

The Janeiad Dramaturgy on 9/11 Post-Show Activity		
Length	Grade Level	Content Area
1-2 class periods (45 – 90 minutes each)	Middle School & High School	ELA, Theatre
Objective		Materials Needed
Students will collaboratively research and analyze key facts about 9/11 and their lasting impacts on society today, deepening their understanding of its dramaturgical relevance to <i>The Janeiad</i> , and using various modes of expression to showcase their understanding.		<ul style="list-style-type: none"> • Access to digital tools and internet • Dramaturgy on 9/11 Handout (included) • 3-2-1 Bridge Template (included) • Printer (optional)
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 What is Dramaturgy? 2. Guided Practice Dramaturgy on 9/11 3. Group Work Time Dramaturgy Research 4. Presentations Sharing and Feedback 5. Reflection Making Connections 		
1. Introduction What is Dramaturgy?		10 minutes
<p><i>Activity Steps</i></p> <ol style="list-style-type: none"> a) Ask students to complete the first section of the “3-2-1 Bridge” template: 3 words, 2 questions, and 1 metaphor/simile about 9/11. This can include a brief class discussion or personal reflection time as they work. The main purpose of this part is to capture, on paper, their thoughts on the topic in this moment. b) Introduce the term dramaturgy. <ul style="list-style-type: none"> - Dramaturgy includes research and story analysis for a play. Dramaturgs inform actors, directors, and designers about any important historical context from the play. 		<p><i>Notes</i></p> <ul style="list-style-type: none"> • A printable “3-2-1 Bridge” template is included in this document, but students may also answer in journals, on poster board, etc. • The definition of dramaturgy is included in the “Dramaturgy on 9/11” handout. • Feel free to utilize different means of engagement that work best for your students – this discussion could begin with an artwork, a song, a video, or testimonial.

<p>2. Guided Practice Dramaturgy on 9/11</p>	<p>10-15 minutes</p>
<p><i>Activity Steps</i></p> <ul style="list-style-type: none"> a) Today we are going to act as dramaturgs and research an important historical context for <i>The Janeiad</i> - the events of 9/11 and their lasting impact on society. We'll practice together as a group with basic information about the day and the attack. b) Review the information from "The Date and Attacks" section on Alley Re-Sourced or from the Dramaturgy on 9/11 handout. c) Show students the collection of photos in the handout example and ask for their opinion - which photo best represents the information from what happened? Which photo best represents the lingering impact today? Why? 	<p><i>Notes</i></p> <ul style="list-style-type: none"> • For context: Jane, the main character of <i>The Janeiad</i>, grapples with intense grief after the disappearance of her husband on 9/11. If you were working on this play and 9/11 is not part of your lived experience, then a dramaturg can provide the research to help fill in the gaps of your understanding. • This section can be guided as a whole-class discussion, a Think-Pair-Share, or small group work.
<p>3. Group Work Time Dramaturgy Research</p>	<p>25-30+ minutes</p>
<p><i>Activity Steps</i></p> <ul style="list-style-type: none"> • Divide the students into groups. Each group should be assigned or select one of the remaining four key facts from the 9/11 handout. <ul style="list-style-type: none"> - The first section, "What happened," provides basic information on your topic. Find a photo, artwork, or media coverage that shows what you think is most important. - The second section, "Today," explains some of the lingering impacts of the situation. Find a photo, artwork, or media coverage that shows what you think is most important. - Write down notes or discuss with your group why you think the item meets these criteria. 	<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. • Circulate the room to help as needed. • Students can assemble their findings for display in print or as a multimedia presentation.

4. Presentations Sharing and Feedback	15-20+ minutes
<p><i>Activity Steps</i></p> <p>a) Designate a stage area and have each person or group present their work, explaining their key fact and the items they selected.</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. • Multiple means of action and expression: Students can express their understanding through various formats – a written reflection, multimedia presentation, or artful collage can all adequately display the skills associated with this activity. • “See / Think / Wonder” is an Artful Thinking routine. You can learn more about it and similar exercises here.
5. Reflection Making Connections	5-10 minutes
<p><i>Activity Steps</i></p> <p>a) Return to your “3-2-1 Bridge”. Now that we’ve done some dramaturgical research, let’s reflect on the topic again.</p> <ul style="list-style-type: none"> - Write 3 words, 2 questions, and 1 metaphor/simile about 9/11. - Go to the bridge section. Identify how your new response connects to or shifted from your initial response. 	<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. • “3-2-1 Bridge” is an Artful Thinking routine. You can learn more about it and similar exercises here.

