

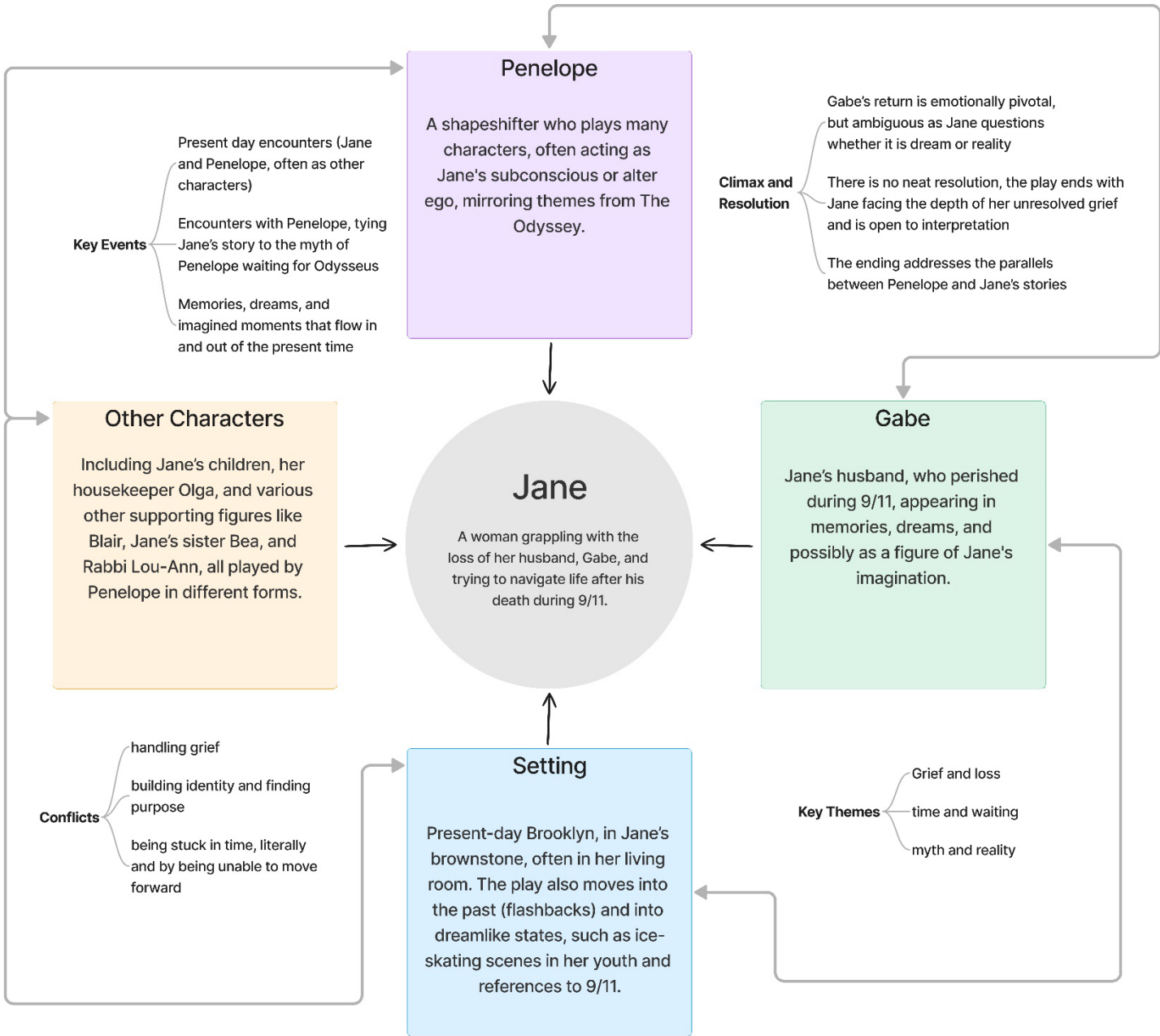
| The <i>Janeiad</i> Exploring Themes Post-Show Activity | | |
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| <i>Length</i> | <i>Grade Level</i> | <i>Content Area</i> |
| 1-2 class periods (45 – 90 minutes each) | Middle School & High School | ELA, Theatre |
| Objective | | Materials Needed |
| Students will identify and analyze the themes present in <i>The Janeiad</i> , using various modes of expression to showcase their understanding. | | <ul style="list-style-type: none"> • Whiteboard and markers • Chart paper or poster boards • Art supplies • Access to digital tools • Graphic organizer (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 Themes in The Janeiad 2. Group Discussion Themes and Scenes 3. Group Work Time Creative Expression 4. Presentations Sharing and Feedback 5. Reflection Making Connections | | |
| 1. Introduction Themes in <i>The Janeiad</i> | | 10 minutes |
| <p><i>Activity Steps</i></p> <ol style="list-style-type: none"> a) Start with a brief discussion about the concept of themes in theatre. Explain how <i>The Janeiad</i> addresses various themes such as grief and loss, identity and purpose, and time and memory. b) Ask students to brainstorm any themes they observed during the play. Write their ideas on the whiteboard. | | <p><i>Notes</i></p> <ul style="list-style-type: none"> • A printable graphic organizer is included with this document. Encourage students to use this outline to organize their notes during the discussion and group work time. • Guide them to consider specific scenes. |

