"Star Wars" Project Rationale

This unit is done at the end of the year and constitutes a review of several of the units we have covered during the year—namely Character, Plot, and Theme. Additionally, before the films are viewed, students are introduced to Joseph Campell's "monomyth" theory found in *The Hero with a Thousand Faces* (Pantheon Books, 1949) and tasked with tracking its progress through an all-class reading of a version of J.R.R. Tolkien's *The Hobbit*.

Once the actual viewing of the movies begins, there is a daily protocol to ensure that students are engaged and learning is taking place. Class begins with an open-ended discussion to either access prior knowledge or prompt the students to consider their own philosophy of life. Students then use specially-designed tracking sheets and are tasked with monitoring specific elements of the films. At the conclusion of the film for the day, both simple comprehension and higher-level questions are presented to the students and then discussed.

Episodes from the Prequel Trilogy are shown so that students can compare and contrast themes and events from the Original Trilogy episodes.

Throughout the entire experience, students are taking notes and are expected to engage in small group and whole class discussions.

CCSS covered include, but are not limited to:

Reading Literature

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Language

L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.