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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 basic literacy skills. This set of activities is designed for maximum flexibility, allowing teachers to choose whether to focus on fictional/narrative or nonfiction/informational writing. The length of this lesson will depend on which activities you choose to do. The activities are designed to meet the Common Core State Standards for English Language Arts and the National Core Arts Standards for Media Arts. Specifically:

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)
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS.ELA-LITERACY.CCRA.W.2)*
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS.ELA-LITERACY.CCRA.W.3)*
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS.ELA-LITERACY.CCRA.W.5)

Anchor Standard—National Core Arts Standards, Media Arts:

- Generate and conceptualize artistic ideas and work.

Advanced Preparation

- This activity guide focuses on helping students to develop ideas for a short animated film. Before beginning these activities, determine if you will have students create informational films based on factual content or narrative films based on their own original ideas. Some ideas for films based on factual content are:
 - A short demonstration of a scientific concept
(e.g. photosynthesis).
 - A short retelling of an important historical event
(e.g. President Washington crossing the Delaware River).
 - A brief biography of an important person in history, literature, etc.
- A series of different brainstorming/idea generating activities are presented here. Select the one(s) you feel are most appropriate for your students and the subject of their films. Review the provided activity sheets that correspond with your chosen exercises.
- These activities include a storyboard assignment. Consider your students' writing skill level and establish your own expectations regarding length of storyboard, number of characters, complexity of story, etc.
- Determine how you will have students create their storyboards. Students can create storyboards on paper, or use an online program such as Storyboard That (<http://www.storyboardthat.com/>) or using an app (see <http://www.teachthought.com/apps-2/11-storyboarding-apps-organize-inspire-young-writers/> for classroom-appropriate apps). A paper storyboard template is included in this packet.

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 and making movies.

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. To accomplish this they tried to give animated characters personality. They wanted each character to be unique. They used a technique called storyboarding to plan out the exciting events in their stories. In addition, they worked to create beautiful settings in their movies, using new techniques. They invented a special camera called a Multiplane. It made animated movies look more like real life.

When you are at the museum, you will explore the galleries and learn about how Walt came up with wonderful stories for his movies. You will also get a chance to come up with your own story, using storyboards to develop your characters and plan out the sequence of events!

Task Descriptions

Task 01 / Introduction

Begin class by explaining to students that they are going to develop ideas for a short animated film. Tell students whether the films will be informational or narrative and provide details of specific topics, length of film, etc., as appropriate. Let students know that as part of this assignment they will be visiting the Walt Disney Family Museum and learning more about how animated films are made.

Point out that the first thing students need to do is develop an idea of what their movie will be about. Walk students through one (or more) of the idea-generating activities listed below.

Option 1: Poster Brainstorming (for Informational Films)

Hang large sheets of chart paper around the room and label each one with a topic. For example, if students are going to make short films about ancient Egypt, you might list topics such as: Egyptian gods and goddesses, the pharaohs, the pyramids, Egyptian vehicles, etc.

Ask students to circulate through the classroom and write down anything they know about that topic on the appropriate sheet of chart paper. If you are concerned about the traffic flow in your classroom, you can have students write their ideas on sticky notes and then stick them to the appropriate sheet of chart paper.

Once all students have posted their ideas, ask students to move around the room and read the posters. Instruct each student to choose at least three topics that they might want to work on.

Variation (for Narrative Films)

Use the same process, but label the sheets of chart paper: characters, settings, important events in a story. Invite students to think about stories they have read (or movies they have seen) and generate a list of as many characters, settings, etc., as they can. Once all the ideas are posted, have students choose a character (or characters), a setting, and one or more important events.

Option 2: The “Most” Moment (for Narrative Films)

Give each student a slip of paper and ask them to write down the most exciting, sad, scary, or embarrassing thing that ever happened to them (without putting their names on the paper). Collect all the slips of paper in a bowl or other container. Divide the class into pairs.

Explain that each pair will draw a slip of paper and improvise a scene based on the event described on the paper. The students will need to decide on a relationship between the two of them (e.g., parent and child, friends, boyfriend and girlfriend, teacher and student). They also need to decide if the event is going to happen during their scene (e.g., they are two friends eating lunch in the cafeteria and one of them spills their milk on the cute boy or girl sitting at the next table) or if the event just happened and they are talking about it (e.g., a kid comes home and tells his/her mom about making the winning basket in a basketball game).

