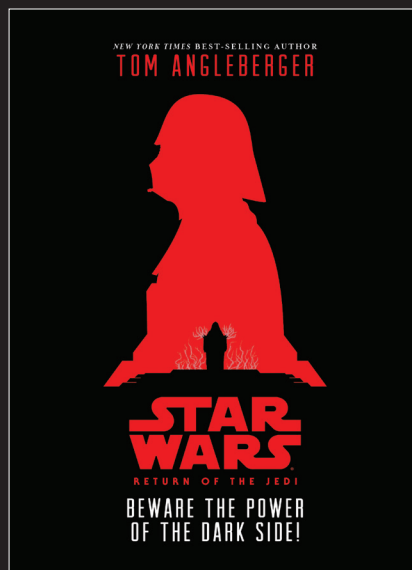
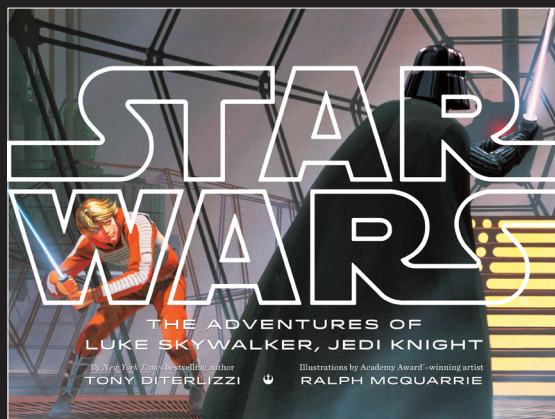


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P R E S S

READER'S THEATER FOR SCHOOL AND LIBRARIES





READER'S THEATER FOR SCHOOL AND LIBRARIES

Reader's Theater is a simple, powerful method for connecting kids with books while boosting literacy skills. Typically, students read aloud from scripts that have been adapted from literature. While minimal props can be used, it's the readers' voices that are the heart of the performance. When conducted with the guidance of a teacher or librarian, Reader's Theater can improve students' language fluency, reading motivation, and confidence, and it also encourages cooperation and enthusiasm as kids work together in groups.

There are many different models and methods for structuring Reader's Theater activities with students. Our suggestions? Start by reading the text aloud before students begin working on a script. Discuss how actors emphasize certain words to create meaning, and introduce simple techniques (highlighting or underlining) to help students remember intonation. Ask students to think about their character's traits and role within a story before performing. Remind them that memorization isn't necessary, and of course, suggest that students practice often and have fun playing with their lines. Students often enjoy performing for other classes, especially younger grade levels.

The following discussion questions and activities are designed to supplement Reader's Theater performances in the classroom. The accompanying scripts are available at the end of this guide and are drawn from new titles in the *Star Wars* series:

Star Wars: The Adventures of Luke Skywalker, Jedi Knight, by Tony DiTerlizzi

Star Wars: A New Hope: The Princess, the Scoundrel, and the Farm Boy, by Alexandra Bracken

Star Wars: The Empire Strikes Back: So You Want to Be a Jedi?, by Adam Gidwitz

Star Wars: Return of the Jedi: Beware the Power of the Dark Side, by Tom Angleberger

Students who have read the books beforehand will benefit most from the discussion prompts and activities below.

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ACTIVITIES

COMMON CORE CONNECTIONS:

These activities correlate to Common Core State Standards for English Language Arts in Language: Vocabulary Acquisition and Use, L.4.5–6.5; Reading: Foundational Skills: Fluency, R.4.4–5.4; Reading: Literature: Craft and Structure, RL.4.4–6.4, and Integration of Knowledge and Ideas, 4.7–6.7; and Speaking and Listening: Comprehension and Collaboration, SL.4.1–6.1, and Presentation of Knowledge and Ideas, SL.4.6–6.6.

