

Come From Away

Book, Music, and Lyrics by
Irene Sankoff & David Hein

In Partnership with The Citadel Theatre, Edmonton



2025.2026 Season

Stanley BFL CANADA Stage

May 28–July 26, 2026

This show is proudly sponsored by



Don Lindsay and
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WELCOME

This guide was created for teachers and students. It contains an overview of the musical's story as well as informative resources and activities for teachers and students. The guide aims to provide background knowledge and critical perspectives on the musical that will yield fruitful discussion and foster an understanding and appreciation of theatre arts.

If you have any questions, comments, or suggestions for the guide, please contact our Education & Community Engagement Coordinator, Mikenzie Page, mpage@artsclub.com.

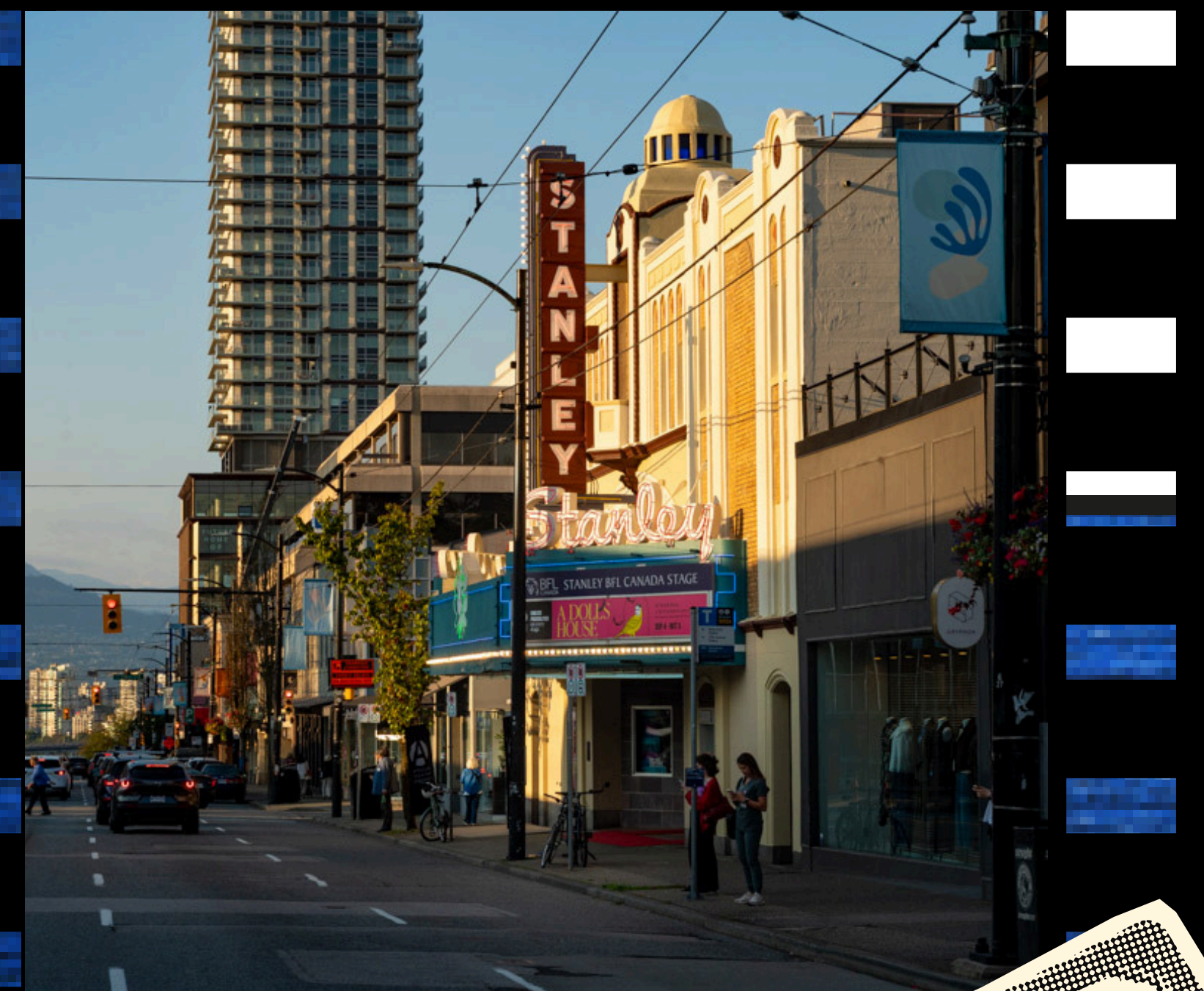
This study guide was written by Natalie Warner, Kevan Ellis, and Mikenzie Page.

