

The <i>Janeiad</i> Character Profile and Pitch   Post-Show Curriculum		
Length	Grade Level	Content Area
1 class period (45 – 90 minutes)	Middle School & High School	ELA, Theatre
Objective		Materials Needed
Students will collaboratively create a profile and accompanying performance that explores the supporting characters of <i>The Janeiad</i> - portrayed by the character Penelope- enhancing understanding through creative expression and critical thinking.		<ul style="list-style-type: none"> <li>• “Character List” handout (included)</li> <li>• Blank, printed “Character Profile” handout (included)</li> <li>• Pencils or pens</li> <li>• Space for performance (classroom or stage area)</li> </ul>
Activity Overview		
<p><i>NOTE: This activity has been aligned with TEKS and <a href="#">Universal Design for Learning</a>. 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"> <li>1. Introduction   <a href="#">Who Was That Again?</a></li> <li>2. Guided Practice   <a href="#">Eleanor Character Profile and Pitch</a></li> <li>3. Group Collaboration   <a href="#">Character Profile and Pitch</a></li> <li>4. Performance   <a href="#">Character Pitch Tableaus</a></li> <li>5. Reflection   <a href="#">What Stood Out to You?</a></li> </ol>		
1. Introduction   Who Was That Again?		5 minutes
<p><i>Activity Steps</i></p> <ol style="list-style-type: none"> <li>a) Using Alley Re-Sourced, begin with a brief review <i>The Janeiad</i> (if needed).</li> <li>b) Review the characters portrayed by Penelope in the included “Character List” handout.                             <ul style="list-style-type: none"> <li>- All the characters played by <b>Penelope</b> share the common thread of <b>trying to help Jane</b>, although the ways they try to help vary. Each character serves as a different lens through which Jane can confront her grief, identity, and life after the loss of her husband, Gabe.</li> </ul> </li> </ol>		<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• A printable version of the “Character List” is included in this document.</li> <li>• Additional information on Penelope, Gabe, and Jane can be found on the <a href="#">Who’s Who section of Alley Re-Sourced</a>.</li> </ul>

<p><b>2. Guided Practice   Eleanor Profile and Pitch</b></p>	<p><b>10 minutes</b></p>
<p><i>Activity Steps</i></p> <p>a) We're going to use the information from the "Character List" to create a profile and brief commercial for each character.</p> <p>b) Each character portrayed by Penelope tries to <b>offer guidance, encourage reflection, or challenge Jane's perception.</b></p> <p>We'll use this activity to explore these different objectives and their impact on Jane's journey.</p> <p>c) We'll do one together first: Jane's mother, Eleanor. There's information that is not explicit in the play – what can we <b>extrapolate</b> based on what we have seen?</p> <p>d) After you decide if your character is trying to guide, encourage, or challenge Jane, create a commercial pitch for your "offering." It should be brief and directly tell us how our solution will solve her problem.</p> <p>e) Collaborate with the students to create a pitch for Eleanor. Guide them in staging a tableau of Eleanor trying to guide, encourage, or challenge Jane. It doesn't have to be a moment from the play.</p>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• A blank "Character Profile" handout is included in this document.</li> <li>• Feel free to adjust this guided practice to suit your classroom. Some alterations might include:             <ul style="list-style-type: none"> <li>○ The students work in small groups, and you review their answers as a class.</li> <li>○ The teacher leads the students question by question, taking answers from volunteers.</li> <li>○ The teacher completes the profile ahead of time as a visual guide.</li> </ul> </li> <li>• Sentence stems for the commercial pitch are included in the blank "Character Profile" handout.</li> </ul>
<p><b>3. Group Collaboration   Character Profile and Pitch</b></p>	<p><b>20-25 minutes</b></p>
<p><i>Activity Steps</i></p> <ul style="list-style-type: none"> <li>• Divide students into small groups, each group chooses or is assigned a character from the list.</li> <li>• Each group completes a profile and pitch for their character, extrapolating from the descriptions and what they recall from the play.</li> <li>• Working in their groups, students should complete the profile and pitch by creating a tableau of their character trying to guide, encourage, or challenge Jane.</li> </ul>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• Students can post the profiles on the board or central location, or simply share out one or two of their favorite answers.</li> <li>• Circulate the room to offer guidance and redirection as needed.</li> <li>• Encourage students to use levels: high, medium, low.</li> </ul>

