

COME FROM AWAY

A NEW MUSICAL

TEACHER PACK AND LESSON PLANS

ENGLISH | PSHE AND CITIZENSHIP | DRAMA | GEOGRAPHY | HISTORY

KEY STAGE 3+

CREATED IN COLLABORATION WITH THE ARTSLINK, TDF EDUCATION DEPARTMENT,
LA JOLLA PLAYHOUSE AND SEATTLE REPERTORY THEATRE

FROM DAVID AND IRENE



Hello,

Welcome to the Rock!

When we travelled to Newfoundland in September 2011 on the tenth anniversary of 9/11, we had no idea that our journey would bring us to London.

We spent a month in Gander, Newfoundland and the surrounding communities meeting with the locals, returning flight crews and pilots, and returning “come from aways” (a Newfoundland term for a visitor from beyond the island) who gathered to celebrate the hope that emerged from tragedy.

We didn't know what we were looking for, but thankfully the people of Newfoundland are incredible storytellers. As we heard numerous tales of ordinary people and extraordinary generosity, it became clear that during the week of 9/11, for the 7,000 stranded passengers and people of Newfoundland, the island was a safe harbor in a world thrown into chaos.

We laughed, we cried, we were invited over for dinner and offered cars. We made lifetime friends out of strangers and we came home wanting to share every story we heard – about 16,000 of them!

Through this journey, we've learned it's important to tell stories about welcoming strangers and stories of kindness. It's important to honor what was lost and commemorate what was found.

Thank you for joining us on this journey and adding your story.

A handwritten signature in blue ink that reads "David Irene". The signature is written in a cursive, flowing style.

David Hein and Irene Sankoff

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HOW TO USE THIS GUIDE

Learning opportunities: Examining and thinking about empathy

We are excited to share COME FROM AWAY with you and your students! We invite you to learn more about the history of the production, the real events that inspired the production and engage in classroom activities that examine empathy.

This guide is intentionally designed to be a **flexible teaching tool** for teachers and facilitators. The guide can be explored in its entirety, or in a selected series of learning opportunities that **explore a variety of skills and cross-curricular topics**.

This guide is sectioned into 9 lessons. The first 5 lessons are for pre OR post seeing the show; the final 4 lessons are for post-show. The final lesson is an evaluation and reflection lesson.

Use the corresponding **Student Background Pack** to equip your students with the context and information surrounding the events of this important time in history.

There are **cast and creative videos** available on the *Come From Away* Youtube channel. Please share these with your students to support the lessons and learning.

We recommend these lessons are suitable for upper Key stage 3 upwards.

SCHEME OF WORK				
LESSON	CURRICULUM/ SUBJECT LINKS	THEMES COVERED	LEARNING OBJECTIVE	TASKS AND EXTENSIONS
1	English Music Drama	Exploring themes and genre; what is a musical?	To explore different genres and identify devices used to engage audiences and convey messages	Discussing theme Devising a musical poem
2	English Geography PSHE and Citizenship	Context Welcome to Gander	To explore culture, identity, tradition and place	Create a travel brochure of Gander
3	English Drama	Storytelling and narratives	To analyse oral storytelling and how stories preserve history	Write your own folk-lore ballad Write a 'Ballad of 9/12'
4	English Drama PSHE and Citizenship	Language, linguistics and identity	To consider ways in which language varies and how it reflects identity	How to speak like a Newfoundlander- matching pairs game Construct a scene in Newfoundland lingo
5	English PSHE and Citizenship Drama	Key themes Kindness Reflection	An evaluation of the show's key themes	'I am an Islander' project and evaluation Hot-seating in character

COME FROM AWAY – BACKGROUND AND STORY

On September 11, 2001 the world stopped. On September 12, 2001 their stories moved us all.

In North America, anyone born before 1995 will remember exactly what they were doing when they heard the news of the terrorist attack on the World Trade Center in New York City and, later that day, the Pentagon. September 11, 2001 was a day when people started their routines, just like any other day, but were suddenly confronted with one of the greatest tragedies in American history.

2,977 lives were lost in a matter of hours and the American and British cultural landscapes changed forever. Meanwhile, as a direct consequence of these events, on the East coast of Canada thousands of lives were also being altered for good. 38 planes, with 6,579 passengers were stranded in a remote town in Newfoundland. The locals opened their hearts and homes, hosting this international community of strangers – spurring unexpected camaraderie in extraordinary circumstances.



New York City skyline before 9/11/01

SEPTEMBER 11, 2001 - TIMELINE OF EVENTS:

AN UNEXPECTED MORNING

7:59 AM EST

American Airlines Flight 11, with 92 people aboard, takes off from Boston's Logan International Airport for Los Angeles.

8:14 AM EST

United Airlines Flight 175, with 65 people aboard, takes off from Boston, headed to Los Angeles.

8:19 AM EST

Flight attendants aboard Flight 11 alert ground personnel that the plane has been hijacked; American Airlines notifies the FBI.

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American Airlines Flight 77 takes off from Dulles International Airport (outside of Washington, D.C.) to Los Angeles with 64 people aboard.