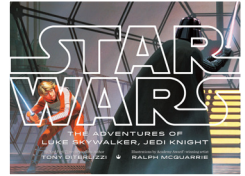
1. Alexandra Bracken's *Star Wars: A New Hope: The Princess, the Scoundrel, and the Farm Boy* encourages readers to think about labels and stereotypes. In her title, she lists labels that could be assigned to each of her central characters. After students have read Bracken's novel, ask them to discuss the ways in which Princess Leia defies the traditional role of "princess," citing passages from the text to back up their points. Next, have students read Reader's Theater Script Two, in which Princess Leia is interrogated. Discuss as a class how this scene exemplifies the conflict between Leia and Darth Vader and how actors might use their voices to highlight the meaning and emotion behind certain phrases.

2. Adam Gidwitz speaks directly to readers in *Star Wars: The Empire Strikes Back: So You Want to Be a Jedi?* Read the first chapter aloud, particularly the following passage: "This is the story of a young man. His name was Luke Skywalker. Now, even though this story is about him, I'm not going to tell it that way. You want to become a Jedi. . . . If you want to follow in his footsteps, you need to walk in his shoes. I mean, really walk in his shoes. And wear his clothes. And carry his lightsaber. And share his friends. And fight his enemies. You need, for the duration of this story, to become Luke." Next, share Reader's Theater Script Four with the class. Ask students to identify and then discuss the author's use of second-person point of view. Why might Gidwitz have made this choice rather than using a third-person narrative perspective?

3. In *Star Wars: Return of the Jedi: Beware the Power of the Dark Side*, author Tom Angleberger uses footnotes throughout the story. Ask students to find examples of footnotes in the text and then, as a class, discuss how they affect the narrative. Do the footnotes add humor, background details, a new narrative voice? Next, have the class locate the footnotes in Reader's Theater Script Six. Discuss together how the "Footnote" and "Narrator" roles are distinct and how actors might use their voices to reflect those differences.

4. Tony DiTerlizzi's *Star Wars: The Adventures of Luke Skywalker, Jedi Knight* features Ralph McQuarrie's concept paintings for the original *Star Wars* trilogy, all created to help the filmmakers envision the planets, starships, and inhabitants of their new shared universe. Using a document camera or similar projection device if available, display McQuarrie's images for students, and include scenes featuring C-3PO and R2-D2. Next, display images of C-3PO and R2-D2 as they appeared in the films (digital images can be found on the official *Star Wars* website: <http://www.starwars.com/databank/c-3po>). Ask students to compare the characters' appearances in both McQuarrie's paintings and the films. What are the differences? Finally, have students create their own "concept images," either on paper or in digital formats, which reimagine characters and scenes from DiTerlizzi's book. You can display the students' original work as a background while they perform Reader's Theater scripts one, three, five and/or seven.

SCRIPT ONE



The Adventures of Luke Skywalker, Jedi Knight
by Tony DiTerlizzi

CHARACTERS:

Narrator 1 Narrator 2
Narrator 3 Princess Leia

NARRATOR 1: A long time ago in a galaxy far, far away. . . .

This is a story of good versus evil, or light dispelling darkness. This is a story of hope. It begins on the distant desert planet of Tatooine with a farm boy named Luke Skywalker.

NARRATOR 2: Luke never knew his parents. He lived with his aunt and uncle on a farm that harvested precious water from the dry desert air. Though busy with his many chores on the moisture farm, Luke was bored. He dreamed of exploring the twinkling frontier of space, beyond the scorching twin suns and his dust bowl home.

NARRATOR 3: Luke Skywalker yearned for adventure. Little did he know that just beyond the atmosphere of his little planet, an adventure—his adventure—was beginning. . . .

NARRATOR 1: It was known throughout the galaxy that the fearsome Darth Vader was the face of the Empire. Under orders from his master, Emperor Palpatine, Vader had hunted down and exterminated all members of the ancient order of Jedi Knights . . . except one.

NARRATOR 2: Darth Vader had seized Princess Leia's starship and ordered a squadron of stormtroopers to track down two escaped droids—R2-D2 and C3-PO—who had fled to Luke's planet, where they located the last known Jedi Knight.

NARRATOR 3: From R2's eye came a flickering image of a girl. Though adorned in the elegant robes of a princess, her face was one of worry. Her recorded voice trembled.

