

*“Magic Isle”*

**Resource Summary:**

After watching *“The Magic Isle”* research more about Walt Disney and William Wrigley Jr. to compare and contrast their impacts. This will look different for 3-4, 5-7, and 8<sup>th</sup> grade. Objectives may include: students analyze their impacts on tourism; how their idea of inclusive vacations impacted communities around them, as well as the economy; students analyze the idea of perseverance and it’s relevance in their lives and how important it was, students look at the change or impact they’ve made.

**Subject Areas:** Language Arts (3-8), Social Studies (3-4)

**Grade Level Range:** 3<sup>rd</sup>-8<sup>th</sup>

**Standards:**

CCSS.ELA- RI Key Ideas & Details 3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-RI Key Ideas & Details 4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA- RI Key Ideas & Details 5.1, 5.3

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CA Social Studies 3.3.2 (3<sup>rd</sup> Grade)

Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.

CA Social Studies 3.3.3 (3<sup>rd</sup> Grade)

Trace why their community was established, how individuals and families contributed to its founding and development, and how individuals and families contributed to its founding and development, and how the community has changed over time.

CA Social Studies 4.4.6, 4.4.9

Describe the development and locations of new industries since the turn of the century.

Analyze the impact of twentieth-century Californians on the nation’s artistic and cultural development, including the rise of the entertainment industry.

CCSS.ELA-Writing Text Types & Purposes 3.2, 4.2, 5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA- RI Key Ideas & Details 6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Writing Text Types & Purposes 6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA- RI Key Ideas & Details 7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA- RI Key Ideas & Details 7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Writing Text Types & Purposes 7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA- RI Key Ideas & Details 8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA- RI Key Ideas & Details 8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-Writing Text Types & Purposes 8.2

Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Resource Provided By:** (*Lindsay Kurtz, Elementary Teacher, Hollister, Goleta Union School District*)

**Resource Details:**

**3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup>:** Students will read and analyze an article/ passage on both Walt Disney and William Wrigley Jr., to write an informative essay about how they created change through perseverance and entrepreneurship. Within this essay students will note simple similarities and differences about these two men and their business', impacts, and/or ventures.

**6<sup>th</sup>/7<sup>th</sup>:** Students will read and analyze multiple articles/ text on both Walt Disney and William Wrigley Jr., to write an informative essay about how they created change through perseverance and entrepreneurship. Students will show an understanding of their topic and how to organize their information by utilizing and analyzing appropriate examples from the articles they read and analyze within their essay. This essay should illustrate how William Wrigley Jr. and Walt Disney are similar and different within their attitudes/ approaches (perseverance), and philosophies (who they wanted to market to, purpose of their ventures). Additionally, it should include how these ventures/business' ideas impacted the communities, tourism, and the world today.

**8<sup>th</sup> Grade:** Informative Writing, Research, and/or Business Proposal Writing

Catalina Island is trying to find a balance between restoring history, conservation, and modernization. They've approached this so far through restoration projects, educating themselves on, and establishing, conservancy on the island, as well as exploring ecotourism. They mention that each generation creates a change or adds something to the island tourism and/or business.

Informative Writing: Compare and contrast both William Wrigley Jr. and Walt Disney in relation to how their entrepreneurship and business choices impacted society and today. Analyze their business philosophy and how this impacted changes within tourism. (For example, Wrigley wanted his island and its attractions to be accessible by many, not just the elite. Both offered an inclusive idea that no one had before).

Research Catalina Island, conservancy, tourism, and ecotourism and brainstorm an idea for a new business venture that would be a good fit for Catalina Island. Then write a letter or business proposal outlining your idea and how it would benefit Catalina Island. (This must take into account the overall feel of what Catalina Island is for tourists, the family, as well as provide a new avenue to attract more patrons/visitors. This must also consider real challenges they face, such as expense and water shortage. This research/ understanding should be evident within the proposal/letter).

