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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. You may choose to utilize portions of this activity set, 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.

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

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.

Advance Preparation

- These activities are based on the assumption that students completed the storyboarding component of the pre-visit activities set. If not, additional time will be needed.
- Determine how you will have students “finish” the assignment: either by creating a written “treatment” and revised storyboards for the animated film or by actually creating a short animated film in groups.

Task Descriptions

Task 01 / Storyboard Revisit

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

Now that you have visited the Walt Disney Family Museum, you know a lot more about storyboarding and animation. Look at your storyboard. What is one thing about it that you think is good? Why do you think that? What is one thing about it you would like to improve? Why do you want to improve it?

When students come into class, return their storyboards if you collected them previously, and ask students to look over their work and to write a response to the questions on the board. You may wish to use the following model:

Looking at my storyboard now, I think my character design is pretty good. I know the museum people said Walt really focused on good characters, and my character is very memorable and unique. However, I really need to get my plot organized better. I spent a lot of time in my story introducing my character, and nothing else really happened.

Tell students that, just as they did at the museum, they are going to “pitch” their storyboards to the rest of the class. Before they can do that, they need to make sure their storyboards are as good as they can be.

Give students time to revise their storyboards before moving on to the next activity.

Task 02 / Planning a Story, Part II

Tell students that they will be working in groups to actually make one animated film. Each student will pitch his or her film to the rest of their group, and the groups will select one film based on the pitches they see.

Students need to plan what they will say during their pitch. Ask students to develop a pitch that includes the following:

- The title of the film
- The story of the film in three sentences or less
- Why this film is the best one for the group to make

While students develop their pitches, circulate through the classroom to answer questions and provide guidance.

Task 03 / The Pitch Party

Move students into their groups and have each group member take turns pitching their film idea and showing their storyboard to the rest of the group. When all group members have pitched, ask the group to vote on which film they will make. A secret ballot or other method of anonymous voting is recommended to avoid hurt feelings for some students whose films are not chosen.

When everyone has voted, discuss as a class:

- What made some pitches more effective than others?

Invite students to compare their experiences pitching in class to pitching during their visit to the museum. Which pitch was easier to make? Why?

Note: Some students may be personally invested in their own idea for their film and wish to work on it even if the group does not choose it. Use your discretion to determine whether students working alone will be able to complete the entire assignment in a timely manner.

Task 03 / Next Steps

Explain to students what the next steps will be for this assignment. Students could work in their groups to create a written “treatment” for their film, as well as revised storyboards, or students could actually create their films.

If students do make their films, consider holding a celebratory “release party” and inviting students’ relatives as well as other school officials to view student work.