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Task Descriptions

# WELCOME!

Thank you for joining us on your field trip to The Walt Disney Family Museum. These activities allow students to build on what they learned during their visit to the Walt Disney Family Museum while developing their writing skills. These activities are designed to meet the Common Core State Standards for English language arts, focusing on literacy in history, social studies, science, and technical subjects, as well as the National Common Arts Standards for media arts.

The timing of this lesson is flexible, but would require at least 50 minutes.

Anchor Standards—Common Core State Standards, English Language Arts, Literacy in History, Social Studies, Science, and Technical Subjects:

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (CCSS.ELA.LITERACY.WHST.9-10.2, CCSS.ELA.LITERACY.WHST.11-12.2)

Anchor Standards—National Common Arts Standards, Media Arts Anchor Standards:

- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

## Advanced Preparation

- Review the steps and determine how much class time you wish to devote to these activities.
- Students would benefit from access to art supplies during these activities. Decide what types of supplies you wish to make available for students or invite students to bring their own supplies.

## Task Description

### Task 01/Character Design: How-To

At the start of class, ask students to think back to the amusement park rides they planned in class before visiting the museum, as well as the World's Fair pavilion they developed during their workshop at the museum. Explain that each student is going to complete a two-part assignment to sum up what they learned from the museum visit and the workshop:

- Step One: Write a description of the Imagineering process based on what they learned at the museum.
- Step Two: Create a specific design and script for an Audio-Animatronics character, either for the amusement park ride they planned in class or for the project they created at the museum.

Tell students they need to work on Step One, a written “how-to” for thinking and working like an Imagineer. If you think it will benefit your students, you can work together as a class to generate a list of some of the fundamentals. Then, have them elaborate and explain how to apply those concepts to a real-world problem.

Allow time for students to fully develop their drafts. When most students seem to be reaching the halfway point of their draft, ask students to stop writing and trade papers with another student in the class. Instruct students to read over their partner's draft, focusing solely on the content: does the written piece accurately describe the steps that need to be taken? Are any important steps left out or described inaccurately? Ask students to give each other feedback if there are major mistakes or steps left out, then instruct students to return to their own papers and continue working.

## Task 02/Character Design: Visual Design and Script

When students have completed their written procedures, tell them it is time for them to focus on the visual design and script for their particular character. Students need to create a visual representation of their character by drawing, painting, modeling, or using computer animation. They also need to write a script for what their Audio-Animatronics character would say and/or do. If students have selected a character that would not talk, they should still develop a script, but the script should focus on the character's behavior. For example, if they were creating a ride based on Edgar Allan Poe's "The Raven," the character of the raven would say nothing but "Nevermore." So their script should describe how the bird would move, whether it would interact in any way with the audience or any other characters, etc.

Students can choose which task (visual design or script) to complete first. Note: some students will be more comfortable with the visual design aspect and others will be more comfortable with the scriptwriting, but all students should engage in both activities.

Allow plenty of time for students to work on their visual design and/or script. When most students look to be done (or almost done) with one of the two tasks, ask students to stop and pair up with a partner (ideally someone who was in their group, either at the museum or in the pre-activity tasks). Invite students to look at each other's work and give feedback using any or all of the following prompts:

- I like how you...
- I wonder if...
- I have a question about...
- I was surprised by...
- Have you thought about...

Once students have given and received peer feedback, have them return to their visual design and script activities.

When all students have completed all three activities (the written procedure, the visual design, and the script), arrange to display the combined work in the classroom, online, or in another public venue.