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WELCOME!

This lesson will introduce students to important concepts to prepare them for their visit to The Walt Disney Family Museum, while also reinforcing basic literacy skills. The lesson is designed to meet the Common Core State Standards (CCSS) for English and Language Arts, specifically Reading Informational Text (grades 4–8) and Literacy in Science and Technical Subjects (Grades 6–8). This lesson will take approximately 50 minutes to complete.

Advance Preparation

- The lesson requires the use of still images from animation as well as brief video clips. Determine how you will share these multimedia images with the class.
- Make sufficient copies of all student resources. All readings can be found in the Multiplane Educator Guide.
- There are CCSS-based questions for all grade levels based on the readings and video. The questions are at the end of this document. Decide if you will use the questions as a written assignment or for small group work or class discussion. You may also wish to supplement the questions with your own queries that reinforce grammar, vocabulary, or other concepts you are working on in class.

The Walt Disney Family Museum

Multiplane School Experience: Pre-visit Lesson Plan

Grades 4–8

Task Descriptions

Task 01 / Memo From Walt

Distribute copies of “Memo from Walt” to students. Ask students to imagine they are working for a movie studio making animated films in the early 20th century. They come into the office one morning to find this memo waiting on their desks. You may wish to explain that memo is short for “memorandum” and that memos were a common form of written communication in offices before email.

Divide the class into groups. Ask them to read over the memo and discuss the following:

- *What does their boss want them to do?*
- *Do they have any idea who their boss might be or what studio they might be working for?*

Give students a few minutes to discuss, then open it up for class discussion. Students should be able to recognize that their boss wants them to add more realism to animated films, specifically by adding a sense of depth. Students may or may not be able to guess who they are working for. Reassure them they will find out later in the lesson.

Task 02 / Cartoons Old and New

Use the Timeline feature on the museum website to share still images of classic and post-Multiplane animation:

Early Animation

Laugh-O-grams waltdisney.org/timeline#25

Alice’s Wonderland waltdisney.org/timeline#26

Plane Crazy waltdisney.org/timeline#43

Post-Multiplane Animation

The Old Mill 1 waltdisney.org/timeline#69

The Old Mill 2 waltdisney.org/timeline#74

If you prefer, you can substitute video clips of early animation (1920s–early 1930s) and post-Multiplane animation (1937 or later).

The Walt Disney Family Museum

Multiplane School Experience: Pre-visit Lesson Plan

Grades 4–8

Task 02 / Cartoons Old and New (con't.)

Lead a class discussion about the differences between the two, or have students complete a Venn diagram or other compare and contrast tool. At a minimum, students should be able to recognize the use of color and the increased depth in the animation post-Multiplane.

Explain that the memo they received was, in fact, a real-life challenge posed to animators by Walt Disney, and the result was an important piece of equipment called the Multiplane Camera. If students unscramble the name on the memo, they will see that it is “Walter Disney.”

Task 03 / The Multiplane Camera and Walt Disney

Show students the brief video of Walt Disney explaining the Multiplane Camera on The Walt Disney Family Museum website:

waltdisney.org/content/multiplane-camera

Then have students read “The Multiplane Camera: How It Works” and “About Walt Disney.” Use the grade-level standards-based questions to assess student comprehension of the material.

If time is limited, students should view the video clip and read about the Multiplane Camera, as those materials will most directly impact their visit to the museum.

Task 04 / Preparing for the Museum Visit

Review any specific instructions you have for your students prior to their visit to the museum.

The Walt Disney Family Museum

Multiplane School Experience: Pre-visit Lesson Plan

Grade 4

Common Core State Standards-Based Questions

Grade 4: Common Core State Standards-Based Questions

- 1 Does the author think the invention of the Multiplane Camera was a good thing? What specific parts of the text help you infer that?
- 2 Write a brief summary of what you learned about the Multiplane Camera.
- 3 Choose three words or phrases that you do not recognize or that you think are being used in a new way in this text. Try to define them from the context of the reading, then look them up online or in a dictionary. When you have determined the meaning in this context, try writing a sentence using each of the words in this way.
- 4 How is this text organized? How does the structure of the text help you learn more about Walt Disney and/or the Multiplane Camera?
- 5 What is the author's opinion of Walt Disney? How do you know? What specific parts of the text help you infer that?

