

"Shakespeare and Star Wars": Lesson Plan Day 1
by Adam Watson (NBCT)

Academic Goal:

(For Double-Entry Journal Project:)

Analyze an author's language choices and explain how they add meaning.

Core Content Standards (for Reading Literature, 9th Grade):

(For Double-Entry Journal Project:) 9-10.RL-1, -2, -3, -4, -7, and -9

Handouts:

[WSSW Double Entry Journal Instructions](#)

[WSSW DEJ Template](#)

Instructional Plan:

Please note, as shown on the teacher document [WSSW Lesson Plan Breakdown](#), I recommend starting the unit on a Monday. While it's obviously possible to start on another day, you will have to adjust the given reading schedule accordingly, as the due dates are built around weekends.

1. Introduce the unit's Essential Questions: How does an author's use of language add meaning? How does an author transform source material? The final unit task will be a timed writing where *William Shakespeare's Star Wars: Verily, A New Hope* (WSSW for short) is compared to at least one other version, such as the movie or radio drama.
2. Hand out and discuss the [WSSW Double Entry Journal Instructions](#). Encourage students to type it up (I used extra credit points as an incentive); you can upload the [WSSW DEJ Template](#) to an online place for students to access (Edmodo, class website, Dropbox, etc.). The DEJ Project will be due when the reading is complete, on Day 11.
3. Sign out copies of WSSW.
4. Hand out a reading schedule. I recommend something the size and shape of a bookmark, which they can immediately put inside their book. Note that on the [WSSW Lesson Plan Breakdown](#), three in-class days are built in for reading and/or working on the DEJ. Point out that Act One (and the first DEJ) is due by Day 4.
5. If time, have students begin reading in class.

Suggested Extensions and/or Alterations :

To shorten the in-class time spent, you may want all of the reading to be done outside of class.

After the first few pages of the book are read silently in class, have students stop and complete an exit slip. What is surprising about the play? Confusing? Funny? Do you like it so far? Why or why not?

Does a timed writing seem too boring for a final unit activity? While your final task may involve something more creative or challenging on an individual or group level , our district requires a minimum number of practice "on demands," so this seemed a different and slightly more fun way to meet our curriculum needs while giving students a way to demonstrate their learning beyond a ho-hum standardized test.

Post-Lesson Reflection:

Although I chatted up the book a bit prior to the unit kickoff, I realized afterward that I didn't execute a very creative or engaging hook for Day 1. I could have at least shown the book's trailer from YouTube (<http://youtu.be/E20tUsM3s>), or perhaps played John Williams's famous opening theme music behind me while reading the Prologue in my best dramatic voice!

For the full unit overview, [click here](#).