

## LESSON 1

# “A LONG TIME AGO, IN A GALAXY FAR, FAR AWAY...”

## An introduction to *Star Wars*

### What to do

#### **1. Introducing the Film (5 mins)—Entry Task, see PP slide**

You may want to first ask students whether or not they have seen the movie (most probably have). Ask them if they like or dislike the movie. Briefly explain that *Star Wars*, which came out in 1977, has tremendous cultural significance and has been drawn upon heavily as inspiration since its debut. Also, now would be a good time to discuss why the films were released out of chronological order and the reasoning behind this particular viewing order.

#### **2. Getting Into Film Groups (5 mins)**

Quickly assign each of the students numbers 1-5. The reason for this is not group work, but instead to get them focusing on different aspects of the film. Each day, the students will rotate which aspects they are looking out for. The aspect groups are:

- 1) Images/Colors/Camera Work
- 2) Sounds effects/Soundtrack/Voices
- 3) The Hero's Journey
- 4) Actor Dialogue/Body Language/Facial Expressions
- 5) Notes on Characters

Hand out the packets and explain that they should be taking notes throughout the watching of the film. Briefly explain any questions they have.

#### **3. Getting Them Thinking While Watching (25 mins)**

Play *Star Wars: A New Hope* from the beginning through chapter 10 (end with Aunt Beru and Uncle Owen discussing Luke having “too much of his father in him”). Students should know what aspect group they are in for that day and should take notes. If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### **4. Follow Up Questions (5-10 mins)**

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day's questions)

#### **5. Expert Groups (10 mins)**

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today's film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 2

# “YOU MUST LEARN THE WAYS OF THE FORCE...”

## Luke’s place in the *Star Wars* Universe

### What to do

#### 1. How a Hero is Revealed (5 mins)--Entry Task, see PP slide

At the beginning of class, open the floor for discussion whether or not they see Luke’s potential as a hero. Ask students to pay special attention to the scene in which Obi-Wan Kenobi tells Luke about his father’s legacy and explain how Luke may have potential for greatness (or evil) just waiting to be discovered.

#### 2. Getting Them Thinking While Watching (32 mins)

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 11 through 25 (from twin sunsets to the point when the *Millennium Falcon* goes to lightspeed). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 3. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### 4. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 3

# “AREN’T YOU A LITTLE SHORT FOR A STORMTROOPER?”

## Characters in *Star Wars*

### What to do

#### 1. Who are the memorable characters? (5 mins)--Entry Task, see PP slide

As class begins, ask students to tell me who their favorite character in the film is to this point. Least favorite? Why?

#### 2. Getting Them Thinking While Watching (30 mins)

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 26 through 36 (the destruction of Alderaan scene through the completion of the tractor beam shutdown). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 3. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### 4. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 4

# “MAY THE FORCE BE WITH YOU...”

## The Force as a source of hope

### What to do

#### 1. Discussing the Force (5 mins)--Entry Task, see PP slide

When class begins, ask students to share any thoughts they have on the Force. To guide discussion, ask them the following: What do you think about the Force: Is it real, or might it really be “luck” as Han says? Why do you think that way?

#### 2. Getting them thinking while watching (30 mins)

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 37 through the ending (Han, Chewie, Luke and Leia make their way toward the *Millennium Falcon* through the medal ceremony). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 3. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### 4. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 5

# “IT IS A DARK TIME FOR THE REBELLION...”

### An introduction to *The Empire Strikes Back*

#### What to do

#### 1. Introducing the Film (5 mins)—Entry Task, see PP slide

You may want to first ask students whether or not they have seen the movie (most probably have). Ask them if they like or dislike the movie. Briefly explain that when the film came out in 1980, sequels were the exception and not the rule. Also, point out that *Empire* usually regarded as a better film than the original and ask the students if they can think of other sequels regarded the same way. If you have time, mention how the film’s numbering as “Episode 5” changed people’s perceptions of the series

#### 2. Getting Into Film Groups (5 mins)

Quickly assign each of the students numbers 1-5. The reason for this is not group work, but instead to get them focusing on different aspects of the film. Each day, the students will rotate which aspects they are looking out for. The aspect groups are:

- 1) Images/Colors/Camera Work
- 2) Sounds effects/Soundtrack/Voices
- 3) Character development of “The Big Three”
- 4) Actor Dialogue/Body Language/Facial Expressions
- 5) Notes on Characters (other than “Big Three”)

Hand out the packets and explain that they should be taking notes throughout the watching of the film. Briefly explain any questions they have.