Standards:

CCSS.ELA-Literacy.RI.4.1, 4.2, 4.4, 4.5

The Walt Disney Family Museum

Multiplane School Experience: Pre-visit Lesson Plan

Grade 5

Grade 5: Common Core State Standards-Based Questions

- 1 Does the author think the invention of the Multiplane Camera was a good thing? Write down at least two quotations from the text to support your answer.
- 2 Write a brief summary of what you learned about the Multiplane Camera.
- 3 Choose three words or phrases that you do not recognize or that you think are being used in a new way in this text. Try to define them from the context of the reading, then look them up online or in a dictionary. When you have determined the meaning in this context, try writing a sentence using each of the words in this way.
- 4 How are these two texts organized? Why do you think the authors chose to organize their texts in this way? How do the different structures help you to understand more about the Walt Disney and/or the Multiplane Camera?
- 5 What information is included in the Multiplane Camera video that is not included in the text? Who do you think is the intended audience for the video? What information is included in the text that is not in the video? Who do you think is the intended audience for the text? What is the difference between having Walt Disney explain it to an audience and having a factual explanation on paper?

Standards:

CCSS.ELA-Literacy.RI.5.1, 5.2, 5.4,
5.5, 5.6

The Walt Disney Family Museum

Multiplane School Experience: Pre-visit Lesson Plan

Grade 6

Grade 6: Common Core State Standards-Based Questions

- 1 Does the author think the invention of the Multiplane Camera was a good thing? Use specific evidence from the text to support your answer.
- 2 How does this text use graphics, headings, or captions? What effect does that have on you as a reader? How would this text read differently without graphics, headings, or captions?
- 3 Choose three words or phrases that you do not recognize or that you think are being used in a new way in this text. Try to define them from the context of the reading, then look them up online or in a dictionary. When you have determined the meaning in this context, try writing a sentence using each of the words in this way.
- 4 Summarize what you learned about Walt Disney from the text. Make sure your summary is based on the text and not your personal opinions or judgments.
- 5 Using information from both the video and the text, write your own explanation of how a Multiplane Camera works.

Standards:

CCSS.ELA-Literacy.RI.6.1, 6.2, 6.4, 6.7;
CCSS.ELA-Literacy.RST.6-8.9

The Walt Disney Family Museum

Multiplane School Experience: Pre-visit Lesson Plan

Grade 7

Grade 7: Common Core State Standards-Based Questions

- 1 Does the author think the invention of the Multiplane Camera was a good thing? Use several pieces of specific evidence from the text to support your answer.
- 2 Choose three words or phrases that you do not recognize or that you think are being used in a new way in this text. Try to define them from the context of the reading, then look them up online or in a dictionary. When you have determined the meaning in this context, try writing a sentence using each of the words in this way.
- 3 How is the text organized? How does each section contribute to the overall text?
- 4 How does this text use graphics, headings, or captions? What effect does that have on you as a reader? How would this text read differently without graphics, headings, or captions?
- 5 Compare and contrast the video and the text about the Multiplane Camera. Which is more effective at explaining how a Multiplane works? Why? Which is more effective at explaining why a Multiplane is important? Why?

Standards:

CCSS.ELA-Literacy.RI.7.1, 7.4, 7.5, 7.7;

CCSS.ELA-Literacy.RST.6-8.9

The Walt Disney Family Museum

Multiplane School Experience: Pre-visit Lesson Plan

Grade 8

Grade 8: Common Core State Standards-Based Questions

- 1 Does the author think the invention of the Multiplane Camera was a good thing? Find the textual evidence that most strongly supports your inference.
- 2 What is the central idea of the text? How is that idea developed over the course of the text?
- 3 Choose three words or phrases that you do not recognize or that you think are being used in a new way in this text. Try to define them from the context of the reading, then look them up online or in a dictionary. When you have determined the meaning in this context, try writing a sentence using each of the words in this way.
- 4 Compare and contrast the video and the text about the Multiplane Camera. What are the advantages and disadvantages of explaining about the Multiplane Camera via video or text? Which do you think is more effective and why?

Standards:

CCSS.ELA-Literacy.RI.8.1, 8.4, 8.7;

CCSS.ELA-Literacy.RST.6-8.9