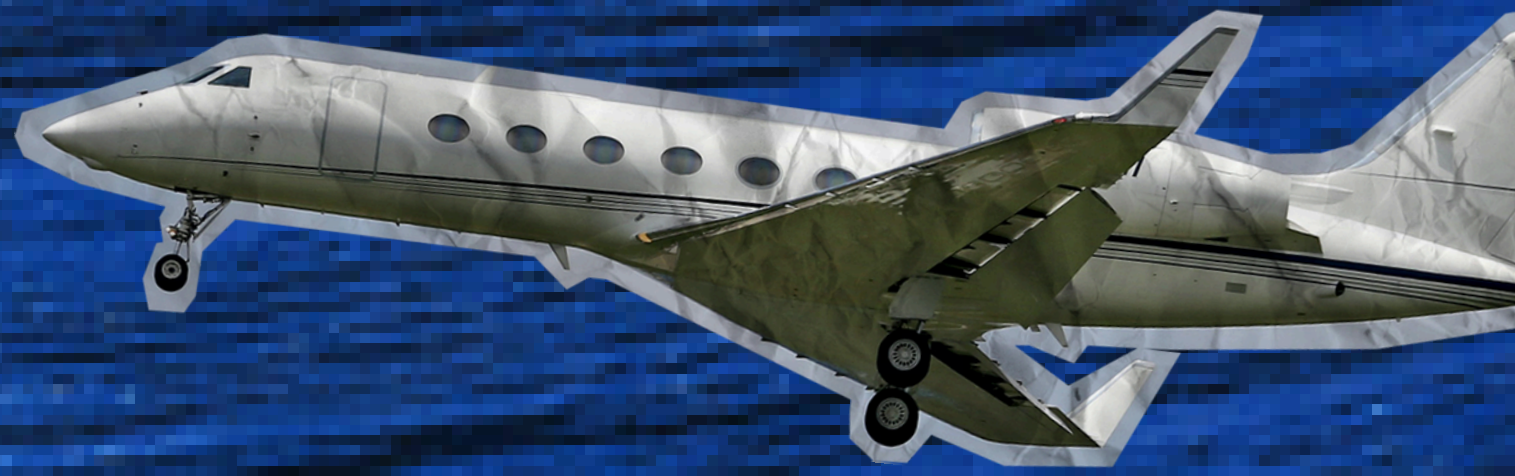
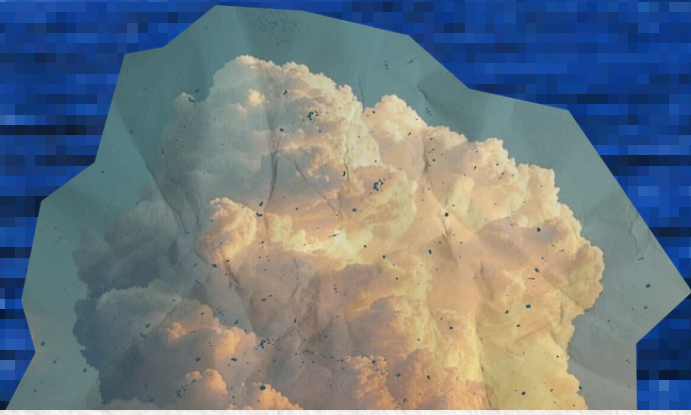


About The Arts Club Theatre Company

The Arts Club of Vancouver was founded in 1958 as a private club for artists, musicians, and actors. It became the Arts Club Theatre in 1964 when the company opened its first stage in a converted gospel hall at Seymour and Davie Streets. Now in its 62nd season of producing professional live theatre in Vancouver, the Arts Club Theatre Company is a non-profit charitable organization that operates three theatres: the Lindsay Family Stage at Granville Island, the Stanley BFL CANADA Stage, and the Olympic Village Stage at the BMO Theatre Centre. Its popular productions range from musicals and contemporary comedies to new works and classics.

Learn more about the Arts Club Theatre Company at artsclub.com.





ćəsnaʔəm: The Story of this Land

The Stanley BFL CANADA Stage stands on the ancestral territory of the xʷməθkʷəy̓əm Nation, and the former city of ćəsnaʔəm, which was located at the mouth of the Fraser River. The city of ćəsnaʔəm is an important historical site for xʷməθkʷəy̓əm (Musqueam). It symbolizes the nation's resilience and its connection to the land. We honour the history of this land as a step towards recognition and respect to the Musqueam people.

Just as Musqueam was named for the blooming flower məθkʷəy̓, we hope to grow our connection with the land and its people.

The Arts Club Theatre Company would like to acknowledge the traditional, ancestral, and unceded territories of the xʷməθkʷəy̓əm, Skwxwú7mesh, and səlilwətał Nations, the original stewards of this land on which we operate. We would like to ask those visiting or living here to share their thanks by supporting local Indigenous artists and communities.

Acknowledging is always a start to supporting; as we step forward, we wish to be better partners, healers, and helpers to our Indigenous neighbours.

For further reading, click below to read more about Musqueam's Story from the Musqueam Indian Band website:

[Musqueam's Story](https://www.musqueam.bc.ca/our-story/)

<https://www.musqueam.bc.ca/our-story/>



Attending the Show

Arriving at the Theatre



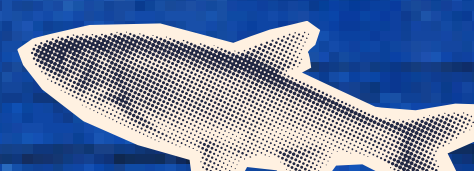
Please arrive at the theatre with 30 minutes before the show to pick up and distribute tickets. Buses may unload passengers in the loading zone in front of the theatre, but engines must be turned off while doing so. They will have to find alternate parking for the duration of the show.

Theatre Etiquette

In order to ensure an enjoyable show for all audience members, please share these general theatre etiquette guidelines with students.

• Please turn off mobile phones and other electronic devices for the duration of the show. If you are concerned about missing an emergency call, please leave your name or device and seat location with an usher and they will alert you.

- No outside food or drink is allowed in the theatre.
- Please be modest with your use of fragrances so that audience members with allergies can also enjoy the performance.
- If you need to leave the theatre during the performance, you will be seated again at the intermission or another appropriate interval.
- Reactions are welcome and the best part of live theatre! We do ask that you please respect your fellow audience members and the performers by refraining from talking during the performance.
- If you have a complaint about another guest, please tell a front of house attendant or the Front of House Manager rather than approaching the person yourself. They will be happy to address your concerns.



