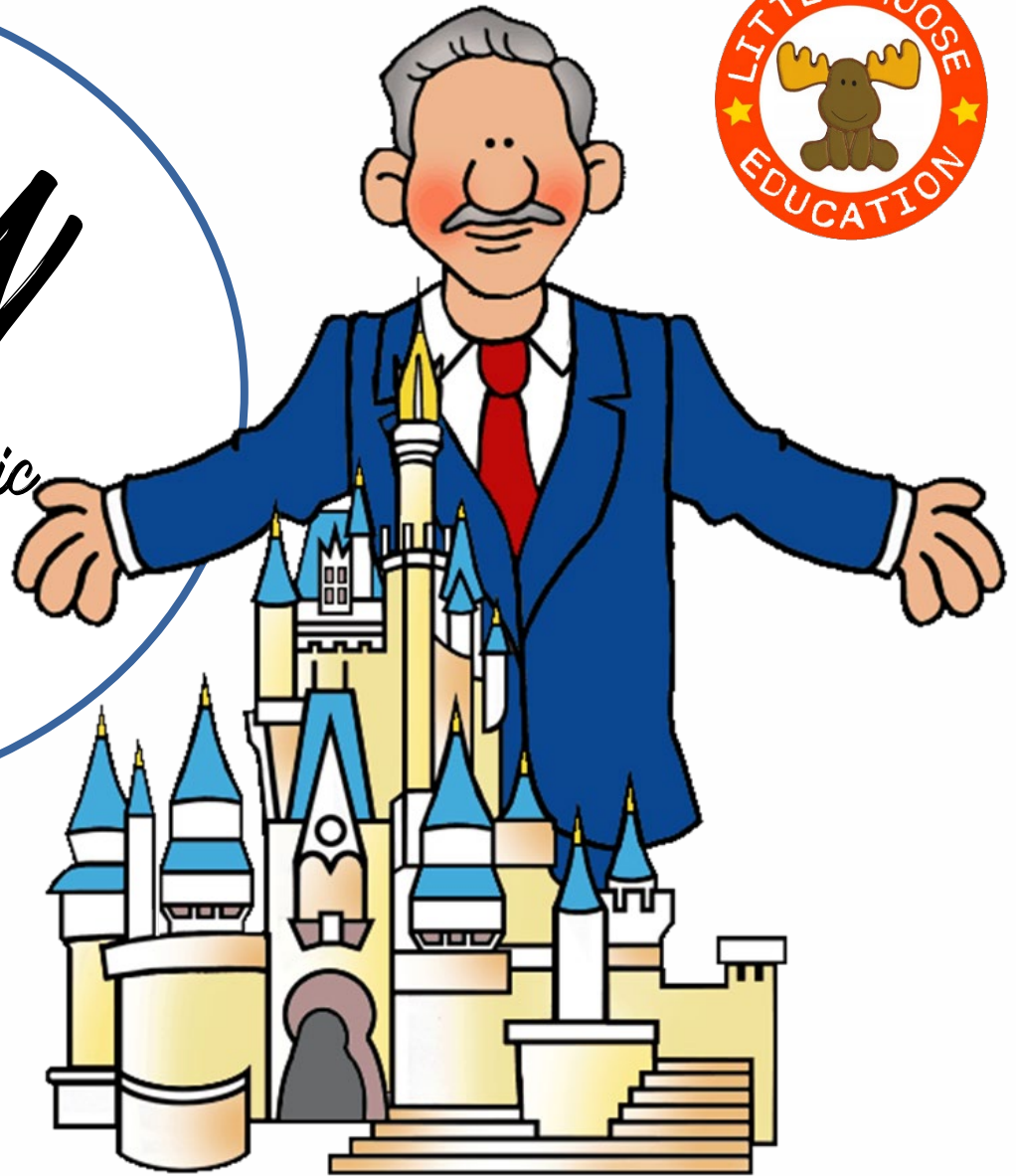


Disney

Social Studies Topic

FIRST LEVEL



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PART ONE

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Characters

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BLURB

Enter the magical world of Disney. Find out about the early life of Walt Disney.

