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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 in preparation for their visit to the Walt Disney Family Museum, while also reinforcing basic literacy skills. You may choose to utilize portions of this activities guide, rather than the complete set. The complete set of activities is designed to meet the Common Core State Standards for English Language Arts and the National Core Arts Standards for Media Arts.

This lesson will take approximately 90 minutes to complete.

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 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 lesson begins with an improv game. The game can be noisy and may require a certain amount of moving around. Determine if this game can be completed in your usual classroom or if other arrangements should be made.
- Students will need copies of the story organizer sheet provided.
- Review the story organizer sheet and determine its appropriateness for your students. Younger students with more limited writing skills may need assistance completing it, while older students who are capable of providing further detail may need additional space on the worksheet to complete the tasks.

## Your visit to The Walt Disney Family Museum

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 / And Then What Happens?

Begin class by telling students that they are going to explore how much fun it can be to make up their own stories.

Invite three volunteers to stand at the front of the classroom. Tell students that they, as a class, are going to make up their own fairy tale. (Note: You can substitute another type of story, such as a fable or tall tale, based on whatever your students have been studying.)

Ask students to describe who the main character of their story will be (e.g., a princess, a magician, an ogre) and what that character might be doing (e.g., taking a walk, fighting a battle, reading a book). Choose one of the three volunteer students to play that role and ask them to pretend to do that task. Begin the story by narrating to the class: “Once upon a time, there was a [insert character type] who was [describe task].”

Look at the class and say, “And then what happened?” Take the first suggestion that students shout out. It doesn’t matter if it’s absurd; as long as it is appropriate for the classroom, use it. Choose another volunteer to play the next character (if there is one) and narrate, saying, “And then... [describe the suggested event].”

For example, the story might begin: “Once upon a time, there was a princess who decided to go out for a walk. She walked for a long time, and then she met an alien from outer space.”

Again ask, “And then what happened?” Follow student suggestions, adding more characters as needed.

Repeat this process until the story is complete. Congratulate students on successfully telling a story!

### Task 02 / What Makes a Good Story?

Ask students to think about the story they just told as a class. Would they want to read that story in a book or see a movie of it? Why or why not?

Some students may say the story didn't make sense, it got boring in parts, or not enough happened. Point out that students are already experts on some of the parts of a story because they are readers and watchers of stories.

Make a list on the board or a sheet of chart paper called "What Makes a Good Story?" and ask students to contribute their ideas. Students can draw on the "And Then What Happens?" story they just told in class, or they can use stories they have read/listened to or movies they have seen. With a little guidance, students should be able to come up with the following qualities of a good story:

- Characters who are interesting
- Interesting places where the story happens
- Exciting events that make you want to find out what happens next

Tell students these are three key components of a good story: characters (who the story is about), setting (where the story happens), and plot (what happens in the story). If students are familiar with the 5Ws, you can remind them of the connection between the 5Ws and character, setting, and plot.

Explain that students are eventually going to write their own stories, so the first thing they need to do is figure out their character, setting, and plot.

### Task 03 / Planning Out a Story

Distribute copies of the Storytelling Handout to students. Explain that each student is going to write and illustrate his or her own story. Students can retell the story from the “And Then What Happens?” activity, or they can choose to make up a totally original story of their own.

Look over this worksheet with the class. Explain that in the first section, students need to decide on a main character for their story and draw and/or describe him. In the next section, students need to draw and/or describe the setting where the story takes place. The final section asks students to plan out what happens in the beginning, middle, and end of the story.

Determine the best way to approach this worksheet with your students. Younger students with more limited writing skills might be able to draw pictures, but need adult support to write down the descriptions. You may also find it helpful to have students work with a partner or in small groups, rather than working individually.

For older students, add specific skills that you want them to work on. For example, ask students to use temporal words and phrases to signify order or ask students to include some important pieces of dialogue as they plan the key events of their stories.

#### Task 04 / Preparing for the Museum Visit

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

One suggested piece of preparation for the museum visit is to have students choose a moment they want to animate using the zoetrope. Explain to students that they will have the opportunity to use a unique animation tool called a zoetrope, which was one of the first ways people created animation. They should pick one specific moment in their story to illustrate using the zoetrope.