#### 3. Getting Them Thinking While Watching (35 mins)

Play *Star Wars: The Empire Strikes Back* from the beginning through chapter 17 (end with *Millennium Falcon* escaping Hoth). Students should know what aspect group they are in for that day and should take notes. If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 4. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### 5. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 6

# “ADVENTURE. EXCITEMENT. A JEDI CRAVES NOT THESE THINGS.”

## Luke’s path to becoming a Jedi

### What to do

#### 1. How Choices affect Destiny (5 mins)--Entry Task, see PP slide

At the beginning of class, open the floor for discussion whether or not they think people are born good or bad or if they are defined by their choices. Ask students to pay special attention to the scene in which Darth Vader and the Emperor discuss Luke’s potential as a Jedi—or a Sith ally.

#### 2. Getting Them Thinking While Watching (25 mins)

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 18 through 27 (from Luke leaving Hoth to the point when the *Millennium Falcon* escapes the space slug). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 3. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### 4. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 7

# “TOLD YOU I DID. RECKLESS IS HE.”

## The duty of a Jedi

### What to do

#### 1. Attachment is forbidden (5 mins)--Entry Task, see PP slide

As class begins, let the students know that Jedi are forbidden to have attachments. Ask them why this might be an important rule and how it might be an issue for both Luke.

#### 2. Getting Them Thinking While Watching (30 mins)

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 28 through 38 (Luke begins training with Yoda through C-3PO being reassembled). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 3. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day's questions)

#### 4. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today's film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 8

### “...I AM YOUR FATHER.”

#### The importance of family in *Star Wars*

##### What to do

##### **1. How a legacy is passed on (5 mins)--Entry Task, see PP slide**

When class begins, ask students to consider how the actions and choices of one person can affect not only their own future, but also the future of their children. They should then describe how this is illustrated in the *Star Wars* universe.

##### **2. Getting them thinking while watching (30 mins)**

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 39 through the ending (Vader torturing Han through Luke and Leia saying good-bye to Lando and Chewbacca). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

##### **3. Follow Up Questions (5-10 mins)**

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day's questions)

##### **4. Expert Groups (10 mins)**

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today's film section. They will then present their findings to the class and answer questions from the class regarding their aspect.



## LESSON 9

# “EVERY SAGA HAS A BEGINNING...”

## An introduction to *Star Wars: Episode One*

### What to do

#### 1. Introducing the Film (5 mins)—Entry Task, see PP slide

You may want to first ask students whether or not they have seen the movie (most probably have). Ask them if they like or dislike the movie. Briefly explain that *The Phantom Menace*, which came out 22 years after *A New Hope*, was released with enormous expectations placed on it.

#### 2. Getting Into Film Groups (5 mins)

Quickly assign each of the students numbers 1-5. The reason for this is not group work, but instead to get them focusing on different aspects of the film. Each day, the students will rotate which aspects they are looking out for. The aspect groups are:

- 1) The Universe: Core vs. Outer Rim
- 2) Good vs. Evil
- 3) The Hero's Journey
- 4) Actor Dialogue/Body Language/Facial Expressions
- 5) Notes on Characters and Parallels to Original Trilogy

Hand out the packets and explain that they should be taking notes throughout the watching of the film. Briefly explain any questions they have.

#### 3. Getting Them Thinking While Watching (29 mins)

Play the film from the beginning through chapter 12 (end with Padme and Jar Jar Binks meeting for the first time). Students should know what aspect group they are in for that day and should take notes. If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 4. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day's questions)

#### 5. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today's film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 10

# “HE CAN HELP YOU. HE WAS MEANT TO HELP YOU.”

### Anakin’s place in the *Star Wars* Universe

#### What to do

#### 1. How a Hero is Revealed (5 mins)--Entry Task, see PP slide

At the beginning of class, open the floor for discussion as to whether or not students agree with Qui-Gon’s view of Fate. Also, ask students to pay special attention to the scenes in which Anakin’s mother reveals his special parentage and his “midichlorian” count is discussed.

