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| The “Wonderful” World of Disney: Unit Plan Calendar | October 2016 |

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| Monday | Tuesday | Wednesday | Thursday | Friday |
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| 2 | 3 | 4 | 5 | 6 |
| **15 minutes:** Visually Prompted Free Write: What Do You Associate with Disney? (project image of Mickey Mouse) –AND- What is your favorite Disney movie, and why?  **10 minutes:** Large Group Free-Write Discussion  **10 minutes:** Meryl Streep Video: “Walt Disney was a bigot”  **10 minutes:** Large Group Video Reaction Discussion  15 minutes: Vocab Focus: Bigot: Collaborative Writing Definition  **HOMEWORK:**  Revisiting Free-Write: Hypothesize the ways in which bigotry, oppression, racism, and gender stereotypes are apparent in your favorite Disney movie, or another Disney movie of your choice. | **10 minutes:** Revisited Free-Write Large Group Discussion Share Out  **20 minutes:** Vocab Focus: Oppression and its relation to the word bigot: Collaborative Writing Definition through Concept Ladder  **30 minutes:** *Mickey Mouse Monopoly* Documentary Viewing | **20 minutes**:  Save the Last Word for Me Discussion on *Mickey Mouse Monopoly* Documentary  **20 minutes**: Large Group Discussion of *Mickey Mouse Monopoly* Documentary and extended definition of the words oppression, racism and bigot: Scenarios/Criteria Extensions  **20 minutes**: KWL Chart on Pocahontas (filling in K and W portion) in Think-Pair-Share format | **30 minutes**:  Research on Pocahontas’ History: Scavenger Hunt Activity  **10 minutes**:  Large Group Discussion on History and Anticipating Stereotypes in Disney film  **20 minutes**: Viewing of Disney’s Pocahontas | **60 minutes**:  Viewing of Disney’s Pocahontas |
| 9 | 10 | 11 | 12 | 13 |
| **20 Minutes**: Fishbowl Discussion: Historical Stereotypes/Racism in Pocahontas  **20 minutes**:  Fishbowl Discussion:  Gender Stereotypes  **20 minutes**: Large Group Discussion: Synthesizing Fishbowl Discussions and Discussing Filmmaker’s Positionalities – Vocab Focus: Bias  HOMEWORK: Fill in ‘L’ section of KWL chart | **30 minutes**:  Whole-Class Re-Write of a Song/Scene from Pocahontas  **30 minutes**:  Small Groups Re-Write of a Song/Scene from Pocahontas  Note: (Instructor will have particular scenes/songs for students to choose from). | **60 minutes**:  Modeling Building Arguments: Whole Group, Large Class Discussion Why choose to change this particular scene? What is the argument behind doing so? What is the argument for the specific changes we made?  Introducing importance of argumentative writing process: initial claim(s), evidence, and warrants. | **40 minutes**:  Building Arguments: Small Group Activity: Why did you choose to change this particular scene? What is the argument behind doing so? What is the argument for the specific changes you made?  Elaboration upon argumentative writing process: initial claim(s), evidence, and warrants.  **20 minutes**:  Presentation Rehearsals!  **Homework**: Any additional Presentation Rehearsals/Preparation that needs to be done! | **50 minutes**:  Small Group Song/Scene Presentations and Explanations of Particular Changes to the Scene  **10 minutes**: Introduction to Final Assessment, Groups Assigned  **Note**: (For presentations: Since there are four groups, each group will be in charge of grading one other group—individually)  **Homework:** Watch Assigned Disney film at home, preferably in groups. |
| 16 | 17 | 18 | 19 | 20 |
| **20 minutes**: Vocab Words Revisited: Analyzing Bigotry, Oppression, and Bias in their particular films: Journals  **40 minutes**:  Group Workshop Activity: Identifying Racism and Bias in each of their particular films (discussion based around journals) Tasking individuals: Who will be in charge of which scene/song? | **60 minutes**: Writing Workshop: Writing Scenes | **60 minutes**:  Writing Workshop: Writing/Revising Scenes/Songs | **60 minutes**:  Recording Scenes/Songs | **30 minutes**:  Recording Scenes/Songs  **30 minutes**: Individual Argument Building: Brainstorming and Persuasion Map Activity. Emphasis on argumentative writing process: initial claims, evidence, and warrants.  **Homework**: Complete Persuasion Map if not completed in class |
| 23 | 24 | 25 | 26 | 27 |
| **30 minutes**: Small Group Persuasion Map Share Out and Constructive Criticism  Emphasis on argumentative writing process: initial claim(s), evidence, and warrants.  **30 minutes**: Writing Workshop: Writing Letter  **Homework**: Create a rough draft of the argumentative letter. | **30 minutes**:  Modeling Counterargument Fishbowl Activity  **30 minutes**: Counterargument Classroom (or Small Group?) Fishbowl—if small group, have them work with students from other groups…not their own—that way they can catch more.  **Homework**:  Add counterarguments to argumentative letter, and “polish” it up a bit. | **40 minutes**:  Writing Workshop: Argumentative Letter  Emphasis on argumentative writing process: initial claim(s), evidence, warrants, counterclaim(s), and conclusion.  **20 minutes**: Writing Workshop: Peer Review of Argument  **Homework**: Edit paper based on peer review, and short reflective piece on revisions made based on peer review. | **60 minutes**:  Student Presentations | **60 minutes**:  Student Presentations |