

2011

Disney and the Classroom: How Children's Perceptions Can Help Inform Teacher Practice

Kimberly Lynn Burken
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©2011 Kimberly Lynn Burken

Follow this and additional works at: <https://scholarworks.uni.edu/hpt>

Recommended Citation

Burken, Kimberly Lynn, "Disney and the Classroom: How Children's Perceptions Can Help Inform Teacher Practice" (2011). *Honors Program Theses*. 833.

<https://scholarworks.uni.edu/hpt/833>

This Open Access Honors Program Thesis is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Honors Program Theses by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

DISNEY AND THE CLASSROOM: HOW CHILDREN'S PERCEPTIONS CAN HELP
INFORM TEACHER PRACTICE

A Thesis Submitted
in Partial Fulfillment
of the Requirements for the Designation
University Honors

Kimberly Lynn Burken
University of Northern Iowa

December 2011

This Study by: Kimberly Lynn Burken

Entitled: Disney and the Classroom: How Children's Perceptions Can Help Inform
Teacher Practice

has been approved as meeting the thesis or project requirement for the Designation
University Honors.

12-9-2011

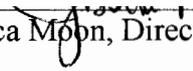
Date



Deborah Tidwell, Honors Thesis Advisor, Curriculum & Instruction

12/15/11

Date



Jessica Moon, Director, University Honors Program

TABLE OF CONTENTS

	PAGE
LIST OF TABLES.....	
INTRODUCTION.....	1
LITERATURE REVIEW.....	1
THE ROLE OF RACE IN EVERYDAY LIFE.....	2
MULTICULTURAL PRACTICES AND RACE.....	3
THE INFLUENCE OF FILM ON VIEWERS.....	4
ISSUES WITH DISNEY FILMS.....	4
FILM ANALYSIS.....	7
CENTRAL THEMES TO BE ADDRESSED.....	7
METHODOLOGY.....	8
RESULTS.....	10
ANALYSIS OF FILM.....	10
INDIVIDUAL INTERVIEWS.....	17
FOCUS GROUP INTERVIEW.....	21
COMPARISON OF FILM ANALYSIS AND STUDENT INTERVIEWS.....	26
CONCLUSION.....	28
MULTICULTURAL EDUCATION.....	29
RECOMMENDATIONS FOR FUTURE RESEARCH.....	30
REFERENCES.....	32
APPENDIX A: MOVIE NOTES.....	35
APPENDIX B: QUESTIONS FOR INDIVIDUAL INTERVIEW.....	66

APPENDIX C: INDIVIDUAL INTERVIEWS.....68

APPENDIX D: FOCUS GROUP INTERVIEW.....86

APPENDIX E: INDIVIDUAL INTERVIEWS: ALADDIN.....101

APPENDIX F: INDIVIDUAL INTERVIEWS: BEAUTY AND THE BEAST.....104

APPENDIX G: INDIVIDUAL INTERVIEWS: LION KING.....106

APPENDIX H: INDIVIDUAL INTERVIEWS: MULAN.....108

LIST OF TABLES

TABLE 1: MAJOR CHARACTERS AND MAJOR CHARACTERISTICS.....	11
TABLE 2: MUSIC PLAYED DURING ENTRANCE OF CHARACTERS.....	16
TABLE 3: MENTION OF CHARACTER'S NAME.....	22

I.Introduction

Cartoon Disney movies are considered classics. Disney movies are considered the epitome of childhood. Almost everyone in the United States has seen at least one Disney movie. There have been many claims over the years that Disney movies negatively influence the viewer, especially in the areas of gender and race. From example, there is a common belief held by the American public that girls in their teens and twenties believe that they have to wait for Prince Charming to come and rescue them. Research studies have claimed that children develop negative views and stereotypes about race from watching Disney movies. There is a belief that watching these movies will influence children into thinking that light is good and dark is bad. It is necessary to determine how cartoon Disney movies are influencing children. If movies are negatively influencing the racial perceptions children hold, teachers need to find ways to counteract this influence in the classroom. Previous studies have analyzed the films to determine issues with race in these movies. There is no clear indication as to whether or not the researchers interviewed children. Film analysis is not enough. To determine how Disney movies are influencing children, it is necessary to talk with children about these movies. By talking with children, themes can be observed and negative racial perceptions children hold may surface.

The purpose of this research was threefold: to examine how race was represented in cartoon Disney movies, to determine if cartoon Disney movies influence racial perceptions in children, and to determine how to effectively address racial perceptions in the classroom.

II.Literature Review

In this literature review the focus of the literature is on issues of diversity and film representation. The first two sections address diversity through the examination of roles of race in everyday life and issues regarding multicultural practices and race. The review then focuses

on the connections between film and diversity through the examination of the influence of film on viewers, the issues found in Disney films, and concludes with a discussion of film analysis.

The Role of Race in Everyday Life

Marvasti and McKinney (2007) stated that the difference between the racism of the past and today is that racism is more hidden than it was in the past. There is “institutional discrimination” that still exists in the work place and in other “social institutions” (p.67). Marvasti and McKinney explained that “More overt discrimination has been replaced with covert discrimination. Instead of individual discrimination, there is institutional discrimination. Institutional discrimination is not attributable to one person, is sanctioned by the values of an institution, and is part of everyday operations” (p. 67-68).

Lewis (2003) found that race plays a part in group making. She stated that “everyday interactions create, reproduce, and resist group boundaries. Systems of social inclusion and exclusion are organized around racial categories. Being placed in a category can conflict with self-identification and is a reminder that skin color matters at all times” (p. 287-290). Perhaps, students who do not see themselves represented in Disney movies will feel socially excluded

Eliasoph (1999) discussed how Americans find it difficult to discuss race. In her research on race and communication, she found that one writer, Fields (1990, as cited in Eliasoph), thinks it is racist to talk about race, but another, Roedige (1994, as cited in Eliasoph), thinks it is not racist to talk about race. After examining how people react to racist talk in the context of a club meeting and a volunteer organization, Eliasoph (1999) discussed some of her findings in three ways: 1) findings related to the research method on racist talk, 2) findings on how people reacted to racist talk, and 3) findings related to addressing racist talk. One finding was that racist talk needs to be examined in context. “The very act of speaking carries different meanings in

different contexts” (p. 479). A second finding was that people are willing to listen to racist jokes and talk. A third finding was that instead of confronting the person using racist talk and jokes, people talk about it later. A fourth finding was that it is important to pull polite avoidance out of race-talk, in order to address the underlying racism that exists in talk and jokes. This research found that people are unwilling to confront issues related to racist talk. This suggests that students may not be able to recognize the issues inherent in racist talk. Perhaps students need instruction on how to understand the role of race in everyday life and confront social issues.

Multicultural Practices and Race

Macphee (1997) reported that multicultural literature can be used to confront social issues. She explained how it is important to encourage dialogue among students when using multicultural literature. This dialogue will help students to “have greater empathy for others and produce an understanding of the evils of discrimination” (p. 39). Macphee recommended reading multicultural literature to help white students who have never been exposed to diversity. She believes this will “help students to come face to face with the experiences, beliefs, and attitudes of culturally diverse people” (p. 39). Macphee also recommended using inquiry and curricular development in the classroom. This provides students with a chance to see the world through the perspectives of others. Macphee recommended using multicultural literature “as a catalyst to encourage student dialogue about important social issues” (p. 39).

Hade (1997) contended that it is necessary to read film and literature multiculturally. Hade stated that readers “need to attend to the signs of race and how race is used to convey meaning” (p. 241). “Challenging assumptions about race, class, and gender must be at the core of multicultural education. Readers and film viewers need to challenge these assumptions” (p. 252).

If films portray race, class, and gender in stereotypical ways, it is important for teachers and parents to learn how film can influence viewers.

The Influence of Film on Viewers

There have been many studies that analyze how film influences viewers. These studies discuss the influence of music and how racial and ethnic stereotypes in media influence viewers' perceptions. One study found that the music played when a character enters the screen affects how well the character is liked. Hoeckner, Wyatt, Decety, and Nusbaum (2011) found that the use of melodramatic music increased the likability of a character, while the use of thriller music decreased the likability of a character. They also found that the use of melodramatic music made the viewer more certain that he "knew what a character was thinking" (p. 4). A second study found that music serves two basic functions when it is included in a film: to "convey emotion" and to "suggest connections or themes" (Green, 2010, p. 82-83). Green stated that "music can influence the viewer's interpretation of the film and the message received" (p. 93-94).

Mastro (2009) summarized numerous studies to comprise a summary of the effects of racial and ethnic stereotyping. In her research, Mastro found that "media use has been determined to play a meaningful role in the development of racial or ethnic cognitions and intergroup behaviors" (p. 325). Mastro found that the effects of exposure to stereotypes in the media have the greatest effect on people who have had minimal or no contact with people of the stereotyped group. If stereotypes in media, including films, influence the development of perceptions of race, Disney movies need to be examined for any stereotypes they may portray.

Issues with Disney Films

There have been many authors who have criticized Disney movies because of issues they found in these movies. The issues in Disney films include the inaccurate portrayal of other

cultures, the representation of classic tales in the American culture, the influence they have on the formation of bias or stereotypes in children, and the development of a negative self-image in children caused by these movies.

One criticism of Disney films is that they do not portray true stories of other cultures correctly. Berggreen and Lustyik (2004) explained that while *Pocahontas* (produced in 1995) is praised because it portrays a different culture and a strong woman, the problem is that the story is not accurate nor are the people of the time portrayed accurately. This tends to be a common problem with Disney movies about other cultures. Berggreen and Lustyik explained that “On one hand, Disney introduces a variety of cultures to audiences and the opportunity to encounter and learn about ‘others.’ On the other hand, Disney’s animated films tend to retell and present stories in a stereotypical way perpetuating social exclusion” (para. 1). They contend that Disney films are racist, suggesting four different types of racism found in these films: “negative imagery, racist ideology, racially coded language and accents, and historical misrepresentation” (para. 23).

A second criticism is that Disney movies change classic tales to represent the culture of America. Berggreen and Lustyik (2002) described this phenomenon by saying, “Disneyfication focuses on synchronization, one-dimensionality, and uniformity, disregarding cultural origins and original story lines” (para. 47). Berggreen and Lustyik described the four different features of “Disneyfication.” The first is that Disney stories have the goal of happiness and marriage for the heroine, even if that is not how the original story ended (para. 48). The second is that Disney stories have no character development, just character types. All characters are good or bad and do not change. Good characters are white and speak like Americans, while bad characters are dark. Secondary characters are funny, cute, and mischievous and sidekicks are the entertainment and generate laughter (para. 49-50). The third is that every Disney story is a musical with catchy

lyrics and tunes and carefully placed background music and sound effects. These songs reinforce stereotypes because it is easy to sing along (para. 51-52). The fourth is that Disney films are meant to enthrall the “child” in everyone, not just children. This includes avoiding challenging American ideologies and using traditional stories and stereotypical roles (para. 53).

A third criticism is that Disney movies may cause children to form bias or stereotypes toward another culture. Linn and Poussaint (1999) explained that “Children absorb messages about race from their parents, caretakers, and from the world around them” (p. 50). Brunette, Mallory, and Wood (n.d.) contended that, “Disney movies portray certain races and cultures in a negative manner. Children who view these movies without an informed adult explaining these inaccuracies may form negative biases and prejudices” (para. 8).

A fourth criticism is that Disney movies cause children to develop a negative self-image. Hurley (2005) explained, “Self-image in children is shaped in some degree by exposure to images found in written texts, illustrations, and films” (p. 221). If this is the case, children may see themselves as good or bad based on what they are exposed to in these movies. Hurley also explained how Disney movies compare to the real story: “Children tend to believe that Disney’s version of the fairy tale is the real story rather than the ‘classic’ version to which they may or may not have been exposed to through school or home” (p. 222). Hurley contended that children do not see themselves in movies and literature, but instead, “most if not all children, including children of color, see ‘White’ as good, living happily ever after, and pretty” (p. 222). Hurley also stated “It is reasonable to assert that the perceptions of all children are likely to be impacted by visual texts which evidence White privileging and a binary color symbolism that associates white with goodness and black with evil” (p. 228).

The research describing the issues in Disney films relies on film analysis. It is not clear in the research if children were asked about their ideas. The research studies focus on analyzing the films instead of asking children.

Film Analysis

To complete a film analysis, the researcher needs to know how to critically evaluate film. Ellison (n.d), on her electronic document, suggested different elements that are present in a film that can be analyzed: the theme, characters, setting, point of view, form of a narrative film, mise-en-scene (what is in a scene), shots, edited images, sound, and literacy techniques (para. 3-12).

Pramaggiore (2005) stated that the three components that are analyzed in relation to sound are: “dialogue, sound effects, and music” (p. 204). These components included “the four characteristics of voice, the three functions of sound effects, and the five functions of music” (p. 239). Pramaggiore explained that the setting can invoke an emotional response in the audience. When analyzing the setting it is important to look at the lighting, whether it is light or dark, the color scheme, the objects in the environment, and whether the scene takes place during the day or at night (p. 62). For lighting, look at the quality, placement, and contrast (p. 77-78).

