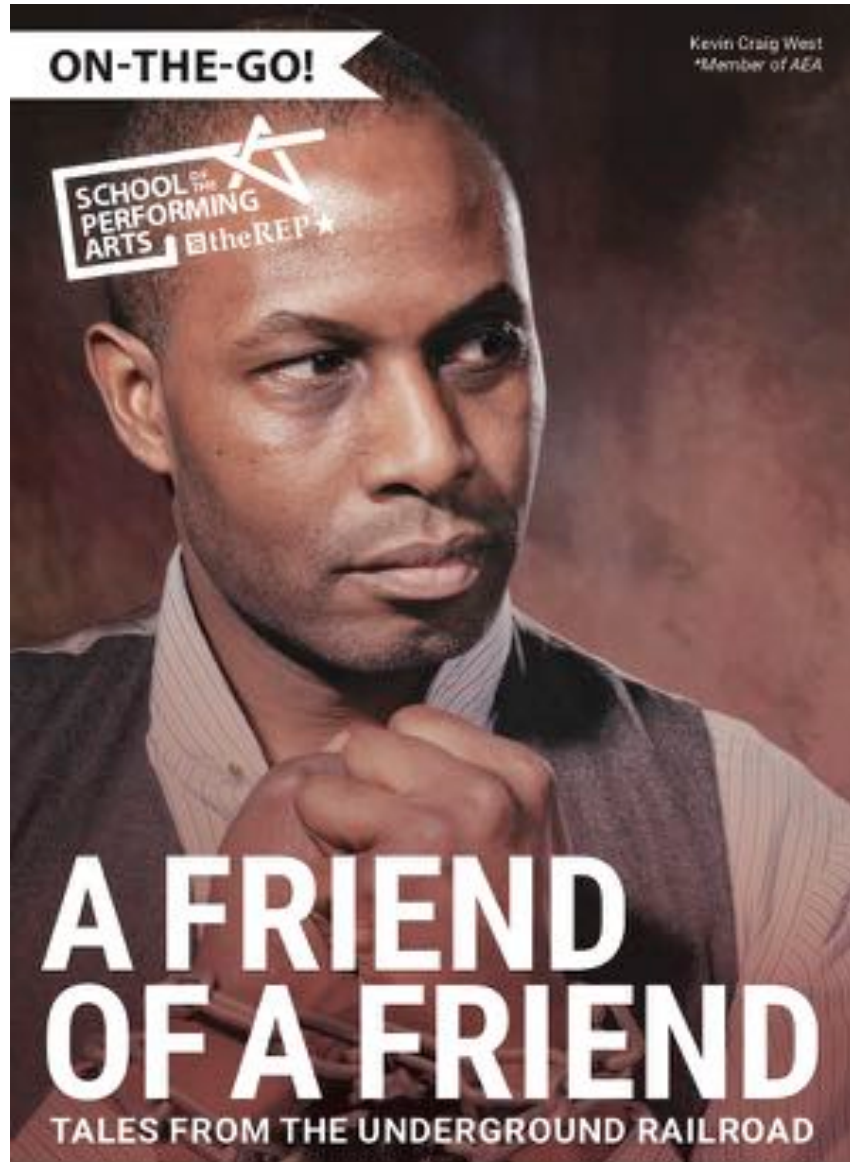


at the REP ★



By Maggie Mancinelli-Cahill & Jill Rafferty-Weinisch
Directed by Margaret E. Hall

FOR MORE INFORMATION, PLEASE CONTACT:

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**This guide is an updated reproduction of theREP's 2013 Study Guide for the same show.*

**This guide has been constructed for educational purposes only. theREP does not make any money from it.*

Capital Repertory Theatre's 38th Season - 2018-2019

THE ROYALE

by Marco Ramirez
SEP 21 – OCT 14, 2018

Classics On Stage

MISS BENNET: CHRISTMAS AT PEMBERLY

By Lauren Gunderson and Margot Melcon
NOV 23 – DEC 23, 2018

World Premier!

RED MAPLE

by David Bunce
JAN 25 – FEB 17, 2019

Classics On Stage

SHAKESPEARE IN LOVE

Adapted for the stage by Lee Hall
Based on the Screenplay by Marc Norman &
Tom Stoppard
APR 5 – MAY 12, 2019

theREP's ***ON-THE-GO!*** IN-SCHOOL TOURS *We come to YOU!*

A fully realized, portable, professional theatre production that can be performed in any space and eliminates bus costs, travel time and logistical concerns.
Cost is \$1,000. Financial assistance available.

ON-THE-GO!

SCHOOL OF PERFORMING ARTS theREP

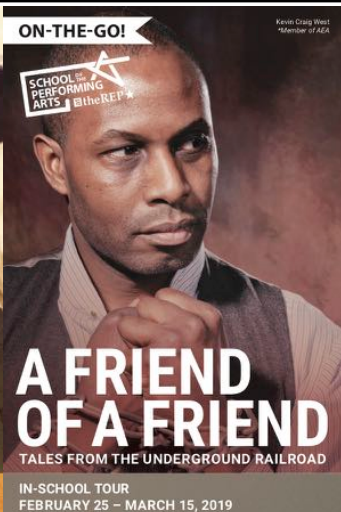


SLEEPY HOLLOW

IN-SCHOOL TOUR
OCTOBER 9 – NOVEMBER 2, 2018

ON-THE-GO!

SCHOOL OF PERFORMING ARTS theREP



A FRIEND OF A FRIEND

TALES FROM THE UNDERGROUND RAILROAD

IN-SCHOOL TOUR
FEBRUARY 25 – MARCH 15, 2019

SLEEPY HOLLOW

Adapted by Maggie Mancinelli-Cahill
Music & Lyrics by Justin Friello & Lecco Morris
Directed by Margaret E. Hall
Tour dates: Oct 9 – Nov 2, 2018

With live sound effects and music, Irving's tale gets a contemporary treatment that honors the original and is sure to inspire and delight young audiences!

50 minutes with a 10 minute post-show talkback. Appropriate curriculum for grades 4+.

To book a performance visit: <http://school.proctors.org/go-order-form>; To learn more about our tours visit school.proctors.org/otg.

For more information contact: Aaron Marquise, Arts Education Manager, at amarquise@proctors.org.

A FRIEND OF A FRIEND: TALES OF THE

UNDERGROUND RAILROAD

By Maggie Mancinelli-Cahill & Jill Rafferty-Weinisch
Directed by Margaret E. Hall
Tour dates: Feb 25 – Mar 15, 2019

This original docu-play used New York State archival documents to bring to life the reality of the Underground Railroad in the Capital Region.

50 minutes with a 10 minute post-show talkback. Appropriate curriculum for grades 7+.

To book a performance visit: <http://school.proctors.org/go-order-form>; To learn more about our tours visit school.proctors.org/otg.

For more information contact: Aaron Marquise, Arts Education Manager, at amarquise@proctors.org.

SPRING 2019



Dear Educator:

Welcome to Capital Repertory Theatre!

We are thrilled that you have scheduled a performance of *Friend of a Friend: Tales of the Underground Railroad*, one of this season's On-the-Go! In-School touring productions, and hope you will find this guide to be a useful tool.

You have permission to reproduce materials within this guide for use in your classroom. It is designed to introduce the cultural and historical context of the play as well as provide resources and ideas for integrating the theatre experience with your curriculum.

Productions by theREP are likely to generate questions and opinions among your students. Our hope is that you will join us for a talkback with the cast following the performance where you and your students can share your questions and reactions with the performers.

The arts provide young imaginations with stimulation, points of reference, and intellectual resources for the mind and spirit. Our goal is to make live theatre attendance possible for all students in the Capital Region. Over 14,500 Capital Region students attended student matinees and theREP's On-the-Go! in-school tour performances last season. We hope to continue to grow and serve the needs of the Capital Region education community.

Let us know how you are using theatre in the classroom! Your success stories help us to keep the program funded. We love to receive copies of lesson plans, student work related to our performances and your letters. These are important testimonials to the value of the arts in education.

And finally, please fill **Out the Teacher Evaluation** at the back of this study guide. Completing the evaluation form will help us to continue to provide programs that serve the needs of Capital Region students.

We look forward to hearing from you!

With deepest gratitude,

A handwritten signature in black ink, reading 'Margaret E. Hall'.

Margaret E. Hall
Assistant Artistic Director
518.462.4531 x410
mhall@capitalrep.org

A handwritten signature in black ink, reading 'Aaron Marquise'.

Aaron Marquise
Arts Education Manager
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at the REP ★



ABOUT US

Capital Repertory Theatre (theREP) is a non-profit professional producing theatre. In its 35-year history, theREP has produced more than 5,000 performances for the people of the Capital Region.