Discover the characters created by Disney and his cartoonists. Find out about the rise of the Disney movie and Disney movies today. Explore the excitement of rides, attractions and entertainment at Disney theme parks.

FOLLOW US ON SOCIAL MEDIA



OUTCOMES

TOPIC OR THEME	LEVEL	CURRICULUM AREA	TEACHERS
DISNEY	1 st	Social Studies	

CURRICULUM FOR EXCELLENCE OUTCOMES

ART AND DESIGN

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.

EXA 1-02a

I can create a range of visual information through observing and recording from my experiences across the curriculum.

EXA 1-04a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 1-07a

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 1-19a



HEALTH AND WELLBEING

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

HWB 1-11a

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 1-14a

Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.

HWB 1-19a

I can describe some of the kinds of work that people do and I am finding out about the wider world of work.

HWB 1-20a

LITERACY

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.

LIT 1-02a

I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.

LIT 1-06a

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.

LIT 1-09a



LITERACY

I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.

LIT 1-10a

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.

LIT 1-14a

I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.

LIT 1-15a

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.

LIT 1-24a

MATHS

I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.

MNU 1-03a

I can use money to pay for items and can work out how much change I should receive.

MNU 1-09a

I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day.

MNU 1-10a



SOCIAL STUDIES

I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past.

SOC 1-01a

By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history.

SOC 1-02a

I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting.

SOC 1-04a

Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since.

SOC 1-06a

I can contribute to a discussion of the difference between my needs and wants and those of others around me.

SOC 1-16a

I have participated in decision making and have considered the different options available in order to make decisions.

SOC 1-18a

I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want.

SOC 1-21a



TECHNOLOGIES

By exploring and using technologies in the wider world, I can consider the ways in which they help.

TCH 1-01a

As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.

TCH 1-03a

I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.

TCH 1-03b

I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.

TCH 1-04a



PURPOSE	ACTIVITIES	CRITERIA	EVIDENCE
<ul style="list-style-type: none"> I am learning about Walt Disney and the events of his early life. I am learning about early Disney cartoons. I am discovering the location of places associated with Disney. I am learning the origins of various Disney characters. I am discovering the impact of sound and colour on Disney cartoons. I am finding out about Disney movies through time. I am discovering the impact of cinema on life in Scotland. I am finding out about Disney theme parks in the past and today. I am learning about decision making and compromise. I am learning how to spend within a budget. I am expanding the way in which I carry out my research. I can report back my findings to the class. I am learning to use Google Earth as a mapping tool. 	<ol style="list-style-type: none"> Complete a worksheet on Walt Disney. Design a new cartoon character. Locate places on a map. Compare and contrast two Disney cartoons. Draw a Disney character. Complete a worksheet on Disney characters. Create a Disney movie timeline. Design a Disney movie poster. Complete a worksheet on Disney movies. Plan a two day trip to Walt Disney World. Calculate and budget spending money. Complete a WHO AM I? worksheet about Disney characters. 	<ul style="list-style-type: none"> I can talk about Walt Disney's early life. I can identify and talk about early Disney cartoons. I can explain why advancements in sound and colour changed Disney cartoons. I can list and describe different Disney characters. I can talk about basic animation techniques. I can put Disney films into chronological order. I can compare Disney films in the past with films today. I can talk about Disney theme parks around the world. I can carry out research using a variety of resources. I can present my findings to the class. I can use a map to show the location of places. I can work in a group with my classmates. 	<p>MAKE</p> <ul style="list-style-type: none"> Design a new cartoon character. Draw a Disney character. Design a Disney movie poster. <p>SAY</p> <ul style="list-style-type: none"> Present information about a trip to Disney World. <p>DO</p> <ul style="list-style-type: none"> Carry out research using a variety of resources. Locate places on a map. Compare and contrast two Disney cartoons. Create a Disney movie timeline. Plan a trip to Disney World. Calculate items to buy in a souvenir shop. <p>WRITE</p> <ul style="list-style-type: none"> Complete various worksheets.



Disney – Introductory Lesson

The purpose of this lesson is to get an idea of what the children already know about the subject. It is a co-operative lesson for the whole class to get involved. Spelling and handwriting are not important.