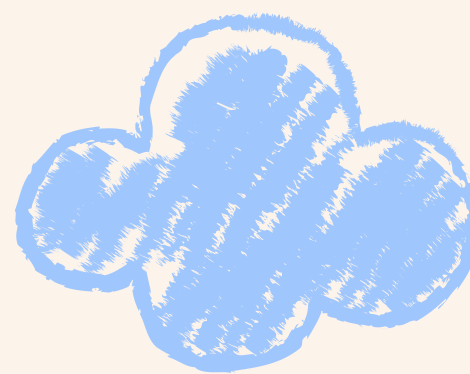
Learning Objectives:



After viewing *Come From Away* and working through the following activities, students will:

- Engage critically with theatre performance, including action choices, direction, sound, stage and lighting design
- Explore the art of storytelling and the importance of bringing story to life for the betterment of the community and further
- Reflect on the past, and use the lessons learned to influence the future

Connections to BC Curriculum:



Social 10/11

Big Ideas

- Global and regional conflicts have been a powerful force in shaping our contemporary world and identities
- Worldviews lead to different perspectives and ideas about developments in Canadian society
- Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

Curriculum Competencies

- Use social studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at times and places, and from group to group
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs

Drama 10-12



Big Ideas

- Drama communicates ideas, emotions, and perspectives through movement, sound, imagery, and language
- Active participation in drama creates personal and cultural connections and reveals insights into human experience

Curriculum Competencies

- Explore and Create
 - Explore dramatic works through presentation or performance
 - Develop a repertoire of dramatic skills and techniques through presentation or performance
- Reason and Reflect
 - Reflect on dramatic works and make connections with personal experiences
 - Reflect on dramatic experiences and how they relate to a specific place, time, and context
- Connect and Expand
 - Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic performance
 - Make connections with family and community through drama and theatre



AIRLINES

From LC

To NEW

Seat
8F

English 11/12



Big Ideas

- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world
- Language shapes ideas and influences others
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens

Curriculum Competencies

- Comprehend and Connect (reading, listening, and viewing)
 - Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
 - *Please note that this show is not Indigenous based/created, but values the First Peoples Principle of Learning lesson of memory, history and story*
 - Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual and multimodal texts, to guide inquiry and to extend thinking

Social Justice 12

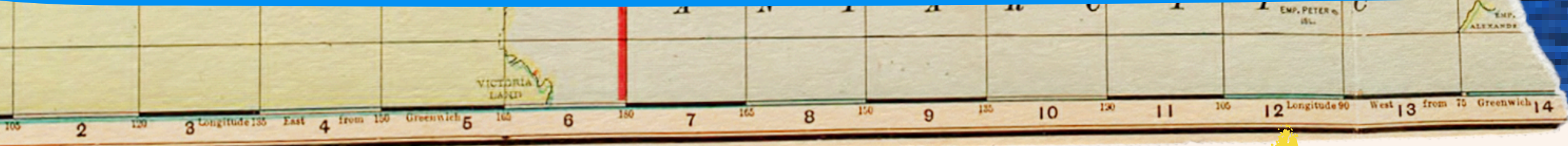
Big Ideas

- Social justice issues are interconnected
- The causes of social injustice are complex and have lasting impacts on society
- Social justice initiatives can transform individuals and systems



Curriculum Competencies

- Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present
- Compare and contrast continuities and changes for different groups and individuals at different times and places
- Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong



Show Content:

Genre: Musical; Real World Events + Semi Non-Fiction

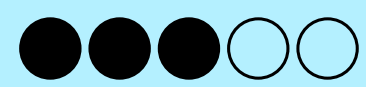
Show Dates: May 28–July 26, 2026

Age Range: Grades 7–12

Venue: Stanley BFL CANADA Stage, 2750 Granville St, Vancouver, BC V6H 3J3



Romance/Intimacy:



Some romantic relationships are formed while the come-from-aways are stranded, while others break up based on newfound realizations.

Some suggestive jokes and comments.

Characters may kiss and share brief moments of touch.

Alcohol:



Depictions of onstage drinking and characters getting drunk.

A musical number takes place in a bar which features the Newfoundland tradition of getting “screeched in”.

Racism:



Depictions of ethnic and national tensions in the wake of the attacks.

Ali, a Muslim passenger, is subjected to an embarrassing strip search near the end of the play.

Strong Language:



Strong language (e.g. the f-word, s-word) is used periodically throughout the show during moments of intensity.

Violence:



Some shoving and pushing, during heated moments between characters.

Discussion of the September 11 attacks.

Content Advisory:

This production may contain flashing lights and water-based haze and fog. Please contact our box office for more information (604) 687-1644

Themes of Death, Grief, and Resilience after Tragedy:



While there are no depictions of the September 11th attacks on stage, this musical tells the story of the attacks in New York City, and those affected by the event.

A character’s firefighter son is revealed at the end of the musical to have died during the attacks.

Emotional Intensity: Moments of sadness, and reflection that may trigger those watching who lived during this time and remember these events.

BRIEF SYNOPSIS



Come From Away is based on the true story of how the small Newfoundland town of Gander grappled with a massive influx of international travellers who were grounded at the Gander Airport due to the events of 9/11 in the U.S. This is a story of how the citizens of Gander came together to support these stranded passengers and how the passengers discovered the value of community and cooperation through these actions.

DETAILED SYNOPSIS



Scene 1

The play starts with a variety of citizens of Gander describing some of its features; main buildings, geography, businesses etc. led by Claude, the town's mayor with the song Scene WELCOME TO THE ROCK. We meet Beulah who is helping out transport students to school due to a bus strike, Annette the local school teacher, Oz the town constable who has set up a speed trap, Bonnie who is the head of the local SPCA who is sitting in her car waiting to pick up her kids from school, Janice, the local TV reporter, and Garth who is a bus driver and head of the local union on the picket line. And then the news starts to come in.

Scene 2

Mayor Claude is at Tim Hortons getting the lay of the land in town and he greets the townspeople inside. Janice introduces herself to Claude who suggest she talk to Oz to get more potential stories. Oz runs in and tells Doug, an air traffic controller, to get to the airport as there are over 200 planes being diverted all over the country.

Scene 3

We join the Air Traffic Controllers for the song DIVERTED, who are trying to deal with the massive increase of air traffic due to the grounding all planes in North America.