A member of LORT (League of Resident Theatres), theREP strives to bring quality work that explores the essence of the human condition through the stories of people, events, and phenomena that shape our contemporary lives. Theatre, at its best, entertains, cajoles and inspires by engaging the heart and mind through its most powerful ally – the imagination.

There are two basic types of theatre companies: producing and presenting. theREP is a producing theatre. The theatre hires a director and designers for the set, costumes, lights, and sound. The Theatre's Artistic Director and the director select appropriate actors for all the roles in the play. Then they all come to Albany, where the play is built and rehearsed.

In addition to the theatre space, theREP has a scene shop where sets are built, a costume shop where costumes are constructed and cared for, offices where the administrative staff works, a rehearsal hall where the shows are rehearsed, and housing facilities for actors. The resident staff of the theatre works with visiting artists to put the production together.

In contrast, presenting theatres host shows that have been designed, built, and rehearsed elsewhere. A theatre company at many different theatres frequently presents shows of this kind regionally, nationally or even internationally over an extended period of time. What you will see at theREP or with our On-The-Go! tours is unique to theREP where it was built. No one from anywhere else will see this production just as you see it!

ATTENDING A PERFORMANCE

Being a member of an audience is an important job. Live theatre couldn't exist without you! That job carries with it some responsibilities. Follow these suggestions in order to have the best theatre experience possible!

BRING WITH YOU

- ◆ ideas, imagination, an open mind, observation skills and a sense of wonder.

LEAVE BEHIND

- ◆ cell phones, pagers, pen lights, food and drink and anything else that might distract you, the performers or other members of the audience.

THINGS TO DO BEFORE A PERFORMANCE

- ◆ learn about the show you are going to see, arrive on time, find your seat, visit the restroom.

DURING A PERFORMANCE

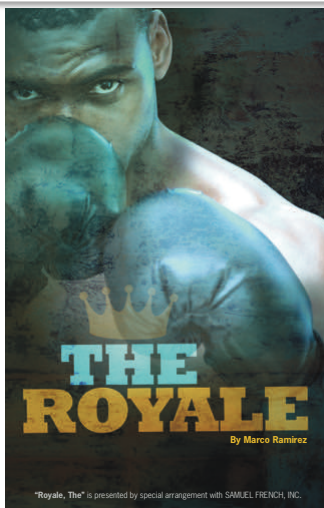
PLEASE DO

- ◆ applaud, laugh, pay attention and notice little details, think about questions you would like to have answered by the actors after the show, stay in your seat until intermission and the end of the show.

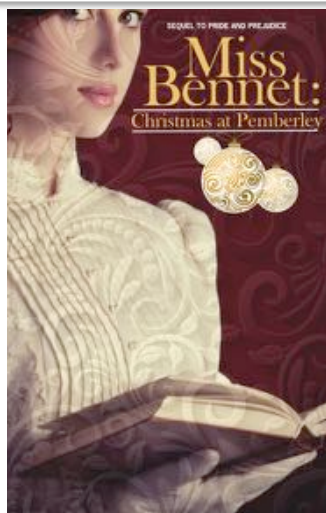
PLEASE DON'T

- ◆ talk, sleep, eat or drink, distract others, exit the theatre during the performance.

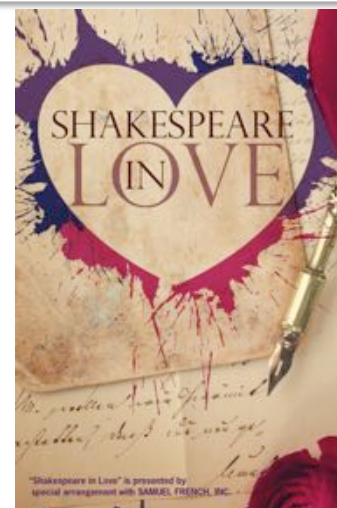
2018-2019 EDUCATION SEASON



OCT 11
10:30am



NOV 29, DEC 7, 13 & 18
10:30 am



APR 11, MAY 1, 3 & 8
10:30am

STUDENT MATINEES | Performance at the REP at 10:30am

PRICE \$12 a student

CHAPERONES For every 15 students, one complimentary adult ticket is provided.

LOCATION 111 North Pearl Street, Albany, NY 12207

RESERVATIONS Call Group Sales at 518-382-3884 x139

SCHOLARSHIPS Visit www.capitalrep.org for information and applications.

ABOUT THE PLAY

The idea for *A Friend of A Friend: Tales from the Underground Railroad*, took form during the 2003-04 Season, when theREP toured a play about Harriet Tubman. A number of teachers and students from the Capital Region mentioned stories they had heard about the Underground Railroad in their own hometowns. A former Director of Education at theREP, Jill Rafferty-Weinisch, knew the importance historical documents were to the teaching of Social Studies, while Producing Artistic Director, Maggie Mancinelli-Cahill, understood document-based learning first hand by helping her son with his middle school homework. So, in 2004 the two teamed up to create a piece of theatre that would share the incredible history of the Underground Railroad, and it's roots in the Capital Region, using historical documents. After all, it was **right here** that many abolitionists, conductors and stations of the Underground Railroad existed.

Throughout the guide, UGRR will be used as an abbreviation from the Underground Railroad.

The script was written using a number of primary source documents uncovered by Jennifer Lee, an apprentice at the theatre that year. Lee did her research at the library, online, and at the archives of the State of New York and the Albany Institute of History and Art. The playwrights also met with Paul and Mary Liz Steward, directors of the Underground Railroad History Project – a Capital Region organization dedicated to telling the story of the UGRR movement in the Capital Region. The Stewards provided invaluable information framing the key players in the local anti-slavery movement.

With a goal to provide students with a connection between historical events and the cities and towns in which they live, and because a great wealth of information about the UGRR survived – despite it's having been shrouded in secrecy – *A Friend of A Friend: Tales of the Underground Railroad* was born.

theREP originally produced *A Friend of A Friend* during its 2004-2005 Season, as a part of the *On-The-Go! In-School Tour* that year, and brings the play back every few years, because of its valuable message of hope, its local ties, the importance of teaching students our nation's history, and its systemic ability to overcome and right the injustice it once wrongfully enforced.

A Friend of a Friend is the story of Solomon Northup, a free man in the North, unlawfully kidnapped and sold into slavery in the South. The play weaves additional tales of many of the region's abolitionists, slaves, and free men and women who worked to establish the freedom and equality of African-Americans in this nation. They fought with integrity, justice, determination and an incredible hope for a better life for **all people**.

“Many oppressed from the South have passed through Albany on the Underground Railroad which as you know is made of many fine citizens who forward our brothers and sisters from one home to the next and then on to Canada. The journey begins in Albany to Schenectady to Saratoga County from Edinburg to Ogdensburg or some go through Warren County to Chestertown through Essex and Clinton Counties and others travel to Washington Country between Lake George and Lake Champlain. But make no mistake, the Hudson River route from New York City to Albany, Cohoes and Schenectady is the most important route taken by fugitive slaves in the entire state!”

~Stephen Myers, *A Friend of A Friend*

ABOUT THE PLAY'S HISTORICAL CONTEXT

“‘Friend of a Friend.’ We in the Quaker faith do not believe that one human being can own another. So when you hear those words, open your door, open your heart, for there will be a soul looking to ride the Underground Railroad to freedom. And as you all know, the Underground Railroad is not a train, it is made up of people; friends from every walk of life have opened their homes from Albany to the Canadian border in the name of liberty to offer fugitives food, clothing and safe haven...”

~Abigaile Mott, *A Friend of a Friend*

Please Note: All of the characters in this play are people who actually lived. Wherever possible the historic facts of the case are presented. Many passages of dialogue are taken directly from historic documents.

In the years before the Civil War, the Fugitive Slave Act made slavery an unavoidable issue for residents of the North as well as the South. With its passage, Northern citizens were required to aid Southern slave-owners in recapturing escaped slaves. Heavy fines and jail time could be imposed by officers of the law on individual citizens who refused to assist.

Through the passage of this law, battles for the hearts and the minds of the people were brought right here into the cities and towns in which you live. Using historical documents from the time, *A Friend of a Friend* illustrates these struggles through the personal stories of several very different people, including a slave seeking freedom, a free man unjustly taken into bondage and his wife who helped free him, a Quaker activist, and a husband and wife who not only produced an anti-slavery newspaper, but also performed the risky work of abolition, as conductors on the underground railroad.

As the fast-paced and rhythmic play begins, the stage is relatively bare. There are sturdy cubes of various sizes scattered about the stage. At the back (also known in theatrical terms as upstage) there is a standing rack on which various hats and other costume pieces are displayed. These pieces will allow the actors to portray many characters, men and women, young and old, black and white. They will tell the story of the Underground Railroad movement in the Capital Region in a “living newspaper” style which will help to convey the urgency and importance of the message of the play, as well as create the historical context in which the abolitionists did their work, with speed, careful defiance and boldness. Two actors, a man and a woman, and a fiddler, step into the space and, by using a variety of hand props and costume pieces, inspirational energy and music, they will play many roles to tell us the following interwoven stories...