<p><b>4. Performance   Character Pitch Tableaus</b></p>	<p><b>5-10 minutes</b></p>
<p><i>Activity Steps</i></p> <ul style="list-style-type: none"> <li>• Designate a stage area and have each group present their tableau. They should incorporate their pitch into the tableau.</li> <li>• During presentations, use <b>“See / Think / Wonder”</b> to encourage reflection from the rest of the class:             <ul style="list-style-type: none"> <li>- What do you <b>see</b> in this tableau? Objectively, without interpretation. Just visual details.</li> <li>- What do you <b>think</b> is happening in this tableau? What do you see that makes you think that?</li> <li>- What do you <b>wonder</b>? What questions come up for you as you look at this stage picture? Use “I wonder” to start your answer.</li> </ul> </li> </ul>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• “I will give you five counts to get into place for your tableau. 5, 4, 3, 2, 1.”</li> <li>• “See / Think / Wonder” is an Artful Thinking routine. You can learn more about it and similar exercises <a href="#">here</a>.</li> </ul>
<p><b>5. Reflection   What Stood Out to You?</b></p>	<p><b>5-10 minutes</b></p>
<p><i>Activity Steps</i></p> <ul style="list-style-type: none"> <li>• What’s one detail that stood out to you about the characters of the play?</li> <li>• Think about what you knew or thought of the characters at the start of this lesson.             <ul style="list-style-type: none"> <li>- Fill in the blanks: “I used to think _____. Now I think _____.”</li> </ul> </li> </ul>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• Reflections can be written in journals or as exit tickets, or shared in pairs or small groups before shared with the class.</li> </ul> <p><b><u>Additional Reflections</u></b></p> <ul style="list-style-type: none"> <li>• Which character surprised you the most? Why?</li> <li>• Who was the most like you? Why?</li> </ul>

TEKS			
TEKS – MS ELA	TEKS – HS ELA	TEKS – MS Theatre	TEKS – HS Theatre
<p>Reading/Comprehension of Literary Text/Fiction: 110.5(b)(6)(A): Analyze the elements of plot, character, and setting in literary texts. 110.5(b)(6)(B): Identify the themes and central ideas of literary texts.</p> <p>Writing/Writing Process: 110.5(b)(10)(A): Plan a first draft by selecting a genre appropriate for conveying ideas. 110.5(b)(10)(B): Draft and revise a written work by focusing on the purpose and audience.</p> <p>Listening and Speaking/Listening: 110.5(b)(12)(A): Listen actively to interpret and evaluate information. 110.5(b)(12)(B): Speak clearly and to the point, using appropriate language.</p>	<p>Reading/Comprehension of Literary Text/Fiction: 110.6(b)(6)(A): Analyze how authors use literary elements to create meaning. 110.6(b)(6)(B): Evaluate how different perspectives influence the interpretation of a text.</p> <p>Writing/Writing Process: 110.6(b)(10)(A): Create a draft to develop complex ideas. 110.6(b)(10)(D): Revise drafts for clarity, engaging language, and effective organization.</p> <p>Listening and Speaking/Listening: 110.6(b)(12)(A): Listen to and evaluate a variety of speakers. 110.6(b)(12)(B): Participate in collaborative discussions about literary texts.</p>	<p>Theatre/Foundations: 117.5(b)(1)(A): Demonstrate an understanding of the elements of drama and theatre. 117.5(b)(1)(B): Identify and describe the roles of theatre artists in the production process.</p> <p>Theatre/Creating: 117.5(b)(2)(A): Create original scenes and plays using improvisation and scripted material. 117.5(b)(2)(B): Develop characterizations that reflect an understanding of character motivations.</p>	<p>Theatre/Foundations: 117.6(b)(1)(A): Analyze the elements of theatre production, including acting, directing, and design. 117.6(b)(1)(B): Examine the historical context of theatrical works and their impact on society.</p> <p>Theatre/Creating: 117.6(b)(2)(A): Create and perform original works that explore themes, characters, and settings. 117.6(b)(2)(C): Collaborate effectively in the creative process, demonstrating respect for all participants.</p> <p>Theatre/Responding: 117.6(b)(3)(A): Analyze and critique live performances. 117.6(b)(3)(B): Reflect on personal experiences in theatre and how they relate to other disciplines.</p>

