**Student Handout:**

The “Wonderful” World of Disney Final Assessment Project!

***GET CREATIVE!***

GET ARGUMENTATIVE!

Throughout this unit, we have been analyzing and discussing the ways in which many of our favorite Disney movies (mine included), contain an abundance of oppressive, racist, and sexist material, and have even gone so far as to define the creator of the Disney empire himself, Walt Disney, as a bigot in his own right. Moreover, we have also put our creativity to the test by rewriting particular scenes/songs from Pocahontas both together as a class, and in small groups, and began to really brainstorm our rationale, our *argument* for making these particular changes. Now, it’s time to take this one step further ☺.

In groups of 4-5 of your peers, you will be assigned to watch a particular Disney movie ***at home***, and analyze the ways in which oppression is present within it, *individually.* You will not only be asked to rewrite a scene/song on your own, but you will be asked to direct the other students in your movie group in creating a video of either your reimagined scene or song, and make significant changes that strive to diminish (lessen) aspects of oppression in the original composition of the scene/song. These videos must be *at least* 5 minutes long, but no longer than 15. However, the purpose of this assessment is meant not only to inspire you to think creatively, but also to allow you to build upon your argumentative writing skills. Therefore, you will also be writing an argumentative letter to the current Chairman of the Walt Disney Corporation, Andy Bird, asking him to change particularly oppressive aspects of your assigned film. You will be required to specifically address three particular scenes/songs that you find especially demeaning, and effectively argue why it is that you think they are. Your video will thus act as a particular example of a larger argument being made.

* In terms of your videos, you are being granted full creative leeway, but keep in mind that you rewrites need to be school appropriate, as always!
* With relation to your letter, in order to be forceful, compelling, and *powerful* in your argument, you will need to provide an **extended definition** of the word oppression, in your own words; this is a vocabulary word that we have spent a great deal of time elaborating upon, and now is your chance to *show off what you have learned* and really personalize your understanding of it by providing *your own spin on it*.
* In addition, you will need to include an **initial claim**, support it by way of your three examples of powerful **evidence**, and explain why it is that they are powerful by elaborating through **warrants**.
* You will think ahead of the game by anticipating the opposing argument, and providing a **counterclaim** in response.
* Finally, you will conclude your letter with a forceful **conclusion** that drives home your main points.
* Below is a bulleted checklist of essential things to keep in mind as you build upon your argumentative letter:
* **Argumentative Letter Checklist:**
* Incorporate an extended definition of the word oppression: be sure to truly emphasize what it means to you, personally.
* Create a clear, organized format to your letter that establishes:
* **1.)** A strong initial claim
* **2.)** Three thorough, detailed examples of scenes that you would like to see changed, that will act as your evidence (one of which will be expanded upon in your video).
* **3.)** An explanation for *why* they should be changed, that will act as warrants.
* **4.)** A counterclaim.
* **5.)** A conclusion.
* Pay close attention to spelling, grammar, and general mechanics.
* Follow standard MLA format and citation rules.