THE CHARACTERS AND THEIR STORIES

Throughout the play, Stephen and Harriet Myers frame the story, and time period, by sharing their anti-slavery efforts in their newspaper, organization of supporters, fundraising, planning and public speaking. The Myers' were incredibly brave and bold leaders of the UGRR right here in Albany, New York. You will meet many other characters who fought slavery like Quaker Abigail Mott, and hear the voice of those who justified slavery, like Senator James Henry Hammond.

Stephen & Harriet Myers – the African American husband and wife abolitionists who published the anti-slavery newspaper the *Northern Star and Freeman's Advocate*. In leading the Underground Railroad movement in Albany, they raised money and sheltered freedom seekers in their home on Lumber Street (now Livingston Ave.). The house is currently being renovated as an historic site.



Abigail & Lydia Mott – White Quaker sisters and abolitionists who worked for the cause in Albany County.

Senator James Henry Hammond – Southern Senator from South Carolina who in 1858 made the famous “Cotton is King” speech which argued that slavery was just and that it could not be questioned because of its key role in the southern economy.

Assorted “Reporter(s)” – people on the street and representative of either the North or the South.

To learn more about Stephen and Harriet Myers and other Capital Region residents who aided freedom seekers, go to **The Underground Railroad History Project** at <https://undergroundrailroadhistory.org/>

SOLOMON NORTHUP'S STORY

This is the true story of Solomon Northup who was a freeborn African American man, who resided with his wife and three children in Saratoga County. Northup was a landowner, who also played his violin for audiences. He was kidnapped and taken to Louisiana, where he lived for twelve years in slavery. He lived by his wits and suffered mightily until he was finally able to notify family and friends of his whereabouts and prove his identity.

As part of Solomon Northup's story you will meet:

Solomon Northup – the African American free man who was forced into slavery.

Anne Northup – Solomon's wife.

Merrill Brown & Abram Hamilton – Dishonest slave catchers who trick Solomon and sell him into slavery.

James H. Burch – A brutal slave trafficker who buys Solomon and sells him.

Edwin Epps – A cruel Louisiana slave owner who mistreats his slaves terribly.

Armsby – An overseer who befriends Solomon and then betrays him.

Bass – A Canadian man who befriends Solomon and helps him regain his freedom.





ACTIVITY: Draw! Ask students to draw a picture of Solomon Northup reuniting with his wife and children.

DID YOU KNOW?

- Northup published an account of his experiences, titled *Twelve Years a Slave*, which can be read at the following site: <http://docsouth.unc.edu/fpn/northup/menu.html>.
- In 2013, Brad Pitt produced a movie called *Twelve Years a Slave*. Can you guess what the movie is about?

CHARLES NALLE'S STORY



Also a true story, Charles Nalle was an escaped slave from Virginia who came to live in Rensselaer County. Nalle was living and working in the Sand Lake area when he was betrayed by an acquaintance and taken into custody for being a fugitive slave. Many abolitionists, in the company of Harriet Tubman, rioted outside the courthouse. In the immense mayhem, Nalle was rescued and escaped to freedom.

In the telling of Charles Nalle's story you will hear these people mentioned...

Charles Nalle – the fugitive slave who was living and working in NY, and was then taken into custody, but escaped to his freedom with the help of the Underground Railroad.

H.F. Averill – the person who told authorities Charles Nalle was a fugitive slave.

Harriet Tubman – Perhaps the most famous “conductor” on the Underground Railroad. Tubman was born into slavery but escaped as a young woman and then dedicated her life to leading others to freedom.

ACTIVITY: Draw a Harriet Tubman Stamp!

Show students these two examples of a Harriet Tubman Stamp. Ask them to draw a stamp of their own.



“A LIVING NEWSPAPER”

A Friend of A Friend is written and performed in the “living newspaper” style. Living newspapers were produced as part of the Federal Theatre Project, under President Roosevelt’s New Deal, as a means to give artists work during the depression. The projects involved reporters going out and gathering information, usually about social reform issues. Actors and directors would dramatize it for their audiences.

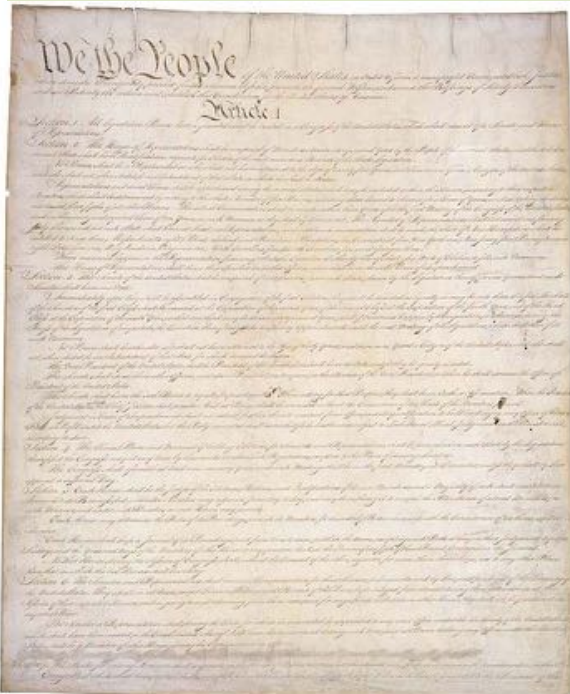
The actors and directors of living newspapers would add theatricality to real events by using props, sound effects, and characterization in a fast, fun, and physical manner. These same techniques are used in *A Friend of A Friend*.

The actors never leave the stage so all the theatrical “magic,” including costume and prop changes, happen within the audience’s sightlines making this a type of theatre where one can “see the strings.” This idea of hiding things in plain sight is a metaphor for the Underground Railroad and the abolitionists who had to go about their secret work in “broad daylight.”

HISTORICAL CONTEXT: A Timeline of U.S. Slavery

The U.S. is not the only country with slavery as a part of its history, however, for the purposes of this guide here is a timeline of slavery in the U.S.

The Constitution



1679 – The **first African slaves** are brought to **Jamestown, VA**, part of Britain’s North American colonies. (Some of these slaves become indentured servants.) In **1636**, Colonial North America’s **slave trade takes off** when the first **American slave ship, *Desire***, is built and launched in Massachusetts.

1776 – The Continental Congress writes the Declaration of Independence, declaring the United Colonies are “Independent States.”

1784 – **Congress narrowly defeats** Thomas Jefferson’s **proposal to ban slavery** in new territories after 1800.

1789 U.S. Constitution is ratified with a clause equating slaves to $\frac{3}{5}$ ths of a white citizen and a provision that the slave trade would end within 20 years.

1790 – The first U.S. census is taken; of the 3.9 million people in the U.S., almost **700,000** are slaves.

1793 – **The First Fugitive Slave Law is passed**, allowing slave owners to cross state lines in the pursuit of fugitives and making it a penal offense to assist runaway slaves.

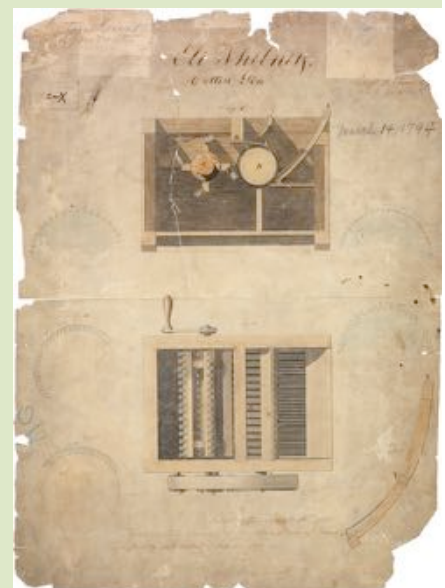
1794 – **Eli Whitney invents and patents the cotton gin**, making cotton production more profitable and **increasing** the need for **slave labor**. The market value of slaves increases as a result. Congress prohibits slave trade between the U.S. and foreign countries.



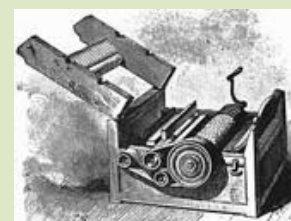
Lewis & Clark

1804 – **Lewis and Clark** begin their expedition, exploring west to the Pacific coast.

1808 – **U.S. bans the slave trade** and importing African slaves, but the **smuggling of slaves continues**.



Patent for the Cotton Gin



1810 – 1850 – The **Underground Railroad** was at its height from 1810-1850, rescuing approximately **70,000** slaves (estimates vary).