LEIA: "Help me, Obi-Wan Kenobi. You're my only hope."



SCRIPT TWO

PART 1



The Princess, the Scoundrel, and the Farm Boy by Alexandra Bracken

CHARACTERS:

Narrator Darth Vader
Princess Leia Voice

LEIA: The door hissed open and his dark shape swept in, followed closely by two security officers. The two men fell into place on either side of the door, their gazes fixed on the ceiling. For a long, terrible second, there was no sound in the small cell beyond the steady wheeze of Vader's respirator. A cold drip of alarm ran down Leia's back.

VADER: "I hope you find your quarters adequate, Princess."

LEIA: No fear. No breaking. No screaming. "I demand to be released and given a formal trial."

VADER: "Spare me your indignation. I've neither the time nor the patience for it."

NARRATOR: A strange sound—a beeping that sizzled through the air like a bolt of static—made the hair rise on Leia's neck. Vader stepped aside, allowing a spherical droid to float in behind him. It bobbed slightly as it came toward her, its glossy black exterior shot through with silver and punctuated by a red eye light.

LEIA: "What—? No!"

NARRATOR: Leia knew what that was—an interrogation droid.

VADER: "This is your last chance, Your Highness. If you will not tell me where the plans are and where I'll find the Rebels' fortress, I will force the answers from you."

NARRATOR: There was nowhere to run. Leia bolted toward the door, but Vader's arms locked around her, swinging her back into the interrogation droid's path. The pain that lanced through her arm as the needle punctured her skin and the serum seeped into her system was unbearable. A voice floated to her through the clouds.

VOICE: "Your Highness, you're safe. You can trust me."

LEIA: Leia shook her head, turning her face against something cold, hard, smooth. Cell. She was in a cell. On the—on the—Why couldn't she hold on to a thought? Her pulse was pounding in her ears again. She pressed her hands against them. Not safe. Not safe. Not safe.

VOICE: "I'm with the Rebel Alliance. I need to know what you did with the Death Star plans. You must tell me. You must trust me."

SCRIPT TWO

PART 2



LEIA: There was a bad taste in her mouth, a pounding in her skull. Leia was so sure she was going to be sick, she bent at the waist, ignoring the way fire seemed to stream through her blood. Words popped like bubbles in her mind.
Interrogation.
Death. Star.
Vader.

VOICE: “We need them, Leia! Tell me where to find the plans!”

LEIA: “L-leave me alone.” Interrogation. Rebels. Can’t tell the truth. Don’t tell the truth. Antilles. *Tantive IV*. Alderaan. Senate. Galaxy.
You’ll be forced to give information, her instructor had said, truthful information. But it doesn’t have to be current information. There’s always a way to give a truth that’s related but not the answer they want. Find a connection.

VADER: [yelling] “Where are the plans?”

LEIA: “I don’t have them! I don’t have them!”

VADER: “Where are they?”

LEIA: “I don’t have them!”

VADER: “Where did you send them? Where is the Rebel base? If you do not tell me where to find the Rebels, lives will be lost! All of the Rebel deaths will be on your head!”

VOICE: “Your father wants you to trust us. He wants you to tell us where to find the Rebels. He’s worried about you. He wants you to come home.”

LEIA: “Alderaan is my home.”

VOICE: “Are you a member of the Rebel Alliance?”

LEIA: “I’m Princess Leia Organa. I’m the senator from Alderaan.”

NARRATOR: And that was the truth. Vader stepped back, watching her as stilly and silently as any poisonous snake about to strike. He began to turn, signaling something to the security officers. Leia slumped back against the metal cot in relief. They were leaving. It was over.

VADER: “Careful. If you continue to resist, soon you will be neither.”



SCRIPT THREE

PART 1



The Adventures of Luke Skywalker, Jedi Knight by Tony DiTerlizzi

CHARACTERS:

Narrator 1	Narrator 2	Obi-Wan Kenobi
Luke Skywalker	Jedi Master	Yoda

NARRATOR 1: Luke fled the icy battlefield and boarded his hidden X-wing fighter, where R2 waited for him. As they flew away, Obi-Wan Kenobi's voice drifted into Luke's mind:

OBI-WAN: *You will go to the Dagobah system. There you will learn from Yoda, the Jedi Master who instructed me.*

NARRATOR 2: Luke and R2 arrived on the boggy planet of Dagobah.