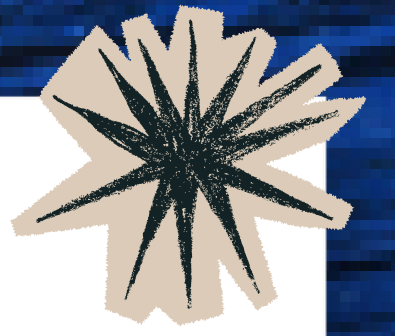
Scene 4

Now we hear from the pilot's perspectives who are wondering what's happening. We meet one of the pilots, Beverley, who wants to know what to tell her passengers. All the pilots tell their passengers different stories about why they are circling Gander instead of heading to their destinations.

Scene 5

The scene changes the multiple perspectives of the passengers, who are wondering about why they seem to be diverting





Scene 6

While Beverley the pilot wonders where she's going to park the plane, the song PLANES, starts up and Gander townsfolk start to notice.

Scene 7

Claude is bombarded with questions from his staff about how to move forward and plan for the situation without overwhelming the town's resources. They ask about how they can transport folks from the airport and where they can stay. As the bus drivers are on strike, the situation is more complicated. There are rumours that there are bomb threats. Claude tells the reporter Janice that he is declaring a state of emergency.



Scene 8

The song BLANKETS AND BEDDINGS starts and the townsfolks start coming up with plans. This includes setting up the school to accommodate the passengers, grabbing supplies that they might need, and prepping food.

Scene 9

Back to the passengers still on the planes who have now been on the plane for a long time, some up to 28 hours. Cue the song 28 HOURS/WHEREVER YOU ARE. Beverly the pilot manages to reach her husband by phone and finds her family safe. Other passengers are also trying to reach their loved ones via phone, many to little success. Rumours start to spread about the nature of why they are stranded in Gander. One of the plane's captain start giving out complimentary alcohol to the passengers. We meet a couple Kevin T. and Kevin J. as well as a panicking Delores. Bonnie from Gander phones Doug from Air Traffic Control to inquire about how many pets may be on the planes and how she can get them fed and taken care of. Claude and Garth argue about pausing the bus strike in this emergency. Passenger Nick strikes up a conversation with passenger Diane. The Passengers get drunk and continue to sing. A pilot puts the radio on and the passengers gather to listen to U.S. President Bush's speech.

Scene 10

Garth tells Claude that the union has agreed to pause the strike to help out the passengers. The passengers begin to disembark the planes and are nervous that they don't know where they are going. They go through customs and it's shown that folks are from all over the world, with many from the U.S. There is a massive demand to use the payphones so they have to put on an "out of Order" sign in order to get people on the busses. The busses drive passengers to Gander and also other outlying towns. There is suspicion of a passenger who may be from the middle east. They start to realize how remote the area is.



Scene 11

The song DARKNESS AND TREES begins. Pleas for translators are made. Mr. Michaels, the gym teacher speaks Spanish and does a little dance flourish representing a Latin lover.

Scene 12

Bonnie is allowed to go through the cargo holds of the parked planes to look for animals. As she is looking and hearing barks, she is informed that FAA is now treating each plane as a bomb threat. She has started to find monkeys on the plane!



Scene 13

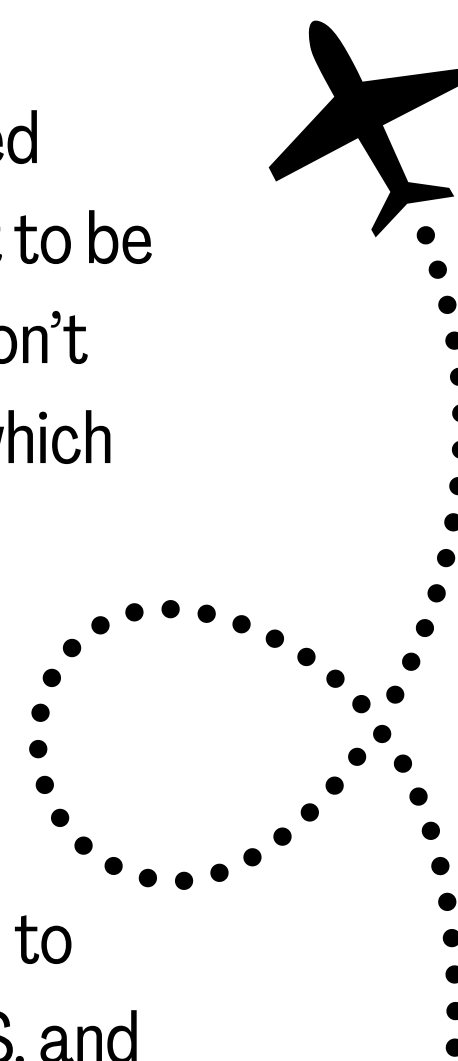
The bus drivers pick up passengers and gives them a bit of an info session on the area.

Scene 14

Nick and Diane reconnect on one of the busses. Nick talk about needing his medication which is in his suitcase, and Diane needs to find a phone to speak to her husband.

Scene 15

Garth's bus arrives at a Salvation Army Camp. Passenger Muhumuza is concerned about the folks there with uniforms on, thinking they're soldiers, but they turn out to be members of the Salvation Army. Garth reassures Muhumuza and his wife, who don't speak English that there is nothing to be anxious about through a bible passage which the wife is clutching, knowing the exact number of the passage, even in a foreign language..



Scene 16

Beulah welcomes passengers to the Gander Academy which has been converted to living spaces. Passengers want to know more about what has happened in the U.S. and Beulah mentions that here are TV's in the cafeteria where folks can watch the news. Passages of the song, LEAD US OUT OF THE DARKNESS is sung while they watch the news.

Scene 17

It is now early in the morning of Wednesday, September 12. The passengers main wish is for access to phones which are set up for them, reaching up to 75 phones/computers available. The song PHONING HOME begins which documents their phone conversation to their loved ones.