1820 – Missouri Compromise is passed to maintain the balance between slave and free states. Missouri added to the Union as a slave state. Slavery is forbidden in any later territories north latitude 36°30'.

1822 – Denmark Vessey, a freed slave from South Carolina, attempts a **slave revolt** in Charleston, resulting in 35 participants being hanged.



1831 – Virginia slave preacher **Nat Turner** leads the most significant **slave uprising** for two days against whites, killing 60 people. After 2 months, Turner is caught and hanged. Angry Southerners impose harsher restrictions on slaves.

1835 – The **Southern states expel abolitionists** and prohibit anti-slavery propaganda.

1837 – Samuel F.B. Morse invents the **telegraph**.



1841 – **Solomon Northup** is **kidnapped** into slavery.

1846 – The **Mexican-American War** (1846-1848), during which the U.S. gains some Mexican territory and must decide if slavery will be allowed in the new land (California).

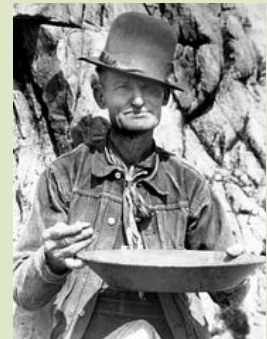
Frederick Douglass



1847 – **Frederick Douglass**, an escaped slave (who becomes a famous abolitionist) begins publishing his newspaper *The North Star* in Rochester, NY.

1848 – **Seneca Falls Convention** for Women's Rights held; **Gold** was **discovered** in California.

1849 – **Harriet Tubman** escapes slavery, but returns south over 15 times to rescue several hundred other people from slavery.



Gold Rush

1850 – **Compromise of 1850** – as exchange for California as a free state, northern congressman accept a harsher Fugitive Slave Act.

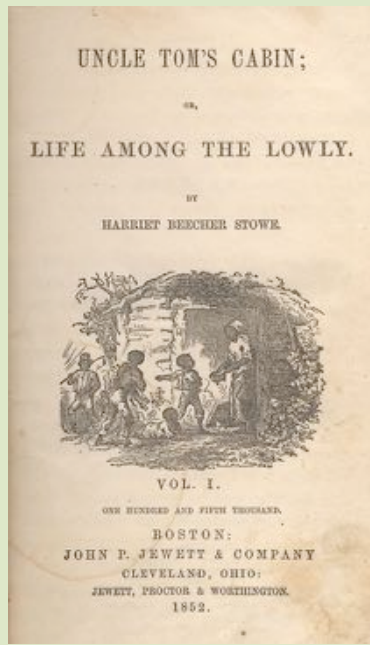
1852 – ***Uncle Tom's Cabin*** by Harriet Beecher Stowe, detailing the horrors of slavery, is **published**, selling 300,000 copies in one year.

1854 – **Kansas-Nebraska Act** – putting the Missouri Compromise of 1820 aside, Congress allows 2 new territories to choose whether to allow slavery, resulting in violence.



Harriet Tubman

*Uncle Tom's Cabin, by Harriet Beecher Stowe
(original cover)*



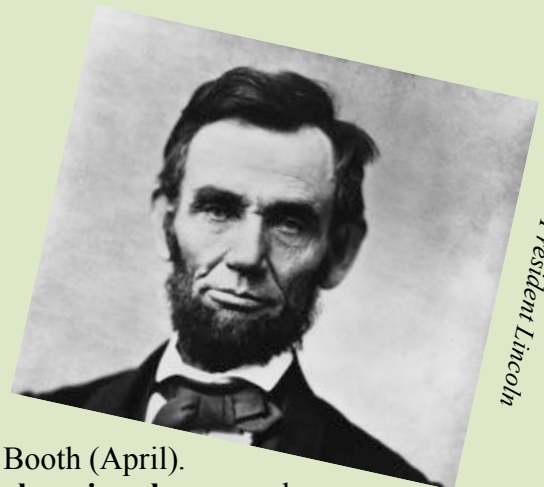
1857 – The Dred Scott Decision – the U.S. Supreme Court decides (7-2) blacks can never be citizens and that Congress does not have authority to ban slavery in any territory.

1859 – Charles Nalle, fugitive slave rescued in Troy, NY by supporters of the UGRR.

1860 – Abraham Lincoln becomes the first Republican President of the United States.

1861-1865 – The South secedes from the Union. **The United States Civil War begins and ends after 4 years**, claiming 625,000 lives.

1863 – Lincoln delivers **The Emancipation Proclamation** (January 1st), stating **all slaves** in Rebel territory are **FREE!**



President Lincoln

1865 – **President Lincoln is assassinated** by John Wilkes Booth (April). **Thirteenth Amendment** is added to the U.S. Bill of Rights **banning slavery** and granting Congress the power to enforce abolition (December).

**Timeline Source: www.africanaonline.com – Check it for more information on U.S. slavery and the UGRR.*

ACTIVITY: RESEARCH!

The Underground Railroad – “In Your Backyard”

Teachers, design a web quest for your students using the Underground Railroad History Project of the Capital Region’s website. (<https://undergroundrailroadhistory.org/>) Divide your students into groups and let them explore this site to learn about the UGRR right here in the Capital Region.

VOCABULARY FROM THE PLAY

Freedom seeker – a runaway slave.

Byline – a line at the head of a newspaper article giving the name of the writers.

Adieu - another word for “farewell” or “goodbye” (it’s French).

Fugitive – a runaway, usually a criminal; slaves who escaped their owners were considered fugitives. Fugitive slaves are sometimes referred to as “freedom seekers” in an effort to indicate they were not criminals, but rather those seeking freedom from being owned by another person.

Opportune – describing a favorable, convenient, or appropriate time.

The Compromise of 1850 / The Fugitive Slave Act – The second fugitive slave act was part of this 1850 compromise; the act required citizens to assist in the recovery of fugitive slaves which meant that fugitive slaves were no longer safe once they made it north; they had to make it all the way to Canada.

Bondage – slavery or captivity.

Ignorant – lack of knowledge or comprehension, not knowing.

Humane – sympathetic and considerate for other human beings.

Inhumane – cruel to others (lacking humanity, kindness...).

Barbarous – nasty, brutal, mean.

Menial duties – undignified, degrading everyday chores.

Conductor – anyone who served as a guide or gave aid to runaway slaves.

“make my mark.” – “write my name;” a phrase meaning to give your signature.

Constable – a public officer responsible for keeping the peace and minor legal duties.

“detain and imprison” – to arrest and put in jail.

Patroller – a security person on watch; in this play, it is a person on the look-out for runaway slaves.

Abolitionist – a person who fought to end slavery by speaking out and writing against it, by raising money to support the cause of the Underground Railroad, or by directly aiding freedom seekers.

THE DOCUMENTS

The following pages contain advertisements, articles, a song and official U.S. documents; these documents were used in the creation of *A Friend of a Friend* and are included here, to be used in document-based classroom work.

ADVERTISEMENT IN SOUTHERN NEWSPAPER IN 1837

\$100 REWARD.—Runaway from, &c. a negro man named **WILEY**, about 37 or 38 years of age—one of his fore-fingers has been injured. It is possible that he will make his way to Tennessee, where *he says he has a wife.* **J. C. CABINESS.**
[Alabama State Intelligencer, Tuscaloosa, Oct. 16, 1837.]

Or thus:



WAS committed to Jail,
A NEGRO MAN
who says that his name is
HARRY.

Said BOY is about 30 years old, light complexion and bald head; has a scar on his left knee; also, one on his forehead, and one on his right hand; he is **VERY MUCH MARKED WITH THE WHIP.**

The owner, &c. **B. W. HATCH, Jailor.**
[Port Gibson (Mi.) Correspondent, Sept. 16, 1837.]

ADVERTISEMENT FROM *THE ALBANY PATRIOT* 1844

500 PAIRS WOOLLEN SOCKS WANTED! The Ex. Com. of the East.

New York A. S. Society have made arrangements so that they can dispose of Woollen Socks, at seven and a half cents, for a good common acct. We hope our sisters in the country who know how to make them will furnish us 500 pairs within eight weeks.

The proceeds of them will be applied to supply the Cor. Sec'y. and Mr. Lewis Washington, the excellent colored lecturer, and to aid fugitive slaves.

Let one and all send immediately to

ABEL BROWN,

Our Sec'y of the E. N. Y. A. S. Society
Albany, Jan. 1st 1844.

Will the Liberty Press and Country please insert, once or twice.

Northern Star and Freeman's Advocate, Abolitionist Newspaper by Stephen & Harriet Myers, from 1838



Stephen Myers,
Source: <http://ugrworkshop.com>

ALBANY ANTI-SLAVERY OFFICE,

No. 3 Lark St., Arbor Hill.

