PART I – PRIMARY SOURCE SET – enter the components of your topic-specific primary source set here.

1. **Teacher’s Guide** (title and introductory statement)

   Walt Disney- This primary source set includes various photographs, drawings, designs, and etc. of Walt Disney and his creations. The primary sources chosen are based on the famous Walt Disney and his accomplishments as well as cartooning and animation.

2. **Historical Background** (brief background information about the topic of your primary source set)

   The topic of this source set is Walter Elias Disney and his creations. He was born in Chicago, Illinois on December 5th, 1901. “Walt Disney was an American motion-picture and television producer and showman, famous as a pioneer of cartoon films and as the creator of Disneyland.” (BIO)


3. **Primary Sources** (complete the bibliographic organizer)

<table>
<thead>
<tr>
<th>Title of Primary Source – Use MLA citation style and record the Digital ID/Permanent URL</th>
<th>Annotations for instructional use – how will you use this primary source with your students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A. Walt Disney, seated, examines film with Mickey Mouse perched on his right arm. c1935. Miscellaneous Items in High Demand. Prints and Photographs Online Catalog. Library of Congress. 14 Oct. 2012 <a href="http://hdl.loc.gov/loc.pnp/cph.3c14742">http://hdl.loc.gov/loc.pnp/cph.3c14742</a></td>
<td>There is no information on the creator of this photograph or reproduction rights. – I would show this picture to my students to introduce them to the lesson on Walt Disney. I would also use this photograph for inspiration for an artist’s self-portrait with the incorporation of artwork.</td>
</tr>
<tr>
<td>United States. Cong. House. Congratulating Disneyland and the Walt Disney Company on the 50th Anniversary of the opening of Disneyland. 109th Congress. Bill Summary and Status. Rep Loretta Sanchez. Washington: 02 May 2005. Miscellaneous</td>
<td>This document is government Legislation. So the information is open to the public. I could print this out or just show and read the document to the students. I will show the students that Walt Disney and his creations were so big that he was recognized in Congress.</td>
</tr>
</tbody>
</table>
PART II – STANDARDS ALIGNED LESSON PLAN – develop the following lesson components below.

1. **Lesson Plan Code** (create a code to identify your lesson, for example if your lesson is Social Studies for Grade 5, Period 3 create a code that might look like this: SS.5.3 or SocSt-Gr5-Pd3).

   Art-Gr9-Pd1

2. **Subject** - Art

3. **Grade Level/Course** - 9th Grade/Art 1

4. **Title of Lesson** – Walt Disney/Cartooning and Animation

5. **Teacher(s) name(s)** - Rachael Crosby

6. **Alignments** (please use all relevant PA Academic and Common Core Standards for your specific subject, ELA, Math, Writing, and Speaking & Listening).

   Art does not list standards yet from the Standards Aligned System.

   Pennsylvania Standards:
ART- 9.1A, B, C, D, E, F, G; 9.2A, B, C, D, E, L; 9.3A, B, C, D, F; 9.4

History-8.3A, B, C

Reading, Writing, Speaking, and Listening- 1.4 and 1.6

7. Vocabulary

1. Cartooning
2. Animation
3. Frame

8. Objective(s) for Learning

1. SWBAT-understand the history of Walt Disney, a well-known cartoonist, creator, and movie producer after participating in the presentation about Disney and discussion on the primary sources viewed.

2. SWBAT-organize their thoughts of their own character into a cartoon including a setting, plot, and main idea.

3. SWBAT-construct a storyline by planning what will be drawn into each frame.

4. SWBAT-create their own cartoon by creating a flipbook to show their cartoon animated.

9. Essential Questions (includes guiding investigative and other essential questions)

-What is Walt Disney Known for?

-Why do you think Disney was so successful in his creations?

-How can a cartoonist bring their characters to life?

-How does animation work?

Questions to think about:
10. Duration

3 weeks

11. Materials

1. Computer
2. Projector
3. Drawing Paper
4. Pencils
5. Colored Pencils
6. Staple

12. Instructional Strategies (include the WHERE TO and Stripling Model of Inquiry as you describe your instructional procedures).

WHERE TO Instructional Strategy - (Stripling Model of Inquiry)

W = After sharing the primary source set I created about Walt Disney with the students, I will explain and demonstrate how to create a flipbook. I will also explain how the flipbook simulates animation. Each student will be given a rubric that way they can check what they will be graded on while creating their flipbook. Connect

H = While looking at the primary sources, the students will participate in a discussion. (See Essential Questions section at the beginning for questions to discuss.) Wonder

E = Students will see how the flipbook simulates animation and will be able to create their own cartoon and storyline. Investigate and Construct

R = When creating the flipbook, students will have to test their flipbook to see if the animation works. Students will keep notes in a sketchbook that they can refer back to. Construct and Express
**E** = Every class period, we will spend a few minutes sharing what about the process is difficult, helpful tips, ideas, and progress. **Reflect**

**T** = Changes will be made based on IEPs. Rubric will be adjusted to specific needs. The only adjustment that would need to be made to the rubric would most likely be craftsmanship.

**O** = I will explain directions, share a presentation and primary sources, and conduct discussions with the class as a whole. For the rest of the class time, the students will be working individually on their flipbooks.

**PART III – Assessment – develop a performance task and rubric.**

1. **Formative Assessment** (Performance Task & Rubric)

   Students are to complete a flipbook (animated cartoon) using their own cartoon after being inspired by the primary sources related to Walt Disney. The students will be graded according to the following rubric:

   **1 Point for Title +**

<table>
<thead>
<tr>
<th><em>FLIPBOOK</em></th>
<th>2 Points</th>
<th>4 Points</th>
<th>6 Points</th>
<th>8 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>1 character; No plot or main idea.</td>
<td>1 character with a main idea.</td>
<td>1 or more characters with a main idea.</td>
<td>2 or more characters with a main idea and a story line.</td>
</tr>
<tr>
<td>Craftsmanship</td>
<td>Messy; Animation does not flow.</td>
<td>Messy; animation flows with some skips or delays.</td>
<td>Clean; Some delays or skips in animation.</td>
<td>Clean; Animation flows smoothly.</td>
</tr>
<tr>
<td>Completion</td>
<td>Less than 10 frames</td>
<td>11 to 20 frames</td>
<td>21 to 30 frames</td>
<td>31 or more frames</td>
</tr>
</tbody>
</table>

Totaling: 25 Points