Waters (n.d.) explained, on her electronic document, that to analyze the characters in a film, the researcher needs to develop specific categories to use in the analysis of the character. Examples include: the character, the character’s life circumstances, the character’s actions, the character’s appearance, and the character’s relationship with other characters (para. 4).

III. Central Themes to Be Addressed

This thesis addressed three main central themes: 1) race is represented poorly in cartoon Disney movies, 2) cartoon Disney movies influence racial perceptions in children, and 3) multiculturalism can help teachers to address racial perceptions in the classroom.

IV. Methodology

The methodology for this study involved three components: film analysis, interviews with children, and comparing and contrasting the film analysis with the children's responses. Each method aligned with one of the three main central themes.

First, I completed a film analysis of six cartoon Disney movies. The movies I used were: *Aladdin* (1992), *Beauty and the Beast* (1991), *Lion King* (1994), *Mulan* (1998), *Pocahontas* (1995), and *Snow White* (1937). I watched each movie twice. As I watched the movies, I took notes (see Appendix A). The elements of film I analyzed were the characters, setting, and sound. I analyzed characters' appearance, which included skin or fur color, clothing, and human-like features. For skin or fur color, I originally used my own perception. To be specific in the color analysis, however, I used a published color chart to determine the exact color name for the character's skin or fur (Walsh, 2010). Next, I used another color chart to compare each labeled color to like colors to determine if it was light, medium, or dark. (Guc, 2010). I analyzed how each character related to the other characters in the film and how they behaved. Then, I analyzed how these characters were portrayed in relation to color. For setting, I analyzed the environment around the characters and I analyzed color in elements of the environment in relation to the color of the characters. For sound, I analyzed three areas: 1) the language the characters used, 2) the lyrics of the music in the film to see if it contained any racial stereotypes, and 3) the music tone and speed or pace to determine how it related to certain characters. I analyzed how music, tone, and speed or pace related to certain characters.

Second, I interviewed fourth and fifth grade students at Malcolm Price Laboratory School. I interviewed the students individually and as a focus group (see Appendix B). The students were not part of a homogenous racial or gender group. I tried to have an even number

from each group, but I could only choose from the students who agreed to participate. The majority of students who had returned the consent form were females so when choosing among possible participants, I first tried to select any boys who had returned the consent form. Then, I tried to find an even number of students in fourth and fifth grade. Finally, when selecting among the many fifth grade students who had returned the consent form, in working with race information about these students, I selected some students who were not Caucasian. I interviewed six fifth grade students and four fourth grade students. There were seven girls and three boys. Six students were Caucasian and four students were African American. I first interviewed all of the students individually. During the individual interview, I asked students to pick the movie they remembered the best out of *Aladdin*, *Beauty and the Beast*, *Lion King*, *Mulan*, *Pocahontas*, and *Snow White*. Then, I facilitated a discussion among the students about the movies during a focus group interview. I typed up the transcripts for each individual interview and for the group interview (see Appendix C). I then used a modified constant comparative method (Dye, Schatz, Rosenberg, & Coleman, 2000) on the transcripts. I looked for themes, key terms, words, or phrases that emerged from the analysis of student utterances.

Finally, I compared and contrasted the themes that emerged from the film analysis with the themes that emerged from the students' responses. I did this by comparing the patterns I found in the constant comparative analysis with the themes I found in my analysis of the movies. I used this information to see if the students' racial perceptions were influenced by the Disney movies. Then, I concluded my findings by discussing the use of multicultural literature in addressing students' perceptions in the classroom.

V.Results

The results for this study are presented in three sections: results from film analysis, results from interviews with children, and results from comparing and contrasting the film analysis with the children's responses.

Analysis of Film

I watched each of the six movies *Aladdin*, *Beauty and the Beast*, *Lion King*, *Mulan*, *Pocahontas*, and *Snow White* twice. I took notes as I watched and analyzed the characters, setting, and sound (see Appendix A). For skin or fur color, I originally used my own perceptions, then, I applied the use of a color chart to determine the specific color name for skin or fur color. I analyzed each character's physical characteristics and behavior. For setting, I analyzed the light and dark elements and their relation to characters. Finally, I analyzed elements found in the music and dialogue.

Characters. Through my movie analysis, I discovered some themes that prevailed across movies. A summary of my analysis of characters is found in Table 1. First, each movie had a specific protagonist and a specific antagonist. There was at least one good major character and one bad major character in each of the six movies. Second, the protagonist usually wore what I determined to be lighter colored clothes, while the antagonist always wore what I determined to be darker colored clothes. One exception is the Beast in *Beauty and the Beast*, who wore darker colored clothes, but as he became nicer, he wore what I determined to be clothes that were lighter and closer to the shade of clothing Belle wore. Third, all of the antagonists had what I determined to be black hair. The only exceptions are the Queen from *Snow White* and Jafar from *Aladdin*, because their hair was never shown in the movie. They did, however, wear dark hair pieces. Four of the six protagonists also had black hair. Fourth, based on my perception, I found

that all the protagonists had round eyes, while all the antagonists had slit eyes. I did not find a distinct pattern for eyebrow width or face shape.

Table 1

Major Characters and Major Characteristics

Movie	Good	Bad	Skin/ Fur Color	Hair/ Mane Color	Eye Color	Eye Shape	Eyebrow Width	Face Shape	Main Outfit
Aladdin	Aladdin		Sienna 2	Black	Brown	Round	Thick	Pointed	Purple vest, red hat, white pants, brown belt,
Aladdin		Jafar	Medium Wood	N/A	Brown	Slit	Thick	Pointed	Black and red turban, yellow shirt, black and red robe, brown shoes, black and red cape
Beauty and the Beast	Belle		Navajo White	Brown	Brown	Round	Thin	Round	White shirt and apron, blue jumper, black shoes
Beauty and the Beast	Beast		Dark Goldenrod 3	Brown	Blue	Round	Thick	Pointed	Purple cloak, black pants
Beauty and the Beast		Gaston	Navajo White	Black	Blue	Slit	Thick	Pointed	Red shirt, yellow gloves, black pants, black belt, brown boots
Lion King	Simba		Tan 1	Dark Brown	Brown	Round	Thin	Pointed	N/A
Lion King		Scar	Chocolate 3	Black	Green	Slit	Thin	Pointed	N/A
Mulan	Mulan		Navajo White	Black	Black	Round	Thick	Round	Brown pants and shirt, black belt and shoes, white socks, black and green armor
Mulan		Shan Yu	Corn Silk 3	Black	Yellow	Slit	Thick	Pointed	Brown pants, tan cape, black boots and armor, black and white scar
Pocahontas	Pocahontas		Tan 3	Black	Brown	Round	Thin	Pointed	Yellow dress, brown belt, turquoise necklace
Pocahontas		Governor Ratcliffe	Navajo White	Black	Black	Slit	Thin	Pointed	Purple hat and coat, red cape, blue leggings, black boots
Snow White	Snow White		Antique White 1	Black	Brown	Round	Thin	Round	Blue and yellow dress, red headband, brown shoes
Snow White		Queen	Wheat	N/A	Green	Slit	Thin	Round	Black and purple cloak, purple dress, black head dress

The representation of race is very interesting in these movies. According to the color chart, Mulan and Belle shared the same skin color. Even though Belle was from Europe and Mulan was from China, they both were protagonists and were lighter colored. Although the skin color of the antagonists was not always a dark shade of a color, all of them wore dark colored clothing. In *Aladdin* and *Mulan*, however, there was an interesting difference between the protagonist and the antagonist. The antagonists Jafar from *Aladdin* and Shan Yu from *Mulan* looked less human and less western than the protagonists Aladdin from *Aladdin* and Mulan from *Mulan*. Jafar and Shan Yu looked less human because they both had certain characteristics associated with animals. In these two movies, the skin color of the antagonist was darker than the skin color of the protagonist, clearly suggesting that dark is bad and light is good.

The behavior of the characters reflects an intriguing pattern throughout the movies. What I learned is based on how I perceived the characters and my reaction and understanding of the movie. My definition of the term *mean* is defined as selfish, nasty, or malicious. My definition of the term *nice* is defined as helpful, kind, and friendly. The labeling of mean or nice for a certain character is based on my own lens.

My analysis suggests that the protagonist in each movie was nice. These characters tried to help others, saved others, fought the antagonist, fell in love, and told the truth to others. For example, in *Aladdin*, Aladdin gave away his food to the poor children even though he was poor and hungry himself. My analysis suggests that the antagonist in each movie was mean. These characters only thought about themselves, they did whatever they had to do to get what they wanted, and they took joy in hurting others. In order to achieve this purpose, the antagonist in each movie would deceive someone. For example, in *Pocahontas*, Governor Ratcliffe tricked the men and Wiggins into believing the Native Americans were evil. The antagonist was disliked or

even despised by the other characters in the movie. In contrast, the protagonist was well liked by the other characters in the movie.

Setting. Setting characteristics were determined by how I reacted to and perceived setting color and ambiance. The setting in these movies added to the perception created by the movies that suggested dark as bad and light as good. As I was watching, I noticed that the antagonist in each movie was either in a setting that was dark or the antagonist was wearing dark clothes that contrasted with the lightness in the setting. For example, even when Jafar was in the palace with the other characters, his black and red clothes contrasted the light in the palace. The protagonist in each movie was either in a setting that was light or wearing light clothes which contrasted the darkness in the setting. For example, Snow White was wearing yellow which contrasted with the darkness of the forest. Another example was in *Mulan*. When the soldiers were trying to find the Huns, the snow contrasted the red sky created by the Huns' destruction of the village. Mulan and the soldiers were still in a light setting.

The way the environment was portrayed is also interesting as it was used to distinguish good from bad. In the film *Aladdin*, when Aladdin and Abu were in the market place, I determined this environment to be more medium colored when compared to the very light colored palace. This is important because some of the actions Aladdin and Abu engage in at the market place are a little bit questionable, but the palace is the place where good triumphs over bad. In *Beauty and the Beast*, Belle, Gaston, and Maurice all had the same color skin according to the color chart. In the movie, however, Belle and Maurice were portrayed in light colored environments, while Gaston was portrayed in dark colored environments or in the shadows. In *Lion King*, the characters I determined to be good had a kingdom that was in the light, while the other section of land was dark and belonged to the characters I determined to be bad. When the

antagonist Scar took over the kingdom, the light disappeared and the environment became dark and dead. I determined this land to be black and green. As soon as Simba took back over, the land came back to life and it turned into what I determined to be blue, yellow, and orange. In *Pocahontas*, after the two sides decided to make peace, what I determined to be a dark forest was filled with light. This movie was set in the forest. The main colors appeared to be earth tones, which are darker colors, but it was still a light setting because of the brightness. Even at night the Native Americans were still portrayed in a light environment. In *Snow White*, the Queen and the dwarfs had the same color skin according to the color chart. The Queen's dark clothes made her seem darker and she was portrayed in less moonlight than the dwarfs.

The antagonists are portrayed in darker environments. Characters that are not considered to be good at the beginning of the movie and then are considered good later in the movie are first portrayed in dark environments and then move into lighter environments. This supports the conclusion that good is seen as light. One example is the Beast. At the beginning of the movie, the Beast was in the darkness, but as he became nicer and started to love Belle, he was portrayed in a lighter setting. A second example is Cogsworth in *Beauty and the Beast*. When we first met Cogsworth, he was very unhelpful to Maurice and Belle. During this time, he was in the shadows. Once he began to be helpful, he moved into the light. A third example is Percy in *Pocahontas*. Percy was in the shadows at the beginning of the movie. As he became friends with Meeko and Pocahontas, he was portrayed in a lighter environment. A fourth example is the Huntsman from *Snow White*. From most of the time, he was in the shadows. When he saved Snow White, however, he moved out of the shadows and into the light.

Based on my perception of light and dark, the characters I determined to be good were always in the light, while the characters I determined to be bad were always in the darkness. In

Mulan, the same night sky around the characters appeared to be light behind Mulan and the Emperor and dark behind Shan-Yu. This could be seen also in *Pocahontas*. Thomas and Governor Ratcliffe had the same color skin according to the color chart. When Governor Ratcliffe was telling Thomas to shoot the Indians, however, he appeared to be much darker than Thomas. Also, whenever someone in this movie was holding a gun or ordering one person to kill another, this character was portrayed in the shadows.

Sound. Because sound is in movies to help the viewer react to the context, my analysis of sound in these movies is based on my reaction to what I heard and my perception of the music and sound effects I heard. First, I looked at the language the characters used. I did not find any patterns across the movies that related to voice pitch or to the use of sophisticated words.