#### 2. Getting Them Thinking While Watching (40 mins)

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 13 through 22 (from the arrival on Tatooine through the end of the Podrace). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 3. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### 4. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 11

### “CLOUDED THIS BOY’S FUTURE IS.”

#### Anakin’s potential for good...or evil

##### What to do

**1. The potential danger of attachment (5 mins)--Entry Task, see PP slide**  
As class begins, ask students to consider why the Jedi code forbids attachment for its members—and why that might be an issue for Anakin.

**2. Getting Them Thinking While Watching (30 mins)**

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 23 through 33 (from Qui-Gon collecting his winnings from Watto to the reconciliation of Qui-Gon and Obi-Wan ). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

**3. Follow Up Questions (5-10 mins)**

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

**4. Expert Groups (10 mins)**

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 12

# “WE WILL WATCH YOUR CAREER WITH GREAT INTEREST.”

## The Sith and “The Rule of Two”

### What to do

#### **1. Masters and Padawans (5 mins)--Entry Task, see PP slide**

When class begins, ask students to answer the following question: “What do you think about the relationship between Qui-Gon and Obi-Wan? How might his master influence what kind of Jedi Obi-Wan Kenobi becomes?”

#### **2. Getting them thinking while watching (30 mins)**

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 34 through the end (from Jar Jar emerging from the water to end credits). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### **3. Follow Up Questions (5-10 mins)**

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### **4. Expert Groups (10 mins)**

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 13

# “THERE IS UNREST IN THE GALACTIC SENATE...”

### An introduction to *Star Wars: Episode Two*

#### What to do

#### 1. Introducing the Film (5 mins)—Entry Task, see PP slide

You may want to first ask students whether or not they have seen the movie (most probably have). Ask them if they like or dislike the movie. Briefly discuss the reasoning behind the 10-year time jump between *The Phantom Menace* and *Attack of the Clones*.

#### 2. Getting Into Film Groups (5 mins)

Quickly assign each of the students numbers 1-5. The reason for this is not group work, but instead to get them focusing on different aspects of the film. Each day, the students will rotate which aspects they are looking out for. The aspect groups are:

- 1) The Universe: Core vs. Outer Rim
- 2) Good vs. Evil
- 3) Character development of “The Other Big Three”
- 4) Actor Dialogue/Body Language/Facial Expressions
- 5) Notes on Characters and Parallels to the Original Trilogy

Hand out the packets and explain that they should be taking notes throughout the watching of the film. Briefly explain any questions they have.

#### 3. Getting Them Thinking While Watching (35 mins)

Play the film from the beginning through chapter 12 (end with Obi-Wan visiting the Jedi archives). Students should know what aspect group they are in for that day and should take notes. If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 4. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### 5. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 14

### “ARE YOU ALLOWED TO LOVE? I THOUGHT THAT WAS FORBIDDEN FOR A JEDI.”

A closer look at the relationship between Anakin and Padme

#### What to do

#### 1. The sacrifices required of a Jedi (5 mins)--Entry Task, see PP slide

At the beginning of class, open the floor for a discussion on how the students feel about Jedi having to give up close relationships with others as part of their commitment to the Order. Ask students to pay special attention to the scenes in which Anakin and Padme discuss the possibility of them having a relationship.

#### 2. Getting Them Thinking While Watching (36 mins)

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 13 through 28 (from the “Encouraged to Love” speech to Obi-Wan landing on Geonosis). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 3. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### 4. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 15

### “SOMEDAY I WILL BE THE MOST POWERFUL JEDI EVER.”

Anakin’s struggle with pride and letting go

#### What to do

#### 1. How attachment can cloud judgment (5 mins)--Entry Task, see PP slide

As class begins, ask students to consider how Luke’s struggles with attachment mirror those of his father to this point in the Saga. Make sure to include a discussion of the consequences each man faced as a result.

#### 2. Getting Them Thinking While Watching (35 mins)

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 29 through 39 (from the arrival at the Lars homestead to Obi-Wan’s “Good Job”). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 3. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### 4. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 16

### “THE SHROUD OF THE DARK SIDE HAS FALLEN. BEGUN, THE CLONE WAR HAS.”

#### The Dark Side takes hold

#### What to do

##### **1. The Jedi lose their way (5 mins)--Entry Task, see PP slide**

When class begins, ask students to consider if the Jedi are in fact the moral authority they claim to be. Has this film shown them to be fallible? Why or Why not?

