

"Shakespeare and Star Wars": Lesson Plan Day 15  
by Adam Watson (NBCT)

*Academic Goals:*

Explain what changes when the same source material is adapted in various media.

Demonstrate understanding that authors make deliberate choices in language, which impact and add meaning.

Demonstrate understanding that when the purpose of writing changes, the form will often change as well.

Know that different media have different strengths and weaknesses, particularly in its impact on an audience.

*Core Content Standards (for Writing, 9th Grade):*

9-10.W.1, -2b, -4, -7, -9a

*Handouts:*

[WSSW Final Writing Prompt](#)

[Kentucky On Demand Writing Rubric](#)

*Instructional Plan:*

1. Have students prepare by getting out paper. Hand out the [WSSW Final Writing Prompt](#), which will serve as a cover sheet to their essay and a place to prewrite. (I have also included the [Kentucky On Demand Writing Rubric](#); I use this when grading their timed writing to increase their familiarity with the rubric used for our state testing.)
2. Remind students that a good "compare and contrast" essay will have some kind of focus which can serve as a thesis. Is the play and the chosen medium mainly different, or mainly the same? Next, remember having at least one example from the "other side" can serve as an effective counter-claim. Lastly, make sure to pick examples of consequence, where the comparisons are aspects that significantly impact understanding, meaning, or the takeaways for the audience.
3. Students should hand in when finished. And now the circle is complete. At the beginning of the unit, they were but the learners. Now *they* are the masters!

*Suggested Extensions and/or Alterations :*

The benefit of a timed writing scenario is that students can finish within a certain number of class periods; it is also the only time in the unit when students are asked to do a long, sustained, individual writing exercise. However, if you're willing to stretch the unit time to have students make and share larger-scale projects, consider having students working individually or in groups to answer the prompt question in Prezis, videos, etc.

*Post-Lesson Reflection:*

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By this Lesson Day, I had graded their Double-Entry Journal (DEJ) projects. I was impressed by the amount of analysis, depth, and length of many of their responses. By suggesting the five topics that I did, I worried if I had set the bar too high, but the vast majority of students were "proficient" or better.

Although I had originally planned on only one period to finish this timed writing, I took up almost half a period handing back their graded DEJ project and a previous on demand, going over some common issues and tips to improve. So I gave them an entire second day to finish. Consider how, and under what circumstances, you want to give back and have students reflect on their DEJ, as it may take a day on its own.

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