Second, I looked for any comments made by characters that triggered my attention. When I was looking at these comments, I was looking for any comments that I believed were related to race or comments that were related more to the culture of the United States than to the culture being portrayed in the movie. During my analysis, I found these types of comments in *Aladdin*, *Lion King*, *Mulan*, and *Pocahontas*. For example, in *Aladdin*, the Sultan used “Allah” and the Genie talked like Joker from the Batman movies (*Aladdin*, 1992). I considered the use of “Allah” to be an example of ethnicity in the film because this is the name for a sacred divine being in Islam. When the Genie talked like Joker, this was related to the culture of the United States, because it is from a popular American movie that is not part of Arabian culture. In *Lion King*, Zazu was singing “It’s a Small World After All,” which referred to a famous Disney attraction (*Lion King*, 1994). In *Mulan*, Mushu talked about “egg rolls” which were not from China, but were invented in the United States. Mushu also called Mulan “Sleeping Beauty,” which is the name of another Disney Movie (*Mulan*, 1998). In *Pocahontas*, John Smith told Pocahontas that

her people were “uncivilized” (Pocahontas, 1995). This is accurate based on the European perspective at this time, but it could lead to a stereotypical perception of the Native Americans.

Third, I analyzed the music that was playing when the characters first entered in each movie. A summary of my analysis of the music playing when a character entered is found in Table 2. One pattern I found was that when the characters I determined to be good entered, I never found low pitched music playing. I did not find a pattern across the movies in pitch, speed, or type of sound for the music playing when the antagonists entered.

Table 2

Music Played during Entrance of Characters

Movie	Character	Pitch	Pace	Type of Sound
Aladdin	Aladdin	High	Fast	Happy
Aladdin	Jafar	Low	Slow	Portrays a dark feeling
Beauty and the Beast	Beast	Low	Slow	Portrays a feeling of being in a dark forest
Beauty and the Beast	Belle	High	Slow	Birds Chirping
Beauty and the Beast	Gaston	Low	Slow	Guns
Lion King	Scar	High	Slow	Can barely hear
Lion King	Adult Simba	Medium	Medium	Hakuna Matata
Mulan	Mulan	High	Slow	Very soft
Mulan	Shan-Yu	Low	Slow	Drums
Pocahontas	Governor Ratcliffe	High	Medium	Words are “Glory, God, and Gold”
Pocahontas	Pocahontas	Alternates between Low and High	Fast	Wind Blowing
Snow White	Queen	Medium	Slow	Very slow, sometimes goes low or high
Snow White	Snow White	Low	Slow	Sounds like a love song

Fourth, I looked at the lyrics in the film to see if there was anything related to race within the lyrics. I found lyrics related to race in *Aladdin*, *Mulan*, and *Pocahontas*, which I found interesting because these are the three movies about other cultures. In *Aladdin*, lyrics in certain songs refer to certain rituals in Islam. For example, the Genie says ““I’m here to answer all your midday prayers,” (Aladdin, 1992) which refers to the Salat prayer. This is an Islamic ritual which

involves stopping five times a day to pray, including at midday. The lyrics also refer to Arabia as being “barbaric” (Aladdin, 1992). In *Mulan*, Mulan sang about “upholding her family tree,” (Mulan, 1998), even though, in China, the family tree is not carried through women. In *Pocahontas*, certain songs referred to the skin colors of the two different sides.

Individual Interviews

I conducted ten individual interviews of school aged children at Malcolm Price Laboratory School (see Appendix C). The students were not part of a homogenous racial or gender group. During the individual interview, I asked students to pick the movie they remembered the best out of *Aladdin*, *Beauty and the Beast*, *Lion King*, *Mulan*, *Pocahontas*, and *Snow White*. I asked the students to describe what they remembered about the film, the good and bad characters, the music, sound effects, and songs, whether or not the student wanted to live in any places in the film, and whether or not the student was like any characters in the film (see Appendix B). I typed up the transcripts for each individual interview. I then used a modified constant comparative method on the transcripts. I looked for themes, key terms, words, or phrases that emerged from the analysis of student utterances.

Through my comparison of the transcripts, I found some patterns that existed across students. One of the patterns was that students could remember the names of the good characters, but they could not remember the names of the bad characters. A second pattern that emerged was that the students remembered very little about the setting in the movie they were describing. A third pattern is that the students could not remember in-depth detail about the characters’ appearances. A fourth pattern is that students could not remember the names of the songs in the movies. A fifth and highly interesting pattern emerged from an analysis of how students related to characters. None of the males I interviewed related to female films, but the three African

American females I interviewed, related to the male characters in male dominated films. Only one of the Caucasian females talked about a male dominated film, but she did not relate to the characters in this film. It is possible that this pattern emerged because the movies the three African American females chose have female characters that are passive and the females related to male characters that were not passive.

Four of the students I interviewed talked about the movie *Aladdin* (see Appendix E). Three students were females and one student was a male. Two of the three females were African American. The other female and the male were Caucasian. All four students remembered that Aladdin was a good character in this movie. All three females felt it would be fun to live in a place in this movie. The male, however, did not want to live in any of the places in this movie. He said “No. Well, I think it’s in India, and my dad has been to India and it’s not very clean. And the air is not very good.” I determined this to be a sign that this male was not familiar with other countries in the world and was not able to differentiate between a movie set in India and a movie set in another country in Asia. Both of the African American females related to Aladdin, but neither the Caucasian male nor the Caucasian female said they were like any of the characters in this movie. One African American female stated “I’m sort of like mysterious in ways,” when she described why she was like Aladdin. The Caucasian female did not relate to any of the characters in this movie, but the Caucasian male related to the Genie. He said: “He’s got like not like a boy but not like an adult, like a teenager kind of.” This matches this male’s current age. Also, this male student did not mention any of the other characters as being good characters. This could be a sign that he unconsciously believes characters that are not Caucasian cannot be protagonists.

Two of the students I interviewed talked about the movie *Beauty and the Beast* (see Appendix F). Both students were female. One female was African American the other female

was Caucasian. The Caucasian female described Belle, the Beast, and Maurice as the good characters. Belle was also described as a good character by the African American female. She described both of the good characters she remembered as wearing or appearing to be pink. Pink is a lighter color and the student associated this color with good. This relates to what Hurley (2005) explained that all children, including children of color, see white as good (p. 222). Both students remembered the song “Beauty and the Beast,” and wanted to live in the Castle. The Caucasian female related to Belle, the Beast, and Gaston. Even though she called Gaston a bad character, she related to him because he was funny. The African American female described the beast as brown and when asked if she was like any of the characters, she replied “I’m strong like the Beast.” This shows she was relating to the Beast.

Two of the students I interviewed talked about the movie *Lion King* (see Appendix G). Both students were male. One male was African American and the other male was Caucasian. The Caucasian male could remember the name of both the antagonist and protagonist, while the African American male could only name the antagonist. In his description of the characters, the Caucasian male described Scar as: “A brownish, blackish lion,” but described Timon as: “Light brown.” This suggests that he recognized that the bad characters were darker, while the good characters were lighter. The Caucasian male did not want to live in any of the places in the film because he saw the dangers that existed in this setting as being a reality, while the African American male did want to live in the places in this film because he viewed it as a cartoon and said: “They can never get hurt because they are a cartoon.” This view of the movie as either a portrayal of reality or as a cartoon could explain why the Caucasian male did not relate to any of the characters in this movie, but the African American male related to the male lion.

Two of the students I interviewed talked about the movie *Mulan* (see Appendix H). Both students were Caucasian and female. Both students had trouble with description. These two students responded differently to this movie. One student was excited because the female character in this movie was able to do violent things. She said: “It’s got violence in it and I like violence. And um she’s the hero and I like when girls are in the movie and they’re main characters that have violence in them and I like that. It’s my favorite thing about that.” Both students described the Huns as not looking normal. One talked about how they “look really evil and weird” and the other talked about how “their horses didn’t even look like horses.” The two students agreed that Mulan was a good character, but they did not add a detailed description. Because the film was through a western culture lens and the students are of a western culture, they did not seem to notice critically what they saw. Berggreen and Lustyik (2002) explained that Disney movies avoid challenging American ideologies (para. 53). The students saw no problem with how the Chinese culture was portrayed because it resembled American culture and it did not challenge their ideology. They did both mention, however, that Mulan had black hair. One student wanted to live in the places in the movie because she thought the tent would be fun, but the other students did not want to live any of the places in the movie. One female student did not relate to any of the characters. She gave minimal details and the character she gave the best description of was Mushu, who is a dragon. This female was a more passive viewer. The other female made a personal connection to Mulan. This female said she was like Mulan: “Because, I like violence and adventure and I would do that for my dad if he had some kind of problem and he had to go off to war so I would do it for him. That would be fun.” This female connected to Mulan and to what Mulan was willing to do. She liked the sense of leadership and the idea of being proactive. This female was a more active viewer. She was engaged and connected

personally to the characters. She connected her family to Mulan's family. This means that she was able to connect to a character from a different culture because of the character's actions.

Focus Group Interview

I facilitated a discussion among the students during a focus group interview. I typed up the transcript for the group interview (see Appendix D). I then used a modified constant comparative method on the transcript. I looked for themes, key terms, words, or phrases that emerged from the analysis of student utterances. The data were analyzed for both repeated patterns of language across student responses as well as critical anecdotes. A summary of student utterances of character names is found in Table 3. The students had some interesting discussions, made some connections between the movies and real life, and mentioned some things in passing that caught my attention.

During the focus group interview, the students had some interesting discussions. One of these discussions was about Snow White's skin. The students debated about whether or not her skin was too white or if this color was normal. It was an African American student who first said her skin was really white. Immediately a Caucasian student asked: "Is that racist?" This debate was settled when they decided that her skin color would not change because it was a movie. A second discussion the students had was about the color of the hyenas in *Lion King*. The students debated between gray, brown, and light red. According to the color chart, the fur color of the hyenas is Grey 40. This suggests that the students remembered the hyenas differently. It may be possible to suggest that the fur color each student remembered was based on his or her perception of which color is associated with bad characters.

Table 3

Mention of Character's Name

Movie	Character's Name	Number of Times Name is Mentioned	
Aladdin	Abu (Call Monkey)	2	
	Magic Carpet (Call Flying Carpet)	1	
	Jasmine	1	
	Aladdin	6	
	Genie	4	
	Iago	1	
	Jafar	5	
	Beauty and the Beast	Beast	2
Beauty and the Beast	Lumiere (Call Candle)	4	
	Gaston	10	
	Belle (Call Beauty)	3	
	Wadrobe	1	
	Maurice (Call Her Dad)	4	
	Chip (Call Tea Cup)	4	
	Mrs. Potts	1	
	Cogsworth	3	
Lion King	Uncle Scar	1	
	Simba	2	
	Rafiki (Call Baboon)	3	
	Timon	3	
	Pumbaa	1	
	Hyenas	7	
	Mulan	Mulan	8
Mulan	Mushu	8	
	Cri-Kee (Call cricket)	1	
	Spirits	1	
	Matchmaker	1	
	Huns	1	
	Pocahontas	Grandmother Willow (Call Weird Tree)	3
Pocahontas	Governor Ratcliffe (Call him that one dude and Guy from England)	2	
	Meeko (Call Weird Raccoon)	3	
	Percy (Call Pug Dog)	3	
	Pocahontas	2	
	Snow White	Evil Queen	2
	Snow White	Grumpy	1
Magic Mirror (call Mirror)		2	
Seven Dwarfs		3	
Snow White		7	

A third discussion the students had was about the Huns in the movie *Mulan*. The students described the Huns as: “creepy, have long hair, and they’re gray, especially at night.” Then, the students described the good characters as: “They’re not gray, the Huns are gray.” This discussion suggests that students are noticing the difference in skin or fur color between the good and bad characters in these movies. They could articulate the difference, but I am not sure they understand what this difference means. A fourth discussion the students had was about the forks in *Beauty and the Beast*. They said that the forks were “weird looking,” but they did not say why they thought they were weird looking. The students may have felt this way because the forks did not act in a way the students believed to be normal. This may suggest that these students do not like anything that does not fit into their definition of normal.

A fifth discussion was about Gaston from *Beauty and the Beast*. Throughout the discussion of this movie, the students focused on Gaston’s muscles. They described his muscles as “twelve peanut butter and jelly sandwiches stacked on top of each other.” The students kept coming back to Gaston during the discussion of this movie. This suggests the students were still connecting with Gaston even though they considered him to be a bad character. If the students were connecting with Gaston, this suggests an interesting idea because he was one of the three antagonists with a skin color that fell within the color white on the color chart. It is possible that the students were more likely to connect with a bad character that had a skin color that was white than with a good character that did not have a skin color that was white. For example, the students did not seem to connect with Pocahontas because they could not describe her appearance or actions, but the students did seem to connect with Gaston and described his appearance and actions. Gaston had Navajo White skin according to the color chart, while

Pocahontas had Tan 3 skin according to the color chart. This held true across different children of different races.

