

"Shakespeare and Star Wars": Lesson Plan Days 8 and 9
by Adam Watson (NBCT)

Academic Goals:

Explain changes that occur when the same source material is adapted in various media.
Analyze the visual medium of film, especially how it is unique compared to other media forms.
Understand the plot of *Star Wars*.

Core Content Standards (for Reading Literature, 9th Grade):
9-10.RL.7, -9

Handout:

[Exit Slip Iambic Pentameter](#)

Instructional Plan:

Note: Watching *Star Wars* is academically crucial to the unit for two reasons. First, one cannot assume all have seen the movie, or at least have seen it recently. Therefore, the movie helps reinforce comprehension of the plot, in case students reading the play are lost or unsure. Secondly, viewing the movie builds a foundation to compare how WSSW changes the source material (i.e. the film).

1. Remind students to be active viewers of *Star Wars* with two purposes in mind: to better comprehend the story, and to watch for differences between how the film and play handle the same scenes. (Students may continue to use their two column chart to contrast WSSW and the movie.) Think how film depends on cinematic techniques that add meaning, as opposed to media such as plays or novels.
2. Watch from Chapter 19 (42:32), when Luke, Ben and the droids arrive at Mos Eisley, to right after Ben is seemingly killed by Vader (near the end of Chapter 38, 1 hour 33 minutes). The viewing will begin on Day 8 and continue into Day 9. This is equivalent to Acts Three and Four of WSSW.
3. Have students share some of their findings.
4. After the viewing on Day 9 is finished and you have a brief class discussion, you should still have at least 10-15 minutes remaining. Pass out the [Exit Slip Iambic Pentameter](#). This can be used as a check-in to make sure the students have retained knowledge of the iambic pentameter, or an actual quiz if you feel the students are prepared. (Answer Key: 1. B 2. D 3. C 4. B 5. D)

Suggested Extensions and/or Alterations :

You could use the Exit Slip Iambic Pentameter as a pre-assessment before Lesson Plan Day 2, then pass it out again on Day 9 to re-assess if student knowledge has improved.

The beginning of Day 8's viewing shows a different version of the original 1977 screenplay scene from [Lesson Plan Day 6](#). Additionally, both the film and 1977 screenplay are somewhat different from the WSSW version in III:i, although Doescher has Han make a clever aside that references this "[Han Shot First](#)" controversy. In the original 1977 version of the film, Han is the only one to fire; he shoots Greedo

and kills him before the Rodian can pull his own trigger. In the 1997 "Special Edition" released theatrically (with restoration of the film stock and new special effects), CGI is used to have *Greedo* shoot first and miss Han, *then* Han retaliates with a shot that kills Greedo. This caused much dismay among fans. The latest version in the current home release of *Star Wars* has Han and Greedo nearly shooting *simultaneously*, with Greedo missing and Han hitting and killing the bounty hunter. Consider this controversy for an exploration of characterization. Compare the 1977 screenplay, the 1997 theatrical re-release, the current home release, and the WSSW versions. How does the character of Han change depending on which version is "true"?

Post-Lesson Reflection:

I realized after collecting some extra credit "tweets" of an original line of iambic pentameter (see [Lesson Plan Day 2](#)) that students were struggling to understand it. After brief individual and whole class reteachings, I looked for a time to squeeze in a check for understanding, and Day 9 after the movie seemed best. After assessing their Exit Slips, I was pleased that only a few students missed more than 1 or 2 of the questions, which meant only a handful of individual interventions were needed. When I teach the unit again, I will strongly consider using the Exit Slip both as a pre-assessment and post-assessment tool.

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