Scene 18

It is morning and the passengers are starting to wake up to the smells of breakfast. Ali, who is from the Middle East, volunteers to help cook, but his help is refused. The passengers start to sing COSTUME PARTY about waking up in a room full of strangers far from their homes. New clothes are handed out. Everyone is discombobulated.



Scene 19

Janice and Beulah are arranging menus and food for 7,000 people and their different needs, from vegetarian to kosher food.

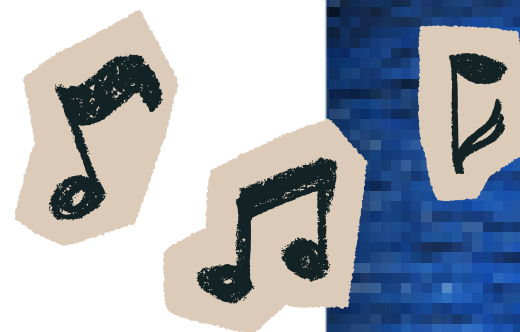
Scene 20

Ali asks again if he could help with the food. Townspeople start asking folks to come to their houses to wash up and maybe stay for dinner. Bob is still suspicious of people's motives. He asks how to get out of Gander and Oz explains it in a way which illustrates how geographically isolated they are.



Scene 21

Beverley is not leaving the hotel in case she hears that she can fly again. She's worried the planes will break down sitting on the tarmac. The Kevins, Diane, and Nick decide to go for a walk and explore a bit. They get to know each other, their marital status, their jobs etc. Nick gets a feeling that the Kevins do not like them.



Scene 22

Bonnie is feeding animals in the airport hangar with Doug, dogs, cats and two chimpanzees. Doug gets frustrated and leaves.

Scene 23

Mayor Claude gets a bunch of questions thrown at him regarding food supplies and storage and cancelling regularly scheduled town events, which includes hockey at the local hockey rink, now to be used as a refrigerator for storing food!

Scene 24

Both Kevin's are in a bar with the owners and it comes out that they are a gay couple. Much to their surprise, the bar's patrons and owners are supportive and list out their own gay relatives and friend's names.



Scene 25

The town organizes a big cook-out to lift morale. Bob gets starts grabbing grills from people's gardens and the townsfolks are totally okay with it, to his surprise. Beulah and Annette ask for volunteers to help clean the washrooms at the school where many passengers are staying. A bunch of stranded cardiologists show up to volunteer

Scene 26

Hannah sings I AM HERE about trying to reach her son who she hasn't been able to contact. Beulah tries to comfort her by telling jokes.

Scene 27

The town honours the U.S.'s National Moment of Silence. Some passengers and townsfolk gather at a local church and the song PRAYER starts sung by Hannah, Kevin T, and a rabbi who starts a prayer in Yiddish. Annette offers the library as an alternative place for folks to find peace and pray. The song continues with multiple faiths voices and prayers represented including Christian, Jewish, Hindu, and Muslim prayers.

Scene 28

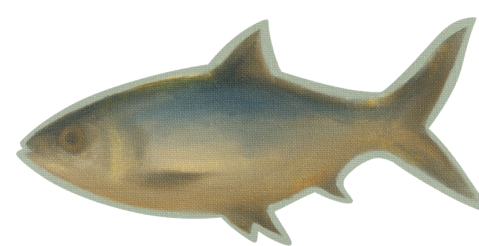
Bonnie finds out Health Canada has let the animals be quarantined in an airport hangar. She is worried about a pregnant Bonobo named Unga, because of the stress.

Scene 29

The song ON THE EDGE is interspersed with dialogue from the townsfolk worried about the rising tension because of the constant news bombardment. Some racism against some of the Muslim passengers arises. There is further worry that the planes are slowly decaying and sinking into the airport's tarmac. Also, a hurricane is expected to hit the coast of Newfoundland. The Kevins argue as one wants to go out to the bar and one doesn't. They agree to go together. Hannah and Beulah wait by the phone just in case. Beverley is also waiting by the phone in case news comes about the airplanes. Doug brings Bonnie some food while she waits on the animals and she gives him the news that the Bonobo has given birth! Ali still asks about helping with the food and finally tells Beulah that he is a world renown chef. She sends him to the kitchen enthusiastically. Everyone else goes to the bar!

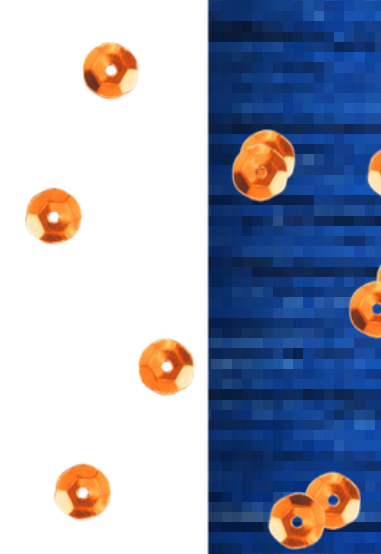
Scene 30

The bar is packed and music starts up. They sing SCREECH IN. Claude finds out that Diane and Nick are from different countries and finds out that they are not married like he assumed. Nick, Diana, Bob and Kevin T toss back their shots of liquor to be "Screeched In," then the Cod comes out for them all to kiss to complete the ritual. Diane does not want to kiss the Cod, so Claude says if she doesn't, she has to kiss Nick. Which she does!



Scene 31

Beverley sings ME AND THE SKY about her decision to become a pilot in a profession traditionally dominated by males. She receives a call at the end of the song, summoning her back to the airport.





Scene 32

It is September 14 and the passengers are slowly being called back to their planes to depart gander and surrounding areas. The townsfolk form a line to hand out paper bag lunches to the passengers as they leave. Passengers to give townsfolk money but it is refused.

Scene 33

Nick and Diana wake up hungover. Diana invites Nick to Dallas but his conference is cancelled and he has to head back to London. The Kevins have a disagreement about Kevin T staying at the bar after Kevin J left. Kevin J wants to go back to his home in New York, while Kevin T wants to back to Los Angeles.