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| <p>2. Group Discussion Themes and Scenes</p> | <p>10-15 minutes</p> |
| <p><i>Activity Steps</i></p> <p>a) Divide students into small groups and assign each group a specific theme from the play. Possible themes could include:</p> <ul style="list-style-type: none"> - Grief and coping with a major loss. - Being stuck in time, both through literal waiting and being unable to move on. - Parallels between myth and reality. <p>b) Have each group discuss how their assigned theme was portrayed in the play by analyzing:</p> <ul style="list-style-type: none"> - Key scenes that highlighted the theme. - Character interactions that exemplified the theme. - Any dramatic or theatrical elements that contributed to their understanding of the theme. | <p><i>Notes</i></p> <ul style="list-style-type: none"> • Bridge the language of the students (the way they phrased their ideas) with any academic or formal variations you wish to support. “Things get weird when people don’t talk to each other” would be another way of saying “the chaos of communication and misunderstandings.” Learn more about UDL guidelines for language and symbols here. |
| <p>3. Group Work Time Creative Expression</p> | <p>25-30+ minutes</p> |
| <p><i>Activity Steps</i></p> <ul style="list-style-type: none"> • Each group will create a visual representation of their assigned theme. They can choose from various formats, including: <ul style="list-style-type: none"> - A poster that includes memorable quotes from the play, visuals, and explanations of the theme. - A collage using magazine cutouts, drawings, or digital images that symbolize the theme. - A short multimedia presentation that combines images, text, and audio to convey the theme. | <p><i>Notes</i></p> <ul style="list-style-type: none"> • Use a visible timer while the students are creating and give them verbal warnings. • Keep the list of themes visible if possible. • Encourage the use of their graphic organizer and discussion notes as needed. |

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| <p>4. Presentations Sharing and Feedback</p> | <p>15-20+ minutes</p> |
| <p><i>Activity Steps</i></p> <p>a) Designate a stage area and have each person or group present their work, explaining their theme and how it was expressed in <i>The Janeiad</i>.</p> <p>b) During presentations, use “See / Think / Wonder” to encourage reflection from the rest of the class:</p> <ul style="list-style-type: none"> - What did you see in this visual? Objectively, without interpretation. Just visual details. - What do you think is happening in this visual? What do you see that makes you think that? - What do you wonder? What questions come up for you as you look at this stage picture? Use “I wonder” to start your answer. | <p><i>Notes</i></p> <ul style="list-style-type: none"> • If time allows, students can display their work in gallery walk format. • “See / Think / Wonder” is an Artful Thinking routine. You can learn more about it and similar exercises here. |
| <p>5. Reflection Making Connections</p> | <p>5-10 minutes</p> |
| <p><i>Activity Steps</i></p> <p>a) Think about what you knew or thought of the themes in <i>The Janeiad</i> before your exploration.</p> <ul style="list-style-type: none"> - Fill in the blanks: “I used to think _____. Now I think _____.” <p>b) How did the themes enhance your understanding or enjoyment of the play?</p> <p>c) Can you relate any of the themes to your own experiences or to current events?</p> | <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. |

| TEKS | | | |
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| <i>TEKS – MS ELA</i> | <i>TEKS – HS ELA</i> | <i>TEKS – MS Theatre</i> | <i>TEKS – HS Theatre</i> |
| <p>(6.9) - Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their analysis.</p> <p>(7.5) - Students analyze, make inferences, and draw conclusions about persuasive texts and provide evidence from text to support their analysis.</p> <p>(8.6) - Students analyze and evaluate the effectiveness of text features, including print and digital sources, to gain information.</p> | <p>(9.6) - Students analyze and evaluate the effectiveness of the author's use of literary devices in various texts.</p> <p>(10.8) - Students analyze how authors use literary elements and literary devices to create meaning and effect in various genres.</p> <p>(11.10) - Students analyze and evaluate the effectiveness of a variety of texts, including plays, to interpret themes, character development, and author's purpose.</p> | <p>(117.4) - (1) Foundations: Inquiry and understanding in theatre. Students develop theatre skills through inquiry, research, and experimentation.</p> <p>(117.4) - (2) Creative expression: Performance. Students perform in a variety of contexts to communicate ideas, emotions, and themes.</p> <p>(117.4) - (3) Historical and cultural relevance. Students examine the historical and cultural context of theatrical works to understand their significance.</p> | <p>(117.5) - (1) Foundations: Inquiry and understanding in theatre. Students engage in critical analysis of theatrical works, understanding the role of various elements in performance.</p> <p>(117.5) - (2) Creative expression: Performance. Students refine performance skills through rehearsal, performance, and reflection on their work.</p> <p>(117.5) - (3) Historical and cultural relevance. Students analyze the impact of historical and cultural factors on theatrical works, including themes, styles, and conventions.</p> |

The Janeiad Graphic Organizer



Notes & Personal Reflections