TEKS			
<i>TEKS – MS ELA</i>	<i>TEKS – HS ELA</i>	<i>TEKS – MS Theatre</i>	<i>TEKS – HS Theatre</i>
<p>(110.5) - (1) Reading/Comprehension of Literary Text: Students analyze and respond to various literary texts, focusing on themes and character development.</p> <p>(110.5) - (2) Writing/Writing Process: Students engage in the writing process, including planning, drafting, revising, editing, and publishing.</p> <p>(110.5) - (3) Research/Research Plan: Students develop research questions and conduct research using a variety of sources.</p>	<p>(110.6) - (1) Reading/Comprehension of Literary Text: Students analyze the structure and elements of literary texts, focusing on themes, character development, and literary devices.</p> <p>(110.6) - (2) Writing/Writing Process: Students engage in the writing process, producing clear and coherent text for various purposes and audiences.</p> <p>(110.6) - (3) Research/Research Plan: Students conduct research to answer questions, evaluate sources, and synthesize information from multiple texts.</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 create and perform theatrical works, demonstrating character development and stage presence.</p> <p>(117.5) - (3) Historical and Cultural Relevance: Students recognize and analyze the historical and cultural contexts of theatrical works.</p>	<p>(117.6) - (1) Foundations: Inquiry and understanding in theatre. Students analyze and critique theatrical works, understanding the interplay of text, performance, and design elements.</p> <p>(117.6) - (2) Creative Expression: Performance. Students create and perform original works, demonstrating an understanding of character and storytelling through movement and voice.</p> <p>(117.6) - (3) Historical and Cultural Relevance: Students explore the historical and cultural contexts of dramatic works, analyzing their impact on society.</p>

What is Dramaturgy?

Dramaturgy includes research and story analysis for a play. A dramaturg informs actors, directors, and designers about any important historical context from the play.

Why 9/11?

Jane, the main character of *The Janeiad*, grapples with intense grief after the disappearance of her husband on 9/11. If you were working on this play and 9/11 is not part of your lived experience, then a dramaturg can provide the research to help fill in the gaps of your understanding.

Key Facts

1. The Date and Attacks

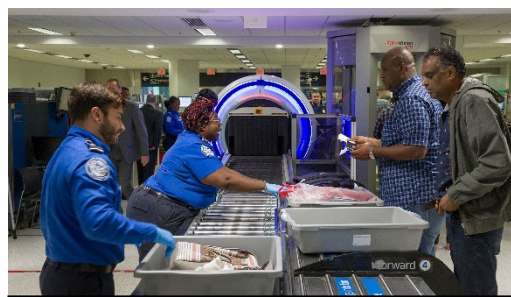
- a. **What Happened:** Two hijacked planes were flown into the Twin Towers of the World Trade Center in New York City. The impact caused both skyscrapers to collapse within hours, destroying surrounding buildings and covering the area in debris. Another hijacked plane was flown into the Pentagon in Washington D.C., severely damaging the building. A fourth plane crashed into a field in Pennsylvania after passengers heroically fought the hijackers, preventing the plane from reaching its intended target, believed to be in Washington D.C. These coordinated attacks were part of the deadliest terrorist act in U.S. history, causing widespread devastation and loss of around 3,000 lives. [Example Images from ABC news:](#)



- b. **Today:** In response to 9/11, the U.S. government created the Department of Homeland Security and increased security measures, especially at airports, with the formation of the TSA (Transportation Security Administration). Now we must pass through airport security procedures that didn't exist before 9/11, like taking off shoes, removing laptops from bags, and stricter ID checks. [Example Images from the web:](#)



[HS Today Article](#)



[TSA article from CNN](#)



[NY Times: Airport tray aesthetic article](#)

Directions

Review the key facts below. Find a photo, artwork, or media coverage that shows what you think is most important for each section – one item for “What happened,” and one item for “Today.” Write down why you think the item meets the criteria.

1. Casualties and First Responders

- a. **What Happened:** Nearly 3,000 people died in the attacks, including passengers, workers, and first responders. Many firefighters, police officers, and medical personnel risked their lives to save others.
- b. **Today:** The bravery of first responders is celebrated, and their heroism inspired generations. Today, we honor them with memorials and services, and some of us may have family members in those professions.

2. Impact on Global Politics:

- a. **What Happened:** The attacks led to the U.S. launching the War on Terror, including military action in Afghanistan and Iraq. It also changed international relations and the focus on counter-terrorism.
- b. **Today:** The effects of 9/11 still shape world events. Ongoing debates about global security and privacy are part of our reality, including recent events like the U.S. withdrawal from Afghanistan.

3. Cultural Memory and Memorials:

- a. **What Happened:** Memorials such as the 9/11 Memorial in New York City were created to honor the victims. September 11 is now a National Day of Service and Remembrance in the U.S.
- b. **Today:** These memorials continue to remind new generations of the importance of resilience and community in the face of tragedy.

4. Increased Surveillance and Privacy Concerns:

- a. **What Happened:** After 9/11, the U.S. passed the Patriot Act, which expanded government powers to monitor communications and prevent future attacks. This included increased surveillance of phone calls, emails, and internet activity to identify potential threats.
- b. **Today:** The balance between security and privacy is a major topic of debate. From social media monitoring to the debate over data privacy, issues that began with 9/11 continue to influence how governments and tech companies manage personal information.

3-2-1 Bridge

Initial Response

3 Words:

2 Questions:

1 Metaphor / Simile:

New Response

3 Words:

2 Questions:

1 Metaphor / Simile:

Bridge: