

STUDY GUIDE

DISCIPLINE :
DRAMA

ARTIST:
LESLIE MCCURDY



The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:

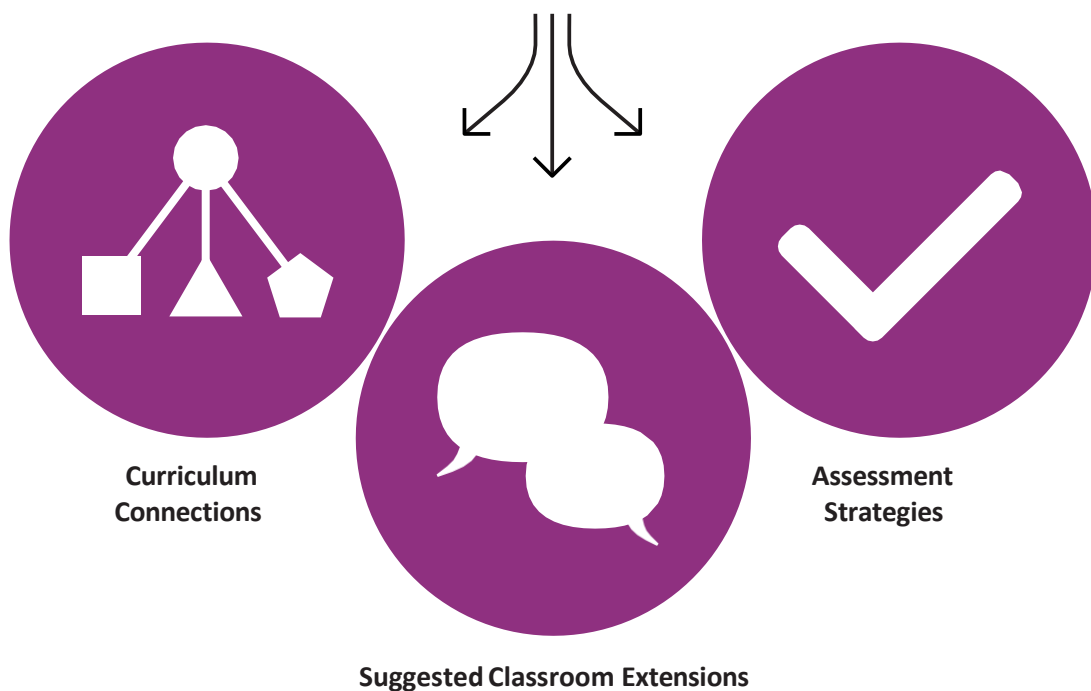


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STUDY GUIDE: DRAMA

HARRIET IS MY HERO

Program Overview

Artist Name: Leslie McCurdy

Artist Bio: Leslie McCurdy is an award-winning actor, dancer, singer, and playwright with over 30 years of international experience. A recipient of multiple honours, including the Platinum Jubilee Pin, she trained in dance and shifted to acting after an injury. Known for her one-woman plays like *The Spirit of Harriet Tubman*, Leslie's work combines artistry with social consciousness. She also mentors young performers in her hometown.

Program Description: Stories of the life of Harriet Tubman are revealed while examining the characteristics that make her a good hero. Students actively participate in re-creating some of the aspects of the story and dolls are used to illustrate the various ages of Harriet Tubman.

Artistic Discipline: Theatre Drama

Recommended Grade Levels: K - 2

Session Logistics: In person or online

Cultural Context: Black Legacy, North American History

Vocab bank/glossary: [Click here](#)



HARRIET IS MY HERO

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Retell stories about Harriet Tubman through oral presentation, drama, or creative expression.
 - Experiment with different ways of dramatizing historical events or heroism.
- Strand B – Reflecting, Responding and Analyzing
 - Discuss and analyze the courage, perseverance, and impact of Harriet Tubman.
 - Reflect on how storytelling influences understanding of historical and social issues.
- Strand C – Exploring Forms and Cultural Contexts
 - Explore the historical and cultural context of Harriet Tubman, the Underground Railroad, and social justice movements.
 - Compare her story with other historical figures who fought for freedom and equality.

HARRIET IS MY HERO

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

JK-SK

Pre

- What does bravery look like to you? test
- What do you think a hero is?
- Have you ever helped someone before?

During

- What is happening in the story right now?
- How do you think Harriet is feeling?

Post

- How do you think Harriet felt when she was helping others?
- How did Harriet show bravery?

GRADES

1-2

Pre

- What do you know about Harriet Tubman?
- What do you think the Underground Railroad was like?
- How can we be helpers in our classroom or community?

During

- What challenges did Harriet face?
- How did she help others?
- What would you do in her place?

Post

- Why did Harriet help others escape?
- What do you think made Harriet a hero?
- What was your favorite part of her journey?

DRAMA OVERVIEW

Drama is an art form that reflects and shapes culture while promoting equity, diversity, inclusion, and reconciliation. Through storytelling and performance, it fosters empathy and deepens understanding of diverse experiences. Drama education builds essential skills like communication, collaboration, creativity, and problem solving, while supporting student well-being by offering a safe space to explore identity and self-expression.

The **creative and critical analysis process** guide students in imagining, planning, interpreting, and reflecting on artistic work and can complement artist-led sessions. These frameworks empower students to become thoughtful creators, reflective learners, and active participants in building a more just and connected world.

Drama is inherently an interdisciplinary art form and serves as a powerful tool for cross-curricular learning. The discussion prompts and suggested activities in this guide are designed to help bridge connections across subjects, deepen engagement, and extend the learning in relevant, authentic, and transformative ways.



APPENDIX

Vocabulary bank/glossary:

- **Hero:** A person admired for courage, outstanding achievements, or noble qualities.
- **Activist:** Someone who works to bring about social or political change.
- **Courage:** The ability to face danger, fear, or challenges bravely.
- **Freedom:** The power or right to act, speak, or think without restriction.
- **Equality:** The state of being treated fairly and with the same rights as others.
- **Inspiration:** Something or someone that motivates or influences positive action.
- **Perseverance:** Continued effort to achieve a goal despite obstacles or difficulties.
- **Resistance:** The act of opposing or fighting against oppression or injustice.
- **Underground Railroad:** A secret network that helped enslaved people escape to freedom.
- **Empathy:** The ability to understand and share the feelings of another.
- **Legacy:** Something handed down from the past, such as achievements or values.
- **Social justice:** The pursuit of fairness and equality in society.
- **Storytelling:** The act of sharing stories to convey messages, history, or lessons.
- **Historical figure:** A person recognized for their contributions or impact in history.
- **Advocacy:** Publicly supporting or recommending a cause or policy.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning