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Activity Sheets

# WELCOME!

We are delighted to welcome you and your students to The Walt Disney Family Museum for your upcoming visit. Our mission at the museum is to celebrate the life, work, and legacy of Walt Disney, using Walt’s story to inspire others to discover their own resilience, creativity, and imagination.

These activities will introduce students to important concepts to prepare them for their visit to the Walt Disney Family Museum, while also reinforcing communication and presentation skills. The activities are designed to meet the Common Core State Standards for English language arts and the National Common Arts Standards for media arts.

The length of this lesson can be adjusted based on teacher preference. It is designed to take at least 50 minutes, but would be better suited to 90 minutes or more of class time.

Anchor Standards—Common Core State Standards, English Language Arts:

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.CCRA.SL.1)
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience. (CCSS.ELA-LITERACY.CCRA.SL.4)

Anchor Standards—National Common Arts Standards, Media Arts:

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.

## Advanced Preparation

- This activity guide directs students through the process of developing their own amusement park ride based on a literary work or informational text. 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.
- Make copies of the provided handouts for all students.

## Your visit to the Walt Disney Family Museum

Your class is going on a visit to The Walt Disney Family Museum in San Francisco. Walt Disney invented Mickey Mouse and Disneyland. He was very good at telling stories, making movies, and creating immersive experiences at theme parks.

At the museum, you will see special things from Walt's life, called artifacts. Walt was very patriotic. He cared about his country. In World War I, he was too young to fight, but he still wanted to help so he drove an ambulance. The museum has pictures from Walt's life and even an old ambulance like the one he drove. Walt always loved movies. When he was young, he got his own movie camera and played around with "trick" photography. You can see these early films in the museum.

When Walt grew up, he started working first as an animator, a person who draws the pictures for animated cartoons and movies. Later, he was in charge of his own movie studio. He and his studio team worked very hard to make movies that told exciting stories. In the 1950's. Walt started to explore other ways of telling stories, designing Disneyland to be like a movie set, where people felt like they were transported to other worlds. To make Disneyland a truly fantastic experience, Walt hired people called Imagineers who used their imaginations, engineering, and creative problem solving skills to build rides and attractions that were truly magical.

When you are at the museum, you will explore the galleries and learn about how Walt and his Imagineers worked to build truly unique theme parks and attractions, unlike any that had been seen before. You will also get a chance to design and build your own attraction, ride, or environment that helps to solve a problem facing the world today.

## Task Description

### Task 01/ Planning Your Own Amusement Park Ride

Students will prepare for their Imagineering Experience at the Walt Disney Family Museum by brainstorming ideas for their own amusement park ride.

Before class begins, post the following guidelines on the board:

- Your ride must be based on something you have read.
- Your ride cannot be based on anything that has already been turned into a ride (e.g., fairy tales, Harry Potter) unless you can clearly demonstrate how your ride will be different.
- Your ride must utilize the characters, settings, plot, etc., of your story. In other words, you cannot name a roller coaster after Lord of the Flies unless there is something about your roller coaster that is related to the airplane crash, the island, the Beast, the hunt, or the other characters.

When class begins, explain that students will be visiting the Walt Disney Family Museum soon to explore the creativity and planning that went into creating Disneyland and other Disney amusement park attractions. To help students get ready for that experience, they are going to plan their own amusement park ride based on a book, short story, poem, or play they have read. Review the guidelines with students and answer any questions. It may be helpful to encourage students to think of the more atmospheric rides commonly found at theme parks like Disneyland or Universal Studios rather than the roller coasters found at other parks. Disney rides like Splash Mountain, the Matterhorn Bobsleds, and Pirates of the Caribbean, or rides like the Harry Potter rides at Universal Parks in Florida, are good examples of rides that are deeply embedded in a particular theme, storyline, or environment.

Invite students to call out the names of stories they have read in class this year (or in previous years) that might be good source material for an amusement park ride. List the suggestions on the board.

Give each student a sticky note or an index card. Instruct students to write down the title of the story they would most like to work on. You may wish to let students write down two titles if they are undecided or if they think one of their titles might be too unfamiliar to their classmates.

Then have students circulate through the classroom and find other students who want to work on the same title or a similar title. Encourage students to form groups based on their title selections. Work to help all students form groups of 3-4.

### Task 02/Amusement Park Ride Project: Generating Ideas

Give students time to work in their groups to develop ideas for their ride. Distribute copies of the Amusement Park Planning handout and have groups complete one or more of the Idea Generation Tasks.

Circulate throughout the classroom, keeping students on task and helping them to further develop their ideas. If you have classroom copies of the texts they are using as reference points, encourage students to refer back to them to get additional ideas.

