slavery in 1865*

*14th Amendment - Granted citizenship to all born or naturalized in the United States 1868*

*15th Amendment - Granted voting rights for all men in 1870*

*19th Amendment - Women's voting rights 1920*

### Activities:

1. Create a bulletin board of a Tree of Life. It should be a very large tree with individual leaves. On each leaf, have students write an individual right that they would consider part of the Bill of Rights.
2. Suggested Rights: Life, liberty, the pursuit of happiness, food, clothing, shelter, a home, a job, privacy, the right to vote, freedom of speech, freedom of the press, freedom to gather peacefully, freedom of religion, the right to a lawyer, trial by jury, the right to move from place to place, the right to get married or to stay single, and the right not to testify in case of self-incrimination.

### Questions for Discussion:

1. What does it mean to have the right to something?  
Right: (Adj.) In accordance with justice and law. Correct, sound or normal.  
(Noun) Legal, fitting or proper. That which is due to anyone by law or nature.
2. What is responsibility? How do rights and responsibilities complement each other? Are they ever in conflict?
3. What rights do you need or want?

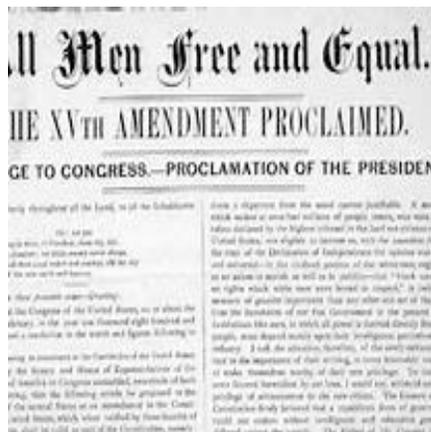
# In the Classroom...

## Activity: Civil Rights - Tree of Rights (continued)

4. Why do people try to take away rights from other people? Is this situation ever fair, legal, or proper? Take an opinion and poll the class.
5. Learn about the Bill of Rights. Why is the document important? Do people need to know what their rights are? Does the Bill of Rights give any special protection to minorities or women? Does the Bill of Rights apply to children or foreigners? What rights do adults have that children do not have?
6. Compose a new Bill of Rights for children, for the planet, and/or for students.



13<sup>th</sup> Amendment



15<sup>th</sup> Amendment



19<sup>th</sup> Amendment

# In the Classroom...

## Activity: Current Events

### Goal:

- To promote the idea that the struggle for civil rights is a present day, on-going event.

### Activities:

1. Using a student newspaper, local/national paper, magazine, or other news source, have students find stories relating to the present day struggle for civil rights.

- Voting rights
- Peace issues
- Ethnic fighting
- Ecology
- Women's issues
- Issues of the differently-abled
- Human trafficking



2. Students may work in small groups of 2-3 people.
3. A person from each group may relate the story to the entire class.
4. Take an opinion poll for 1 or 2 issues. How do students feel about the issue?  
For/Against/Not Sure/etc.
5. Have a spokesperson for each side and attempt to relate their opinion and the reasons for their feelings.
6. Take another opinion poll. Have many minds changed?
7. Have students discuss present-day strategies and new ideas for working for freedom.  
**Hint:** This discussion may include issues on the use of force, or non-violent civil disobedience.

### Questions for Discussion:

1. What are the issues that continue to cause people to need to work for freedom?
2. Do the students confront issues of freedom that make their daily lives difficult?
3. Learn more about rights groups and what they attempt to do in America or in the world. i.e., The American Civil Liberties Union (ACLU)

4. Learn more about issues in South Africa, China and discuss them as a class.

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An excellent resource book on the Bill of Rights has been put together by the Phillip Morris Companies.

The Bill of Rights: 200 Years/200 Facts, 1971-1991.

Information for this guide comes from materials provided by Kim & Reggie Harris and from the 1993 Get on Board! Educator guide designed by Erin Taylor for the Walton Arts Center

Study Guide Created by Reggie Harris with input for Sonja Decker  
Design by Reggie Harris and Donna Van Renselaar