**Extension Resources:**

*Further ways to extend onto this lesson and/or more ideas*

Depth and Complexity Differentiation: <http://bit.ly/2IVpXUy>

Recommended icons/ areas to go more in depth on: Multiple Perspectives, Change Over Time, Trends

Visible Thinking Strategies: <http://bit.ly/1hgg63O>

Recommended: Stop, Look, Listen (analyzing sources, potential bias, and how that affects your information). <http://bit.ly/2fJeaH1>

Compare their business' ventures and the idea of an inclusive vacation (Disneyland vs. Catalina) either from the business standpoint or the tourist.

Research the idea of tourism and it's evolution.

Discuss and/ or look at the baseball industry's effect on tourism specifically with a focus on how the idea that "everyone's favorite past time" has provided more than just entertainment. (Money/ tourism to Catalina island {as well as to towns around the US during spring training}, WWII's and women's baseball {out of fear for an industry, as well as loss of profit}, and/or read *Baseball Saved Us* by Ken Mochizuki {which shows how a game can provide hope}).

**Resources Specific to 8th grade (Business Proposal):**

TeachingKidsBusiness.com: <http://bit.ly/2lb7H54>

Bizkids.com: <http://bit.ly/1qNSJRu>

Entr-ed.org (teacher resource): <http://bit.ly/1qHitTJ>

**Writing Resources:**

Graphic Organizers for Comparing and Pros/Cons for use of each: <http://bit.ly/2lb7oXT>

Blank Generic Top Hat: <http://bit.ly/2IVmOnK>

**Informational Organizer Samples for 3<sup>rd</sup>/4<sup>th</sup> Support:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Topic Sentence:** Write a sentence that tells the reader what you are writing about (cover the idea).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time to slow down and give some details. **Supporting Detail:** Give a detail, fact or reason about your topic.

1. \_\_\_\_\_

✓ **Stop. Do you have evidence?** Provide 2 examples or facts about your **1** supporting detail.

✓ \_\_\_\_\_

✓ \_\_\_\_\_

2. \_\_\_\_\_

✓ **Stop. Do you have evidence?** Provide 2 examples or facts about your **2** supporting detail.

✓ \_\_\_\_\_

✓ \_\_\_\_\_

3. \_\_\_\_\_

✓ **Stop. Do you have evidence?** Provide 2 examples or facts about your **3** supporting detail.

✓ \_\_\_\_\_

✓ \_\_\_\_\_

**Conclusion / Closing Sentence:** Write your topic sentence in a new or different way that retells the reader what you are writing about in **your** own words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Hook / Grabber Sentence:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Big Idea / Topic:</b>	<b>Topic Sentence:</b>
_____	_____
_____	_____

<b>Supporting Detail (Reason 1):</b>	<b>Supporting Detail (Reason 2):</b>	<b>Supporting Detail (Reason 3):</b>
_____	_____	_____
<b>Supporting Evidence (Examples, Facts):</b>	<b>Supporting Evidence (Examples, Facts):</b>	<b>Supporting Evidence (Examples, Facts):</b>
_____	_____	_____
_____	_____	_____

**Conclusion Sentence:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Additional Resources:**

### **Walt Disney:**

Time Magazine Article: <http://ti.me/2IGXmBr>

American National Biography Passage: <http://bit.ly/2IVgsEA>

Biography.com Passage and Video: <http://bit.ly/Mael9X>

Entrepreneur.com Article: <http://bit.ly/2kWPZqz>

The Balance.com Article (*Business Related*): <http://bit.ly/2lb2s5x>

CBS News Article (*Impact on today*): <http://cbsn.ws/2IQPL3t>

### **William Wrigley Jr.:**

Britannica.com: <http://bit.ly/2IQYKBK>

US Chamber of Commerce: <http://uscham.com/2lInI9n>

Wrigley.com: <http://bit.ly/1mlhQs>