CIRCULAR TO THE FRIENDS OF FREEDOM:

The hundreds of fugitives that have fallen to my care during the last twelve years, have required a great deal of labor and expense to make them comfortable. They are sent to me by the Underground Railroad, south of Albany, and in many cases they come poorly clad and are greatly in want of clothes, such as coats, pants and under garments, both males and females. Whatever is sent, clothes or money, shall be faithfully used for that purpose. We have received some articles of clothing and money in this city, and from abroad, from ladies and gentlemen, for which they have our thanks. We devote all our time to the care of the oppressed who come among us. Our pay is small, but yet we are willing to continue to do what we can for them. From the 1st of November, 1857, to April 1st, 1858, the number of fugitives which passed through Albany, in this time, was 121. Paid \$2 for passage each, amounting to \$242. We have arrivals every few days from Southern oppression; we forward them to the next depot, and from there they are forwarded to Canada. If any information is wanting concerning how many come through from time to time, they can address a line to the Albany papers.

All letters or packages must be directed to S. Myers, or to the Anti-Slavery Office, Albany. Any articles of wearing apparel can be sent by express. A general report will be given through the Albany papers every six months. My books and accounts can be inspected by the friends of the cause, at any time they wish to see them. Those that arrive now at this time of the year are in want of warm clothes, and especially the children. If there should be farmers wanting help, either men or women in the houses, they can be accommodated by sending to this office. We consider it safe for them to go into the country, and it saves expense. We have sent quite a number in the country during this season and the last, and they write to us that they make good help.

P. S. Ladies and gentlemen will please, when they receive these circulars, to send them to their friends, for we are in want of material aid.

WM. HARRIS, ASSISTANT,
and Traveling Agent.

S. MYERS,
Superintendent Underground Railroad.

Report of S. MYERS, Superintendent of the Underground Railroad:

MONEY RECEIVED by S. MYERS. By subscriptions and by Agents, \$204.46. From the 1st November, 1857, up to April 1st, 1858, we have not received enough to meet the necessary expenses of the Underground Railroad. We make an appeal again to the friends of freedom to be generous towards aiding these destitute fugitives from slavery. WM. HARRIS is an Agent sent from this office, and is duly authorized to collect funds for the Underground R. R. He forwards all subscriptions faithfully to this office.

(From the New-York Tribune.)

From Our Own Correspondent.

ALBANY, March 25, 1858.

Eight passengers per Underground Railroad passed through this city during the last week, in the direction of the North Star. Why don't somebody call the attention of Mr. Stephens, or Mr. Toombs, or "Extra Billy" Smith to this incendiary? The North Star is clearly unconstitutional; as decidedly so as the Internal Revenue or any other device which tends to lessen the value by decreasing the security of a peculiar species of property. If the President has not the power to remove this troublesome meddling with vested rights, he should make up a case and take it before the Supreme Court, where he would find no difficulty in obtaining a decree to "put out that light" or to remove it to a Southern point or to prevent its shining, except on cloudy nights, when it can't be seen. Either would answer the purpose. I have carefully examined the Constitution of the United States and the Resolutions of '54, and can find no warrant in either for this Northern aggression. Mr. Myers, the efficient agent of the Road, reports a remarkably prosperous business for this season, so far.

Broadside reporting efforts by conductor Stephen Myers in Albany to aid fugitive slaves. (Courtesy of Boston Public Library.)

Lyrics for *Get off the Track*: A song by Jesse Hutchinson Jr., 1844

This song is played and performed throughout A Friend of a Friend.

Go! the car, Emancipation,
rides majestic thro' our nation
bearing on its train, the story
of liberty! a nation's glory.

Roll it along! Roll it along!
Roll it along! thro' the nation
freedom's car, Emancipation
Roll it along! Roll it along!
Roll it along! thro' the nation
freedom's car, Emancipation.

First of all the train, and greater,
speeds the dauntless Liberator
onward cheered amid hosannas,
and the waiving of free banners.

Roll it along! Roll it along!
Roll it along! spread your banners
While the people shout hosannas.

Men of various predilections,
rightened, run in all directions;
Merchants, editors, physicians,
lawyers, priests and politicians.

Get out of the way! Get out of the
way!
Get out of the way! every station,
Clear the track of 'mancipation.

Let the ministers and churches
leave behind sectarian lurches;
Jump on board the car of freedom
ere it be too late to need them.

Sound the alarm! Sound the alarm!
Sound the alarm! pulpit's thunder!
ere too late, you see your blunder.

Politicians gazed, astounded,
When, at first our bell resounded:
Eight trains are coming, tell these
boxes,
With our votes and ballot boxes.

Jump for your lives! Jump for your
lives!
Jump for your lives! politicians,
From your dangerous false
positions.

Rail roads to emancipation
Cannot rest on Clay foundation
And the tracks of 'The Magician'
Are but rail roads to perdition.

Pull up the rails! Pull up the rails!
Pull up the rails! Emancipation
Cannot rest on such foundation.

All true friends of emancipation,
Haste to freedom's rail road station;
Quick into the cars get seated,
All is ready, and completed.

Put on the steam! Put on the steam!
Put on the Steam! All are crying,
And the liberty flags are flying.

Now, gain the bell is tolling,
Soon you'll see the car wheels
rolling;
Hinder not their destination,
Charted for emancipation.

Wood up the fire! Wood up the
fire!
Wood up the fire! keep it flashing,
While the train goes onward
dashing.

Hear the mighty car wheels
humming!
Now look out! the engine's
coming!
Church and statesman! hear the
thunder!

Clear the track! or you'll fall under.
Get off the track! Get off the track!
Get off the track! all are singing.
While the liberty bell is ringing.

On triumphant, see them bearing,
Through sectarian rubbish tearing;
Th' bell and whistle and the setaming,
Startles thousands from their dreaming.

Look out for the cars! Look out for the
cars!
Look out for the cars! while the bell rings;
Ere the sound your funeral knell rings.

See the people run to meet us;
At the depots thousands greet us;
Soon will bless our happy nation.

Huzza! Huzza! Huzza!

LISTEN!

Here is a youtube clip performance
of the song:

<https://www.youtube.com/watch?v=CfKsjeTvKLs>

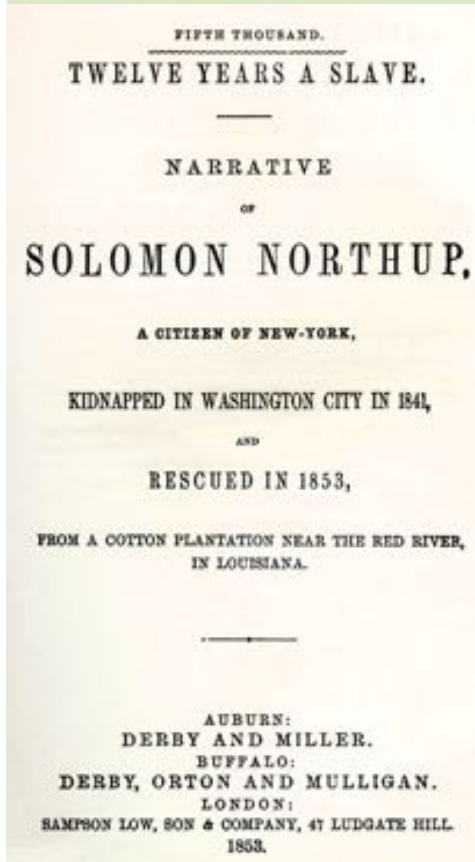
*"No man can put a chain about the
ankle of his fellow man without at
last finding the other end fastened
about his own neck."
~Frederick Douglass*

Section 7 of The Compromise of 1850: The Second Fugitive Slave Act

SEC. 7. And be it further enacted, That any person who shall knowingly and willingly obstruct, hinder, or prevent such claimant, his agent or attorney, or any person or persons lawfully assisting him, her, or them, from arresting such a fugitive from service or labor, either with or without process as aforesaid, or shall rescue, or attempt to rescue, such fugitive from service or labor, from the custody of such claimant, his or her agent or attorney, or other person or persons lawfully assisting as aforesaid, when so arrested, pursuant to the authority herein given and declared; or shall aid, abet, or assist such person so owing service or labor as aforesaid, directly or indirectly, to escape from such claimant, his agent or attorney, or other person or persons legally authorized as aforesaid; or shall harbor or conceal such fugitive, so as to prevent the discovery and arrest of such person, after notice or knowledge of the fact that such person was a fugitive from service or labor as aforesaid, shall, for either of said offences, be subject to a fine not exceeding one thousand dollars, and imprisonment not exceeding six months, by indictment and conviction before the District Court of the United States for the district in which such offence may have been committed, or before the proper court of criminal jurisdiction, if committed within any one of the organized Territories of the United States; and shall moreover forfeit and pay, by way of civil damages to the party injured by such illegal conduct, the sum of one thousand dollars for each fugitive so lost as aforesaid, to be recovered by action of debt, in any of the District or Territorial Courts aforesaid, within whose jurisdiction the said offence may have been committed.