At the end of the topic it will be useful to re-visit the results of this lesson and hold a class Q&A to discuss what they have found out and any unanswered questions they still have. The Q&A could be part of an ICT lesson where the children research their unanswered questions.

SPLIT THE GROUPS

In order to get randomly selected groups ask the children to sort themselves into date of birth order without talking to each other. Then split the children into groups of 4 i.e. the first 4 children are one group etc.

Once in their groups the following jobs should be randomly allocated:

1. Group Leader (who got up earliest?)
2. Writer (who had the last birthday?)
3. Reporter (who is wearing red?)
4. Timer (who has fruit for break?)

Sheets of A2 paper are laid out on the desks each sheet should be labelled with one of these titles:

1. Walt Disney
2. Characters
3. Movies
4. Parks

Then split the sheet into two columns:

1. What do I know?
2. What do I want to find out?

The groups then rotate around each sheet. A time limit should be given.



PART ONE

Walt Disney



Walt Disney TEACHER'S NOTES

In this pack we are going to find out about the life and work of Walt Disney. In this section we will look at Disney's early life and his first foray into the world of animation and film production.

EARLY LIFE

Walter Elias Disney was born on December 5th 1901 in Chicago, Illinois. Walt had three older brothers Herbert, Raymond and Roy and a younger sister called Ruth. The Disney family lived on a farm in Marceline, Missouri before moving to Kansas City in 1911. As a child, Disney was interested in art and drawing and would sell his artwork to neighbours and family friends. Disney's father had a strong work ethic, Walt and his brother delivered newspapers to the local area, they would get out of bed at 4:30am and often fell asleep in school!

TRAINS

Disney became interested in trains when the family lived in Kansas City, their home was near the Aitchison, Topeka and Santa Fe Railway Line and his uncle worked as a train engineer. During summer holidays Disney worked on the trains selling newspapers and snacks to travellers.

PARENTS

Disney's father, Elias Charles Disney, was born in Canada in 1859, his parent's had emigrated to Canada from Ireland. Disney's mother, Flora Call, was born in Ohio in 1868, her parents were from England and Germany. During the 19th century many people emigrated from Europe to Canada and the USA. North Americans today are still interested in their origins and heritage.

CHICAGO

Disney and his family moved back to Chicago where he attended McKinley High School. He took drawing and photography classes and became the cartoonist for the school newspaper.

WORLD WAR ONE

Disney left school in 1918 and attempted to sign up to fight in World War I. He was too young, so he doctored his birth certificate and arrived in France as an ambulance driver in November 1918, just after the armistice had been signed.



UB IWERKS

In 1919, Disney went to work for Pesmen-Rubin Commercial Art Studio where he met fellow artist Ub Iwerks. After a failed business attempt, Disney and Iwerks went to work for the Kansas City Film Ad Company. It was there that Disney first experienced cut-out animation. After some experimentation Disney decided that he preferred the cel animation process. He failed to convince his boss to try cel animation so he and Iwerks left the company to work on the Laugh-O-Gram cartoon series.

LAUGH-O-GRAMS

In 1921 Disney established the Laugh-O-Gram studio, where he created animated shorts for the Newman Theatre Company. The shorts often referenced problem in his home town, Kansas City. He also created modern animated versions of fairy tales. After initial success the business went bankrupt and Disney moved to California to start again.

CALIFORNIA

Disney moved to Hollywood in 1923 to begin work on a series of films based on Alice's Adventures in Wonderland. He formed the Disney Brothers Studio, later the Walt Disney Company, with his brother Roy and was joined in 1924 by Ub Iwerks. He hired an artist named Lillian Bounds, who he later married. Disney and Iwerks created a character called Oswald the Lucky Rabbit. In 1928, after a period of success, a failed business deal meant he lost the rights to Oswald and much of his animation staff. Forced back to the drawing board, he and Iwerks came up with his best known character – Mickey Mouse!

CUTOUT ANIMATION

This process of animation involves using characters, props and backgrounds cut out from materials such as cardboard or fabric. The cut-outs are moved, manipulated, recorded and edited tell a story.