There were a few interesting connections students made between the movies and real life that appeared during the focus group interview. One was that it is bad to have different colored eyes and too much makeup. The students did not consciously understand what they were saying, but this is significant because the students are associated bad with differences in color. A second connection was that dwarfs are clowns. A third connection was that the characters in *Aladdin* wore hats and these were like a chef's hat or a graduation hat. The students also commented on Jasmine saying: "She had this thing on her face." Although they remembered the hats, this description suggests that no one has ever explained turbans to the students. This led to a conclusion by the students that this movie took place in India and the students may assume that if they see someone wearing a turban or having something similar to what Jasmine has on her face this person is from India. Burnette, Mallory, and Wood (n.d.) contend that "Children may form negative biases and prejudices without an informed adult to explain the inaccuracies" (para. 8). As Burnette, Mallory, and Wood explained, the students I interviewed may form a bias towards anyone they see wearing a turban because they do not understand the turban and Jafar wore the turban more than Aladdin. A fourth connection the students made was that *Lion King* takes place in a tropical paradise. This is a misconception because *Lion King* actually is set in Africa. The reason the students want to live in the places in this movie is because they believe they would be living in a tropical paradise. This is the fault of the movie makers, because they portray the setting as a tropical paradise even though it is supposed to be set in Africa. A fifth connection the students made was with the music. During the interview, the students kept discussing how the

music always followed the same pattern. This suggests the students know what is about to happen based on the music.

During the interview, students mentioned some things in passing that caught my attention. One male student made two important points. He said: “Eddie Murphy’s his voice,” when the students were talking about Mushu from *Mulan*. This could indicate that his perceptions about Eddie Murphy transfer over to his perceptions of Mushu. This student also said: “I never liked that movie. Because it was boring to me.” This may suggest that he prefers movies with a male protagonist. One female student quoted Mushu in the discussion. This student said “go kick some honey buns.” This is a quote directly from the movie *Mulan*. This is meaningful because the part of the movie the student remembered does not relate accurately to the Chinese culture during this time period.

Across the discussion of the movies, one topic came up twice. During the discussion of Snow White’s skin color one female student mentioned that this does not matter because “it’s just a video.” When asked why the student thought these things, she first mentioned that: “it doesn’t really matter because it’s just a video” and “it doesn’t change the video.” She did not understand the power skin color can have in a movie. Then, during the discussion of Mulan wearing her father’s outfit, a male student mentioned that these things do not matter because “it’s a movie.” When asked what he meant he said: “not everything has to be science.” Another male student responded: “it’s supposed to be funny and awesome.” This suggests that the students believe movies do not have to be accurate as long as they are funny. I feel that these students would not be very upset if they found out that culture is not portrayed accurately in *Mulan*.

Comparison of Film Analysis and Student Interviews

There is a definitive difference between my analysis of these movies and what the students talked about in the interviews. My analysis included much greater detail and a focus on specific elements, while the students focused on giving a general idea of the movie and did not include a great deal of detail. There are a few reasons that explain why I was able to provide more detail than the students were. One reason is because I was actually watching the movies and the students were trying to remember the movies from memory. A second reason is because I knew what I was looking for, but the students had no idea that this discussion was at all related to race. A third reason is because I have learned about these cultures, but the students have probably not studied any of these cultures in depth.

There were some similarities between my analysis and the interviews. When talking about the movie *Aladdin*, one student noted that Jafar had black facial hair and had a staff with a cobra head. In my analysis, I found that Jafar did have black facial hair and noted that he carried a snake staff. In the group interview, the students mentioned Abu, Aladdin, Jasmine, Iago, Jafar, and the Genie. They were able to provide some detail about the appearance, about Abu's selfish behavior, about Jafar and the hourglass, and about Aladdin's rescue. One student described the Beast from *Beauty and the Beast* as "brown." In my analysis, I found that the Beast's fur color is Dark Goldenrod 3, which appeared to be brown, but was actually a shade of yellow. The students remembered the Beast, Belle, Gaston, Lumiere, Cogsworth, Chip, Mrs. Potts (in description not name), Lefou (in description not name), and Maurice (in description not name). Both students who talked about the *Lion King* remembered the characters: Scar, Simba, Pumbaa, and the hyenas. One student was able to describe the fur colors for the characters. It was a general description of these colors. In the group interview, the students did feel it was important to

describe the fur color of the hyenas. This was one of the few times the students actually tried to provide a detailed description of character appearance. In both individual interviews and the group interview, the students remembered that Mulan had black hair and that the Huns were “gray.” In my analysis I found that the Huns had Corn Silk 3 skin color according to the color chart. This is a shade of yellow. The students remembered Mulan, Mushu, the Emperor, and the Huns from this movie. One student did quote something from the movie *Mulan* that I also mentioned. She said “go kick some honey buns.” This comment caught my attention during my analysis because it did not accurately portray the Chinese culture at this time in history. In the thirteenth century, which is when the true story took place, China did not have honey buns. The student remembered this phrase, but she made no comments regarding whether or not this phrase should be in this movie. During the group interview, the students were able to name Pocahontas, Meeko, Percy, and Governor Ratcliffe and Grandmother Willow in description if not by name, from the movie *Pocahontas*. They remembered very little detail about these characters. The students named Grumpy, the Dwarfs as a whole, the Queen, the Magic Mirror, and Snow White from the movie *Snow White*. The students remembered very little detail about these characters.

There were many differences between my analysis and the interviews. I focused more on the detailed appearance of the characters and their behavior. My description described how characters related to other characters and how these characters were portrayed in relation to color. The students focused very minimally on appearance and on behavior.

The students did not give any detailed descriptions of the setting or the way characters were portrayed in the environment. The students mentioned in passing that the Huns from *Mulan* looked weird, especially at night, but they did not say this was because it was dark. I focused on if the characters were portrayed in light or darkness. The students did not appear to have noticed

or remembered if characters were portrayed in the light or darkness. While I knew what cultures each movie represented, the students did not have an accurate understanding of the culture in *Aladdin* or in *Lion King*.

Students did not make any observations about sound in these movies, other than that the music followed the same pattern and that they could remember the names and a few words from a couple of the songs. I focused on how the movies portrayed different cultures, but the students did not mention anything about the accuracy of the portrayal of these cultures. No one had ever told these students that the portrayal of the cultures in these movies is not accurate. The students never talked about the music they heard when a character entered. This may mean they do not understand how music affects perception of characters. While I paid attention to comments and lyrics that triggered my attention during the movies because they had some relation to race, the students did not notice or mention these comments. I feel that the students may not be able to distinguish between comments that are related to race and comments that are not related to race. This suggests students would overlook lyrics or comments that did not portray a culture accurately or that made fun of a certain culture.

VI. Conclusions

This thesis addressed three central themes. The film analysis addressed the theme that race is represented poorly in cartoon Disney movies. I concluded that race is represented poorly in Cartoon Disney movies because of what I found in my film analysis. Race is not represented very well in these movies because color is used to distinguish between the good and bad characters. The characters, setting, and sound across the movies represented a theme of dark as bad and light as good. There were some comments characters made that could be perceived as

racist. In two of the movies about cultures outside the United States, the antagonist appeared to have darker color skin and looked less western than the protagonist in these movies.

The interviews with students addressed the theme that cartoon Disney movies influence racial perceptions in children. I concluded that cartoon Disney movies influence racial perceptions in children because of the themes that emerged from the analysis of transcripts. The students did not even question the accuracy of these movies. They did not point out the racist talk that occurred in these movies. Although the children may not have openly said that dark is bad and light is good, they made comments that suggested they could see this message within the movies. The fact that these students did not remember *Pocahontas* and were not able to accurately identify the culture in *Aladdin* suggests that they are more likely to focus on movies with main characters that have a skin color that falls into the category of white. I found that these students have misconceptions about Native American, Chinese, and Arabian Culture. As they grow up and start to learn about what is going on in the world, their perceptions suggest that they will use what they know about these movies to judge information about these cultures. These children may not consciously be racist, but subconsciously they are picking up on what is portrayed about race in cartoon Disney movies.

Multicultural Education

The comparison and contrast of the film analysis and the interviews addressed the theme that multiculturalism can help teachers to address racial perceptions in the classroom. My findings suggest that multicultural education can help teachers to address racial perceptions in the classroom. Children's racial perceptions are influenced by cartoon Disney movies. One reason children's racial perceptions are influenced by cartoon Disney movies is because students do not understand the cultures being portrayed in the movies. Through multicultural literature,

teachers can help students to understand these cultures. Students will then recognize when the cultures are not portrayed accurately. This will help them to better understand the world. This finding relates to the recommendation by Macphée that reading multicultural literature will “help students come face to face with the experiences, beliefs, and attitudes of culturally diverse people” (1997, p. 39). Another reason children’s racial perceptions are influenced by cartoon Disney movies is because students have not been taught to accept things that are different from their perception of normal. Teachers can use different multicultural literature and activities to help students understand differences. One book would be *The Name Jar* by Yangsook Choi. This book helps children to understand that it is okay to be different. It is important to select multicultural literature that accurately portrays the culture it represents. Activities should help students to understand differences between different people and cultures in the world. Teachers should also use activities that address stereotypes. One activity a teacher can use is to set up a learning center for each culture. This learning center should include a history of the culture and people, information about famous people from the culture, and descriptions about the culture today, religious beliefs, government, and the important aspects of the culture. Also, the teacher can include activities that go along with historical events, the famous people, and the current culture. Included in this learning center, should be multicultural literature that accurately portrays the culture and expands what students are learning. Through careful selection of multicultural literature and activities that help students understand differences and stereotypes, I believe teachers can reduce the influence cartoon Disney movies have on children’s racial perceptions.

Recommendations for Future Research

One recommendation for future research is to interview a wider sample of children. The students I interviewed were from the same town and school. They were in a very small age

range. To understand more about how Disney movies influence children's racial perceptions, it is important to interview a wider range of children. A second recommendation is to interview students about more Disney movies. I selected a narrow range of Disney movies for my research. It is important to include a wider selection of cartoon Disney movies to see if the theme carries across multiple Disney movies. A third recommendation is to interview adults. It would be interesting to compare what adults remember from these movies and what children remember from these movies. This may provide information about the memorable aspects of the movies and about how well people in the United States understand the cultures behind these movies. A fourth recommendation is to analyze non-cartoon Disney movies to see if the same characteristics can be seen within these movies that exist in the cartoon Disney movies. A fifth recommendation is to have students listen to the movie and stop at particular sounds and soundtracks to talk about what they are feeling. This will provide an opportunity to see if films are creating biases through music.

VII. References

- Berggreen, S. C. & Lustyik, K. (2002, November). *Multiculturalism vs. Disneyfication: How Disney retells multicultural stories as unicultural tales*. Paper presented at the annual convention of the Broadcast Education Association. Retrieved February 26, 2011, from http://74.125.155.132/scholar?q=cache:4mLJ3j9SSwkJ:scholar.google.com/+Racism+in+Disney+Movies&hl=en&as_sdt=0,16
- Berggreen, S. C. & Lustyik, K. (2004, September). *Inclusion, exclusion, and globalization in the Disney universe*. Paper presented at the annual convention of the Centre for Research on Social Inclusion. Retrieved February 26, 2011, from http://74.125.155.132/scholar?q=cache:un2kQq_A5v8J:scholar.google.com/+Racism+in+Disney+Movies&hl=en&as_sdt=0,16
- Brunette, L., Mallory, C., & Wood, S. (n.d.) *Stereotypes & racism in children's movies*. In *New Hampshire Association for the Education of Young Children*. Retrieved February 26, 2011, from http://www.nhaeyc.org/newsletters/articles/Racism_in_Childrens_Movies.pdf
- Choi, Y. (2001). *The name jar*. New York: Knopf Books for Young Readers.
- Dye, J. F., Schatz, I. M., Rosenberg, B. A., & Coleman, S. T. (200, January). *Constant comparison method: A kaleidoscope of data*. Retrieved from <http://www.nova.edu/ssss/QR/QR4-1/dye.html>
- Eliasoph, N. (1999). Everyday racism in a culture of political avoidance: Civil society, speech, and taboo. *Social Problems*, 46, 4, 479-498.
- Ellison, A. (n.d.). *Analyzing film*. Retrieved February 26, 2011, from http://www.westga.edu/~aellison/analyzing_film.htm
- Green, J. (2010, Winter). Understanding the score: Film music communicating to and influencing the audience. *The Journal of Aesthetic Education*, 44, 4, 81-94.

- Guc, A. S. (2010). *Color hex color codes*. Retrieved from <http://www.color-hex.com/>
- Hade, D. D. (1997). Reading multiculturally. In V. Harris (Ed.), *Using multiethnic literature in the K-8 classroom* (pp. 233-252). Norwood, Mass: Christopher-Gordon.
- Hoekner, B., Wyatt, E. W., Decety, J., & Nusbaum, H. (2011, January 17). Film music influences how viewers relate to movie characters. *Psychology of Aesthetics, Creativity, and the Arts*, 1-5. doi: 10.1037/a0021544
- Hurley, D. L. (2005). Seeing white: Children of color and the Disney fairy tale princess. *The Journal of Negro Education*, 74, 3, 221-232.
- Lewis, A. E. (2003). Everyday race-making: Navigating racial boundaries in schools. *American Behavioral Scientist*, 47, 3, 283-305.
- Linn, S. & Poussaint, A., (1999). Watching television: What are children learning about race and ethnicity. *Child Care Information Exchange*, 128, 50-52.
- Macphee, J. S. (1997). That's not fair: A white teacher reports on white first graders' responses to multicultural literature. *Language Arts*, 74, 33-40.
- Marvasti, A., & McKinney, K. (2007). The work of making racism invisible. In H. Vera & J. Feagin (Eds.), *Handbook of the sociology of racial and ethnic relations* (pp. 67-78). New York, NY: Springer.
- Mastro, D. (2009). Effects of racial and ethnic stereotyping. In H. Bryant, & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (pp. 325-341). New York, NY: Routledge.
- Pramaggiore, M., & Wallis, T. (2005). *Film: A critical introduction*. London, UK: Laurence King Publishing.