Scene 34

The locals all say goodbye in overlapping conversations. Ali gets pulled out of line as there are heightened tensions (and racial profiling) happening at the airport by some crew members. Ali is given a thorough strip search and then is allowed to leave.

Scene 35

Beverley addresses her passengers once they are seated. She mentions that they will try to head to their original destination of Dallas, but may have to return to Paris if they are denied. There is much commotion on board with this news. The plane doesn't move as another plane has a flat tire. The passengers are welcomed back into town by the townsfolk.

Scene 36

Diane and Nick take the opportunity to go for a walk. They look at the stars. They sing STOP THE WORLD as they wish this moment to last forever.

Scene 37

It is September 15, and they are about to leave again. Bonnie preps the animals to reboard the planes and says her goodbyes. Beverley notes that a hurricane is approaching and that they have to leave right away to avoid it.

Scene 38

The cast sings PLANES REPRISE/SOMEWHERE as they fly over the border leaving Canada into the U.S. Passengers pass along a hat to collect money for a scholarship for folks in Gander to thank them. Diana and Nick find it hard to say goodbye. They kiss. Passengers start sharing stories about their experience in Gander. They arrive home. Nick and Diane promise to call each other, they part and then they realize they are alone.

Scene 39

The townsfolk sing the song SOMETHING'S MISSING as they grapple with a suddenly empty town (relatively). People catch up on their sleep. Bob and the Kevins arrive back in New York. They don't speak to each other. They break up. Hannah head to the firehouse to get information. She finds out her son didn't make it. Bob heads to Ground Zero. He realizes that things were much better when they were stranded.

Scene 40

The state of emergency is declared over in Gander. The townsfolks are slowly going back to old habits and problems. Oz suggests that the Mayor looks at the suggestion box.

Scene 41

They realize that the passengers collectively donated over sixty thousand dollars to the town. Chocolates and flowers are sent daily to the town from passengers. Bonnie gets updates about the animals and where they are now. The Bonobo's baby is named "Gander." Tom Brokaw wants to work on a documentary with Janice. She feels like this may be exploitive and refuses. The 10th anniversary happens and some passengers come back to celebrate. They sing the FINALE. Beverly comes, Bob comes back with scholarship money, now over a million dollars. It is discovered that Nick and Diane got married as Nick moved to Texas. Kevin T is there, Hannah is there. They all are now considered Islanders.



SETTING



September 2001 through 2011

Central Newfoundland, New York, California, England and other locations such as the inside of a grounded airplane.



CHARACTERS

Claude: The gregarious and well-liked Mayor of Gander, Newfoundland, Claude loves his work, the townspeople, and his daily traditions, but he's never had to deal with a crisis of this magnitude before.

Bonnie: A no-nonsense mother of 3, Bonnie is the head of the Gander SPCA. When she discovers animals are trapped on the planes, she stops at nothing to ensure their safety – but in frustration, she often lashes out at those around her.

Beulah: The head of the Gander Legion, with a firefighter son, who walks Hannah to her church and prays with her.

Oz: The quirky constable in the two-person Gander police force. When the town's population suddenly doubles, Oz helps out in unexpected ways.

Doug: An Air Traffic Controller, married to Bonnie, who tries to help his wife and the animals.

Janice: An eager new local TV reporter, Janice is thrown into the deep end on her first day. Initially, naïve about the world, Janice must face the pain and confusion around her.

Annette: A local teacher at the Gander Academy and mother to a lot of children.

Garth: The head of the local union, representing the Bus Drivers.

***Ali:** A Muslim passenger stranded in Gander, Newfoundland.

***Beverley:** The first female captain for American Airlines Pilot, Beverley Bass has always loved flying, when her world suddenly changes.

***Diane:** A traditional divorcee from Texas, who is terrified that her son may have been flying at the time of the attacks. When she finds out that he's safe, she's given a new lease of life and discovers a wilder, more carefree side of herself.

***Nick:** An English oil engineer who is focused on his work, Nick's life is turned upside down when he falls for Diane.

***Kevin T:** The head of an environmental energy company in Los Angeles, Kevin was on vacation with his boyfriend (and secretary, also named Kevin), when they are stranded in Gander. Inspired by the town's generosity, Kevin creates the Pay It Forward Foundation.

***Kevin J:** Kevin's boyfriend and secretary. Sarcastic and unhappy, he wants to leave as soon as possible.

***Bob:** A hardened New Yorker, Bob is suspicious of where he's landed, fearing that it's World War 3, that someone's going to shoot him and steal his wallet – but instead, he ends up losing his New York jadedness.

***Hannah:** The mother of a firefighter in Manhattan, Hannah waits for news about her son and finds comfort in Beulah.

***All characters who have come from away**

Song List:



“Welcome to the Rock”

“38 Planes”

“Blankets and Bedding”

“28 Hours/Wherever We Are”

“Darkness and Trees”

“On the Bus”

“Darkness and Trees (reprise)”

“Lead us out of the Night”

“Phoning Home”

“I am Here”

“Prayer”

“On the Edge”

“In the Bar/Heave Away”

“Screech In”

“Me and the Sky”

“The Dover Fault”

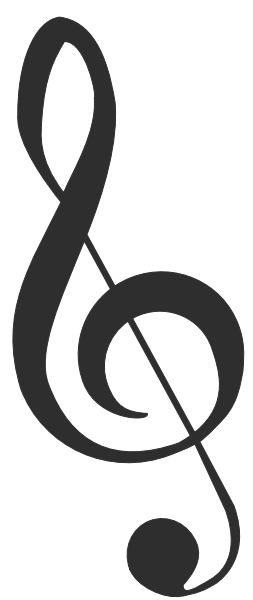
“Stop the World”

“38 Planes/ Somewhere in the Middle of Nowhere”

“Something’s Missing”

“10 Years Later”

“Finale”



About the Playwrights:

Book, Music, and Lyrics: Irene Sankoff and David Hein



Olivier-award winning, Tony and Grammy nominated, Canadian writing team. Together they have written for many big production companies such as Disney, Netflix and Warner Brothers as well as Marvel Comics and for the Canadian government. Sankoff and Hein started with a successful show about Hein's mother, winning them Best Musical awards all throughout North America.