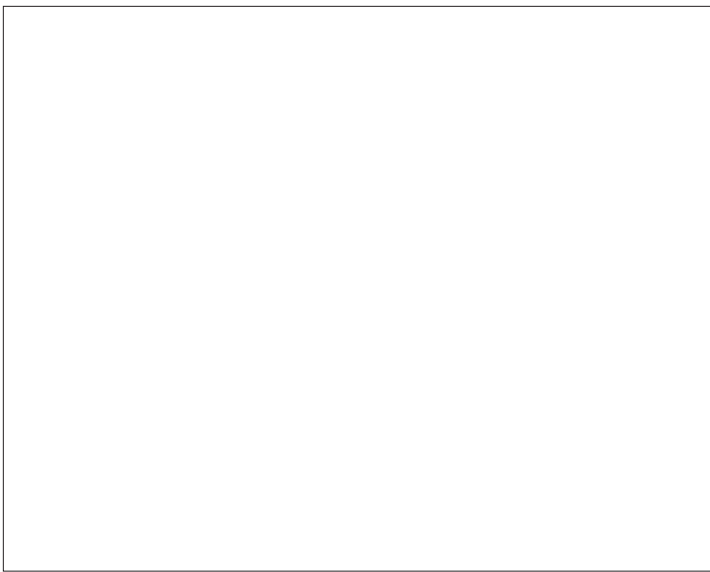
Tell students that their moment needs to be something they can describe in one clear, short sentence. Encourage them to choose an important moment in their story. Use one or more of the following examples if you think they will be helpful:

- The wolf swallows Little Red Riding Hood’s grandmother  
(in “Little Red Riding Hood”)
- The beanstalk grows outside Jack’s house  
(in “Jack and the Beanstalk”)
- Cinderella’s clothes change into a beautiful gown  
(in “Cinderella”)
- Rapunzel lowers her hair out of the window  
(in “Rapunzel”)

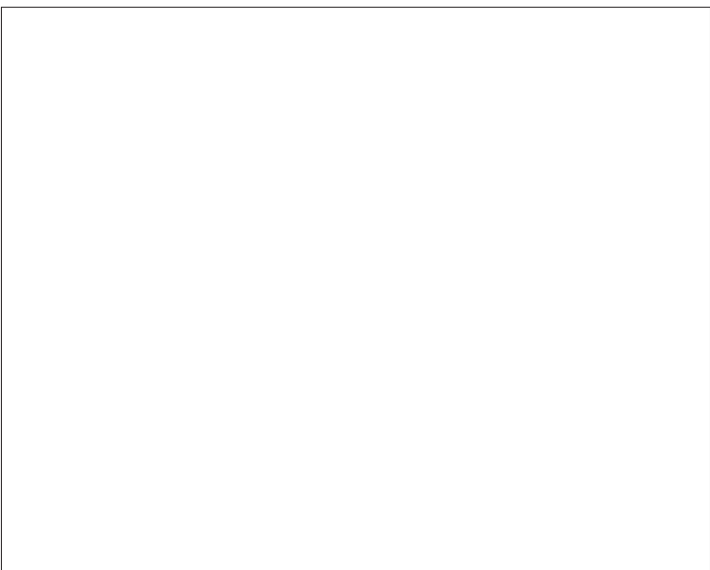


## Story Organizer

Who is your story about? Draw a picture or write a brief description.

Where does your story take place? Draw a picture or write a brief description.

What happens in your story? Draw pictures to show what happens in the beginning, middle, and end of your story and write notes

Beginning



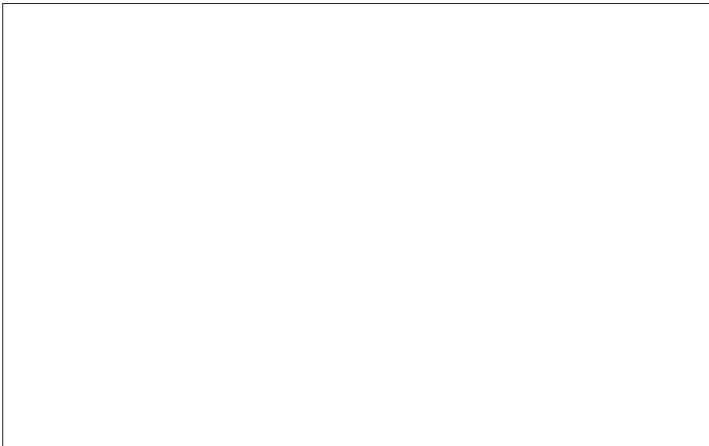
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Middle



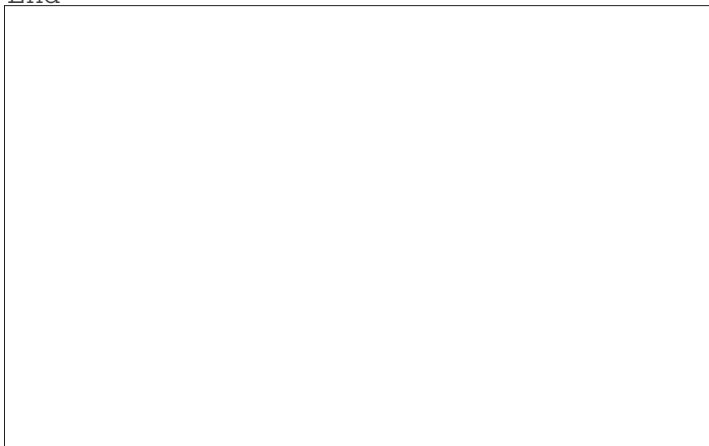
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End



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