8:46 AM EST

Flight 11 crashes into floors 93-99 of the North Tower of the World Trade Center, killing everyone on board and hundreds inside the building.

8:47 AM EST

The City of New York Police Department and The New York City Fire Department forces dispatch units to the World Trade Center, while Port Authority Police Department officers on site begin immediate evacuation of the North Tower.

8:50 AM EST

White House Chief of Staff Andrew Card alerts President George W. Bush that a plane has hit the World Trade Center; the president is visiting an elementary school in Sarasota, Florida at the time.

THE WORLD TURNS ITS ATTENTION

9:02 AM EST

Port Authority officials, who manage the building, broadcast orders to evacuate the South Tower of the World Trade Center.

9:03 AM EST

Hijackers crash United Airlines Flight 175 into floors 75-85 of the World Trade Center's South Tower, killing everyone on board and hundreds inside the building.

9:26 AM EST

The Federal Aviation Administration closes down air traffic to the U.S. All flights from Europe diverted.

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10:28 AM EST

The World Trade Center's North Tower collapses, 102 minutes after being struck by Flight 11.

5:20 PM EST

The 47-story Seven World Trade Center collapses after burning for hours.

8:30 PM EST

President Bush declares that America, along with its friends and allies would "stand together" to win the war against terrorism.



New York City skyline after 9/11/01

GETTING TO KNOW NEWFOUNDLAND



MAKING A MUSICAL

How does the story of Gander, Newfoundland on September 11, 2001 transform into a new musical? That is where David Hein and Irene Sankoff, Canadian husband-and-wife writing team, enter. In 2010, they wrote and performed in their first show together, *My Mother's Lesbian Jewish Wiccan Wedding*. It was the hit of the Toronto Fringe Festival and it was later picked up by Mirvish Productions for an extended run. Michael Rubinoff, who later founded the Canadian Musical Theatre Project and is the Associate Dean at Toronto's Sheridan College, attended a performance of *MMLJWW*. Impressed with the couple's work, he presented the idea for a new show: the story about how a small Newfoundland community welcomed 7,000 passengers on 38 planes that were diverted to their town on 9/11.

David and Irene are the perfect authors for this musical, having connections to both Canada and the United States. Not only are they Canadian writers, but David also holds dual citizenship and the couple lived in New York during 9/11. They recognised this story as one not about 9/11, but set against that backdrop. David and Irene travelled to Newfoundland in September 2011 for the 10th anniversary commemorating the pilots and "Plane People" that had returned to Gander. There, they gathered interviews with everyone they met and experienced the Newfoundlanders' generosity.

From here, they sorted through the interviews, documentaries, and letters from around the world. This surplus of material needed to be streamlined. The playwrights asked themselves, "What is the story? What is the through line?" In 2012, the couple was invited to workshop the show for the inaugural year of the Canadian Music Theatre Project at Sheridan College. They presented 45 minutes of material, essentially the first half of the show. Fourteen student actors played over 100 characters, and sang the music from Newfoundland and around the world.

The musical journeyed to the National Alliance of Musical Theatre Festival in New York in 2013. David and Irene made connections with major regional theatres across the country, including La Jolla Playhouse. Christopher Ashley, director, joined the team and a co-production with Seattle Repertory Theatre was created. *COME FROM AWAY* then travelled to Ford's Theatre in D.C. and the Royal Alexandra Theatre in Toronto before landing on Broadway. The cast of the show has been cut down to twelve and the stories consolidated into one act. It has musically expanded to an eight-piece band. With this musical, the couple hopes the audience will be inspired by these stories and music from Newfoundland, just as they were.





HISTORY

Gander was chosen for the construction of an airport in 1935 because of its location close to the northeastern tip of North America. In 1936, workers began clearing land, boasting one square mile of tarmac. Captain Douglas Fraser made the first landing at “Newfoundland Airport” now known as Gander International Airport on January 11, 1938. With the onset of WWII, as many as 12,000 British, Canadian and American servicemen lived in crowded barracks beside and between the runways. Gander became a strategic post for the Royal Air Force Ferry command. After the war, efforts were made to move residents a safer distance away from the runways. Construction began in the 1950s on the current town site. During the post-war/Cold War era, Gander emerged as the hub of commercial transatlantic aviation, gaining the name the “Crossroads of the World.”

CULTURE

As a result of its international heritage, Gander’s residents include individuals and families from countries on five different continents. Gander is primarily an English-speaking community, though many residents also speak French. Warm and friendly, the people of Gander are famous for their hospitality. Newfoundland and Labrador was named one of the top 10 friendliest cultures in the world according to *Macleans* magazine. The community treats non-Newfoundlanders (known to Newfoundlanders as “come from aways”) as family. Visit Gander, and you might find yourself involved in a screech-in ceremony. During this initiation to Newfoundland, outsiders take a shot of screech (Newfoundland rum), perform a short recitation, and kiss a codfish.

BRAINSTORM IT!

Think of a story that you think would make a great musical. This story can be about a personal experience, a historical moment or a fictional character.