Image description: A geographic map of Newfoundland and Labrador with the town of Gander circled in red. Gander is situated at Latitude: 48° 58' North and Longitude: 54° 34' West. Map credit to MSN Encarta Maps.com

Historical Context: Gander, Newfoundland

Once known as "the crossroads of the world", due to its perfectly positioned airport, Gander is a small town on the northeastern part of Newfoundland in the Canadian province of Newfoundland and Labrador. As of the 2021 Canadian census, Gander has a population of 11,880 people.

In the beginning days of air travel after WWII, it wasn't possible to fly from Europe to North America without a refueling stop at the Gander airport which is why it earned its nickname.

During the September 11 attacks, 38 planes and approximately 7,000 passengers were stranded in the small town. Without enough hotel space, the residents of Gander stepped in. Folks converted the schools, churches, and local legion halls into dormitories and others were invited to stay in people's homes. Once all the "plane people" were provided with the necessities, the folks of Gander worked to entertain them with local tours of the town, music from local bands, bowling matches, and more. Due to their extraordinary generosity, Gander, was given a piece of steel that was recovered from the World Trade Center wreckage as a thank you for their hospitality and friendship.

Community television stations put out a call to “lend a hand, do what you can.” Schools and nonessential businesses were closed, allowing Newfoundlanders ranging from senior citizens to schoolchildren to volunteer...

...When asked about their generosity, many residents responded that their efforts were not out of the ordinary. “For us, it was just every day,” said Janice Goudie, a local newspaper reporter. “You don’t turn your backs on people in need.”

-Alison Tretter, Exhibition Developer, 9/11 Memorial & Museum,
**“Lend a Hand, Do What You Can”: Remembering the
Generosity of Gander**

“The attacks killed 2,977 people from 90 nations: 2,753 people were killed in New York; 184 people were killed at the Pentagon; and 40 people were killed on Flight 93.”

**-What happened on 9/11, 9/11
Memorial & Museum**

The September 11th Attacks

The September 11th attacks, often referred to as “9/11”, were four coordinated terrorist attacks organized by the extremist group, al-Qaeda, that happened on the morning of Sep 11, 2001.

Nineteen terrorists hijacked four commercial airplanes, deliberately crashing two of the planes into the World Trade Center, while the third plane crashed into the Pentagon in Arlington, Virginia. The fourth flight, Flight 93, fought back after learning about the other flights and the plane was crashed into an empty field in Western Pennsylvania.

At the World Trade Centre, the Twin Towers ultimately collapsed due to the damage to the structure from the impacts and the resulting fires

The immediate response to the attack was the Bush administration's War on Terror (which began in Afghanistan) as retaliation for the al-Qaeda attacks. This war soon expanded into Iran, and over 20 years later, the United States still at war with both.

“Hate crimes against Muslims in the United States remain 5 times more common than before September 11, 2001 (9/11)...”

*-Goleen Samari, **Islamophobia and Public Health in the United States**, National Library of Medicine (2016)*

Glossary

Plane People– A nickname given to the plane passengers, stranded in Gander, Newfoundland after the closing of the American airspace.

The Pentagon– The headquarters of the United States Department of Defense. The Pentagon is in Arlington County, Virginia, across the Potomac River from Washington, D.C.

Gander Academy – A school in Gander, Newfoundland and Labrador.

Toutans– A traditional dish from Newfoundland. It is made with risen bread dough, typically served with molasses

Kosher Food – Food follows the Jewish dietary regulations of kashrut.

Cod au Gratin – Fish with cheese

Lewisporte– A town in Newfoundland

Appleton – A town in Newfoundland, about 15 minutes west from Gander.

Gambo – A town located in the northeastern portion of the island of Newfoundland.

Bonobo Chimpanzees – Also called the ‘pygmy chimpanzee’, this primate is an endangered great ape.

FAA– Federal Aviation Administration

Cardiologist– A medical doctor specializing in diseases of the heart.

El-Fajr– One of the five daily mandatory Islamic prayers

El-Dhuhr– One of the five daily mandatory Islamic prayers

Hurricane Erin– A category 3 hurricane, lasting from Sep 1–15, 2001.

Ugly Stick– A Newfoundland musical instrument, created out of household items (e.g. mops, brooms, bottle caps, beer cans, rubber boots, etc.). This staple of kitchen parties has a distinctive sound that can be described as a ‘scrape and thwack!’.

Sou’wester Hats– A traditional collapsible oilskin rain hat.

Screeched In– A ceremony that makes visitors honorary Newfoundlanders.

Screech– A high-alcohol rum.

Twin Towers – The Twin Towers were the tallest building in New York and were a part of the 16-acre commercial complex known as the World Trade Center.

The Dover Fault – A geological feature in the small fishing village of Dover. The Dover Fault is a major break in the Earth’s crust.





Newark airport – The second busiest airport in New York airport system, located in New Jersey.

World Trade Center – A complex of seven buildings in the Financial District of Lower Manhattan in New York City. Before it was destroyed on September 11, 2001, it was a symbol of New York City and a major economic center.

Ground Zero – The World Trade Center site, often referred to as “Ground Zero” immediately after the September 11 attacks.

Tom Brokaw – An American author and legendary network television journalist.

Pre-Show Discussion Questions

**All questions can be used/adapted for any course; however they are separated by class for convenience*

General:

- Where were your families, guardians, and/or older mentors when 9/11 took place?
- What do you think it would feel like to suddenly host thousands of strangers in your small town?
- How might a crisis reveal the best or worst of human nature?