Walsh, K. J. (2010). *RGB to color name mapping: Triplet and hex*. Retrieved from <http://web.njit.edu/~kevin/rgb.txt.html>

Waters, J. (n.d.). *Content analysis*. Retrieved February 26, 2011, from <http://www2.capilanou.ca/programs/psychology/students/research/content.html>

Appendix A

Movie Notes

Aladdin

Characters:

- Abu:
 - Appearance: Large white eyes, small face, small nose, small mouth, small ears, brown fur on top of head sticking up, lighter brown hands and feet, small brown tail 2. Elephant with orange hair silver with pink tongue
 - Skin/Fur Color: Chocolate
 - Clothing: Purple, blue, and red hat, brown vest, 2. Red blanket shirt
 - Human Like Features: Can talk, can use a sword
 - How Behave: Helps Aladdin
 - How Relate to Other Characters: Friends with Aladdin, mean to Jasmine at first, helps Aladdin and Jasmine, does not like Genie at first
 - How Portrayed in Relation to Color: Good character and light colored
- Aladdin:
 - Appearance: Wide white eyes, thick black eyebrows, medium length black hair, large nose, small ears, pointed chin, white teeth, muscular, long fingers, medium height
 - Skin/Fur Color: Sienna 2
 - Clothing: 1. Small red hat, purple vest, white pants with brown patch, brown belt, barefoot 2. Gold pointed shoes, white hat with purple feather, red jewel and gold band, white shirt with gold belt, shoulder cuffs, and wrist cuffs, and white pants, white cape with purple inside 3. Purple Coat with gold and white sleeves, white pants, purple and gold pants, purple, white and gold cape
 - Nonhuman Like Features: When he is in the market place, he jumps like a monkey
 - How Behave: Steals to eat, Gives bread to children, becomes prince to win Jasmine
 - How Relate to Other Characters: Fights with Razoul, friends with Abu, saves Jasmine
 - How Portrayed in Relation to Color: Good character and light colored
- Genie:
 - Appearance: Big white eyes, big mouth, rounded chin, white teeth, red tongue, small black beard, small black ponytail on top of head, big pointed ears, thick eyebrows, big hands, fingernails, big stomach, big arms, small body, no legs just blue tail (sometimes has legs with pointed gold shoes)
 - Skin/Fur Color: Cornflower Blue
 - Clothing: Gold earrings, gold wrist cuffs, gold hair band, red belt (sometimes blue pants and gold shoes)
 - Human Like Features: Can talk and think
 - How Behave: Changes appearance and clothes, tries to help Aladdin and free himself, makes a lot of illusions appear
 - How Relate to Other Characters: Nice to Aladdin but tries to free himself, saves Aladdin, Abu, and Jasmine, does not listen to Jafar
 - How Portrayed in Relation to Color: Good character and light colored
- Iago:
 - Appearance: Big orange beak, wide yellow eyes, orange feet, blue wings and tail, black eyebrows
 - Skin/Fur Color: Brown 2
 - Clothing: Not applicable
 - Human Like Features: Can talk, has feelings

- How Behave: At first mean and does Jafar's bidding, Can imitate others voices, Comes up with plan to destroy Sultan and Jasmine
- How Relate to Other Characters: Likes Jafar and does what he says, does not like Sultan
- How Portrayed in Relation to Color: Bad Character and medium colored
- Jafar:
 - Appearance: Pointed face, pointed eyebrows, wide slited white eyes, large nose, black goatee, large mouth, 2. Turns into huge snake with gold front and red and black back
 - Skin/Fur Color: Medium Wood
 - Clothing: 1. Brown snake staff, black and red turban with red feather and red gem in the middle, yellow shirt, with black and red robe over it that has black front red belt red sleeves black wrists, red and black cape, brown shoes, 2. Dressed as old man with white beard and blue coat, short, brown sandals, cracked teeth, big nose, yellow eyes created by magic, brown cane
 - Nonhuman Like Features: Turns himself into a snake
 - How Behave: Greedy, steals, uses staff to hypnotize people, tricks Aladdin into helping him, Steals lamp and wishes to be Sultan, Ties up Sultan and Jasmine
 - How Relate to Other Characters: Mean to other characters, makes Iago do things for him, Becomes Sultan and mean to Aladdin, Abu, Jasmine, Sultan, and Rajah
 - How Portrayed in Relation to Color: Bad Character and medium colored
- Jasmine:
 - Appearance: Medium height, skinny, thick eyebrows, pointed face, small nose, small mouth, wide white eyes, tiny waist, small belly button, small fingers, long black hair, blue eye shadow
 - Skin/Fur Color: Sandy Brown
 - Clothing: 1. Blue almost sleeveless top, inflated blue pants, blue headband with white flower, blue gem and two blue bands, gold earrings, gold necklace, 2. Brown scarf over head, brown robe, brown shoes 3. White dress with white skirt and gold and blue gem in middle, white hair band with blue gem and gold hair bands 4. Red Bikini top and pants 5. Purple Top, Pants, Purple see-through cover over shirt, Purple hair band with gem
 - Nonhuman Like Features: Not Applicable
 - How Behave: Does not like royal life escapes the palace, tries to save Aladdin
 - How Relate to Other Characters: Nice to Aladdin and Abu, does not like Razoul or Jafar, Friends with Rajah, tries to obey father
 - How Portrayed in Relation to Color: Good character and light colored
- Magic Rug:
 - Appearance: Gold and multicolored edges, Multi colored middle that includes purple, black, blue, red, and yellow
 - Skin/Fur Color: Slate Blue and Orchid 3
 - Clothing: Not Applicable
 - Human Like Features: can move on own, think
 - How Behave: Saves Aladdin and Abu, tries to help
 - How Portrayed in Relation to Color: Good character and light colored
- Prince Achmed:
 - Appearance: Round white eyes, thick eyebrows, pointed chin, black goatee, black curly hair, large mouth
 - Skin/Fur Color: Dark Orange 1

- Clothing: Red pants and shirt with purple cape, red and gold hat with black feather, gold collar and gold and red sleeves, no shoes, white underwear with red poke-dots
- Nonhuman Like Features: Not Applicable
- How Behave: Mean to Aladdin and Children
- How Relate to Other Characters: Does not become friends with any other characters, is mean, and attacked by Rajah
- How Portrayed in Relation to Color: Bad character and medium colored
- Rajah:
 - Appearance: Black stripes, white paws, stomach, mouth, and eyes, black ears, red nose, yellow eyes, tail orange and black
 - Skin/Fur Color: Orange
 - Clothing: Not applicable
 - Human Like Features: protects Jasmine, can say a few words
 - How Behave: Protects Jasmine
 - How Relate to Other Characters: Not very nice to Sultan at first then they become friends, friends with Jasmine
 - How Portrayed in Relation to Color: Good character and light colored
- Razoul:
 - Appearance: Very large and muscular, large face, small pointy nose, large white eyes, black beard
 - Skin/Fur Color: Salmon 3
 - Clothing: Black shirt, white pants, large white turban, brown sword sheath, purple belt, no shoes, gold wrist cuffs
 - Nonhuman Like Features: Not Applicable
 - How Behave: Tries to kill Aladdin, works for Jafar
 - How Relate to Other Characters: Obeys Jafar, mean to Aladdin, tries to be nice to Jasmine
 - How Portrayed in Relation to Color: Bad Character and medium colored
- Sultan:
 - Appearance: White beard, thick eyebrows, very short and plump, tiny nose, small hands and feet
 - Skin/Fur Color: Tan 2
 - Clothing: White pants, coat, cape, and robe that has gold wrist cuffs, white hat with gem and blue feather, gold and blue belt, no shoes, wears a blue diamond ring
 - Nonhuman Like Features: Not Applicable
 - How Behave: Comforts Jasmine, obeys Jafar, tries to be a good ruler
 - How Relate to Other Characters: Has a good relationship with Jasmine, tries to be nice to Rajah, Nice to Iago, at first obeys Jafar, but then realizes the truth, always nice to Aladdin
 - How Portrayed in Relation to Color: Good character and light colored

Setting:

- Middle East
- Environment Around Characters:
 - Jafar's layer is very dark, the palace is very light, and the market place is medium
 - Dark: Jafar is always in the darkness and wears dark colors to contrast the light; Razoul is almost always in the darkness and his dark clothes and hair contrast the light; Iago is usually in the darkness and his dark skin contrasts the light

- Light: Aladdin is always in the light and his light colored skin contrasts the darkness; Abu is always in the light and his light fur contrasts the darkness; Jasmine is always in the light and her light colored clothes contrast the darkness; Rajah is always in the light and his light colored fur contrasts the darkness; Magic Carpet is always in the light and it has light colors to contrast the darkness; Genie is always in the light and his light colored skin contrasts the darkness; Sultan is always in the light and his light clothes and skin contrast the darkness
- Color in Elements of Environment in Relation to Color of Character(s):
 - Dark colored when around Jafar, Razoul, and Iago who are the evil characters
 - Light colored around Aladdin, Abu, Magic Carpet, Jasmine, Rajah, Sultan, and Genie because they are the good characters

Sound:

Note: Volume between dialogue and music very different, music much louder

Note: Don't realize Abu and Rajah are saying words until you see it on closed captioning

- Language Characters Use: Use lots of slurs like "street rat"
 - Gazeem at beginning says "by Allah"
 - Aladdin: medium pitched voice, does not use sophisticated words
 - Genie: Medium pitched voice, fast tempo, uses sophisticated words but not all of the time, sounds and talks like a comedian
 - Iago: High pitched voice, annoying, does not use sophisticated words
 - Jafar: Low voice, uses sophisticated words
 - Jasmine: Medium pitched voice, uses sophisticated words
 - Razoul: Uses slurs and does not use sophisticated words, low pitched voice
 - Sultan: Medium pitched voice, sophisticated words, talks like a grandpa
- Music in Film: Lyrics related to race/good or evil:
 - Lines in first song changed, but still racist
 - "Arabian Nights": "it's barbaric but hey it's home", "hotter than hot in a lot of good ways"
 - "One Jump Ahead": "riffraff, street rat, scoundrel"
 - Note: really focused on high pitch fast tempo music don't listen to lyrics unless specifically pay attention to them
 - "Friend Like Me": "the king, the boss, the shah", "Baklava", "I'm here to answer all your midday prayers"
 - "Prince Ali": "Genuflect", "brush up your Sunday salaam"
- How Music, Tone, and Speed/Pace Relate to Certain Characters:
 - Type of Music when character enters:
 - Abu: High pitched, same as Aladdin
 - Aladdin: High pitched, fast pace, is very happy
 - Genie: High pitched fast tempo, make you think of a celebration and sound of fireworks
 - Iago: Low pitch, slow tempo, gives a dark feeling
 - Jafar: Low pitch, slow tempo, gives a dark feeling
 - Jasmine: High pitch, slow tempo, sounds like birds singing
 - Prince Achmed: High pitched, medium tempo, sounds like trumpets
 - Razoul: High pitched, same as Aladdin's because enter at the same time
 - Sultan: No music when he enters

- Characters' Comments That Triggered My Attention:
 - Aladdin: "Two faced son-of-a-jackal"
 - Iago: "The little woman" can refer to the book
 - Genie: Talks like a flight attendant
 - "wake up and smell the hummus"
 - "Talk about your trunk space"
 - Talks like Jack Nicholson in Batman as Joker
 - "Enough about you Casanova"
 - "Mayday, mayday"
 - "I'm free at last"
 - "This popsicle stand"
 - Jafar: "The golden rule: whoever has the gold makes the rules"
 - "Marry the shrew"
 - "Beautiful Desert bloom", "Pussycat"
 - Razoul: "street mouse, street rat"
 - Sultan: "By Allah"
 - "Praise Allah"

Beauty and the Beast

Characters:

- Beast
 - Appearance: White teeth with fangs, white and blue eyes, Large nose, large face with beard, fur, black horns, yellow and black ears, black and white beard, red lips, mane in front, four paws and claws, mane in back that goes all the way to the floor, white eyebrows, 2. Gets haircut before dinner and dance, blue bow in hair
 - Skin/Fur Color: Dark Goldenrod 3
 - Clothing: 1. Purple cloak with yellow latch in front, black pants, 2. Blue cloak with blue latch, white shirt 3. White shirt, green suit coat, black pants, 4. Black pants, white shirt, purple coat, 5. Black pants, small white collar as shirt does not go all the way down, blue coat with gold in the inside and gold buttons and gold trim on sides, 6. Black pants, blue shirt, red coat with gold latch
 - Human Like Features: Can talk and love, is really human
 - How Behave: Puts Maurice in dungeon, wants Belle to fall in love with him but orders her around, large temper, yells, saves Belle from wolves, surprises Belle with library, has to learn to eat with manners, dances with Belle, lets Belle go to her father
 - How Relate to Other Characters: Mean to all the characters at first, then starts to become nice to characters and kind hearted, learns to love Belle and other characters, nice to other characters, spares Gaston who then dies on his own
 - How Portrayed in Relation to Color: At first, bad character and dark colored, then, good character and light colored
- As Prince
 - Appearance: long very light brown hair, tall, muscular, blue round eyes, thick eyebrows, rounded chin instead of pointed, small nose, small mouth with red lips, small ears
 - Skin/Fur Color: Light Salmon 2
 - Clothing: Blue coat with yellow trim and buttons, white shirt, black pants, black boots
 - Nonhuman Like Features: Not Applicable

Note: As Belle and Beast grow closer the shade of clothing they wear becomes closer to the same/matching, when she comes back both have blue on because she goes back to original outfit

- Belle

- Appearance: long brown hair with blue bow, thin eyebrows, red lips, small nose, big brown eyes, round chin, skinny small waist, tall
 - Skin/Fur Color: Navajo White
 - Clothing: 1. White shirt with blue jumper and white apron, black shoes 2. brown cloak, 3. Green Dress with green skirt and dark green shirt, pea green sleeves, green earrings, cloak, green bow, 4. Pink dress with pink bottom, sleeves, and collar, red top, pink bow, red shoes 5. Add red and white coat with red hood, 6. Yellow dress, lighter and poufy in the bottom darker yellow in the top, lighter sleeves that only cover a little and then yellow gloves, yellow shoes, yellow hair tie in hair to make a partial bun, yellow earrings, 7. Yellow dress for wedding
 - Nonhuman Like Features: Not Applicable
- How Behave: In own world and wants to be different than other people, does not like to follow rules, tries to leave castle, dances with Beast and softens heart
- How Relate to Other Characters: Nice to other characters, does not want to marry Gaston, tries to be mean to Beast at first but falls in love with him, saves Beast, nice to characters in Castle and takes care of father
- How Portrayed in Relation to Color: Good character and light colored

- Chip

- Appearance: tea cup: Gold handle, purple and gold rim, gold base, chip in side, eyes and mouth, eyebrows
 - Skin/Fur Color: Snow 2
 - Clothing: Not Applicable
 - Human Like Features: Can talk, move on own
- How Behave: nice, like a child, frees Maurice and Belle
- How Relate to Other Characters: Nice to other characters and tries to help everyone
- How Portrayed in Relation to Color: Good Character and light colored

- After change: blond hair, small boy, white shirt, blue pants, brown shoes, child

- Cogsworth

- Appearance: Shaped like a clock: gold stripes, middle opening door with gold pendulum in the middle, gold arms on the side, white clock face with two hands as nose and eyes, eyebrows, wind on back of head
 - Skin/Fur Color: Tomato 2
 - Clothing: Not Applicable
 - Human Like Features: Can talk and argue, move on own
- How Behave: Does not want to let Maurice in, very careful, does not want to ruin spell or upset master
- How Relate to Other Characters: At first bossy and tries to keep Maurice and Belle away, then helps Beast and other characters in the castle and is nice
- How Portrayed in Relation to Color: Good character and medium colored

- After change: short and stout, auburn hair, white color, brown coat with gold shoulders, thin mustache, small nose and eyes, eyebrows, small chin, big mouth, black pants, clock on chain, yellow shirt, brown shoes

- Featherduster
 - Appearance: White bottom that is a duster, black top, small, thin neck and face as handle, red lips, small eyes and nose, white hat with black feather
 - Skin/Fur Color: Burly wood 3
 - Clothing: Not Applicable
 - Human Like Features: in love, can talk, move on own
 - How Behave: Can talk, makes out with Lumiere
 - How Relate to Other Characters: Nice to Belle, and nice to beast and other characters in the castle, in love with Lumiere
 - How Portrayed in Relation to Color: Good character and light colored
- After change: maid outfit, black dress with white sleeves and white apron, brown hair, small eyebrows, small face, big round eyes, big lips, short, feather duster in hand

- Footstool
 - Appearance: Gold lace on bottom, white and gold tail, gold and orange sash in middle and gold trim
 - Skin/Fur Color: Orange Red 3
 - Clothing: Not Applicable
 - Human Like Features: Moves on own
 - How Behave: Nice to Maurice, moves around and barks, acts like a dog
 - How Relate to Other Characters: Nice to Belle, Maurice, and other characters in the castle including the Beast
 - How Portrayed in Relation to Color: Good character and dark colored
- After change: dog, white fur, brown patch around nose, dark brown ears and paws

- Gaston
 - Appearance: Long black hair, pointed chin, small blue eyes, large nose, thick eyebrows, large body very muscular, tall, strong
 - Skin/Fur Color: Navajo White
 - Clothing: 1.Red shirt with yellow collar, yellow gloves, black pants, black belt with gold buckle, brown boots, brown arrow sheath, 2. Red and gold coat with buttons in back, white shirt, black tie, white pants, black boots, yellow vest, same belt, yellow bow in hair, red socks, 3. Blue coat
 - Nonhuman Like Features: Not Applicable
 - How Behave: Tries to win Belle by getting rid of her father, against women learning, tries to force Belle to marry him, conceited and narcissistic
 - How Relate to Other Characters: Mean to Maurice, orders everyone around, convinces everyone Maurice is crazy, not an equal with Belle
 - How Portrayed in Relation to Color: Bad character and light colored, wears dark clothes
- Lefou
 - Appearance: Short, round, big hands, big face, pointed chin, big tongue, big nose, black hair, black eyes
 - Skin/Fur Color: Light Salmon
 - Clothing: brown coat with lighter brown collar and sleeves with white buttons, green pants, black shoes, red and white shirt, brown bow

- Nonhuman Like Features: Not Applicable
- How Behave: Helps Gaston
- How Relate to Other Characters: Sucks up to Gaston, so does whatever to help Gaston even if it hurts other characters, teases Maurice
- How Portrayed in Relation to Color: Bad character and light colored, wears dark clothes
- Lumiere
 - Appearance: candle stick, round base, cylinder, then top that extends to 3 candle holders, two short candles and one long candle with a face, all candles are white
 - Skin/Fur Color: Gold
 - Clothing: Not Applicable
 - Human Like Features: Can talk and argue, sing, be in love
 - How Behave: Nice to Maurice and Belle, sings, puts on shows
 - How Relate to Other Characters: Nice to beast and other characters at Castle, nice to Belle, tries to protect and help Beast
 - How Portrayed in Relation to Color: Good character and light colored
- After change: light brown hair long with yellow bow, white shirt, brown vest, yellow neck handkerchief, big long nose, big eyes, thick eyebrows, big mouth, pointed chin, small ears, yellow puffy pants, white tights, brown shoes
- Maurice
 - Appearance: Short, stout, white hair, white mustache, big nose, thick eyebrows, small brown eyes, small mouth, small pointed chin
 - Skin/Fur Color: Navajo White
 - Clothing: Yellow/tan shirt, red apron, green pants, yellow and tan striped socks, brown shoes, brown hat
 - Nonhuman Like Features: Not Applicable
 - How Behave: Tries to invent things, tries to save Belle
 - How Relate to Other Characters: Loves Belle, does not like Beast at first, fights Gaston, nice to characters at castle
 - How Portrayed in Relation to Color: Good character and light colored
- Mrs. Potts
 - Appearance: A teapot, Red lips, spout as nose, purple hat, purple and gold base, gold handle, eyes, eyebrows
 - Skin/Fur Color: Snow 2
 - Clothing: Not Applicable
 - Human Like Features: Can talk and move
 - How Behave: Nice to and takes care of Belle, tries to comfort and help the beast
 - How Relate to Other Characters: Nice to all the characters even the beast
 - How Portrayed in Relation to Color: Good character and light colored
- After change: short, stout, white hair, purple hat, purple dress, white apron, large nose, small mouth, large face, small chin, round eyes, small eyebrows
- Wardrobe
 - Appearance: Wardrobe, two doors and handles, round in the middle, thinner up top with blue eye shadow and red lips, thin nose, top is shaped as hair with gold head band, white drawers with gold handles, eyebrows

- Skin/Fur Color: Wheat 1 and Khaki 3
- Clothing: Not Applicable
- Human Like Features: can talk and open herself
- How Behave: Nice to Belle, tries to console Belle
- How Relate to Other Characters: Nice to Belle and other characters in Castle
- How Portrayed in Relation to Color: Good character and light colored

Setting:

-France

- Environment Around Characters:
 - Dark: Gaston is usually in the darkness and his dark hair/clothes contrast the light; Lefou is usually in the darkness and his dark hair/clothes contrast the light
 - Dark and Light: In the beginning the Beast is always in the darkness but as he learns to love Belle he is less in the shadows and more in the light
 - Light: Belle is always in the light and her light skin and clothes contrast the darkness; Maurice is always in the light and his light skin and hair contrast the darkness; Mrs. Potts is always in the light and her light colored skin contrasts the darkness; Lumiere is always in the light and his light colored skin contrasts the darkness; Cogsworth is almost always in the light, but his skin is medium colored and at the beginning he is in the shadows because he is not helpful to Maurice; Chip is always in the light and his light colored skin contrasts the darkness; Wardrobe is always in the light and her light colored skin contrasts the darkness; Featherduster is always in the light except when kissing Lumiere she is in shadows and her light colored skin contrasts the darkness
- Color in Elements of Environment in Relation to Color of Character(s):
 - The characters are all the same race but the evil characters are in the darkness more and the good characters are in the light more
 - Although the beast has darker skin during the fight scene, the Beast is wearing lighter clothes than Gaston and Gaston is more in the shadows and the Beast is more in the light even though it is storming

Sound:

Note: Volume between dialogue and music very different, music much louder

- Language Characters Use: Only some characters use accents
 - Beast: Low pitched voice, uses sophisticated language, talks in a paranoid manner because he thinks no one can think he is beautiful, speaks very harshly but learns to speak in a softer and more calm manner, does use some simple language like “wanna”
 - Belle: High pitched voice, uses sophisticated words, speaks very gently
 - Chip: High pitched, talks like a child
 - Cogsworth: Medium pitched voice, uses sophisticated language, worries a lot
 - Featherduster: Accent, high pitched, uses sophisticated language
 - Gaston: Low voice, uses some sophisticated words but mostly uses simple words
 - Lefou: High pitched voice, uses simple words and some sophisticated words
 - Lumiere: Low pitched voice, accent, uses sophisticated language
 - Maurice: Low pitched voice, uses sophisticated language
 - Mrs. Potts: Medium pitched voice, uses sophisticated language, has a small accent, sounds like a mother and a sweet old grandmother

- Wardrobe: High pitched voice, uses sophisticated language, sounds like a crazy aunt
- Music in Film: Lyrics related to race/good or evil:
 - “Gaston (Reprise)”: “horrible monstrous beast, hideously ugly, and shark cruel fangs”
 - “The Mob Song”: “Set to sacrifice our children to his monstrous appetite,” “It’s a beast, he’s got fangs, razor sharp ones, massive paws, killer claws for the feast,” “We don’t like what we don’t understand, in fact it scares us and this monster is mysterious at least”
- How Music, Tone, and Speed/Pace Relate to Certain Characters:
 - Type of Music when character enters:
 - Beast: slow pace, low pitch, makes you think of being in a dark forest
 - Belle: slow pace, high pitched, sounds of birds chirping
 - Chip: High pitched, slow pace, sound of a flute
 - Cogsworth: No music just sound of the thunderstorm
 - Featherduster: Faint, high pitched, slow tempo
 - Gaston: low pitched and slow tempo, sound of guns
 - Lumiere: No music just sound of the thunderstorm
 - Maurice: No music just sound of machine
 - Mrs. Potts: Hard to hear, high pitched, very slow tempo, you feel happy
 - Wardrobe: slow tempo, medium pitched, sounds like a flute

Lion King

Characters:

- Adult Nala
 - Appearance: White stomach and white around mouth, yellow and blue eyes, large mouth with white teeth, dark brown nose, long body, not as tall or large as Simba, round ears with brown in the middle
 - Skin/Fur Color: Wheat 3
 - Clothing: Not Applicable
 - Human Like Features: Can talk and fall in love
 - How Behave: Tries to eat Pumbaa, falls in love with Simba, walks on four legs not two, helps Simba back to the Pride-land
 - How Relate to Other Characters: Nice to Simba and to Pumbaa and Timon
 - How Portrayed in Relation to Color: Good character and light colored
- Adult Simba
 - Note: grows during song in size and changes color
 - Appearance: dark brown/auburn mane, white stomach, paws, and around mouth, large pink and brown nose, large mouth, white teeth, small round ears, long tail with brown dark fur on end, grows large and tall, has whiskers, has yellow and brown eyes
 - Skin/Fur Color: Tan 1
 - Clothing: Not Applicable
 - Human Like Features: Learns to eat bugs and stop being picky, tries to explain things in nature like the stars, feels guilt
 - How Behave: Learns to be worry free, falls in love with Nala, walks on four legs not two, talks to Mufasa and gets the courage to go back to Pride-land and saves the other lions
 - How Relate to Other Characters: Friends with Timon and Pumbaa, nice to Nala, defeats Scar
 - How Portrayed in Relation to Color: Good character and light colored