- **Why do you think this story would make a great musical?**
- **How will music enhance the telling of this story?**
- **What characters would be central to the story?**

GEOGRAPHICAL LOCATION

Gander lies in the northeastern tip of the island of Newfoundland in the province of Newfoundland and Labrador





HOW DO PEOPLE MAKE MONEY IN GANDER?

Residents of Gander make money by working in these main industries:

- **Transportation**
e.g. Bus Driver or Air Traffic Controller
- **Communications**
e.g. Local TV Reporter
- **Public Administration and Defense**
e.g. Mayor or an administrator for the Gander government

HOW MANY PEOPLE
LIVE IN GANDER?

12,732 (SEPT
2018)

FUN FACTS

- At the time of its completion in 1938, the then 'Newfoundland Airport' was the largest airfield on the planet, with four huge paved runways. These tarmacs equalled one square mile. Today the world's largest airport is the King Fahd International Airport in Saudi Arabia with a land area of 301 square miles.
- In St. John's, Newfoundland, you can find moose wandering about. Because of this, residents advise tourists not to drive on the highway at night.
- A crater on the surface of Mars has been named for the town of Gander, in recognition of the airport town's history of pioneering aviation and aerospace technologies.
- The province of Newfoundland and Labrador has its own dictionary. The province's language and dialect are so diverse, different communities spread throughout the island often have their own, unique accent.
- Newfoundland has no crickets, porcupines, skunks, snakes or deer, native to North America. It does, however, have over 100,000 moose. They were introduced over 100 years ago.
- The island has its own time zone, 30 minutes ahead of Atlantic Standard Time.
- The first known European presence in North America was not Christopher Columbus, but rather the Vikings. They arrived at L'ase aux Meadows, located at the very northern tip of the island, which is believed to be the location of a Viking colony. It was discovered in 1960 and it is believed that the settlement was founded around the year 1,000.
- Newfoundland used to be an independent country. In 1907, Newfoundland was given dominion status by the UK along with New Zealand, Australia and Canada and remained so until 1949 when it joined the Canadian confederation.
- Gander's town roads are shaped like the head of a goose.
- Gander International Airport boasted Newfoundland's first 24-hour alcohol license and the province's first escalator.
- Nearly all of Gander's streets are named for famous aviators, including Amelia Earhart, Alcock and Brown, Charles Lindbergh, Eddie Rickenbacker, Marc Garneau and Chuck Yeager.
- Newfoundland and Labrador was named one of the top 10 friendliest cultures in the world according to *Macleans* magazine.

LESSON 1:

PRE OR POST-SHOW LESSON

Theme: Exploring themes and genre - what is a musical?

Learning objective: To explore different genres and identify devices used to engage audiences and convey messages.



STARTER:

Discussion question: *What is home?* Ask students to write or draw a definition of what they think home is. Is home more than a physical space? Share and discuss.

MAIN ACTIVITY:

1. Ask each student to write one line that describes how they feel about the place they identify as 'home.' Home is where they are from, where they live, or a place that has an influence on them as an individual.

EXAMPLE

- In South Korea, I felt the loneliness of missing family holidays at home in Massachusetts.
 - New York is my best friend and nemesis.
 - Walking through the old gates and roads, being greeted by a sense of familiarity in Greece.
2. Gather students into a standing circle, and go around and have each student recite their line. Try and find a natural rhythm to the recitation.
 3. Ask students to reflect on what they heard- what works? What doesn't work so well? What is the impact of adding repetition, rhyme and rhythm?
 4. Ask students to listen to "38 Planes" from COME FROM AWAY.

REFLECT ON THE SONG

- How did the music enhance the song?
 - How does music communicate emotion, or convey what words can't?
5. Ask students to re-visit their circle poem. Now ask them to adapt their original work and create a beat by clicking or clapping. (If you want to be more advanced, add a chorus, or musical instrumentation). Allow time for everyone to get the beat.
 6. Go around the circle, repeating step 2, while everyone keeps the beat.

REFLECT

Extension or homework:

Students could set their poetry to music and record their work.

They could also make a slide show with accompanying images- as discussed in the starter activity.

LESSON 2:

PRE OR POST-SHOW LESSON

Theme: Context of the musical. Welcome to Gander!

Learning objective: To explore culture, identity, tradition and place.



STARTER:

Newfoundland is an island off the East Coast of Canada, known by its residents as 'the Rock'.

Discuss the questions:

- **What does it mean to be 'an island'?**
- **What are the connotations of somewhere called 'the Rock'?**

Share and discuss.

MAIN ACTIVITY:

1. Read over the student background pack on Newfoundland and Gander (pages 1-5)

• **Focus on the History and Culture section on page 3 and brainstorm these questions together:**

- Gander was once known as the 'Crossroads of the World'- what does this mean? How does this link to what was happening in the post-war period of the 1950s.
- Kiss a codfish: What are your first impressions of this community? What would be your expectations of these people?
- Why do people and communities have initiations? Would you kiss a fish?
- What other rituals or initiations can you think of in other cultures or communities?

2. **Student activity:** Design a travel brochure for tourists travelling to Newfoundland for the first time. Think about including the following:

- **History and culture**
- **Local knowledge**
- **Maps**
- **Sight-seeing**
- **Food and drink**
- **Language**
- **Traditions**

GO FURTHER

Think of a story that you think would make a great musical. This story can be about a personal experience, a historical moment or a fictional character.