Excerpt from *Twelve Years a Slave* by Solomon Northup, 1852

The following is the letter mailed home to New York, taken from page 275 of *Twelve Years a Slave*, Solomon Northup's autobiography. It is the letter that Bass smuggled to Mr. Perry and Mr. Parker in Saratoga Springs, that ultimately resulted in Northup's freedom twelve years after his kidnapping. The complete text can be found at: <http://docsouth.unc.edu/fph/northup/northup.html>



Bayou Boeuf, August 15, 1852

Mr. WILLIAM PERRY or Mr. CEPHAS PARKER

Gentlemen – It having been a long time since I have seen or hear from you, and not knowing that you are living, it is with uncertainty that I write to you, but the necessity of the case must be my excuse.

Having been born free, just across the river from you, I am certain you must know me, and I am here now a slave. I wish you to obtain free papers for me, and forward them to me at Marksville, Louisiana, Parish of Avoyelles, and oblige

Yours, SOLOMON NORTHUP.

The way I came to be a slave, I was taken in Washington City, and was insensible for some time. When I recovered my reason, I was robbed of my free papers, and in irons on my way to this State, and have never been able to get anyone to write for me until now; and he that is writing for me runs the risk of his life if detected.

James Hammond, on the admission of Kansas, under the Lecompton Constitution ("Cotton is King")

**Excerpts have been taken from the speech given before the United States Senate.
March 4, 1858**

"The population of the North is fifty per cent greater than ours. I have nothing to say in disparagement either of the soil of the North, or the people of the North, who are a brave and energetic race, full of intellect. But they produce no great staple that the South does not produce; while we produce two or three, and these the very greatest, that she can never produce. As to her men, I may be allowed to say, they have never proved themselves to be superior to those of the South, either in the field or in the Senate.

But the strength of a nation depends in great measure upon its wealth, and the wealth of a nation, like that of a man, is to be estimated by its surplus production. You may go to your trashy census books, full of falsehoods and nonsense – they tell you, for example, that in the State of Tennessee, the whole number of house-servants is not equal to that of those in my own house, and such things as that. You may estimate what is made throughout the country from these census books, but it is no matter how much is made if it is all consumed. If a man possesses millions of dollars and consumes his income, is he rich? Is he competent to embark in any new enterprises? Can he long build ships or railroads? And could a people in that condition build ships and roads or go to war without a fatal strain on capital? All the enterprises of peace and war depend upon the surplus production of a people. They may be happy, they may be comfortable, they may enjoy themselves in consuming what they make; but they are not rich, they are not strong. It appears, by going to reports of the Secretary of the Treasury, which are authentic, that last year the United States exported in round numbers \$279,000,000 worth of domestic produce, excluding gold and foreign merchandise re-exported. Of this amount \$158,000,000 worth is the clear produce of the South; articles that are not and cannot be made at the North ... our exports were \$185,000,000, leaving to the North less than \$95,000,000.

... The Senator from New York [William Seward] said yesterday that the whole world had abolished slavery. Aye, the name, but not the thing; all the powers of the earth cannot abolish that. God only can do it when he repeals the fiat, "the poor ye always have with you;" for the man who lives by daily labor, and scarcely lives at that, and who has to put out his labor in the market, and take the best he can get for it; in short, your whole hireling class of manual laborers and "operatives," as you call them, are essentially slaves. The difference between us is, that our slaves are hired for life and well compensated; there is no starvation, no begging, no want of employment among our people, and not too much employment either. Yours are hired by the day, not cared for, and scantily compensated, which may be proved in the most painful manner, at any hour in any street of your large towns. Why, you meet more beggars in one day, in any single street of the city of New York, than you would meet in a lifetime in the whole South. We do not think that whites should be slaves either by law or necessity. Our slaves are black, of another and inferior race. The status in which we have placed them is an elevation. They are elevated from the condition in which God first created them, by being made our slaves. None of that race on the whole face of the globe can be compared with the slaves of the South. They are happy, content, unaspiring, and utterly incapable, from intellectual weakness, ever to give us any trouble by their aspirations. Yours are white, of your own race; you are brothers of one blood. They are your equals in natural endowment of intellect, and they feel galled by their degradation..."

FUGITIVE SLAVE RESCUE IN TROY (The Story of Charles Nalle)

From the *Troy Whig*, April 28, 1859

Yesterday afternoon, the streets of this city and West Troy were made the scenes of unexampled excitement. For the first time since the passage of the Fugitive Slave Law, an attempt was made here to carry its provisions into execution, and the result was a terrific encounter between the officers and the prisoner's friends, the triumph of mob law, and the final rescue of the fugitive. Our city was thrown into a grand state of turmoil, and for a time every other topic was forgotten, to give place to this new excitement. People did not think last evening to ask who was nominated at Charleston, or whether the news of the Heenan and Sayers battle had arrived for everything was merged into the fugitive slave case, of which it seems the end is not yet.

Charles Nalle, the fugitive, who was the cause of all this excitement, was a slave on the plantation of B.W. Hansborough, in Culpepper County, Virginia, till the 19th of October 1858, when he made his escape, and went to live in Columbia, Pennsylvania. A wife and five children are residing there now. Not long since he came to Sandlake, in this county, and resided in the family of Mr. Crosby until about three weeks ago. Since that time, he had been employed as a coachman by Uri Gilbert, Esq., of this city. He is about thirty years of age, tall, quite light complexioned, and good looking. He is said to have been an excellent and faithful servant.

At Sandlake, we understand that Nalle was often seen by one H.F. Averill, formerly connected with one of the papers of this city, who communicated with his reputed owner in Virginia, and gave the information that led to a knowledge of the whereabouts of the fugitive. Averill wrote letters for him, and thus obtained an acquaintance with his history. Mr. Hansborough sent on an agent, Henry J. Wall, by whom the necessary papers were got out to arrest the fugitive.

Yesterday morning about 11 o'clock, Charles Nalle was sent to procure some bread for the family by whom he was employed. He failed to return. At the baker's, he was arrested by Deputy United States Marshal J.W. Holmes, and immediately taken before the United States Commissioner Miles Beach. The son of Mr. Gilbert, thinking it strange that he did not come back, sent to the house of William Henry, on Division Street, where he boarded, and his whereabouts was discovered.

By this time it was two o'clock, and the fact began to be noised abroad that there was a fugitive slave in Mr. Beach's office, corner of State and First Streets. People in knots of ten or twelve collected near the entrance, looking at Nalle, who could be seen at an upper window. William Henry, a colored man, with whom Nalle boarded, commenced talking from the curb stone in a loud voice to the crowd. He uttered such sentences as, "There is a fugitive slave in that office pretty soon you will see him come forth. He is going to be taken down South, and you will have a chance to see him. He is to be taken to the depot, to go to Virginia in the first train. Keep watch of those stairs, and you will have a sign." A number of women kept shouting, crying, and by loud appeal excited the colored persons assemble.

Still the crowd grew in numbers. Wagons halted in front of the locality, and were soon piled with spectators. An alarm of fire was sounded, and hose carriages dashed through the ranks of men, women, and boys; but they closed again, and kept looking with expectant eyes at the window where the negro was visible. Meanwhile, angry discussions commenced. Some persons agitated a rescue, and others favored law and order. Mr. Brockway, a lawyer, had his coat torn for expressing his sentiments, and other melees kept the interest alive.

All at once there was a wild hulloa, and every eye was turned up to see the legs and part of the body of the prisoner protruding from the second story window, at which he was endeavoring to escape. Then arose a shout! "Drop him!" "Catch him!" "Hurrah!;" But the attempt was a fruitless one, for somebody in the office pulled Nalle back again, amid the shouts of a hundred pair of lungs. The crowd at this time numbered nearly a thousand persons. Many of them were black, and a good share were of the female sex. They blocked up State Street from First Street to the alley, and kept surging to and fro.

... As soon as the officers and their prisoner emerged from the door, an old negro, who had been standing at the bottom of the stairs, shouted, "Here they come," and the crowd made a terrific rush at the party... The moment the prisoner emerged from the doorway, in custody of Deputy Sheriff Upham, Chief of Police Quin, Officers Cleveland and Holmes, the crowd made one grand charge, and those nearest the prisoner seized him violently, with the intention of pulling him away from the officers, but they were foiled; and down First to Congress Street, and up the latter in front of Judge Gould's chambers, went the surging mass. Exactly what did go on in the crowd, it is impossible to say, but the pulling, hauling, mauling and shouting, gave evidences of frantic efforts on the part of the rescuers, and a stern resistance from the conservators of the law. In front of Judge Gould's office the combat was at its height. No stones or other missiles were used; the battle was fist to fist... Many of the officers were hurt – among them Mr. Upham, whose object was solely to do his duty by taking Nalle before Judge Gould in accordance with the writ of habeas corpus. A number in the crowd were more or less hurt, and it is a wonder that these were not badly injured, as pistols were drawn and chisels used.