LUKE: "I don't know, Artoo, this seems like a strange place to find a Jedi Master."

NARRATOR 1: At dusk, a wizened creature appeared from the mists. It was Yoda. Under Yoda's guidance, Luke began the rigorous practice of becoming a Jedi, exercising both body and mind.

[NOTE: At this point a short lesson from So You Want to Be a Jedi? by Adam Gidwitz is added in. You may want to show this by letting the Jedi Master put on a Jedi robe, if you have one, and you may want to have other readers read the A, B, and C sections.]

JEDI MASTER: Your lesson for today, my young padawans, is called: "The Force Is Not Multiple Choice."
Are you familiar with those teen magazines that have multiple-choice tests? You answer a bunch of questions, and if you chose mostly A, you're this kind of person, and mostly B, you're that other kind?

We're going to do one of those tests.

One question. Three options.

You might want to meditate before we begin.

Really.

Close your eyes. Relax your body. Breathe in through your nose, and out through your nose. Again. Again.

Okay. Slowly open your eyes. Here we go.

It's lunchtime in the school cafeteria. You exit the food line, gripping your tray of steaming sloppy joe. You look around.

To your right, you see your friends. The table is full, except for one chair next to your best friend. You know your best friend has been having a really rough day.

SCRIPT THREE

PART 2



JEDI MASTER: Straight ahead of you, there's a new kid. The popular, mean crowd has sat down around him. They look like they're already starting to give him a hard time.

To your left, there's someone in your class who sits alone every day. She would obviously like to sit with someone, but nobody gives her a chance.

So, do you:

A) Go sit beside your friend. He or she is your best friend and needs your support today. The other kids can wait.

B) Sit down with the new student. If the popular, mean kids tease him, you'll stand up to them, or at least let the new kid know you're on his side.

C) Join the table with the loner. She's been suffering the longest, and it's time to help her out.

Think about it. Which will it be? All right, ready?

All those who vote A, raise your hands.

All those who vote B, raise your hands.

All those who vote C, raise your hands.

Interesting.

But if you want to be a Jedi, the correct answer is this: there is no one correct answer, for Jedi do not act hypothetically. They act in real life. The next time you see A, B, or C happening, do something about it. For real. That is the way of the Jedi.

*[NOTE: The script now switches back to
The Adventures of Luke Skywalker, Jedi Knight, by Tony DiTerlizzi.]*

NARRATOR 1: As he became stronger with the Force, Luke began to have visions. One of these visions was of Darth Vader. Another foretold the future. Luke saw a city in the clouds. His friends Han, Leia, and Chewie were there . . . but they were in pain.

LUKE: "I have to go. I can help them."

NARRATOR 2: Yoda and Obi-Wan tried to stop Luke. He was not finished with his training. But Luke had made up his mind.

OBI-WAN: "That boy is our last hope."

YODA: "No. There is another."

SCRIPT FOUR

PART 1



So You Want to Be a Jedi? by Adam Gidwitz

CHARACTERS:

Narrator 1 Narrator 2 Narrator 3
Narrator 4 Darth Vader

NARRATOR 1: You are walking through a tunnel. You see nothing, but you can feel the shape of the space. The Force is curling around you, in the form of a metallic tube. But Vader is not here. You press on. You emerge into a cluttered, dark corridor. Large windows, giving out onto the central reactor core, shed a very dim light. You reach out with your senses. Vader is here, but he is avoiding you. Muddying the Force around you. A pang of fear slaps your heart. He is stronger than you are.

NARRATOR 2: And that's when it hits you. Like a barn being thrown by a sandstorm, right into your body. You fall, then rise again, throbbing with pain. A giant piece of machinery has clattered to the floor at your feet. You turn to look where it came from—and another crashes into your head.