- **Why do you think this story would make a great musical?**
- **How will music enhance the telling of this story?**
- **What characters would be central to the story?**

LESSON 3:

PRE OR POST-SHOW LESSON

Theme: Storytelling and narratives.

Learning objective: To analyse oral storytelling and how stories preserve history.



Use this lesson to link oral storytelling with folklore and tradition tales. Discuss how history is preserved through the art of storytelling- what are the techniques used so that stories and messages were remembered and passed along a generation.

STARTER: CHINESE WHISPERS

- Split the class in half and hand out some written statements about something familiar to the students; an event in school, a forthcoming lesson or a trip. Play Chinese Whispers with these statements and discuss the outcomes.
- Play this again but this time use something unfamiliar for students, such as a statement about Come From Away or Gander as a place.

Which statements were the most successful? Why?

MAIN ACTIVITY:

1. Discuss folklore and traditional tales. What is folklore? What is oral storytelling and why has it died out? Use this [BBC article](#) for research.
2. Newfoundlanders are excellent storytellers, which is how the musical came about. Songs also share stories of home, culture and community. Examine this traditional Newfoundland and Labrador folk ballad to learn more about this unique community.

“JACK WAS EVERY INCH A SAILOR”

VERSE 1 :

'Twas twenty-five or thirty years since Jack first saw the light,
He came into this world of woe one dark and stormy night;
He was born on board his father's ship as she was lying to,
'Bout twenty-five or thirty miles southeast of Baccalieu.

CHORUS :

Oh, Jack was every inch a sailor,
Five and twenty years a whaler;
Jack was every inch a sailor,
He was born upon the bright blue sea.

VERSE 2 :

When Jack grew up to be a man he went to the Labrador,
He fished in Indian Harbour where his father fished before;
On his returning in the fog he met a heavy gale,
And Jack was swept into the sea and swallowed by a whale.

CHORUS

VERSE 3 :

Oh, the whale went straight for Baffin Bay,
'bout ninety knots an hour,
And every time he'd blow a spray he'd send it in a shower;
Oh, now, says Jack unto himself, I must see what he's about,
He caught the whale all by the tail and turned him inside out.

REFLECT

Extension or homework:

Ask students to write their own ballad about themselves, or about a well-known person of their choice.

If giving this activity post-show, ask students to write a ballad about a memorable character in the production that stood out for them.

LESSON 4:

PRE OR POST-SHOW LESSON

Theme: Language, linguistics and identity.

Learning objective: To consider ways in which language varies and how it reflects identity.

STARTER:

Discussion question: Why do you think people speak differently in different parts of the world?

Looking at differences. Ask students to list as many differences in everyday words as possible, between American and British English. E.g. sidewalk or pavement/ sneakers or trainers/ trunk or boot.

Discuss as a whole class. Make sure students know the difference between different words and different accent (e.g. tomatoes).

MAIN ACTIVITY:

Explain that even in the UK different areas call objects different words:

- E.g. trainers, daps, kicks, gumshoes, plimsolls, runners, gutties.

Can you guess which area of the UK uses which word?

Which words do you say differently to your friends?

Where and when do you use different language? (school, home, work)

Who do you use different language with? (elders, children, teachers, boss)

1. Give out the matching pairs game 'How to speak like a Newfoundlander' on the next page to students.
 - Ask students to match the translation to the original Newfinese dialect.
2. Ask students to construct a scene using Newfoundland speech. Write a 20 line dialogue where they use at least 3 Newfinese phrases, and 3 phrases unique to them. Share dialogues with the class.

REFLECT

How did the phrases change the tone of the dialogue?

Why did the writers use this language?

LESSON 4:

HOW TO SPEAK LIKE A NEWFOUNDLANDER

THIS REMOTE COMMUNITY HAS ITS OWN COLOURFUL LANGUAGE.
MATCH THE NEWFINESE ON THE LEFT WITH THE 'ENGLISH' (AS WE KNOW IT),
ON THE RIGHT. DRAW A LINE TO MATCH THE PAIRS UP.

COME FROM AWAY	CHUMMY JIGGER	Messy hair	They got what they deserved
COME ON, WE GO'S	STAY WHERE YOU'RE TO 'TILL I COMES WHERE YOU'RE AT	Thank you	A thingamajig
HAVING A TIME	WHERE Y'LONGS TO?	A traveler to Newfoundland - someone who wasn't born there	Who's your mother/parents?
WHO KNIT YA'?	A SCOFF AND A SCUFF	Exceptionally bad weather	Stay there until I get there
HE/SHE'S GOT ENOUGH MOUTH ON HER FOR THREE LIPS	NOT FIT	Really grumpy	He/She won't stop talking/is a big gossip
BIVVERIN'	STUNNED	Dinner and a dance	Really cold weather - imagine the sound of chattering teeth
I DIES AT YOU	LONG MAY YOUR BIG JIB DRAW	In a minute	May you have good fortune
'OW'S SHE GETTING ON?	GOD LOVE YOUR COTTON SOCKS	Let's go	You're funny
I'M GUTFOUNDERED, FIRE UP A SCOFF	BEST KIND	To express satisfaction	Terms of endearment
CROOKED AS SIN	BUDDY WHASSISNAME	Where do you come from?	How are you doing?
RIGHT	NOW THE ONCE	Synonym for "very"-She's right pretty, It's right cold outside	I'm hungry, make me some food
BUDDY, B'W, M'SON, M'DARLING, M'LOVE, DUCKY, COCKY, TROUT	LIKE A BIRCH BROOM IN THE FITS	Enjoying yourself Having a party	Someone you can't remember
PROPER THING		Really stupid	

