

The Janeiad First Impressions Pre-Show Curriculum		
Length	Grade Level	Content Area
1 class period (45 – 90 minutes)	Middle School & High School	ELA, Theatre
Objective		Materials Needed
Students will be able to analyze character descriptions from the play <i>The Janeiad</i> and identify personal connections or points of interest within these characters.		<ul style="list-style-type: none"> • Character descriptions from Alley Re-Sourced • Pencils or pens • Same Different Connect Engage handout (included)
Activity Overview		
<p><i>NOTE: This activity has been aligned with TEKS and Universal Design for Learning. TEKS can be found at the end of this document. Check out the “Notes” section for ideas on how to expand activities or provide additional scaffolding.</i></p> <ol style="list-style-type: none"> 1. Introduction Meet the Characters 2. Guided Practice SDCE with Gabe 3. Independent Practice SDCE with Other Characters 4. Presentation Sharing and Feedback 5. Reflection What to Keep in Mind at the Show 		
1. Introduction Meet the Characters		10 minutes
<p><i>Activity Steps</i></p> <ol style="list-style-type: none"> a) Using Alley Re-Sourced, begin with a brief overview of <i>The Janeiad</i> (if needed). b) Review the cast of characters and what information students can find in the “Who’s Who” section. <ul style="list-style-type: none"> - On the “Who’s Who” section of the Re-Sourced guide, we can see a picture of the actor, the character(s) they play, basic traits of that character, and a summary of what’s going on with them in world of the play. 		<p><i>Notes</i></p> <ul style="list-style-type: none"> • Digital Who’s Who on Alley Re-Sourced • A printable version of “Who’s Who” is included in this document.

<p>2. Guided Practice SDCE with Gabe</p>	<p>10 minutes</p>
<p><i>Activity Steps</i></p> <p>a) We're going to use the information from the "Who's Who" section for a thinking routine called "Same Different Connect Engage."</p> <p>b) We'll use this activity to explore the characters we will meet in the show. What can we extrapolate from the character descriptions to answer the questions?</p> <p>c) We'll do one together first: Jane's husband, Gabe.</p> <ul style="list-style-type: none"> - Read the character description for Gabe. Discuss the traits and circumstances connected to the character. - Same In what ways might this person and you be similar? - Different In what ways might the person and you be different? - Connect In what ways might the person and you be connected as human beings? - Engage What would like to ask, say, or do with the person if you had the chance? 	<p><i>Notes</i></p> <ul style="list-style-type: none"> • "Same Different Connect Engage" is an Artful Thinking routine. You can learn more about it and similar exercises here. • A blank handout for this activity is included in this document. • Feel free to adjust this guided practice to suit your classroom. Some alterations might include: <ul style="list-style-type: none"> ○ The students work in small groups, and you review their answers as a class. ○ The teacher leads the students question by question, taking answers from volunteers. ○ The teacher completes the activity ahead of time as a visual guide.
<p>3. Independent Practice SDCE with Other Characters</p>	<p>15-20 minutes</p>
<p><i>Activity Steps</i></p> <p>a) Student should select at least one character to focus on for the activity.</p> <p>b) Collaboration and discussion can be helpful in generating ideas, but students should ultimately do their own activity to deepen the personal reflection.</p>	<p><i>Notes</i></p> <ul style="list-style-type: none"> • If collaborating in groups, group students together who are reviewing the same character.

<p>4. Presentation Sharing and Feedback</p>	<p>5-10 minutes</p>
<p><i>Activity Steps</i></p> <p>a) Have students share their findings to the class.</p> <ul style="list-style-type: none"> - For larger classes or shorter times, here are some options for sharing: <ul style="list-style-type: none"> o One character at a time, take 1 student presenter for each question o Take student presenters for each question regardless of which character they chose. Depending on student selection, not all characters may be covered. 	<p><i>Notes</i></p> <ul style="list-style-type: none"> • Multiple Means of Expression: Students can present their findings in various formats (written, oral, artistic), giving them the opportunity to express their understanding in ways that suit their strengths.
<p>5. Reflection What to Keep in Mind at the Show</p>	<p>5-10 minutes</p>
<p><i>Activity Steps</i></p> <p>a) What’s one detail that stood out to you about the characters of the play?</p> <p>b) Think about what you knew or thought of the characters at the start of this lesson.</p> <ul style="list-style-type: none"> - Fill in the blanks: “I used to think _____. Now I think _____.” 	<p><i>Notes</i></p> <ul style="list-style-type: none"> • Reflections can be written in journals or as exit tickets, or shared in pairs or small groups before shared with the class. <p><u>BONUS – Reflections After the Show</u></p> <ul style="list-style-type: none"> • Which character surprised you the most? • Which character was the most like what you expected?