CEL ANIMATION

This process of animation involved a hand-drawn fixed background to which cel drawings of moving objects are added. A cel, short for celluloid, is a transparent sheet which is used to draw the characters.

VAUDEVILLE – this was a type of variety entertainment in American theatres in the early twentieth century. Disney was a fan a vaudeville and it inspired his creations.

EARLY 20th CENTURY ENTERTAINMENT

In the early twentieth century people didn't have TV or the internet and moving pictures were in their infancy. Entertainment options were: theatre, silent movies, reading, sport and socialising.



Walt Disney ACTIVITY 1

Can you complete this worksheet on Walt Disney?

Can you put these events in the correct order?
Number them 1 to 6 starting with the earliest.

Walt Disney moved to Hollywood in 1923.

Mickey Mouse was created in 1928

Disney family moved to Kansas City in 1911.

Walt Disney was born in Chicago in 1901.

Disney married Lilian Bounds in 1925.

Disney started making Laugh-O-Grams in 1921.

TRUE
OR
FALSE

Disney created Mickey Mouse with his friend Ub Iwerks.

Walt Disney fought during World War One.

EARLY LIFE

Walter ____ Disney was born on December 5th 1901 in ____, Illinois. Walt had three older brothers Herbert, Raymond and ____ and a younger ____ called Ruth. The Disney ____ lived on a ____ in Marceline, Missouri before moving to ____ City. As a child, Disney was interested in art and ____ and would sell his artwork to neighbours and family _____. Disney's father had a strong ____ ethic, Walt and his brother delivered newspapers to the local area, they would get out of ____ at 4:30am and often fell asleep in ____!

Kansas

bed

drawing

sister

school

Elias

work

family

Chicago

friends

Roy

farm



Walt Disney

ACTIVITY 1 - ANSWERS

Can you complete this worksheet on Walt Disney?

Can you put these events in the correct order?
Number them 1 to 6 starting with the earliest.

Walt Disney moved to Hollywood in 1923.	4
Mickey Mouse was created in 1928	6
Disney family moved to Kansas City in 1911.	2
Walt Disney was born in Chicago in 1901.	1
Disney married Lilian Bounds in 1925.	5
Disney started making Laugh-O-Grams in 1921.	3

TRUE OR FALSE	Disney created Mickey Mouse with his friend Ub Iwerks.	T
	Walt Disney fought during World War One.	F

EARLY LIFE

Walter **Elias** Disney was born on December 5th 1901 in **Chicago**, Illinois. Walt had three older brothers Herbert, Raymond and **Roy** and a younger **sister** called Ruth. The Disney **family** lived on a **farm** in Marceline, Missouri before moving to **Kansas** City. As a child, Disney was interested in art and **drawing** and would sell his artwork to neighbours and family **friends**. Disney's father had a strong **work** ethic, Walt and his brother delivered newspapers to the local area, they would get out of **bed** at 4:30am and often fell asleep in **school**!