HOW TO SPEAK LIKE A NEWFOUNDLANDER

THIS REMOTE COMMUNITY HAS A COLOURFUL LANGUAGE ALL ITS OWN.
SOME OF OUR FAVOURITE WORDS AND PHRASES ARE BELOW

COME FROM AWAY A traveler to Newfoundland - someone who wasn't born there

COME ON, WE GO'S Let's go

STAY WHERE YOU'RE TO 'TILL I COMES WHERE YOU'RE AT Stay there until I get there

STUNNED Really stupid

WHERE Y'LONGS TO? Where do you come from?

HAVING A TIME Enjoying yourself
Having a party

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BUDDY WHASSISNAME Someone you can't remember

'OW'S SHE GETTING ON? How are you doing?

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GOD LOVE YOUR COTTON SOCKS Thank you

PROPER THING They got what they deserved

I'M GUTFOUNDERED, FIRE UP A SCOFF I'm hungry, make me some food

BEST KIND To express satisfaction

CROOKED AS SIN Really grumpy

NOW THE ONCE In a minute

BUDDY, B'W, M'SON, M'DARLING, M'LOVE, DUCKY, COCKY, TROUT Terms of endearment

RIGHT Synonym for "very" - She's right pretty, It's right cold outside

LESSON 5:

POST-SHOW LESSON

Theme: Historical context and 9/11. Empathy.

Learning objective: To develop empathetic skills and explore historical content and its relevance.

STARTER:

- Use the timeline on the next page; cut up each time segment (15 in total) and distribute amongst students. Ask students to arrange themselves in chronological order at the front of the class.
- Ask students to read each time segment aloud in order.
- The other students in the room, not the 15 reading, will say aloud the words “and the world changed” between each time marker.

Explain to students they have created a dramatic presentation (or human diorama) from this historical moment, and have worked as an ‘ensemble’ to create this.

REFLECT

- How did the world change?
- How did America change? How did the UK change?
What are some examples?
- Do you think the world would be different if this had never happened?

MAIN ACTIVITY:

1. Ask students to create their own ensemble dramatic presentation to show moments from the timeline (divide it into sections if easier).

- Ask students; what can you add, as an ensemble, to enhance the presentation?

Music
Whisper
Choreography or movement
Sound and rhythm
Visual elements

Lower ability/younger groups can create freeze-frames from different moments in the timeline, with captions.

- Rehearse, present, possibly film and share.

“The captain handed me a printed message. [It] simply said: **‘ALL AIRWAYS OVER THE CONTINENTAL US ARE CLOSED. LAND ASAP AT THE NEAREST AIRPORT, ADVISE YOUR DESTINATION.’** It was quickly decided that the nearest airport was 400 miles away, behind our right shoulder, in Gander, on the island of Newfoundland.

- Nazim, Member of a Delta flight crew



AN UNEXPECTED MORNING

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8:14 AM

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NYPD and FDNY forces dispatch units to the World Trade Center, while Port Authority Police Department officers on site begin immediate evacuation of the North Tower.

8:50 AM

White House Chief of Staff Andrew Card alerts President George W. Bush that a plane has hit the World Trade Center; the president is visiting an elementary school in Sarasota, Florida at the time.

THE WORLD TURNS ITS ATTENTION

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5:20 PM

The 47-story Seven World Trade Center collapses after burning for hours.

8:30 PM

President Bush declares that America, along with its friends and allies would “stand together.” to win the war against terrorism.



LESSON 6:

POST-SHOW LESSON

Theme: Exploring characters. Empathy.

Learning objective: To explore the feelings of the characters and individuals in the production.

STARTER:

“...the captain made the following announcement: ‘Ladies and gentlemen, you must be wondering if all these airplanes around us have the same instrument problem as we have. But the reality is that we are here for a good reason.’ Then he went to explain the little bit we knew about the situation in the U.S. There were loud gasps and stares of disbelief. Local time at Gander was 12:30pm.”

- Nazim, member of a Delta flight crew

1. Hang four large pieces of paper on the 4 walls of the classroom. Each piece of paper has a different heading. Allow students to walk around the room and write responses on each piece of paper in silence.

A. PEOPLE: who were the leaders involved in getting information to airlines, who then communicated with the crews, who then communicated to the passengers?