The battle had raged as far as the corner of Dock and Congress Streets, and the victory remained with the rescuers at last. The officers were completely worn out with their exertions, and it was impossible to continue their hold upon him any longer. Nalle was at liberty. His friends rushed him down Dock Street to the lower ferry, where there was a skiff lying ready to start. The fugitive was put in, the ferryman rowed off, and amid the shouts of hundreds who lined the banks of the river, Nalle was carried into Albany County.

As the skiff landed in West Troy, a negro sympathizer waded up to the waist, and pulled Nalle out of the boat. He went up the hill alone, however, and there who should he meet but Constable Becker? The latter official seeing a man with manacles on, considered it his duty to arrest him. He did so, and took him in a wagon to the office of Justice Steward, on the second floor of the corner building near the ferry. The Justice was absent.

When the crowd on the Troy bank had seen Nalle safely landed, it was suggested that he might be recaptured. Then there was another rush made for the steam ferryboat, which carried over about 400 persons, and left as many more a few of the latter being soused in their efforts to get on the boat. On landing in West Troy, there, sure enough, was the prisoner, locked up in a strong office, protected by Officers Becker, Brown and Morrison, and the door barricaded.

Not a moment was lost. Up stairs went a score or more of resolute men the rest "piling in" promiscuously, shouting and execrating the officers. Soon a stone flew against the door then another – and bang, bang! went off a couple of pistols, but the officers who fired them took good care to aim pretty high. The assailants were forced to retreat for a moment. "They've got pistols," said one. "Who cares?" was the reply; "they can only kill a dozen of us come on." More stones and more pistol shots ensued. At last the door was pulled open by an immense negro, and in a moment he was

felled by a hatchet in the hands of Deputy Sheriff Morrison; but the body of the fallen man blocked up the door so that it could not be shut, and a friend of the prisoner pulled him out. Poor fellow! he might well say, "Save me from my friends." Amid the pulling and hauling, the iron had cut his arms, which were bleeding profusely, and he could hardly walk, owing to fatigue.

He has since arrived safely in Canada.

Albany Liberty Party Convention Poster 1863

God save the Union!

The Friends of Freedom in Albany County will hold a Mass

CONVENTION!

IN THE CITY OF ALBANY,
On the 5th day of January, 1863,

TO RECEIVE AND TO RATIFY THE PRESIDENT'S EMANCIPATION PROCLAMATION, MAKING ALL THE SLAVES IN THE REBELLIOUS STATES, FOREVER FREE.
God bless Abraham Lincoln, President of these United States.

On the 1st of January 1863, a new era in our country's history will be inaugurated. Then we will rejoice and give thanks, and the praise to God, for the millennium is at hand. A Master is found who will lead the Children of Africa, out of American bondage; hereafter men shall not be enslaved, neither shall women, for both shall be forever free.

The Convention will Convene at 1 o'clock P. M., in the Methodist Church, Hamilton Street, East of Lark.

The Friends of Freedom in TROY, HUDSON, Poughkeepsie, and throughout the state, without regard to color, creed or sect, are earnestly solicited to come and participate with us on the day we celebrate.

OH! FOR FREEDOM! Frederick Douglass, Esq., will be present and attend the Convention. This distinguished orator and champion of liberty, will lecture at 7 1/2 o'clock P. M., in the Baptist Church, Hamilton St., between Fulton and Grand Sts. Subject: **THE PRESIDENT AND EMANCIPATION.** A *Practical Necessity* will be prepared by the Ladies.

ADMISSION FIFTEEN CENTS TO DEFRAY EXPENSES.

The committee recommend the observance of the 5th day of January, as a holiday, and that all business be suspended during the sitting of the Convention, in honor of the proclamation of freedom. Tickets for sale at the Bookstores and by the undersigned Committee of Arrangements.

STEPHEN MYERS,	J. A. SMITH,	F. VAN EPPS,
P. ROBINSON,	W. H. DIETZ,	J. R. JONES,
JACOB MASON,	R. WHITE,	J. P. JOHNSON,
M. W. PRICE,	WM. H. ANTHONY,	D. CUTLER,
	WM. H. JOHNSON, Secretary, No. 21 Maiden Lane.	

52 1863A

THE DOCUMENTS

Ideas for Curriculum Integration

ENGLISH

1. **What's in the News:** Read the *Troy Whig's* newspaper article on Charles Nalle in this guide. Find other articles from old newspapers as well. What do the articles tell us? How are the articles different from today's newspapers? How has journalism changed? How often do headlines change now compared to then? How is the layout of the papers different and how does this affect how the paper is read? What topics are discussed? Is there anything shocking about the topics covered in the paper? What do you learn about the past from reading these newspapers? How has journalistic ethics changed and do you think the writers are impartial?

WRITE! Write a newspaper article as an eyewitness to the Charles Nalle event.

2. **Rescuing Charles Nalle:** The account of Charles Nalle in this study guide does not include anything about Harriet Tubman. Why might this be? Write an account of the rescue of Charles Nalle from the perspective of Harriet Tubman; from another member of the crowd; from one of the officers in Troy or from the "Slaveowner." How would the story change?
3. **In the Voice of Freedom Seeker:** Write a letter or diary entry as a freedom seeker (a runaway slave). **Diary Entry:** In the voice of a freedom seeker, try to answer these questions: What have you encountered on your journey? What are your fears, hopes and dreams? How are you going to get your freedom? **Letter:** As a freedom seeker, answer these questions: To whom are you writing your letter? What is your goal in writing a letter? What troubles are you encountering in writing a letter? How did you get paper? Would you get in trouble for knowing how to write? Are you writing in code? How will your letter travel to reach its destination?
4. **Showing Courage:** Freedom seekers and conductors on the Underground Railroad showed tremendous courage. Was there ever a time in your life that you had to show courage and fight for something you believed in? Did you ever fight for the rights of other people like the Underground Railroad workers did? Write about a time when you helped someone, were helped by someone or had to hide something about yourself. How is your experience similar to the experiences of the characters in the play? How is it different?
5. **Going Against the Law:** Have students write articles persuading others to help fugitive slaves just as Stephen Myers did. Consider practical questions about what it would take to be a conductor on the Underground Railroad, as well as ethical questions about slavery and the law (Is it okay to break a law if that law is hurting somebody or enslaving someone?). What arguments would the students use to convince others that aiding freedom seekers is the right thing to do? Have others take the position of Northerners who feel it is more important to abide by the law (the Fugitive Slave Act).

How many words can you make using the letters in:
Friend of a Friend: Tales from the Underground Railroad

[illegible][illegible]

SCIENCE

1. **The North Star:** Many freedom seekers used the North Star to guide them in their long journey. Study a map of the stars. Where is the North Star in relationship to the other constellations, especially the Little Dipper and the Big Dipper? Why can we only see stars at night? Find out how stars have been used for thousands of years to guide travelers at night.
2. **Surviving the Journey North:** Harriet Tubman knew that “moss grows on the North side of the tree.” Check into this theory; under what conditions would vegetation most likely to be found on a tree’s north side? Tubman also knew what vegetation was edible. What other information about plant life would be important to know on a journey North to Canada? What type of vegetation would a freedom seeker encounter while traveling from the South to the North? How were the plants and trees the same or different as one traveled north?

SOCIAL STUDIES

1. **Fighting Injustice:** Under the Fugitive Slave Act, anyone who refused to help a slave owner recapture an escaped slave was subject to fines or even jail time. Nonetheless, many Northern citizens risked their own freedom to aid freedom seekers. Do you consider it morally acceptable to break a law that you consider to be unjust? What other instances in history can you think of in which laws were broken by those who considered them unjust?
2. **How to Get There:** The Underground Railroad was not an actual railroad, but rather, a network of people. Yet, the transportation of the day played an important role. Have students research how the Erie Canal, Champlain Canal, steamboats, and railroads aided freedom seekers.
3. **The Effect of Newspapers:** In the years prior to the Civil War, communication was slow and it was difficult for people to come together for a cause. Newspapers brought people together and created a sense of community and nationalism before the war. Discuss the effects of newspapers in your class. What other causes in history used newspapers as a rally method? Have the class create an anti-slavery newspaper or have them write editorials rallying for another cause from history or in their own lives today. If possible, use real documents and pictures to help write articles.
4. **Female Abolitionists:** Many women were involved in the abolitionist cause. How did women help out? How was traditional women’s work – of the time – necessary for the success of the Underground Railroad? How was the position of women changed by the abolition movement?
5. **The Stations:** Find an old map of Albany and a map of New York State and locate the following places:

37 Maiden Lane, Albany; Champlain Canal; Sandy Hill; 269 Livingston Street, Albany; 153 Second Street, Troy; Slocum Farmhouse, Easton; 8 Park Street, Greenwich; 12 Bacon Street, Glens Falls; Old Stone Library, Fort Ann; Malta.