## Penelope's Characters

The supporting characters played by Penelope each offer a unique way for Jane to process her grief, whether through familial relationships, practical assistance, or challenging her to reflect and move forward. They offer guidance, encourage reflection, and challenge Jane's perceptions.

1. **Penelope** (from *The Odyssey*)
  - a. **Role:** The mythological figure of patience and loyalty, reflecting Jane's own waiting for Gabe. She serves as a guide and mirror for Jane's emotional journey.
2. **Olga** (the housekeeper)
  - a. **Role:** A practical figure who helps Jane with everyday tasks. Olga represents routine and domestic order, providing grounding support to Jane while subtly pushing her to face reality.
3. **Bea** (Jane's sister)
  - a. **Role:** Jane's sibling who supports her emotionally and helps with practical matters, like hanging a portrait of Jane's children. Bea challenges Jane to confront her emotions and open up, representing familial connection.
4. **Blair** (a fellow 9/11 widow)
  - a. **Role:** A younger widow who has moved on and remarried, Blair encourages Jane to consider dating and move forward with her life, showing her a path of potential healing and renewal.
5. **Rabbi Lou-Ann**
  - a. **Role:** A spiritual figure who offers Jane support and encourages her to talk about her feelings as the anniversary of 9/11 approaches. She represents spiritual guidance and emotional reflection.
6. **Dr. Rhodes** (Jane's therapist)
  - a. **Role:** Jane's therapist who pushes her to question her emotional state and the impact of waiting for Gabe. Dr. Rhodes symbolizes professional guidance and emotional introspection.
7. **Nell** (Tyler's mom, a fellow parent)
  - a. **Role:** A neighbor who provides community support, offering to help Jane with meals and child care. Nell represents the external support network Jane could rely on if she opens up.
8. **Eleanor** (Jane's mother)
  - a. **Role:** Jane's emotionally distant mother, representing the generational divide and Jane's feelings of isolation. Eleanor's interactions with Jane highlight unresolved family issues and emotional detachment.

## Character Profile and Pitch

**Directions:** Fill in the profile below for your character. Some answers may come directly from the script or character description, but some of them will be less obvious. Draw on your understanding of the character to fill in the gaps.

*NOTE: Have fun with it. It's not an exact science.*

### Personal Details

1. **Character Name:** What do you go by?
2. **Occupation:** What do you do for a living?
3. **Your Role:** What is your role in Jane's life? Are you a friend, family member, professional?
4. **Personality Traits:** How would you describe your personality?
5. **History:** What's your history with Jane? How would you describe your relationship?

### Personal Brand of Support

1. **Specific Issue:** What particular challenge does Jane face that you help with?
2. **Type of Assistance:** What type of support are you offering to Jane? What methods or tools do you use to offer support?
3. **Qualifications:** What makes you particularly suited to offer this help? How is your advice or actions different from what others might offer?
4. **Desired Outcome or Benefits:** What change can Jane expect from accepting your help?

### Commercial Pitch and Tableau

Define the problem, name your character, and tell us how and why your support is the best option. Create a frozen stage picture that showcases the type of support your character provides.

Example: "Dealing with [specific issue]? Looking for [type of assistance]? [Character Name] is the perfect person to [encourage / guide / challenge] you, thanks to [qualifications]. Want [desired outcome]? Call [Character Name] today!"

Bonus challenge: Include a warning or disclaimer about your character's personality or history with Jane.