NARRATOR 3: You are on your knees. You raise your lightsaber to protect yourself, but the metal objects are coming too fast. Vader is detaching them from walls, lifting them from the floor, and hurling them at you. You can't see them, you can't sense them—Vader has muddled the Force too much. You are bleeding. You are reeling. You are losing.

NARRATOR 4: And that's when the biggest one hits you, and you are flying through one of the large windows, glass shattering around you like rain in a storm. Into the reactor shaft. There is nothing below you. Nothing for half a kilometer or more. Time has slowed—which is not necessarily good, because it is merely giving you time to realize that you are about to die.

NARRATOR 1: And then, as you fall, you realize that there is a gantry platform—a long, thin steel catwalk—very near you. You reach out. You are falling, but your hand touches steel. You grab it. Your body snaps like a fish at the end of a line. But your hand is still gripping the steel. Below you, the reactor core descends into oblivion. Wind is whipping at your face, you smell your own sweat, and your legs are swinging over the abyss. You kick at the air, but you cannot raise yourself to the platform.

NARRATOR 2: Fear is overpowering you now. You look down, and back up. Vader has appeared at the end of the gantry. Towering, enormous, dark. He is walking toward you. His steps echo like the ticking of an enormous clock. You manage to pull yourself up onto the gantry. You climb to your feet, which takes about as much effort as climbing a mountain.

SCRIPT FOUR

PART 2



NARRATOR 3: You ignite your sword. One last stand, you tell yourself. You can beat him. You try to feel calm. But you are merely trying. So you do not feel calm. Not at all. Maybe you should listen to Vader. Maybe you should let your anger out. Give in to it. But you can't even do that. All you feel is fear.

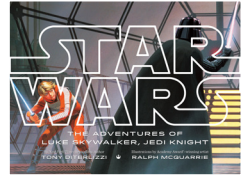
NARRATOR 4: He strides toward you. Dark. Steady. Familiar. And then you leap at him, your feet leaving the ground entirely, your lightsaber leading like a lance. He parries. You land on your feet and drive your lightsaber at him. You smell burning flesh. Gas is hissing somewhere. You stare. Vader stops and looks down. You have hit him. On the right arm. You have wounded him. You feel surprised. Triumphant. You are a great warrior. You have done the impossible.
You have wounded Darth Vader. You are a Jedi. You have become a Jed—

NARRATOR 1: His sword blazes through the air and cuts your right hand from your arm. The pain is blinding. But it is instantly eclipsed by your fear. For as you watch the most surreal sight you have ever seen—your own hand tumbling away from you into the reactor core—you see, tumbling with it, your lightsaber. And now the pain and the fear are one. And they are greater than you. Much greater.

VADER: “There is no escape, Luke. It is useless to resist.”



SCRIPT FIVE



The Adventures of Luke Skywalker, Jedi Knight
by Tony DiTerlizzi

CHARACTERS:

Narrator 1
Narrator 2
Narrator 3

NARRATOR 1: The Rebel Alliance was larger than ever. Leaders from all over the galaxy banded together in a final effort to defeat the Empire. At the headquarters of the Rebel fleet, Luke learned that Emperor Palpatine had been secretly overseeing the construction of a new Death Star, deadlier than the first.

NARRATOR 2: An invisible shield protected this new space station. A generator located on the nearby moon of Endor powered the shield. If Luke and his friends deactivate the shield, then the Rebel fighters could strike, destroying the Death Star and the Emperor with it.

NARRATOR 3: With Han and Chewie piloting a stolen Imperial shuttle, Luke, Leia, the droids, and the team of Rebels attempt to slip past the new Death Star and touch down on the forest moon of Endor.

SCRIPT SIX

PART 1



Beware the Power of the Dark Side!
by Tom Angleberger

CHARACTERS:

Han Solo Imperial Princess Leia Narrator
Darth Vader Footnote Chewbacca

NARRATOR : Chapter Thirty-Six
In Which the Rebel Plan Begins

HAN: "Bring her out of lightspeed, Chewie,"

NARRATOR: The blur of stars and cosmic clouds they've been watching for hours freezes and they are looking at an ominous sight: an immense star cruiser, one of the biggest ships in the galaxy, just ahead.