##### **2. Getting them thinking while watching (35 mins)**

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 40 through the end (from Count Dooku and Poggle the Lesser entering the arena to end credits). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

##### **3. Follow Up Questions (5-10 mins)**

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day's questions)

##### **4. Expert Groups (10 mins)**

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today's film section. They will then present their findings to the class and answer questions from the class regarding their aspect.



## LESSON 17

# “WAR!...EVIL IS EVERYWHERE.”

### An introduction to *Star Wars: Episode Three*

#### What to do

#### 1. Introducing the Film (5-10 mins)—Entry Task, see PP slide

You may want to first give a brief synopsis on the history of the Sith (see PP) to explain the title. Following that, ask the students if they’ve ever been tempted to cheat or take risky shortcuts to something and how those temptations might be connected to anger. Also, ask them to consider how that might be true in the *Star Wars* universe.

#### 2. Getting Into Film Groups (5 mins)

Quickly assign each of the students numbers 1-5. The reason for this is not group work, but instead to get them focusing on different aspects of the film. Each day, the students will rotate which aspects they are looking out for. The aspect groups are:

- 1) The Universe: Core vs. Outer Rim
- 2) Good vs. Evil
- 3) The Hero’s Journey
- 4) Actor Dialogue/Body Language/Facial Expressions
- 5) Notes on Characters and Parallels to the Original Trilogy

Hand out the packets and explain that they should be taking notes throughout the watching of the film. Briefly explain any questions they have.

#### 3. Getting Them Thinking While Watching (35 mins)

Play the film from the beginning through chapter 10 (end with Obi-Wan’s report on the Outer Rim sieges and his uneasiness regarding Palpatine). Students should know what aspect group they are in for that day and should take notes. If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 4. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### 5. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 18

# “THE DARK SIDE OF THE FORCE IS A PATHWAY TO MANY ABILITIES SOME CONSIDER TO BE UNNATURAL.”

A closer look at Anakin’s fear of loss

### What to do

#### 1. How a Hero is Revealed (5 mins)--Entry Task, see PP slide

At the beginning of class, open the floor for discussion as to whether or not students agree with Yoda’s view of loss. Ask students if it’s realistic or not to simply “train yourself to let go of everything you fear to lose”?

#### 2. Getting Them Thinking While Watching (35 mins)

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 11 through 26 (from Palpatine appointing Anakin to the Jedi Council to Anakin deciding to disobey Mace Windu and intervene in Palpatine’s arrest). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 3. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### 4. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 19

# “HENCEFORTH, YOU SHALL BE KNOWN AS DARTH... VADER.”

## Anakin’s turn to the Dark Side

### What to do

#### 1. The fall of a hero. (5 mins)--Entry Task, see PP slide

As class begins, ask students to consider how the actions of one person can affect not only their own future, but also the future of others. Also, ask them how that is illustrated in the *Star Wars* universe.

#### 2. Getting Them Thinking While Watching (38 mins)

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 27 through 38 (from Mace Windu confronting Palpatine to the beginning of THE DUEL). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 3. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### 4. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 20

**“YOU WERE THE CHOSEN ONE! IT WAS SAID THAT YOU WOULD DESTROY THE SITH, NOT JOIN THEM! BRING BALANCE TO THE FORCE, NOT LEAVE IT IN DARKNESS!”**

The rise of the Sith and the birth of hope

### What to do

#### **1. The death of a friendship (5 mins)--Entry Task, see PP slide**

When class begins, ask students to answer the following questions: “How do you think Obi-Wan feels as his duel with Anakin begins?” “How much of the blame for Anakin’s fall can be placed at Obi-Wan’s feet?”