- Banzai
 - Appearance: Hyena, black paws, brown underside, large yellow eyes, black tail, grey spots on back, big black mouth, big nose, big ears, big teeth
 - Skin/Fur Color: Grey 40
 - Clothing: Not Applicable
 - Human Like Features: Can make jokes
 - How Behave: Tries to eat Simba, Nala, and Zazu, Teases Scar, turns on Scar, attacks him
 - How Relate to Other Characters: Mean to Simba, Nala, and Zazu, obeys Scar
 - How Portrayed in Relation to Color: Bad character and dark colored
- Ed
 - Appearance: Hyena, black paws, brown underside, large yellow eyes, black tail, grey spots on back, big black mouth, big nose, big ears, big teeth
 - Skin/Fur Color: Grey 40
 - Clothing: Not Applicable
 - Human Like Features: Can make jokes
 - How Behave: Tries to eat Simba, Nala, and Zazu, Teases Scar, turns on Scar, attacks him
 - How Relate to Other Characters: Mean to Simba, Nala, and Zazu, obeys Scar
 - How Portrayed in Relation to Color: Bad character and dark colored
- Mufasa
 - Appearance: Mane is auburn, four paws with white nails, large, lion, big nose, smiles, small ears, eyebrows, round eyes, golden yellow tail with dark brown fur at end, large teeth with large fang teeth, whiskers
 - Skin/Fur Color: Tan 2
 - Clothing: Not Applicable
 - Human Like Features: Makes promises, thinks about the balance of life
 - How Behave: Teaches Simba, rules but is kind, saves Simba, Nala, and Zazu
 - How Relate to Other Characters: Fights with Scar and hyenas, tries to protect Simba, nice to Zazu and Sarabi
 - How Portrayed in Relation to Color: Good character and medium colored
- Pumbaa
 - Appearance: Large pink nose, large mouth with a one tooth, small eyes, small sideways ears, two large white horns, tall and stout, warthog
 - Skin/Fur Color: Dark Orange 3
 - Clothing: Not Applicable
 - Human Like Features: Thinks about future, wonders about things in nature
 - How Behave: Saves Simba, doesn't worry, eat bugs, helps Simba to save Pride-land
 - How Relate to Other Characters: Saves Simba, is friends with Timon
 - How Portrayed in Relation to Color: Good character and dark colored
- Rafiki
 - Appearance: Baboon or red-nosed mandrill, white fur around mouth, walks with cane, brown paws and hands, white fingers, short tail, big orange mouth, large eyes with black around, blue stripes on upper face, large red nose, bare blue bottom, has a few white teeth
 - Skin/Fur Color: Grey
 - Clothing: Not Applicable
 - Human Like Features: Can walk on two feet

- How Behave: Holds up Simba as a baby to present him to the animal kingdom as the future king, saves Simba, guides Simba home to help his family
- How Relate to Other Characters: Friends with Mufasa and Simba, nice to other characters, saves Simba and other lions
- How Portrayed in Relation to Color: Good character and medium colored
- Sarabi
 - Appearance: White stomach, paws, and around mouth, female lion, long, not as big as Mufasa, smaller nose, not as tall as Mufasa, yellow in eyes, face lighter tan, smiles, thin eyebrows, round eyes, no mane
 - Skin/Fur Color: Wheat 3
 - Clothing: Not Applicable
 - Human Like Features: Can talk, mothering
 - How Behave: acts like a mother to Simba, loving with Mufasa,
 - How Relate to Other Characters: Nice to Simba, Mufasa, Sarafina, Nala, and Zazu, mean to Scar and refuses to obey, tries to advise him
 - How Portrayed in Relation to Color: Good character and light colored
- Sarafina - Nala's Mother
 - Appearance: Female lion, large yellow eyes, large mouth, small brown nose, thin eyebrows, round ears, white on mouth and stomach
 - Skin/Fur Color: Wheat 3
 - Clothing: Not Applicable
 - Human Like Features: Can talk, mothering
 - How Behave: Bathes Nala
 - How Relate to Other Characters: Friends with Sarabi, nice to Nala and Simba
 - How Portrayed in Relation to Color: Good character and light colored
- Scar
 - Appearance: Green eyes, black nose, dark brown face, white around mouth, white under paws but brown in middle, pink scar on left eye, brown tail with black fur on end, very few teeth, black whiskers, smaller than Mufasa and Simba
 - Skin/Fur Color: Chocolate 3
 - Clothing: Not Applicable
 - Human Like Features: Can plot, talks about gene pool, begs for mercy, tries to play Simba and the hyenas against each other
 - How Behave: Tries to get Simba killed, plots to kill Mufasa and Simba, chases Simba away, tricks Simba into thinking he killed Mufasa, kills Mufasa, tells Simba to run away, takes over throne, puts Zazu in cage and makes him sing, makes law that can't say Mufasa, can't rule well because no food or water, tries to kill Simba
 - How Relate to Other Characters: Mean to other lions, controls hyenas
 - How Portrayed in Relation to Color: Portrayed as Hitler, Bad character and dark colored
- Shenzi
 - Appearance: Hyena, black paws, brown underside, large yellow eyes, black tail, grey spots on back, big black mouth, big nose, big ears, big teeth
 - Skin/Fur Color: Grey 40
 - Clothing: Not Applicable
 - Human Like Features: Can make jokes
 - How Behave: Tries to eat Simba, Nala, and Zazu, teases Scar, turns on Scar, attacks him

- How Relate to Other Characters: Mean to Simba, Nala, and Zazu, obeys Scar
- How Portrayed in Relation to Color: Bad character and dark colored
- Timon
 - Appearance: Red hair on top of head, brown paws, small face, small nose, small eyes, small tail with brown on tail, white stomach, very thin and short, meerkat, brown stripes on back, white palms, white teeth, black and brown ears
 - Skin/Fur Color: Peru
 - Clothing: Not Applicable
 - Human Like Features: thinks about future, tries to explain things in nature like the stars
 - How Behave: saves Simba, doesn't worry, eat bugs, help Simba save the Pride-land
 - How Relate to Other Characters: Saves Simba, is friends with Pumbaa
 - How Portrayed in Relation to Color: Good character and light colored
- Young Nala
 - Appearance: White on mouth and stomach, young female lion, brown in ears, round yellow eyes, pink nose, smile on large mouth that sticks out, round ears tiny, long tail
 - Skin/Fur Color: Wheat 3
 - Clothing: Not Applicable
 - Human Like Features: Mocks people, tricks mother
 - How Behave: Plays with Simba, tricks mother, tricks Zazu,
 - How Relate to Other Characters: Plays with Simba, nice to mother but tricks her and Zazu
 - How Portrayed in Relation to Color: Good character and light colored
- Young Simba
 - Appearance: Lion, white around mouth, white on stomach and paws, golden yellow tail with fur on end, no mane yet, large round ears, a few whiskers, large mouth that sticks out and smiles, tiny, black around ears and black eyebrows
 - Skin/Fur Color: Tan 1
 - Clothing: Not Applicable
 - Human Like Features: playful, loving, can talk, wakes up Mufasa, sticks out tongue, tricks mother
 - How Behave: Playful, tricks mother and Zazu, thinks he can do whatever and not get hurt, fights the Hyenas, trusts Scar, runs away
 - How Relate to Other Characters: Friends with Nala, nice to parents, mean to Zazu, tries to be nice to Scar
 - How Portrayed in Relation to Color: Good character and light colored
- Zazu
 - Appearance: White on stomach, white and black feathers on tail, light brown feet, orange beak, big round eyes with blue in them, wings, horn-bill bird, black and white feathers on wings
 - Skin/Fur Color: Slate Blue
 - Clothing: Not Applicable
 - Human Like Features: Can talk, can sing, gives advice
 - How Behave: Servant to Mufasa, tries to tell off Scar and protect Simba, talks bad about the Hyenas
 - How Relate to Other Characters: Mean to Simba and Nala because he is trying to protect them, nice to Mufasa, mean to Scar
 - How Portrayed in Relation to Color: Good character and light colored

Setting:

-Africa

- Environment Around Characters:
 - Dark: Scar is always in the darkness and his fur is dark enough to contrast the light, during “Be Prepared” he is in darkness and green all around; Shenzi, Ed, and Banzai are always in the darkness and their dark fur contrasts the light
 - Light: Mufasa is always in the light and his fur is light enough to contrast the darkness except he is in the shadow when threatening the hyenas; Simba is almost always in the light, except when he is running away, and his fur is light enough to contrast the darkness; Nala is always in the light and her light fur contrasts the darkness; Sarabi is always in the light and her fur is light enough to contrast the darkness; Sarafina is always in the light and her fur contrasts the darkness; Rafiki is always in the light and part of his fur is light enough to contrast the darkness; Zazu is always in the light and his skin is light enough to contrast the darkness; Timon is always in the light and his light fur contrasts the darkness; Pumbaa is always in the light and his light fur, nose, and horns contrast the darkness
- Color in Elements of Environment in Relation to Color of Character(s):
 - The evil characters are in the shadows and darkness and they live in dark part of the land
 - The good characters are in the light and their land is all that the light touches
 - When Scar is in control, the Pride-land is dead and in complete darkness and a very dark black and green, the dark colors are very depressing, and it catches fire; but when Simba takes the Pride-land back it comes alive again and everything is in the light again and is blue, yellow, white, and orange which makes it feel calming and happy
 - Before Simba and Scar fight, Scar is in the shadow and Sarabi is in the light

Sound:

Note: Volume between dialogue and music very different, music much louder, except the start of the song: “Can You Feel the Love Tonight?”

- Language Characters Use:
 - Adult Nala: Medium pitched voice, uses some sophisticated language but mostly talks in a simple manner
 - Adult Simba: Low pitched voice, uses simple language most of the time but does use some sophisticated and figurative language
 - Banzai: High pitched, sounds like a comedian, voice is annoying, speaks in a simple manner
 - Ed: High pitched voice, very annoying, speaks in a simple manner
 - Mufasa: Low pitched voice, uses sophisticated words, talks in a very wise manner
 - Pumbaa: Medium pitched voice, kind of annoying voice, uses simple language
 - Rafiki: Low pitched voice, talks wisely, and uses sophisticated words
 - Sarabi: Medium pitched voice, uses sophisticated words
 - Sarafina: Medium pitched voice, talks in a simple manner
 - Scar: Low pitched voice but higher than Mufasa, uses sophisticated words, talks very slyly and is able to trick Simba, “Ashes of tragedy” sounds like what Hitler said about remnants of fire in Germany before he takes over as complete ruler
 - Shenzi: Medium pitched voice that is very calm, uses some sophisticated words, not as annoying as Ed’s and Banzai’s voices

- Timon: Medium pitched voice, uses simple language
- Young Nala: Medium pitched voice, talks like a young child who is not very wise
- Young Simba: High pitched voice, uses simple words and talks very fast, can tell he is a young child who is not very wise
- Zazu: Medium pitched voice, uses sophisticated words, uses figurative language
- Music in Film: Lyrics related to race/good or evil:
 - “I Just Can’t Wait to Be King”: The music is so catchy you don’t pay attention to the lyrics unless you are specifically focusing on them
 - “Be Prepared”: Lyrics can refer to parts of history, including how Hitler took over and what he was planning and believed
 - “Can you Feel the Love Tonight”: One of the few songs you can clearly hear all the lyrics and the music is quieter than all the rest so it is a more calming song and easier to understand the words
 - “Circle of Life”: Begins and ends the movie but does not play until Scar is defeated
- How Music, Tone, and Speed/Pace Relate to Certain Characters:
 - Type of Music when character enters:
 - Adult Nala: Fast pace, low pitched, sounds like a trap and like the “Jaws” theme because something bad is about to happen
 - Adult Simba: The song “Hakuna Matata” is playing and it has a medium tempo and a medium pitch
 - Banzai: Medium pitched, slow tempo, sounds dark and gives the feeling that something horrible is about to happen
 - Ed: Medium pitched, slow tempo, sounds dark and gives the feeling that something horrible is about to happen
 - Mufasa: Switches between high and low pitch, steady tempo, sound of drums
 - Pumbaa: Fast tempo, medium pitched, marching music
 - Rafiki: Switches between high and low pitch, steady tempo, sound of drums
 - Sarabi: Switches between high and low pitch, steady tempo, sound of drums
 - Sarafina: High pitched, medium tempo, sounds like a clarinet
 - Scar: Soft, high pitched, barely able to hear it
 - Shenzi: Medium pitched, slow tempo, sounds dark and gives the feeling that something horrible is about to happen
 - Timon: Fast tempo, medium pitched, marching music
 - Young Nala: High pitched, medium tempo, sounds like a clarinet
 - Young Simba: Switches between high and low pitch, steady tempo, sound of drums
 - Zazu: Switches between high and low pitch, steady tempo, sound of drums
 - Character’s Comments That Triggered My Attention:
 - Hyenas:
 - “No stinking entrees”
 - Timon:
 - “Talk about your fixer-upper”
 - “Dress in drag and do the Hula, Lau, bacon”
 - Zazu:
 - “It’s a small world after all”