Kansas	bed	drawing	sister
school	Elias	work	family
Chicago	friends	Roy	farm



Walt Disney ACTIVITY 2

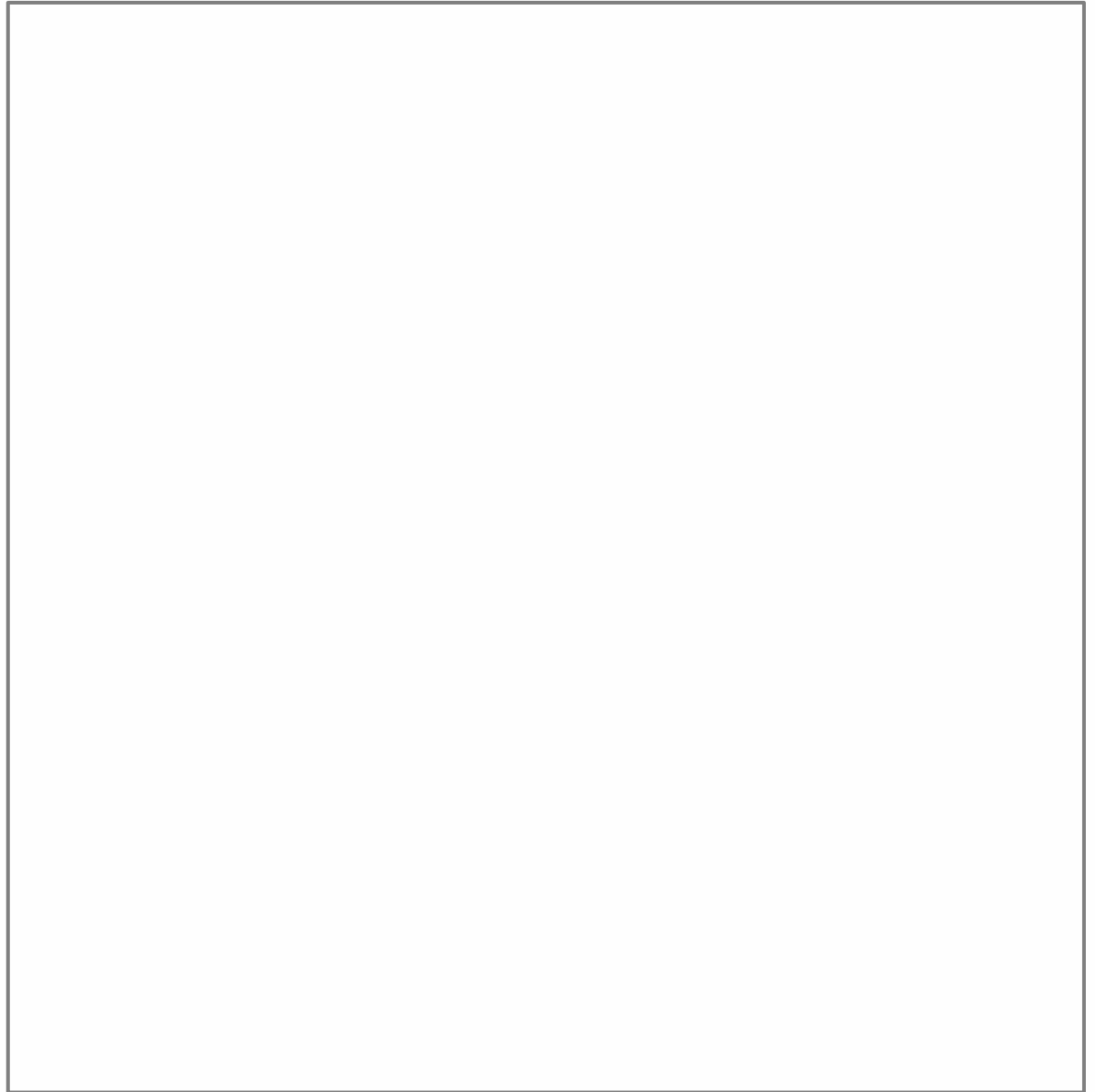
Can you design a new
cartoon character?

Watch an *Oswald the Lucky
Rabbit* cartoon on YouTube.

Imagine you are Walt Disney in
1928. You can no longer make
cartoons with your best known
character – Oswald the Lucky
Rabbit.

Working with a partner, design
a new character that will be just
as popular as Oswald.

Did you spot an similarities
between Oswald and Mickey
Mouse?



Walt Disney ACTIVITY 3

Can you locate places
on a map?

Working with a partner,
discuss what you have found
out about Walt Disney.

The table has some facts
about Walt Disney.

1. Fill in the missing countries.
2. Locate each place on an atlas or on Google Earth and tick the FOUND box.
3. Report your findings to the class.

FACT	PLACE	COUNTRY	FOUND
1. Walt Disney's grandad was born here.	Kilkenny		
2. Walt Disney was born here in 1901.	Chicago		
3. Walt Disney lived here as a child.	Marceline, Missouri		
4. Walt Disney moved here in 1911.	Kansas City		
5. Drove an ambulance here in 1918.	Paris		
6. Walt Disney moved here in 1923.	Hollywood		



ACTIVITY HINTS AND TIPS

ACTIVITY 1

Reading

CO-OPERATIVE LEARNING

The children could work in groups for this task to encourage discussion about the topic.