#### **2. Getting them thinking while watching (32 mins)**

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 39 through the ending (Yoda’s visit to the Emperor to the end credits). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### **3. Follow Up Questions (5-10 mins)**

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### **4. Expert Groups (10 mins)**

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 21

# “ALLOW ME TO INTRODUCE MYSELF. I AM LUKE SKYWALKER, JEDI KNIGHT...”

## An introduction to *The Return of the Jedi*

### What to do

#### 1. Introducing the Film (5 mins)—Entry Task, see PP slide

You may want to first ask students whether or not they have seen the movie (most probably have). Ask them if they like or dislike the movie. Briefly explain that when the film came out in 1983, fans had been eagerly waiting for 3 years for what they thought would be the final film in the *Star Wars* series and couldn't wait to see if Darth Vader really was Luke Skywalker's father. If you have time, ask them the following question: “Is it okay to tell a lie to spare someone's feelings?”

#### 2. Getting Into Film Groups (5 mins)

Quickly assign each of the students numbers 1-5. The reason for this is not group work, but instead to get them focusing on different aspects of the film. Each day, the students will rotate which aspects they are looking out for. The aspect groups are:

- 1) Images/Colors/Camera Work
- 2) Sounds effects/Soundtrack/Voices
- 3) Character development of “The Big Three”
- 4) Actor Dialogue/Body Language/Facial Expressions
- 5) Notes on Characters (other than “Big Three”)

Hand out the packets and explain that they should be taking notes throughout the watching of the film. Briefly explain any questions they have.

#### 3. Getting Them Thinking While Watching (37 mins)

Play *Star Wars: The Return of the Jedi* from the beginning through chapter 12 (end with *Millennium Falcon* and Luke's X-wing leaving Tatooine). Students should know what aspect group they are in for that day and should take notes. If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### 4. Follow Up Questions (5-10 mins)

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day's questions)

#### 5. Expert Groups (10 mins)

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today's film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 22

### “WHAT I TOLD YOU WAS TRUE...FROM A CERTAIN POINT OF VIEW.”

The nature of truth: Objective or Subjective?

#### What to do

##### **1. Does the truth hurt? (5 mins)--Entry Task, see PP slide**

At the beginning of class, open the floor for discussion whether or not they think it is acceptable to tell a lie to spare someone pain. Remind them of Obi-Wan's conversation with Luke about Anakin's fate in *A New Hope*.

##### **2. Getting Them Thinking While Watching (30 mins)**

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 13 through 23 (from the Emperor arriving on the Death Star to Vader's report about Luke on Endor). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

##### **3. Follow Up Questions (5-10 mins)**

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day's questions)

##### **4. Expert Groups (10 mins)**

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today's film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 23

### “YOU, LIKE YOUR FATHER, ARE NOW MINE.”

#### The temptation of the quick and easy path

##### What to do

##### **1. The Dark Side beckons (5 mins)--Entry Task, see PP slide**

As class begins, ask the students if they've ever felt that it is okay to do the wrong thing for the right reasons. Do the ends justify the means? How does Darth Vader's turn to the Dark Side serve as a cautionary tale?

##### **2. Getting Them Thinking While Watching (30 mins)**

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 24 through 33 (the Ewok trap through the Emperor telling Luke the younger Skywalker that he now belongs to him). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

##### **3. Follow Up Questions (5-10 mins)**

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day's questions)

##### **4. Expert Groups (10 mins)**

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today's film section. They will then present their findings to the class and answer questions from the class regarding their aspect.

## LESSON 24

# “I’VE GOT TO SAVE YOU.” “YOU ALREADY HAVE, LUKE.”

## Luke’s role in Vader’s redemption

### What to do

#### **1. The potential for redemption (5 mins)--Entry Task, see PP slide**

When class begins, ask students to consider if redemption is possible for even the most evil of people. They should also describe the steps required to achieve this redemption.

#### **2. Getting them thinking while watching (30 mins)**

Make sure you have students rotate aspect groups and take notes. Play the film from chapter 34 through the ending (the Ewok attack through the various planetary celebrations). If there is something that you feel is important to pause the movie for, feel free, but speaking during silences will save much needed time.

#### **3. Follow Up Questions (5-10 mins)**

Immediately after the film, have the students answer the follow-up questions independently and then discuss at their tables. A class discussion will follow. (See PP slide for the day’s questions)

#### **4. Expert Groups (10 mins)**

Students from each of the 5 aspect groups will now consolidate their observations and put together a poster of their favorite and/or most important parts from today’s film section. They will then present their findings to the class and answer questions from the class regarding their aspect.