Beyond it looms something far bigger: the Empire's new space station, the new Death Star. Death Star Commander Moff Jerjerrod still doesn't have it finished and one whole hemisphere trails off into a mess of scaffolding and girders. But even unfinished it still seems unnaturally large.*

FOOTNOTE: **A dozen planets were stripped bare just to get the raw materials to make this second Death Star. Even now, other worlds are being plundered to obtain the fuel to power it.**

NARRATOR: An insult to the cosmos that has already thrown off the rotation of the nearby moon. But our heroes are not quite as frightened as they might be. After all . . . they've blown up one of these things before. And this one isn't even working yet. And yet . . . Leia notices that Luke seems more worried than the rest.

HAN: "Get the nav computer to plot us a course out of here, Chewie. If they don't go for this, we're going to have to get out of here pretty quick."

CHEWIE: "Yrrrggh."

IMPERIAL: "We have you on our screen now. Please identify."

HAN: "Shuttle *Tydirium* requesting deactivation of the deflector shield."

IMPERIAL: "*Tydirium*, transmit the clearance code for shield passage."

HAN: "Transmission commencing."

IMPERIAL: "Maintain present course until code verification."



SCRIPT SIX

PART 2



LEIA: "Now we find out if that code is worth the price we paid."*

FOOTNOTE: **You didn't think the Bothans worked for free, did you?**

HAN: "It'll work. It'll work."

LUKE: "Vader's on that ship."

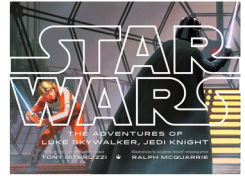
HAN: "Now don't get jittery, Luke. There are a lot of command ships. Keep your distance though, Chewie . . . but don't look like you're trying to keep your distance."

CHEWIE: "HHHARGH?"

HAN: "I don't know. Fly casual."

CHEWIE: "Wuggg!"

SCRIPT SEVEN



The Adventures of Luke Skywalker, Jedi Knight
by Tony DiTerlizzi

CHARACTERS:

Narrator 1 Narrator 2 Emperor Palpatine
Luke Skywalker Darth Vader

NARRATOR 1: The Death Star began vaporizing entire Rebel cruisers in one shot. Luke felt pain watching the defeat of his Rebel friends. Anger and hate filled him. Luke Skywalker felt the power of the dark side of the Force. With lightning speed, he ignited his lightsaber and battled Darth Vader once more. Luke's rage fueled his aggression. In time, Vader lay defeated, though not dead.

EMPEROR: "Good! Your hate has made you powerful. Now, fulfill your destiny and take your father's place at my side!"

NARRATOR 2: Luke looked down to see his own reflection in his father's black mask.

LUKE: "Never! I'll never turn to the dark side. I am a Jedi like my father before me."

NARRATOR 2: Furious, Emperor Palpatine conjured the dark power of the Force and struck Luke with bolts of [evil] lightning. The young Jedi fell to the floor, writhing in agony.

NARRATOR 1: But Luke's father, who did still have a glimmer of light in his dark existence, could not watch his son be destroyed. With his last bit of strength, Darth Vader seized the Emperor, lifted him high, and hurled him down a shaft that led to the core of the Death Star. Palpatine exploded in a whoosh of dark, hate-filled energy.

NARRATOR 2: On the surface of the Death Star, the Rebels closed in. In minutes the space station would be destroyed. Carrying his battered father, Luke stumbled to an Imperial shuttle.

ALL: Ka-boom!

NARRATOR 2: Luke's shuttle rocketed away from the exploding Death Star just in time. A dying Darth Vader asked his son to remove his helmet and face mask.

VADER: "You were right about me, Luke. Tell your sister you were right."

NARRATOR 2: Anakin Skywalker closed his battle-weary eyes for the last time as Luke said goodbye.

NARRATOR 1: No longer the farm boy from Tatooine, Luke Skywalker fulfilled his destiny. He became a Jedi Knight and saved the galaxy. More important, he saved his father and found his family.

ALL: The Force was with him.