B. EMOTIONS: what do you think people were feeling as they heard and communicated the news over the loudspeaker?

C. LEADERSHIP: what words describe the characteristics of a good leader? Ex: president, the captain the stewards, police

D. ACTION: what would you do if you heard this announcement?

MAIN ACTIVITY: HOT-SEATING

- Divide students into groups of three. Ask them to take it in turns to play a character from the production if you have seen the show. If teaching this before seeing the show, ask them to pick an imaginary person who may have been flying that day.
- Focus students' questions on the feelings and emotions of the characters, and how they would have felt as air-passengers, after hearing the announcement and being redirected.
- Reassure students that they do not need to know all the accurate historical details, but it is their feelings and inner monologue which is important.
- Ask the third member of the group to note down recurring adjectives and descriptions from each 'interview'. Share these words with the whole class.

GOING FURTHER

Extension or homework task

In character, write a diary entry or email to a family member explaining your situation.

LESSON 7:

POST-SHOW LESSON

Theme: The power of language, the language of politics, persuasive language.

Learning objective: To explore how language can be tailored for purpose and audience. Explore and analyse rhetorical devices.

(These lessons can be completed in one or two sessions; they contain 2 main activities).

STARTER:

BRAINSTORM: Ask students to brainstorm examples of speeches or 'moments in time' when a leader is making a life changing speech to a group of people (Martin Luther King Jr 'I Have a Dream', Nelson Mandela, David Cameron resignation speech, Winston Churchill's 'We will fight them on the beaches', Malala's United Nations speech, Obama's Victory Speech, etc.)

(SEE LINKS TO SOME EXAMPLE SPEECHES ON THE NEXT PAGE)

DISCUSS: Give different examples of speeches as handouts and ask students:
what is the main purpose of this speech?

ANALYSE the devices and features of speech, language and persuasive techniques. For example, personal pronouns, rhetorical questions, emotive language, long and short sentences, alliteration, facts, humour...

Use a simple power point, such as these to help outline rhetoric and rhetorical devices used in speeches.

[Analysing and writing speeches](#)

[Persuasive speech writing](#)

MAIN ACTIVITY 1: ANALYSING SPEECHES

(PAGE 21-23)

Read over the following page '9/12 and Beyond'

Separate the class into two groups and give them either the President Bush or Osama Bin Laden speeches, on the next two pages.

Analyse the speeches with the rhetorical devices discussed. Use different coloured highlighters for each device.

Students present findings and draw comparisons as a class.

EXTENSION TASK:

(SEE NEXT PAGE FOR LINK)

Hand out President Trump's Inaugural speech in 2017.

Ask students to draw any comparisons with the persuasive devices used by Trump with Bush and Bin Laden. Are there similarities? Which is closer to Trump's style?

Use the below New York Times article to discuss Trump's speech in detail.

<https://www.nytimes.com/interactive/2017/01/20/us/politics/donald-trump-inauguration-speech-transcript.html>

MAIN ACTIVITY 2: WRITE A SPEECH

Using the techniques and styles from Activity 1, students write their own persuasive speeches:

EITHER:

- As a student, persuade your teacher to take you to see *Come From Away* (if you've already seen the show, write a speech to persuade your headteacher to take the whole school).

OR:

- Write a speech from the Mayor of Gander, to persuade his community to help the 'plane people' who have recently landed on the island.

GOING FURTHER

Extension or homework task

Research: Ask students to find examples of primary text of a speech given by a world leader that prompted change. Ask students write about the **people involved**, the **emotions felt** whilst reading, the **leadership** at the time, and the **actions of the community** that this speech affected.

LINKS TO USEFUL SPEECHES:

POLITICIANS:

[Donald Trump - Inauguration speech](#)

[David Cameron - resignation speech post-Brexit](#)

[Winston Churchill- We shall fight on the beaches](#)

[Barack Obama- Victory Speech](#)

[Margaret Thatcher- The Lady Is Not For Turning](#)

OTHER:

[Malala Yousafzai - United Nations Speech](#)

[Emmeline Pankhurst's- Freedom or death](#)

[Inua Ellams \(playwright\) - Ted Talk on Redefining Black Masculinity](#)

[JK Rowling - Harvard speech 'The Fringe Benefits of Failure and the Importance of Imagination'](#)

[Baz Lurhmann - Everybody's Free \(to wear sunscreen\)](#)

[Oprah Winfrey- Golden Globes #MeToo speech 2018](#)

[Maya Angelou - 'On the Pulse of Morning'- Clinton's Inauguration](#)

SECTION 3

9/12 AND BEYOND

THE IMPACT OF 9/11 IN THE USA

9/11 significantly altered life in the US in many ways. Security measures in airports have significantly increased since the attacks. Before 9/11, you could comfortably bring your bottled water with you past security, you could have things like small scissors, nail clippers or tweezers in your carry-on and you did not have to limit the amount of liquids (shampoo, conditioner, creams, etc) you carried with you. Now, you are only allowed to go through security with 100ml of liquid in 100ml containers. Any liquids you are carrying must be packed in a see-through sealed bag and run through the X-ray belt.

Another, perhaps more significant consequence of 9/11 is an increase in racial profiling against Muslim people. Racial profiling is a term used when law enforcement officials target individuals for suspicion of crime based on the individual's race, appearance, ethnicity, religion or national origin. Given that the attackers on September 11th were Muslim, many people around the globe started to perceive all Muslims as terrorists.