Let students choose a slip of paper and give them approximately three or four minutes to plan. Then invite one pair of volunteers to perform their scene for the class. When they are done, thank them and invite another pair to perform. Allow at least four or five pairs to perform. Then lead a brief discussion using the following questions:

Which events (types of events) seem to be more interesting to watch?

Is it more interesting to see the event happen or to hear about it happening?

If you were going to make a short animated film about one of these events, which would you pick and why?

Variation (for Narrative Films)

Use the same process, but label the sheets of chart paper: characters, settings, important events in a story. Invite students to think about stories they have read (or movies they have seen) and generate a list of as many characters, settings, etc., as they can. Once all the ideas are posted, have students choose a character (or characters), a setting, and one or more important events.

Option 3: Character Creation (for Narrative Films)

Using the Character Design activity sheet, allow students to draw a character freehand, or give them clay or other modeling supplies and allow them to form a character model.

While students are creating their characters, post the following list of questions on the board:

- o What is your character's name?
- o Where does your character live?
- o What happens to your character?

Note: This option can work nicely in conjunction with the Poster Brainstorming activity. Students can answer the questions using the Setting and Important Events posters.

Option 4: Sequence of Events Card Sort (for Informational Films)

Post a list of potential topics on the board. Give each student a stack of three to five index cards.

Tell students to choose a topic from the list and think about the sequence of events that happens in that topic. For example, if the topic is a biography, the sequence would begin with the person's childhood, move into their adult years, and end with their death. If the topic is photosynthesis, the sequence would follow the plant's process of turning sunlight into energy the plant needs to survive. Ask students to write one event on each card, so they will have three to five events total.

Allow approximately five or ten minutes for students to do this (depending on how complex their topics are). Then put students into groups based on which topic they worked on. Have students compare their sequence of event cards to make sure they all included the most important information.

Task 02 / Storyboarding

Tell students that now that they have come up with lots of different ideas for topics and looked at topics in many different ways, it is time to choose a topic and start planning their short film.

Explain how you expect students to create their storyboards. If you choose to use paper templates, two different versions are provided (Visual Storytelling, which is better for narrative films because it has prompts that help students create a complete story arc, and Storyboard Template, which will work for either type of film).