EXTENSION TASKS

The children could create their own missing word passages or true/false statements to test their classmates.

The children could use the facts to start a Disney timeline.

ACTIVITY 2

Art

NOTE

There are many *Oswald the Lucky Rabbit* cartoons on YouTube. It is worth watching and discussing the cartoons to get an idea of Disney's character development.

EXTENSION TASK

The children could design a background and use acetate to create a cartoon cel.

Further explanation of the Cel process may be required. It can take over 1,000 cel drawings to create one minute of a cartoon.

ACTIVITY 3

Mapping

CO-OPERATIVE LEARNING

This task could be completed as a whole class lesson.

EXTENSION TASK

The children could pinpoint the important places in Walt Disney's life using a map of the USA.



Assessment 1

By completing these tasks your teacher can see how much you have learned about Walt Disney. You can look back in your jotter to help you answer the questions.

Answer these questions in sentences.

1. In which country was Walt Disney born?
2. Name two of Walt Disney's siblings.
3. Which character did Walt Disney create with Ub Iwerks?
4. Where did Walt Disney move to in 1923?
5. What job did Walt Disney have that made him fall asleep at school?
6. Disney had a company called Giggie-O-Gram. TRUE or FALSE?
7. What type of animation did Walt Disney like: cut-out or cel?
8. What was the name of Walt Disney's father?
9. What was the name of Disney's wife?
10. Disney went to France in 1918 to help in which war?

Write a paragraph explaining what you thought of the *Oswald the Lucky Rabbit* cartoon.

Draw a picture of *Oswald the Lucky Rabbit*.



Assessment 1 - ANSWERS

Answer these questions in sentences.

1. In which country was Walt Disney born?
2. Name two of Walt Disney's siblings.
3. Which character did Walt Disney create with Ub Iwerks?
4. Where did Walt Disney move to in 1923?
5. What job did Walt Disney have that made him fall asleep at school?
6. Disney had a company called Giggie-O-Gram. TRUE or FALSE?
7. What type of animation did Walt Disney like: cut-out or cel?
8. What was the name of Walt Disney's father?
9. What was the name of Disney's wife?
10. Disney went to France in 1918 to help in which war?

1. USA.
2. Herbert, Raymond, Roy or Ruth.
3. Mickey Mouse.
4. Hollywood.
5. Delivering newspapers.
6. FALSE, it was called Laugh-O-Gram.
7. Cel.
8. Elias Charles Disney.
9. Lillian Bounds.
10. World War One.



Extension Tasks 1

These are internet based tasks for early finishers.
They can be done on an iPad or a computer.

Use Google Images to find pictures of Walt Disney's family. Then find the underlined names in the word search.

Lillian Bounds

WIFE

Flora Call

MUM

Elias Disney

DAD

Roy O Disney

BROTHER

Ruth Disney

SISTER

Diane Disney

DAUGHTER

Sharon Disney

DAUGHTER

Roy E Disney

NEPHEW

J	R	U	T	H	C	V	R	N	F
M	X	T	O	R	O	Y	O	K	I
I	Q	Z	A	B	W	R	F	E	W
O	D	E	L	I	A	S	L	M	R
D	C	W	V	H	Y	G	O	K	R
I	T	M	S	F	Q	J	R	T	H
J	A	B	H	V	V	I	A	P	S
L	R	Y	C	F	J	P	E	B	O
I	Z	Z	X	D	V	V	E	T	S
L	I	W	L	D	E	T	V	H	B
L	J	I	V	I	I	R	A	A	W
I	O	D	S	S	R	A	I	G	J
A	U	F	Z	N	G	T	N	J	D
N	D	Z	X	E	G	D	D	E	L
A	I	R	O	Y	E	M	H	I	Q

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Use Google Images to find pictures of Ub Iwerks. Write down three facts.

1. _____
2. _____
3. _____

Use YouTube to watch some Disney Laugh-O-Grams.

Report any interesting findings back to the class.





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