Crimes against people from Arabic countries increased by 500% between 2001-2009 and discrimination against Muslim people in the workplace increased 150%. You may have heard the story of Ahmed Mohamed who was arrested in 2015 in Texas for bringing a clock to school that, to teachers, looked like a bomb.

TWO SIDES OF THE SAME STORY

There are multiple points of view and lots of speculation on the reason for the attack on September 11, 2001. Below, we are including the two most prominent perspectives at this point in history: statements from President Bush & Osama Bin Laden. Osama bin Laden (March 10, 1957 – May 2, 2011) was the founder of Al-Qaeda, the organization that claimed responsibility for the September 11 attacks on the United States. Al-Qaeda was formed as a response to the abolition of the caliphate in Turkey in 1924. A caliphate is a form of Islamic government where the ruler is considered both a political and religious successor to the Islamic prophet, Muhammad. Seeing secular government as 'unholy,' Al-Qaeda's mission was to bring the caliphate back to the Muslim world stating that "Islam is not performing rituals but a complete system: religion and government, worship and Jihad (holy war), ethics and dealing with people, and the Koran and sword" (Quote from: The Al-Qaeda Manual, p.8 UK translation).

We invite you to read both speeches. Read between the lines. Think about what they choose to highlight and what they leave out. Form your own opinion.

PRESIDENT BUSH'S STATEMENT SEPTEMBER 11, 2001



Good evening. Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts. The victims were in airplanes, or in their offices; secretaries, businessmen and women, military and federal workers; moms and dads, friends and neighbors. Thousands of lives were suddenly ended by evil, despicable acts of terror. The pictures of airplanes flying into buildings, fires burning, huge structures collapsing, have filled us with disbelief, terrible sadness, and a quiet, unyielding anger. These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed; our country is strong. A great people has been moved to defend a great nation. Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shattered steel, but they cannot dent the steel of American resolve. America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining. Today, our nation saw evil, the very worst of human nature. And we responded with the best of America — with the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could.

Immediately following the first attack, I implemented our government's emergency response plans. Our military is powerful, and it's prepared. Our emergency teams are working in New York City and Washington, D.C. to help with local rescue efforts. Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks. The functions of our government continue without interruption. Federal agencies in Washington which had to be evacuated today are reopening for essential personnel tonight, and will be open for business tomorrow. Our financial institutions remain strong, and the American economy will be open for business, as well. The search is underway for those who are behind these evil acts. I've directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them. I appreciate so very much the members of Congress who have joined me in strongly condemning these attacks. And on behalf of the American people, I thank the many world leaders who have called to offer their condolences and assistance. America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism. Tonight, I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened. And I pray they will be comforted by a power greater than any of us, spoken through the ages in Psalm 23: "Even though I walk through the valley of the shadow of death, I fear no evil, for You are with me." This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time. None of us will ever forget this day. Yet, we go forward to defend freedom and all that is good and just in our world. Thank you. Good night, and God bless America.

OSAMA BIN LADEN'S STATEMENT OCTOBER 7, 2001



I bear witness that there is no God but Allah and that Mohammed is his messenger. There is America, hit by God in one of its softest spots. Its greatest buildings were destroyed, thank God for that. There is America, full of fear from its north to its south, from its west to its east. Thank God for that. What America is tasting now, is something insignificant compared to what we have tasted for scores of years. Our nation (the Islamic world) has been tasting this humiliation and this degradation for more than 80 years. Its sons are killed, its blood is shed, its sanctuaries are attacked, and no one hears and no one heeds. When God blessed one of the groups of Islam, vanguards of Islam, they destroyed America. I pray to God to elevate their status and bless them. Millions of innocent children are being killed as I speak. They are being killed in Iraq without committing any sins and we don't hear condemnation or a fatwa from the rulers. In these days, Israeli tanks infest Palestine - in Jenin, Ramallah, Rafah, Beit Jalla, and other places in the land of Islam, and we don't hear anyone raising his voice or moving a limb. When the sword comes down (on America), after 80 years, hypocrisy rears its ugly head. They deplore and they lament for those killers, who have abused the blood, honour, and sanctuaries of Muslims. The least that can be said about those people, is that they are debauched. They have followed injustice. They supported the butcher over the victim, the oppressor over the innocent child. May God show them His wrath and give them what they deserve.

I say that the situation is clear and obvious. After this event, after the senior officials have spoken in America, starting with the head of infidels worldwide, Bush, and those with him -- they have come out in force with their men and have turned even the countries that belong to Islam to this treachery, and they want to wag their tail at God, to fight Islam, to suppress people in the name of terrorism. In a nation at the far end of the world, Japan, hundreds of thousands, young and old, were killed and this is not a world crime. To them it is not a clear issue. A million children in Iraq, to them this is not a clear issue. But when a few more than 10 were killed in Nairobi and Dar es Salaam, Afghanistan and Iraq were bombed and hypocrisy stood behind the head of international infidels: the modern world's symbol of paganism, America, and its allies. These events have divided the whole world into two sides. The side of believers and the side of infidels, may God keep you away from them. Every Muslim has to rush to make his religion victorious. The winds of faith have come. The winds of change have come to eradicate oppression from the island of Muhammad, peace be upon him. To America, I say only a few words to it and its people. I swear by God, who has elevated the skies without pillars, neither America nor the people who live in it will dream of security before we live it in Palestine, and not before all the infidel armies leave the land of Muhammad, peace be upon him. God is great, may pride be with Islam. May peace and God's mercy be upon you.