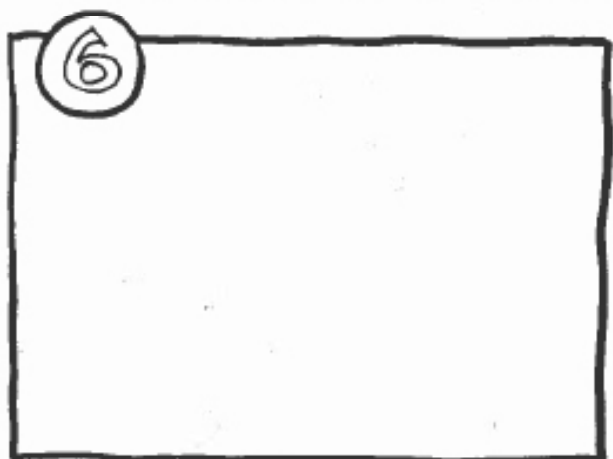
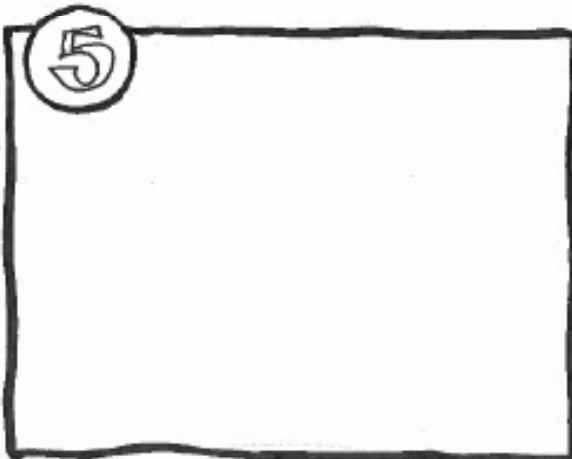
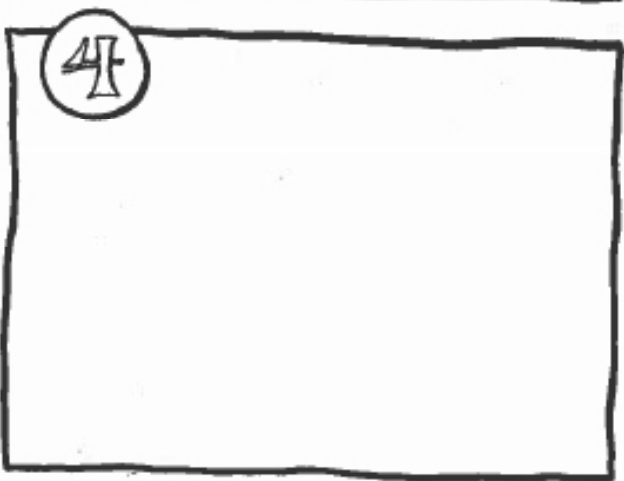
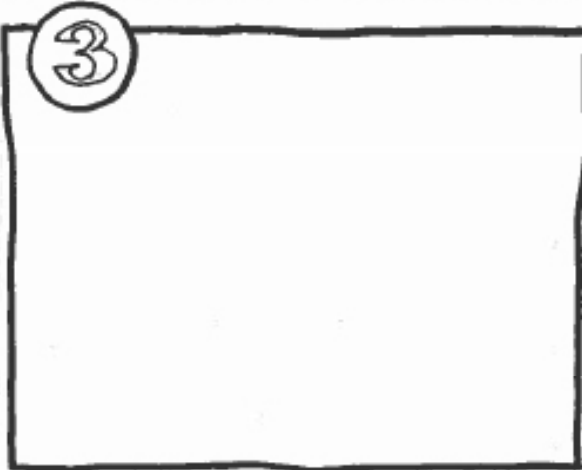
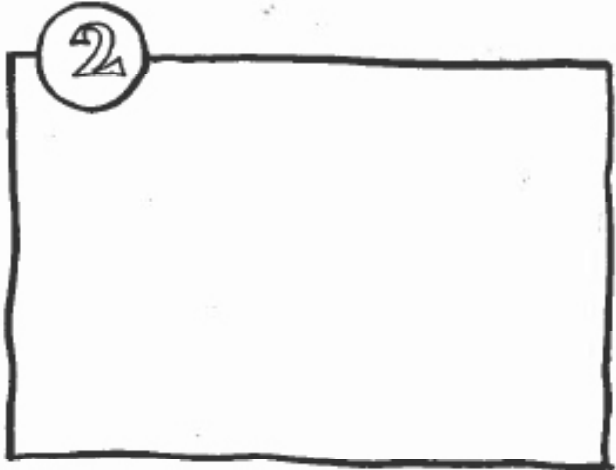
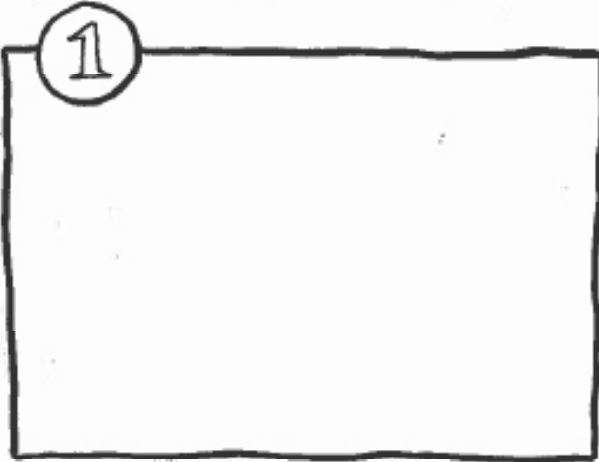
Give students time to storyboard their films, working individually. Let students know they will be returning to these film plans after their visit to the museum. You may wish to collect the storyboards for safekeeping.

Task 03 / Preparing for the Museum Visit

Review any specific instructions you have for your students prior to their visit to the Walt Disney Family Museum. You may wish to encourage students to pay close attention to the information presented about storyboarding and character development, as those will be things students need to think about for their own short films.

VISUAL STORYTELLING

TELL A STORY WITH PICTURES...
PANEL ① SET THE STAGE ② WHO IS
YOUR MAIN CHARACTER ③ WHAT IS THAT
CHARACTER'S GOAL ④ HOW DOES HE/SHE/IT
STRUGGLE ⑤ TO GET THE GOAL, AND...
⑥ HOW IS THE WORLD TRANSFORMED!



Character Design

Draw facial features inside each silhouette to create your own unique characters. Use the blank space below each face to describe the character; is he / she old or young? Good or evil? Excited or sad? Human or animal?

THE WALT
DISNEY
FAMILY
MUSEUM

