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# WELCOME!

This lesson allows students to build on what they learned during their visit to The Walt Disney Family Museum while developing their writing skills. The lesson is designed to meet the Common Core State Standards for English and Language Arts, specifically Writing: Text Types and Purposes and Writing: Production and Distribution of Writing. The lesson can also be adapted to encompass standards for Writing: Research to Build and Present Knowledge.

The timing of this lesson is flexible, depending on teacher preference and the complexity of the assignment.

## Advance Preparation

- Review the Multiplane Writing Assignment Guide at the end of this document. A variety of assignment suggestions and classroom use scenarios are provided.
- Determine the scope and length of the assignment that best suits student needs. Develop an assignment sheet, rubric, or other materials in accordance with usual classroom procedures.
- Prepare sheets of chart paper and sticky notes as described in Task 1.

## The Walt Disney Family Museum

Multiplane School Experience: Post-visit Lesson Plan

Grades 4–8

### Task Descriptions

#### Task 01 / Museum visit re-cap

Before class, post several sheets of chart paper around the classroom, each with one of the following prompts:

- My favorite part of the museum trip was...
- One thing I learned about animation/film-making is...
- One question I still have is...
- One thing I know about the Multiplane Camera is...

If you have a large class, you may wish to provide multiple sheets of chart paper for each prompt to reduce crowding.

When class begins, give each student a stack of four or five sticky notes. Ask students to complete each prompt on a sticky note and then post the note on the appropriate sheet of chart paper.

Allow a few minutes for students to respond and post their notes. Then you can review each sheet of chart paper with the class. This provides a way to obtain a quick “snapshot” of student’s thoughts and questions after the visit. Do not review the chart paper about the Multiplane Camera yet, as it will be more useful after students understand their assignment.

#### Task 02 / Museum Writing Assignment

Explain that students are going to complete a writing assignment based on what they learned from their visit to the museum and specifically, what they learned about the Multiplane Camera.

Review the assignment sheet or other materials with students and answer any questions. Then take time to go over the chart paper on the Multiplane Camera. Suggest that students take notes on specific details they may want to use.

Allow time for students to begin working on their assignment. Discuss deadlines and milestones as appropriate for longer assignments.

## The Walt Disney Family Museum

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### Task 03 / Celebrating Student Work

When students have completed their writing assignments, make sure to celebrate their accomplishment. This can include:

- Sharing work with peers in class
- Sharing work with parents/guardians through a public reading or presentation event
- Posting student work on a bulletin board
- Publishing student work electronically
- Publishing student work in a school newspaper

If you have excellent student work related to the Multiplane Camera, Walt Disney, or the museum, please share it with the museum education staff. Outstanding student work may be published on the museum website, [waltdisney.org](http://waltdisney.org).

## The Walt Disney Family Museum

Multiplane School Experience: Post-visit Lesson Plan

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### Multiplane Writing Assignment Guide

The visit to the museum provides an excellent opportunity for students to practice their informative or narrative writing skills.

These writing assignments can range from a brief “quick write” designed as a formative assessment or benchmark assessment to a lengthy assignment that incorporates research skills. The assignment could be revised and/or published digitally, which would encompass additional CCSS ELA requirements.

#### Informative Text

Students can write an informative text that incorporates and/or builds off of what they learned at the museum. Topics may include:

- The Multiplane Camera: how it works, how it was invented, why it matters in animation history
- Walt Disney: his life, his role in the history of film-making and/or California history
- Animation: the history of animation, key figures and important animators, hand-drawn vs. computer-generated animation

Some of these topics may require students to do additional research. If published electronically, digital texts could be illustrated with clips from students’ Multiplane films, which they created during their School Experience.

Standards:

CCSS.ELA.Literacy.W.4.2, 4.4;  
CCSS.ELA.Literacy.W.5.2, 5.4;  
CCSS.ELA.Literacy.W.6.2, 6.4;  
CCSS.ELA.Literacy.W.7.2, 7.4;  
CCSS.ELA.Literacy.W.8.2, 8.4

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### Narrative Text

Students could write a narrative text in the form of historical or biographical fiction. Topics may include:

- The invention of the Multiplane Camera
- A key moment in the history of The Walt Disney Studios—for example, the release of *Snow White and the Seven Dwarfs*
- An important moment in the life of Walt Disney

Some of these topics may require students to do additional research.

Standards:

CCSS.ELA.Literacy.W.4.3, 4.4;

CCSS.ELA.Literacy.W.5.3, 5.4;

CCSS.ELA.Literacy.W.6.3, 6.4;

CCSS.ELA.Literacy.W.7.3, 7.4;

CCSS.ELA.Literacy.W.8.3, 8.4

## The Walt Disney Family Museum

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### Post-visit Assignments

#### Grade 4

Students write a brief report entitled “All About the Multiplane Camera.” Students complete the assignment in class, using their notes from the museum visit and materials from the Multiplane Educator Guide.

#### Extensions

Students adapt their reports into multimedia presentations, using their Multiplane footage as part of the presentation.

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#### Grade 5

Students adapt their reports into multimedia presentations, Students write a narrative in which they imagine themselves to be a camera-person working on the original Multiplane camera for the first time. Students complete the assignment in class, using their notes from the museum visit and materials from the Multiplane Educator Guide. The teacher uses the narratives as a benchmark assessment to provide information on student familiarity with basic narrative concepts.

Students do additional research and revise their narratives to include more specific details about life in the 1930s (when the Multiplane was invented).

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#### Grade 6

Students write an informative document which explains either how the Multiplane camera worked or why it was an important development in animation and in the history of The Walt Disney Studios.

Students work together to create brochures using their writing. They illustrate the brochures and publish them, submitting the best brochures to the museum education staff.

## The Walt Disney Family Museum

Multiplane School Experience: Post-visit Lesson Plan

Grades 4–8

### Grade 7

Students write a narrative in which they imagine themselves to be a Walt Disney Studios employee working on *Snow White and the Seven Dwarfs*. Students use their notes from the museum and materials from the Multiplane Educator Guide; they may also do limited additional research. Students turn in a first draft, get peer feedback, and then turn in a polished draft.

### Extensions

Students create illustrations and publish their narratives as short ebooks or entries on a class blog.

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### Grade 8

Students identify specific topics they would like to research that are related to their museum visit. The teacher uses this opportunity to teach appropriate research skills, including citation, quoting sources, etc. Students use their museum experience, the Multiplane Educator Guide, and their own research to write a well-researched article that could appear in a magazine.

Students could submit their articles to the museum education staff. Outstanding articles might be featured on the museum website, [waltdisney.org](http://waltdisney.org).