



BROWARD
CENTER
— *for the* —
PERFORMING ARTS



STUDY GUIDE

MIDDLE SCHOOL

Reggie Harris

**Music
and the
Underground Railroad**

Performance Summary

Music & the Underground Railroad is a multimedia exploration of slavery and the quest for freedom, presented in story, song, and narratives. The performance is a dynamic and carefully researched presentation where stories highlight and connect the audience with authentic music and give historical background in a narrative way.

Historical Background – Slavery came to North America almost as soon as the first settlers came to these shores. Slaves were considered the property of the men and women who owned them, and were treated as such. Like cattle or horses, the slaves were often called “stock.” Slaves were mostly never in control of their lives or their fate. They were not considered smart or even human; were not allowed to go to school, and in many cases, were punished or beaten if they taught themselves to read.

From the time they were born, slave masters controlled their every action. If slaves married, it was not a legal wedding nor was it officially recorded. When their children were born, few birth certificates were issued. Families were often separated at their owners’ discretion. If the master could get a good trade, he did not think twice about selling a mother away from her children.

Slaves might learn that there could be a better life from “shepherds” (those who travelled into slave territory to encourage escape) or hear information through the “Black grapevine” and try to make an escape. Although there were slaves in the North, many African-Americans living there were free, and jobs could be found. Further north in Canada, the slave laws in the United States did not apply, so slaves reaching the boarder were forever free.

Theatre Etiquette

(Before the Show)

It is often helpful to remind students of appropriate audience etiquette by explaining and discussing **why** these rules of behavior are important.

Audience members should:

- listen carefully to the ushers, your teachers – this gets everyone to their seats quickly and ensures a pleasant experience
- walk single-file and hold hand-rails as you use steps – this also keeps everyone safe
- listen carefully to the performers – they are working hard to entertain and inform you with lots of clues about the story
- refrain from talking – this allows everyone to enjoy the performance without being distracted
- laugh if something is funny, but not too loudly – you don't want to miss any dialogue
- pay attention to the lighting, scenery, costumes, and music – all of these elements help provide more details to tell the story in an interesting way
- applaud at the end – this shows the performers that you respect and appreciate their work

Teacher Instructions (After the Show) – *Choose from the activities listed on the following pages to extend student learning.*

Language Arts Connection

(LAFS.68.RH.2.5), (LAFS.6/7/8.L.3.5),

Based on the performance, explain the code words listed below then create and explain a code word that you could use to give people some important information.

Coded Text	Explanation
Follow the Drinking Gourd	
Freedom Train	
Heaven	
Steal Away	
Station	
Station-Master	
Underground Railroad	
Your Own Code Word	

Name: _____

Write a Review

In the space below give future audience members a sense of what to expect. Explain aspects that were effective and identify areas of improvement. Specifically address the power of the music to communicate the message. (LAFS.6/7/8.SL.1.2), (LAFS.6/7/8.SL.2.5), (MU.68.H.1.3), (MU.68.O.3.1), (TH.68.C.1.3), (TH.68.C.1.5), (TH.68.C.2.4), (TH.68.S.1.3)

Name: _____

(LAFS.6/7/8.W.1.3) (TH.68.C.1.1)

Create a brief description of a contemporary, short story that includes characters, setting, problem and solution.

Name: _____

Vocabulary

- **Narrative** – the main story – can be told in a variety of ways
- **Production Elements** – costumes, lighting, props, scenery, and sound that contribute to a production
- **Review** – writing that gives the audience a sense of what to expect at the performance – may include positive and negative feedback

Standards Alignment: The activities in this study guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternative means for students to demonstrate what they know.

Language Arts Florida Standards	
Grades 6-8	
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).

Language Arts Florida Standards	
Grade 6	
Speaking and Listening	
LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Language	
LAFS.6.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Writing	
LAFS.6.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Language Arts Florida Standards	
Grade 7	
Speaking and Listening	
LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.2.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Language	
LAFS.7.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Writing	
LAFS.7.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Language Arts Florida Standards	
Grade 8	
Speaking and Listening	
LAFS.8.SL.1.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.2.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Language	
LAFS.8.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Writing	
LAFS.8.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Florida Music Standards	
Grades 6-8	
Historical and Global Connection	
MU.68.H.1.3	Describe how American music has been influenced by other cultures.
Organizational Structure	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

Florida Theater Standards	
Grades 6-8	
Critical Thinking and Reflection	
TH.68.C.1.1	Devise an original work based on a community issue that explores various solutions to a problem.
TH.68.C.1.3	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.5	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.4	Defend personal responses to a theatre production.
Skills, Techniques, and Processes	
TH.68.S.1.3	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.

Cover Sheet

Please collect student work samples and attach it to this cover sheet. Pony all work samples to:

KCW – 3rd floor.

Attention: Lauri Foster

School Name: _____

SEAS Show: Reggie Harris Music-
Underground Railroad

Grade: _____