LESSON 8:

PRE OR POST-SHOW LESSON

Theme: Identity, culture, British Values.

Learning objective: To explore what it means to be British and the importance of culture, identity and acceptance.

STARTER:

As students enter the room, divide them up into smaller groups, according to appearance (hair colour, freckles, height, jumper on/off). Treat one group preferentially by suggesting 'chat-time', no homework etc, and get the others to complete a mundane task.

After 5-10 minutes, ask the students for feedback- how did it feel? Was it fair? Was it right?

Ask students to guess why they had been segregated in the way they had.

Remind the students of the 5 British Values and ask them to reflect on the previous tasks whilst thinking about what each value means.

(British Values: The rule of law. Individual liberty. Mutual respect. Tolerance of those of different faiths and beliefs).

MAIN ACTIVITY:

Ask a group of students to read the script aloud, and then ask them repeat in smaller groups.

Another moment from the show :

BEULAH

Around supertime on Thursday, people are waiting to use the phones and there's a fight in the hallway

(Ali speaking in Arabic on the phone)

Ali

I beg your pardon?

Passenger 11

You celebrating this? You praying for your friends?

(Ali speaking in Arabic on the phone)

Passenger 11

Why doesn't he speak English?

Ali

Excuse me?

Passenger 8

You telling your Muslim friends where to bomb next?

Ali

This was not all Muslims! And I was not -

Passenger 11

Go back where you came from!

Discuss the text, focusing on the final line:

- What does this line mean?
- What is Passenger 11 fearing when he/she says this? What is his/ her motivation?
- Is this conversation in line with the British Values?
- What does it mean to be British?
- Do British Values conflict sometimes? (e.g. individual liberty and tolerance?)

BRAINSTORM:

- What is racial profiling? Give examples from the production and real life, if possible.
- Who does it affect?
- Why does it happen?

ACTIVITY:

EITHER:

- Write a letter to your local MP discussing racial profiling and British Values in your community. What is your opinion of this? What change do you want to see?

OR:

- Create a slam poem that discusses and shares your opinion of British Values. Read and share with the class.

OR:

- Rewrite the National Anthem for Great Britain with the British Values in mind, as well as any learnings from watching *Come From Away*, and the behaviour of different people during this traumatic time.

Think about the importance of cultures and identity. Can countries be enriched by different cultures?



LESSON 9:

POST-SHOW LESSON

Theme: Evaluation and reflection – kindness and empathy.

Learning objective: To consider ways in which language varies and how it reflects identity.

STARTER:

- Ask students to summarise the key message in *Come From Away* in: 15 words, 10 words, 1 word.
- Show students the following quotation:

“COME FROM AWAY for me is about the kindness inherent in all of us, it’s the goodness of people and the love we have in us that we sometimes forget.”

– David Hein, Co-Creator

- Discuss the success of delivering this message.

MAIN ACTIVITY:

I AM AN ISLANDER PROJECT

THE “I AM AN ISLANDER” PROJECT FURTHERS THE MESSAGE OF COME FROM AWAY BY ENCOURAGING PARTICIPANTS TO TELL THEIR PERSONAL GENEROSITY NARRATIVES TO INSPIRE OTHERS TO “PAY IT FORWARD.”

1. Ask students to brainstorm an act of kindness in the face of tragedy. Give examples of anecdotes from recent world events.
2. Pass out pieces of paper in the shape of a globe. Invite students to think about a time he or she was a recipient of an act of kindness, large or small. Ask students to consider the following aspects of this act of kindness as they write a short gratitude narrative.
 - A. Who was this person who exhibited the act of kindness? What is their relationship to you?
 - B. What made this encounter special?
 - C. If you could say something to that person now, what would you say?
3. Ask for volunteers to read their gratitude narrative out loud.
4. Pass out an additional globe to students and asks them to make a promise to themselves to continue this chain of kindness by making a promise to “pay it forward.” Students are invited to make a kindness pledge, record the pledge on the globe, and keep the globe as a reminder.

REFLECT

- **Would others consider this act of kindness large or small?**
Do you consider this act of kindness large or small?
- **Did this person expect you to show gratitude?**
- **How did being a recipient of kindness make you feel?**
Did this experience change your way of thinking?
- **If you could return an act of kindness to this individual, what would you do?**

GOING FURTHER

- Create a classroom art display using the gratitude narratives.
- Visit comefromawaylondon.co.uk to further explore the stories behind COME FROM AWAY.



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THIS GUIDE WAS CO-CREATED AND PRODUCED BY REBECCA YEOH
AT THE ARTSLINK AND SECONDARY ENGLISH TEACHER, IZZY SIDWELL.

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LA JOLLA PLAYHOUSE AND SEATTLE REPERTORY THEATRE