TEKS			
TEKS – MS ELA	TEKS – HS ELA	TEKS – MS Theatre	TEKS – HS Theatre
<p>Reading/Comprehension of Literary Text/Theme and Genre 110.18(b)(9): Analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts, and provide evidence from the text to support their understanding.</p> <p>Reading/Comprehension of Literary Text/Fiction 110.18(b)(5): Analyze the interactions between characters, including their relationships and the changes they undergo.</p>	<p>Reading/Comprehension of Literary Text 110.31(b)(6): Make complex inferences about text and provide textual evidence to support understanding.</p> <p>Reading/Comprehension of Literary Text/Theme and Genre 110.31(b)(8): Evaluate how different perspectives influence the portrayal of characters, plot, and setting.</p>	<p>Theatre/Foundations: 117.5(b)(1)(A): Demonstrate an understanding of the elements of drama and theatre.</p> <p>117.5(b)(1)(B): Identify and describe the roles of theatre artists in the production process.</p>	<p>Theatre/Foundations: 117.6(b)(1)(A): Analyze the elements of theatre production, including acting, directing, and design.</p> <p>Theatre/Creating: 117.6(b)(2)(C): Collaborate effectively in the creative process, demonstrating respect for all participants.</p> <p>Theatre/Responding: 117.317(c)(5)(A): Reflect on character development and compare personal ideas to interpretations in theatre performances.</p>

Who's Who

The Cast and Characters of Alley Theatre's *The Janeiad*



JENN HARRIS
Jane

Jane - "A woman who got stuck"

- Lives in a brownstone in Brooklyn, and reading *The Odyssey* at the top of the play.
- She is a graduate of Harvard and taught English for a while.
- Struggles with grief and loss after her husband Gabe's death on 9/11.
- She often dreams of her past, including times with Gabe.
- Is a mother to two boys, Henry and Paul.
- Engages in conversations with Penelope and reflects on her life, decisions, and identity.
- Is waiting for Gabe to return.
- Her age is not explicitly mentioned, but she is old enough to have two kids and ages 20 years throughout the play.



MIRIAM A. LAUBE
Penelope

Penelope - "A shapeshifter, who plays many characters but is always also herself"

- Appears as various figures in Jane's life, such as her housekeeper Olga and a friend named Nel.
- Reflects on her experiences from *The Odyssey* and relates them to Jane's life.
- Encourages Jane to keep waiting for Gabe, embodying the theme of faithfulness.
- At times judgmental, she presents a complicated mix of myth and modern understanding.
- Some descriptions of Penelope from *The Odyssey*:
 - Beautiful and virtuous.
 - Known for her intelligence and cleverness.
 - Defining traits are her patience and loyalty.



DAVID MATRANGA
Gabe

Gabe - "A man in midlife, who died too young."

- Jane's husband.
- Described as a man who died too young.
- Appears in Jane's memories and dreams.
- Was lighthearted and had a close relationship with Jane.
- He worked at the World Trade Center in NYC.
- Met Jane during their freshman year of college at Harvard.

Same Different Connect Engage

A routine to nurture empathetic perspective taking and bridge building.

Same In what ways might this person and you be similar?

Different In what ways might the person and you be different?

Connect In what ways might the person and you be connected as human beings?

Engage What would you like to ask, say, or do with the person if you had the chance?

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#SameDifferentConnectEngage](#).



This thinking routine was developed as part of the ID Global, Reimagining Migration project at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at pz.harvard.edu/thinking-routines

Same Different Connect Engage

Different

In what ways might the person and you be different?

Engage

What would you like to ask, say, or do with the person if you had the chance?

Same

In what ways might this person and you be similar?

Connect

In what ways might the person and you be connected as human beings?

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#SameDifferentConnectEngage](#).