Social Studies:

- What do you already know about Newfoundland’s history, accent, or community values?
- How might local culture affect how the people of Gander responded to crisis?
- How do global events impact the world, even in the smallest spaces?

****All questions can be used/adapted for any course; however they are separated by class for convenience***

English:

- When in your life have you ever felt like a “come from away” (someone who has come to a new place)
 - How were you treated? What made a difference?
- Why is it important to hear a wide range of voices in stories based on real events?
- How can we make space for different perspectives in crisis narratives?

Drama:

- What effects might a show of this nature have on the audience?
- What responsibilities do actors, directors, and writers have when portraying true stories?
- How would you prepare to play someone who lived through an event like this?

Post Show Discussion Questions

****All questions can be used/adapted for any course; however they are separated by class for convenience***

English:

- Why do people come to such life-altering realizations and eventual lifestyle changes after a tragedy?
- How did this crisis reveal the best and worst of the characters in this play?
- Why do we remember and learn about such tragic/traumatizing events?
 - What is the benefit in learning about this?

Social Studies:

- Art and theatre can often be an avenue for political & social commentary. What does Come From Away say about our current world as it reflects on the past?
- How did the culture of Gander surprise certain characters?
 - Do small towns often have a reputation as being welcoming? Why or why not?
- What is different in society from the end of the musical to now?
 - What immediate world/societal/lifestyle changes happened after the events of 9/11?

Activity 1: Documentary Pitch

Instructions:

Students will work in small groups to create a pitch for a short documentary based on *Come From Away*, imagining how they would retell the story using modern media tools. Each group will need to create the following pieces for their pitch:

1. **Title and Tagline**
2. **Intended audience**
3. **2-4 key themes or moments**
 - a. Fear, hope, leadership etc
4. **Media Elements intended to use**
 - a. Animation, interviews etc
5. **1-2 minute verbal or visual pitch presentation to the class**

They will then create a storyboard to go alongside their pitch, mapping out their documentary!



Activity 2: Community Response Plan

Students will work in small groups to design a local emergency kindness response plan, inspired by how Gander responded to the 9/11 plane diversion. They are to imagine that their community is about to host hundreds of people due to a natural disaster, grounded flight etc, and create a response plan based on the following:

1. Who organizes and communicates help?
2. Where do people sleep, eat, and get support?
3. How do you address fear, grief, or trauma?

Then students will present their plans to the class in whichever medium they are comfortable. The project must include one value they learned while watching *Come From Away*:

Reflection Questions

- What did you learn about community from these activities?
- Why is it important to remember small acts of kindness during global events?
- How often are you thinking about the impact first responders make in the community? What would we do without them?
- Do you have anyone you could think of who may be impacted by this event if they were working during that time?

Examples:

- Poster
- Slideshow
- Skit
- Comic
- Infographic



Resources:

BC Bereavement Helpline

The BC Bereavement helpline is committed to facilitating the provision of care and support to the bereaved, caregivers and service providers and to increase public understanding of grief as a life process through education, support, advocacy, networking and dissemination of information.

Phone number: 604-738-9950 or toll free 1-877-779-2223

Website: [BC Bereavement Helpline](#)

DISTRESS HELPLINES

If you are in a crisis, distress, or having thoughts of suicide, help is available. If there is an urgent safety concern, please call 9-1-1 or go to the emergency room at your nearest hospital.

9-8-8 National Suicide Crisis Helpline

Anywhere in BC 1-800-SUICIDE: 1-800-784-2433

Mental Health Support Line: 310-6789

Vancouver Coastal Regional Distress Line: 604-872-3311

Jewish Family Services Community Crisis Line (9 a.m.-9 p.m., 7 days a week): 604-558-5719

Kids Help Phone: 1-800-668-6868

KUU-US Crisis Support Line (BC Wide Indigenous Toll Free Crisis and Support Line): 1-800-588-8717

Sunshine Coast/Sea to Sky: 1-866-661-3311

Online Chat Service for Youth: www.YouthInBC.com (Noon to 1am)

Online Chat Service for Adults: www.CrisisCentreChat.ca (Noon to 1am)

Chinese and Korean Help Lines: 604-270-8233

Provides confidential, culturally-sensitive telephone support, information and referral to the Korean community and Chinese community in both Cantonese and Mandarin. Trained volunteers provide emotional support and referrals to community resources that can help to address a wide range of life issues.

INDIGENOUS CRISIS SUPPORTS

KUU-US Crisis Response Services Line, available 24/7 - **1-800-KUU-US17 (1-800-588-8717)**

Hope for Wellness, available 24/7- **Call 1-855-242-3310 or chat online at www.hopeforwellness.ca**

Métis Crisis Line, available 24/7- **1-833-MétisBC (1-833-638-4722)**

Resources:

S.U.C.C.E.S.S HELP LINES

Mandarin Line: 1(888)-721-0596 / **Ext.1**, seven days per week from 10 am to 10 pm

Cantonese Line: 1(888)-721-0596 / **Ext.2**, seven days per week from 10 am to 10 pm

Korean Line: 1(888)-721-0596 / **Ext.3**, Mon – Fri: 10 am – 8 pm, Sat – Sun: 10 am – 5 pm

Farsi-Dari Line: 1(888)-721-0596 / **Ext.4**, Mon – Fri: 10 am – 8 pm, Sat – Sun: 10 am – 5 pm

Ukrainian Line: 1(888)-721-0596 / **Ext.5**, Mon – Fri: 10 am – 8 pm, Sat – Sun: 10 am – 5 pm

Further Learning:

Timeline: The September 11 Terrorist Attacks by Katherine Huiskes, Miller Center, University of Virginia

9/11 Memorial & Museum: The 9/11 Memorial & Museum is committed to providing relevant and engaging learning opportunities for students, teachers, families, and the general public.

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Town of Gandor, Gandor, Canada