

Lights, Camera, FILM Literacy!  
Lesson Plan #31

**Topics:**

**Journal Writing**  
**Viewing a Documentary Film**  
**Early Animated Films**  
**Animated PSA Production**  
**Writing to Persuade**

**Outcomes:**

Students will follow organizational procedures.  
Students will see and hear applicable vocabulary.  
Students will analyze a segueway documentary THE HAND BEHIND THE MOUSE:  
THE UB IWERKS STORY  
Students will analyze early animation.  
Students will work on pre-production of a 2-D animated PSA.

**Materials:**

Writing journals  
Post-it notes  
Camcorders  
Tripods  
Computers with stop motion software

Handouts: How Movies Got Their Start IV (Animation)  
Creating an Animated Public Service Announcement (PSA)

DVD: THE HAND BEHIND THE MOUSE: THE UB IWERKS STORY

*"Plane Crazy"*

*"Steamboat Willie"*

(Disc 2 WALT DISNEY TREASURES: ADVENTURES OF OSWALD THE LUCKY RABBIT)

**New Vocabulary: Public Service Announcement (PSA)**

**Sequence of Events:**

**I. Journal Activity (15)**

Prompt:

**How do you feel about animated films?**

**II. Viewing a Documentary about Ub Iwerks (40)**

1. Ask students what they noticed about the documentary style of Leslie Iwerks, Ub Iwerks granddaughter.  
List their comments and direct students to be aware of these techniques as they watch the rest of the film.
2. Begin at 52:00 and watch to the end.

**DVD: *The Hand Behind the Mouse: The Ub Iwerks Story***

*On Disc 2 of WALT DISNEY TREASURES:  
THE ADVENTURES OF OSWALD THE LUCKY RABBIT*

3. Allow time for student reaction to Ub's contributions.

**III. Early Animated Films (55)**

1. Explain to students that this documentary focuses on the subject of the next unit: **animation**. The history of animated films starts about a year before Ub Iwerks' birth.
2. Direct students to work alone or with others to fill in the blanks on the handout. This will then be used as a guide.

**HANDOUT: How Movies Got Their Start IV (Animation)**

3. Students correct their answers to # 1,2,3 as you show (on youtube.com) and discuss the following in order...

"The Enchanted Drawing" (1:30) by J. Stuart Blackton 1900  
"Humorous Phases of Funny Faces" (3:00) by J. Stuart Blackton 1906  
"Fantasmagorie" (1:17) by Emile Cohl 1908  
"Gertie, the Dinosaur" (5:47) by Winsor McCay 1914

4. Tell students that they should know the answers to #4 & 5 from the Ub Iwerks documentary.

5. Show the two early Iwerks/ Disney shorts:

1st Mickey Mouse cartoon: "Plane Crazy" (6:00) 1928

1st sound cartoon: "Steamboat Willie." (7:40) 1928

DVD: *"Plane Crazy" and "Steamboat Willie"*

Disc 2 Menu: *The Work of Ub Iwerks*

*WALT DISNEY TREASURES:*

*THE ADVENTURES OF OSWALD THE LUCKY RABBIT*

6. # 6, 7, 8 will be reviewed later in the unit and students should store their papers until that time.

#### IV. Creating an Animated Film (75)

1. Remind students of the flip books they made earlier in the year. They will later get an opportunity to film their flip books and turn them into animated films. First, though, they will create a two-dimensional animated PUBLIC SERVICE ANNOUNCEMENT (PSA) as group.
2. Explain to students that a PSA is a short piece that persuades people to act more responsibly. Discuss PSA's they've seen on television about health or behavior topics such as bullying or smoking.
3. Tell students that they will be creating a construction paper background, placing it on the floor, and creating movable pieces to be animated on top of the background. The camera will be on a tripod and aimed downward for shooting.  
(On the MAC computer, a software program called iStopMotion can be used to capture individual frames. Whichever software is used, demonstrate how to use it to individual groups only when they complete pre-production and are ready to film.)
4. Direct students to the PSA direction sheet.

HANDOUT: *Creating an Animated Public Service Announcement (PSA)*

5. Groups work on their productions.

V. Reflection (15)

1. Direct students to the hanging chart paper labeled:

**What did you learn about early animation?**

2. Hand out Post-its on which students write and post.

3. Review the comments on the Post-Its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.