Some groups may decide on their major components quickly and be ready to move on; allow those students to shift to the Planning Tasks described on the handout. As much as possible, permit students to take their time working through the Idea Generation tasks so they fully develop their concept before moving on to the planning phase.

### Task 03/Amusement Park Ride Project: Planning Tasks

Draw students' attention to the Planning Tasks on the Amusement Park Planning handout. Explain that each group member is responsible for one of these tasks. Review the tasks and answer any questions, then give students time to assign each task to one member of their group.

You may wish to provide art supplies for those students engaging in the Big Picture task. If you prefer, you can broaden that task to include computer-generated images or even clay models of their ride.

As students work, circulate through the room to answer questions and keep students on task. Let students know that they will be presenting their ideas to the rest of the class shortly.

#### Task 04/ Sharing: Amusement Park Ride Ideas

Explain that students are going to share their in-progress ideas at this point. Each student needs to be prepared to briefly explain his/her contribution to the group's ride planning. If time permits, allow students to prepare some brief remarks about their work in advance.

Arrange for half the groups to display their work (on their desks, posted on the wall, etc.). Pair the groups up so that each presenting group has a non-presenting group as an audience.

Tell students you will give a signal when it is time for them to switch groups. Cue the presenting groups to begin talking about their ride plans.

Allow enough time for the groups to briefly touch on all four topics, then signal the audience groups to move to a new group. Repeat this process so that each presenting group gets to share their ideas with at least two or three audience groups.

Then ask the audience groups to display their plans. Assign one of the groups that has just presented to be the audience for each group that has not yet presented. Repeat the same process, so that by the end of the activity every group in the class has shared their plans with at least two or three other groups.

Distribute copies of the Amusement Park Idea Survey (included in the Imagineering Handout packet). Ask students to complete this survey, reflecting on the ideas they saw presented. Reassure students that the survey will be anonymous.

Collect the surveys once they are completed and save them for use during the Post-Visit Activities.

#### Task 05/ Preparing for the Museum Visit

Take time to review any specific instructions you have for your students prior to their visit to the Walt Disney Family Museum.

## Amusement Park Planning

### Getting Ideas

The first step in designing your amusement park ride is to come up with a lot of ideas. Complete one or more of the Idea Generation Tasks listed below. Use a separate piece of paper to complete the task(s).

- **First Impressions:** Write a description of and/or draw the exterior of their ride. What will guests see/hear as they approach the ride? How will they enter the ride?
- **First Person View:** Describe (or draw) what a guest will experience on the ride. What will the guest see/hear? What will they feel (e.g., the movement of the ride)?
- **The Keys to the Ride:** Write down words or draw images for the most important elements of your ride. Will there be a huge drop on your rollercoaster? An atmospheric entrance with Audio-Animatronics characters welcoming guests? Focus on the three to five most important elements of your ride.
- **Ride Storyboard:** If your ride will tell a story (or an important part of a story), plot out the sequence of events using a storyboard or a series of graphic-novel panels.

### Planning Your Ride

Now that you've generated a lot of ideas, it's time to decide which ones you're actually going to use. Work together in your group to complete these Planning Tasks:

- **Summarize:** Create a brief written summary of your ride: what story is it based on? Why did you choose that story? What will a guest experience on your ride? Describe the ride in detail; don't leave out any "surprises" for the guests. Think of this document as the behind-the-scenes description of the ride for the executives in charge of the park.
- **The Big Picture:** Create one or more drawings/diagrams that will illustrate what your ride will look like and any key moments or experiences of your ride.
- **The Sales Pitch:** This is your opportunity to persuade guests to come try your new ride. What would you say to them? The sales pitch should be short and convincing. Think about the few lines of text that might appear in an ad for a new ride or on a map of the amusement park.
- **What We Still Need to Know:** You might have a great ride idea, but you aren't engineers (at least not yet). What would you need to find out if you were actually going to pitch this ride to an amusement park? Think about the logistics of managing crowds, the engineering or computer programming required to build the ride, etc.

Each member of your group should take on one task. If you have only three group members, one person can do The Big Picture and The Sales Pitch tasks.



## Amusement Park Idea Survey

Now that you have seen the other groups' ideas, respond to these questions. Your answers will be anonymous.

1. Which ride would you be most interested in riding? Why?
2. Are there any rides that you don't think would work? Which ones, and why?
3. Which story (or stories) was the best source material for a ride?
4. Did working on this project make you think of the story in a different light? If so, how?
5. What questions do you have about creating an amusement park attraction?

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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.