Do you think all of these places still exist? Why might some of these places be gone?

6. Following the Routes: Find maps online and study the routes of the Underground Railroad. How many different paths were there? Which states were active in the Underground Railroad? On which pathway would the passengers encounter rivers and mountains? How might these natural formations help and hurt the Underground Railroad?

7. The Cotton Gin: The advent of manufacturing changed the economies of both the North and the South in significant ways. Have students research how manufacturing inventions, such as Eli Whitney's cotton gin, affected notions about slavery?

MATH

- 1. Buying the Paper:** Single copies of the *Northern Star and Freeman's Advocate* cost 12 ½ cents per month, but one could get a year subscription for \$1.50. What would be the savings in becoming a subscriber?

What does a paper cost today? What does a subscription to that paper cost? Is there a savings in being a subscriber?

Compare the cost of these two papers.

- 2. The Cost of Helping Others:** Search the internet for a U.S. "inflation calculator" and find out how much \$1,000, the fine for aiding an escaped slave in 1850, would equal today. Would you have taken the risk? How much more or less money would convince you to help or stay out of it?
- 3. The Miles North:** Using online maps of the routes of the Underground Railroad, discuss the travels of the slaves. How many miles was the shortest route to the North? How many miles was the longest route? What was the average distance of a route?

MUSIC

1. A Familiar Tune: Political messages have often been delivered through the use of popular melodies with new lyrics. An example from *A Friend of a Friend* is "Get off the Tracks," which uses the tune of "Old Dan Tucker." Many other songs such as "The Battle Hymn of the Republic," "My Country 'Tis of Thee," and "The Star Spangled Banner" applied new lyrics to old melodies. What other songs use this technique? Can you take the tune of a well known song, like "Happy Birthday," and come up with new lyrics for the song – using a given topic?

2. The Sound of Change: Think of something you'd like to change in your own community or country. Write new lyrics to express your viewpoint using a melody from an existing song.

3. Sound Effects: How did the use of music, and other sound effects, affect the production?

HEALTH AND NUTRITION

1. **In Need of Fuel for the Journey:** Most of the passengers on the Underground Railroad were malnourished. How would this affect their travels? What happens to the body when a person does not receive the proper nutrition? How does adding physical exertion on top of poor health affect the body?

Student Reading List

Create a classroom library or assign book reports to encourage your students to read about the Underground Railroad.

- *Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad* by Jacqueline L. Tobin and Raymond G. Dobard, Ph.D.
- *Runaway Quilt: An Elm Creek Quilts Series #4* by Jennifer Chiaverini
- *Meet Addy: An American Girl* by Connie Porter, Melodye Benson Rosales and Dahl Taylor
- *The House of Dies Drear* by Virginia Hamilton
- *Trouble Don't Last* by Virginia Hamilton
- *Freedom Train: The Story of Harriet Tubman* by Dorothy Sterling
- *Minty: A Story of Young Harriet Tubman* by Alan Shroeder and Jerry Pinkney
- *A Picture of Freedom: The Diary of Clotee, a Slave Girl, Belmont Plantation, Virginia, 1859 (Dear America Series)* by Patricia C. McKissack
- *Beyond The River: The Untold Story of the Heroes of the Underground Railroad* by Ann Hagedorn
- *If You Traveled on the Underground Railroad* by Ellen Levine and Larry Johnston
- *Glory's Freedom: A Story of the Underground Railroad (Doll Hospital Book 3)* by Joan Holub and Cheryl Kirk Noll
- *True North: A Novel of the Underground Railroad* by Kathryn Lasky
- *The Mystery of the Underground Railroad* by Carole Marsh
- *Stealing Freedom* by Elisa L. Carbone
- *Under The Quilt of Night* by Deborah Hopkinson and James E. Ransome
- *Passages to Freedom: The Underground Railway in History and Memory* by David W. Blight
- *His Promised Land: The Autobiography of John P. Parker, Former Slave and Conductor on the Underground Railroad* by John P. Parker and Stuart Steely Sprague
- *Steal Away Home* by Lois Ruby
- *North by Night: A Story of the Underground Railroad* by Katherine Ayres
- *President of the Underground Railroad: A Story about Levi Coffin* by Gwenyth Swain and Ralph L. Ramstad
- *Freedom River* by Doreen Rappaport and Bryan Collier

Who's Who: In the Production

Director: Margaret E. Hall

Actors

(in alphabetical order)

TBA

Production Team: TBA

Stage Manager:

Costume Designer:

Set Designer:

Sound Designer:

Prop Master: Mariya Sudarska



**Denotes a member of Actors' Equity Association, the Union of Professional Actors and Stage Managers of the United States*



+Denotes a member of United Scenic Artists

Resources Consulted

Websites:

<http://ugrworkshop.com/>

www.imdb.com

www.youtube.com

www.google.com (for images)

Other:

Capital Repertory Theatre's 2012-2013 *Friend of A Friend* Study Guide.

*****This guide has been constructed for educational purposes only. theREP, which is a non-profit organization, does not make any money from the guide.*****

TEACHER EVALUATION: *A Friend of A Friend*

Your feedback is **vital** to the growth and continued success of theREP's educational programming. It helps us to constantly improve and attract additional underwriting. Please take a moment to fill out this form.

We encourage you to make multiple copies so that all of the teachers in your group may respond.

1. Name: _____ School: _____

2.

Phone: _____ E-mail: _____

3. How would you rate the quality of today's performance?

Excellent

Good

Fair

Poor

4. Did attending the performance assist you in addressing classroom curriculum?

Very Much

Somewhat

Not At All

N/A

5. Were the on-line study materials useful in preparing students and deepening their experience?

Very Much

Somewhat

Not At All

N/A

6. Please check all that apply:

____ Today's performance price was affordable for my school.

____ My school required a subsidy in order to afford today's performance.

____ My school would provide performances for more students, more often, if additional funds were available.

7. Any additional information / comments welcome:

The completed form may be submitted by email to amarquise@proctors.org or by mail to: Aaron Marquise, Arts Education Manager, 432 State Street, Schenectady, NY 12305.

theREP/Capital Repertory Theatre's Mission In Action!

Creating an authentic link to the community we serve...

EDUCATION AND OUTREACH are key components of theREP's mission, "to create an authentic link to the community we serve." Through a wide range of programs, theREP strives "to provide the Capital Region with theatre programming which inspires a greater understanding of the human condition" and helps "to develop future audiences by instilling the notion that theatre is a vital part of the cultural life of all vibrant cities."

PROGRAMS FOR STUDENTS

Student Matinees (Classics on Stage) Performances of most of the theatre's professional productions are scheduled during the school day with dramatically discounted prices for area students to allow for greater accessibility. Each season, at least one play is designated as Classics on Stage, for its direct connections with curriculum.

On-The-Go! in-School Tour Specially adapted professional productions designed to play to students on-site in schools. Last season, theREP's OTG program reached more than 13,000 students.

Young Playwright Contest Providing students, ages 13-19, with the opportunity to submit their work to be produced on the Capital Rep stage. In addition, the winning playwrights are given a mentorship – prior to the production of the play – with a professional playwright.

Summer Stage Young Acting Company Providing young actors the opportunity to work together, with leading professionals in the field, on a production that will take place on the Capital Rep stage. Company Members hone their acting skills while rehearsing and then performing the Young Playwright Contest-winning plays.

Acting Intensive I & II provide teens, ages 12-17, the opportunity to hone their acting skills by providing these week-long comprehensive workshops.

CAST (Cultivating Arts & Students Together) provides students with the opportunity to volunteer at the theatre and earn community service credits at the same time. Teens get an in-depth learning experience that satisfies their passion while fulfilling their needs.

Artist In Residency Programs theREP works in conjunction with school educators to bring highly trained teaching artists to work in extended residency within the classroom. Opportunities to embed the theatrical experience into the curriculum are available for teachers and students for every work in our 2016-17 Education Season.

Career Development theREP is dedicated to helping to build the next generation of theatre professionals with programs like the **Professional Apprenticeship Program** which provides year-long or summer-long paid apprenticeships, and **Internship Program** provides college students internships in many disciplines of theatre. These programs are specifically for young people beginning a career in the performing arts and arts education.

2018-2019 EDUCATION SPONSORS & FOUNDATIONS

CSArch Architecture|Engineering|Construction Management

Pitney Bowes

CSEA

David and Candace Weir Foundation
Lucille A. Herold Charitable Trust
McCarthy Charities
Price Chopper's Golub Foundation
Sidney & Beatrice Albert Foundation
The Michael Tuch Foundation
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