Characters:

- Chi Fu
 - Appearance: Black hair under hat, black goatee and chin hair
 - Skin/Fur Color: Medium Wood
 - Clothing: White shirt, blue robe with black neckline and belt, blue hat, black pants
 - Nonhuman Like Features: Not Applicable
 - How Behave: Cranky, stuck up, suspicious, tattletale, sexist
 - How Relate to Other Characters: Sucks up to emperor, mean to Shang and the other soldiers, tries to get Mulan killed
 - How Portrayed in Relation to Color: Bad character and medium colored
- Chien-Po
 - Appearance: Large, bald, round face, small eyes, heavy set and tall
 - Skin/Fur Color: Navajo White 2
 - Clothing: Blue shirt and pants, green and black armor over tan shirt and pants, black hat with red feather, puts on blue women's dress, white makeup, and blue scarf
 - Nonhuman Like Features: Not Applicable
 - How Behave: Mean at first, then Mulan's friend
 - How Relate to Other Characters: Becomes friends with other characters
 - How Portrayed in Relation to Color: Good character and light colored
- Cri-Kee
 - Appearance: Small, black antennas
 - Skin/Fur Color: Royal Blue 2 and Dark Orchid
 - Clothing: Not Applicable
 - Human Like Features: Gets scared, talks with chirps
 - How Behave: Helps Mulan
 - How Relate to Other Characters: Nice to Mushu and Mulan, protects Mulan
 - How Portrayed in Relation to Color: Good character and Medium Colored
- Fa Li
 - Appearance: Black and grey hair in bun, wide eyes, small lips
 - Skin/Fur Color: Navajo White
 - Clothing: Green earrings, green dress, pink, grey, and red robe on top with black belt
 - Nonhuman Like Features: Not Applicable
 - How Behave: Nice to Mulan, takes care of daughter and husband
 - How Relate to Other Characters: Nice to other characters
 - How Portrayed in Relation to Color: Good character and light colored
- Fa Zhou
 - Appearance: Black and grey hair in ponytail, black beard and eyebrows, long face
 - Skin/Fur Color: Tan 3
 - Clothing: Dark Blue robe with black belt and a black collar, white shirt underneath
 - Nonhuman Like Features: Not Applicable
 - How Behave: Nice and acts like the head of family
 - How Relate to Other Characters: Kind to Mulan but tries to protect her
 - How Portrayed in Relation to Color: Good character and medium colored
- First Ancestor
 - Appearance: White hair, ghost like, long beard
 - Skin/Fur Color: Cadet Blue 3

- Clothing: Robe, no shirt, walking stick
- Human Like Features: Can talk and has feelings
- How Behave: Strong
- How Relate to Other Characters: Mean to Mushu, leads and guides the ancestors
- How Portrayed in Relation to Color: Good character and medium colored
- General Li
 - Appearance: Beard/goatee, very open eyes, black hair, beard, and eyebrows
 - Skin/Fur Color: Navajo White 2
 - Clothing: Red cape, black and white shirt, yellow and black armor, brown pants, white socks, black shoes, black and white soldier helmet with two black and white feathers
 - Nonhuman Like Features: Not Applicable
 - How Behave: Leads army, trusts son
 - How Relate to Other Characters: Nice to Emperor and son
 - How Portrayed in Relation to Color: Good character and light colored
- Grandmother Fa
 - Appearance: White Hair, round eyes, short
 - Skin/Fur Color: Navajo White
 - Clothing: Blue dress and robe with white apron, black hair band
 - Nonhuman Like Features: Has Visions
 - How Behave: Speaks mind, comforts family
 - How Relate to Other Characters: Nice to other characters, takes care of Mulan and Mulan's parents
 - How Portrayed in Relation to Color: Good character and light colored
- Ling
 - Appearance: Tall, black hair in pony tail, large white eyes
 - Skin/Fur Color: Navajo White
 - Clothing: Brown shirt with red sash and black belt, brown pants, white socks, black shoes, black and red armor over tan shirt and pants with tan boots, black hat with red feather, puts on yellow women's dress, white makeup, and yellow scarf
 - Nonhuman Like Features: Not Applicable
 - How Behave: Mean at first, then becomes Mulan's friend
 - How Relate to Other Characters: Friend with other characters, helps Mulan out
 - How Portrayed in Relation to Color: Good character and light colored
- Mulan
 - Appearance: Long, then, short black hair round black eyes, red lips, small and skinny, hair in pony tail, hair wrapped in bun on top of hair with red tie, cuts hair short, matchmaker paints on make-up which gives her a white face with red lipstick
 - Skin/Fur Color: Navajo White
 - Clothing: 1. White halter-top and blue Capri's, 2. white dress, with top over that is long-sleeved with green sleeves, black collar, grey middle and red belt, 3. pale blue shirt and white skirt, 4. white shirt underneath, pink robe with red and white skirt and blue robe, sleeves pink, red belt gold earrings, 5. Fathers army outfit, white shirt, green scarf/hood, black armor, brown pants, white socks, hair in green tie, black and grey helmet with red feather, sword, brown coat, 6. Brown pants, brown shirt with green lining and black belt, white socks, black shoes, 7. Fathers' armor, tan shirt and pants, green and black armor,

black hat with red feather, 8. Light and dark blue robe with red collar, white dress underneath, pink belt

- Nonhuman Like Features: Not Applicable

- How Behave: Honest and speaks her mind, tries to learn to act like a guy
- How Relate to Other Characters: Nice to other characters except Shan-Yu, fits in with other soldiers, does not fit in with family at first but then finds a way to fit in with them, finds friends and is able to save and impress the emperor
- How Portrayed in Relation to Color: Good character and light colored

- Mushu

- Appearance: Small, looks like dragon, tail, claws, fangs, large white eyes
 - Skin/Fur Color: Fire Brick 3 and Gold
 - Clothing: Not Applicable
 - Human Like Features: Can think, talk, knows how to help Mulan act around other humans, talks with African American Dialect and comedic humor
- How Behave: Acts stupid, but does his best to help Mulan and guide her to the correct path
- How Relate to Other Characters: Fights with the ancestors, but gets along with Mulan
- How Portrayed in Relation to Color: Good character and dark and light colored

- Shang

- Appearance: Black hair in bun with red tie, strong and muscular, thin eyes
 - Skin/Fur Color: Navajo White 2
 - Clothing: Red scarf and hood, white coat, brown and black armor, brown pants, black boots
 - Nonhuman Like Features: Not Applicable
- How Behave: Mean at first, good teacher, then falls in love with Mulan
- How Relate to Other Characters: Trains soldiers, is mean to Mulan, then loves her, relates to Mulan, does not get along with Chi Fu
- How Portrayed in Relation to Color: Good character and light colored

- Shan-Yu

- Appearance: Huge, does not look human, evil thin yellow eyes, goatee/beard, only black hair on back of head, thick eyebrows, large gray cape and hood, white teeth
 - Skin/Fur Color: Corn Silk 3
 - Clothing: Cape, Falcon, brown pants, tan cape, black boots, black and white scarf, black armor, black sword case
 - Nonhuman Like Features: Pops out of the snow after avalanche, can climb like a falcon, can almost fly like a falcon
- How Behave: Evil, kills people,
- How Relate to Other Characters: Not nice, mean to all the characters
- How Portrayed in Relation to Color: Bad character and medium colored

- The Emperor

- Appearance: Long white beard, white hair and bald under hat, looks like a kind grandfather, eyes are a more like slits than Mulan's
 - Skin/Fur Color: Navajo White 2
 - Clothing: yellow and gold robe with black sleeves, black and red on and around it, Emperor hat that is black yellow and red
 - Nonhuman Like Features: Not Applicable

- How Behave: Tries to save city, acts with grace and humility, can come down from his power and act like a regular person
- How Relate to Other Characters: Understands Mulan and grants her honor
- How Portrayed in Relation to Color: Good character and light colored
- The Matchmaker
 - Appearance: Large and tall black hair lots of purple make-up on face
 - Skin/Fur Color: Wheat 2
 - Clothing: Purple robe with red belt, black skirt, blue scarf, white socks, black shoes
 - Nonhuman Like Features: Not applicable
 - How Behave: Mean and Cranky
 - How Relate to Other Characters: Fails Mulan and yells at her
 - How Portrayed in Relation to Color: Bad character and medium colored
- Yao
 - Appearance: Short, black eye, large eyes, black hair in bun and goatee
 - Skin/Fur Color: Navajo White 3
 - Clothing: Brown shirt with red sash and black belt, brown pants, white socks, black shoes, black and red armor over tank shirt and pants with tan boots, black hat with red feather, puts on red women's dress, white makeup, and red scarf
 - Nonhuman Like Features: Not Applicable
 - How Behave: Cranky and mean, then nice and becomes Mulan's friend
 - How Relate to Other Characters: Mean to other characters at first and then becomes nice and friends with the other characters, helps Mulan
 - How Portrayed in Relation to Color: Good character and medium colored

Note: Toughest Huns pop out of the snow and come back to life instead of dying

Note: Shan-Yu is much darker than Emperor and the only character that fits into the yellow category on the color scale

Setting:

-China

- Environment Around Characters:
 - The sky is red after the Huns destroyed the village but there is snow so the good characters are still in the light
 - The sky is same except is lighter behind Emperor and Mulan and darker behind Shan-Yu
 - Dark: Shan-Yu always in the darkness or in the shadows, comes out of the dark smoke and wears dark clothes so even in the snow is dark
 - Light: The Emperor is always in light and he wears light colored clothes and has a white beard to keep him always light; Fa Zhou is always in the light and his light skin contrasts the darkness; Mulan is always in the light, her skin is light enough to contrast the darkness; Grandmother Fa is always in the light but she also has light skin and a white skirt and white hair to contrast darkness; Chi Fu is usually in the light but sometimes in the shadows because he can be very mean; Fa Li is always in the light and has light skin to contrast the darkness; Shang is always in a light environment and his skin and outfit are light so it contrasts the darkness; Chien-Po, Ling, and Yao are always in the light and wear light clothes to contrast the darkness, snow is there to contrast the darkness at night
- Color in Elements of Environment in Relation to Color of Character(s):

- Good characters in the light and surrounded by light colored environment
- Shan-Yu and Huns in the darkness surrounded by dark colors
- Western elements in environment that were not in China at this time:
 - Japanese Cherry Blossoms which are not Chinese
 - Fake soldier riding a panda
 - Have a celebration at the palace even though it is the forbidden city and people are not usually let in, has lanterns and fireworks
 - The Emperor would never have bowed to Mulan because the respect does not work as it does in the Western World, and she could have never hugged the Emperor because it means something different in China
 - Mushu
 - brushes his teeth with brush and toothpaste:
 - rides on a circular thing that looks like a Frisbee© or sled
 - roasts a Marshmallow on a stick
 - serves Mulan a smiley face MacDonald's© breakfast

Sound:

Note: Volume between dialogue and music very different, music much louder

- Language Characters Use:
 - Chi Fu: High pitched voice and talks in a very sexist manner and as if he is better than everybody else, shouts phrases instead of whole sentences at Mulan
 - Chien-Po: Talks in a calm voice and in a higher pitched voice
 - Fa Li: Speaks like a kind mother, soft and gentle, medium tone of voice
 - Fa Zhou: Prays, speaks like a father but also like a powerful man, low tone of voice
 - Grandma Fa: Very simple language, talks western
 - Ling: Talks in a high pitched voice and in a very simple manner
 - Mulan: Simple language, speaks what is on her mind, tries to use more sophisticated language, uses a medium tone of voice but tries to use a low pitched voice when a man
 - Mushu: Talks in the African American Dialect as the comedic relief leaving out helping verbs and the “g” on “ing” words, very confident and talks only about himself at the beginning, does not use proper English and uses a lot of metaphors, low tone of voice
 - Shang: At first talks like a son and someone who was just honored, then talks sophisticated and like a teacher who needs to impose discipline, low tone of voice
 - Shan-Yu: Talks in an evil manner and with sophisticated and figurative language, speaks in a very low tone, tries to make evil things he says sound good
 - The Emperor: Talks like an old grandfather with wisdom, low tone of voice but higher tone than Shan-Yu, speaks in proverbs
 - Yao: Talks in a low pitched voice, meanly, and like he is crazy
- Music in Film: Lyrics related to race/good or evil:
 - Only the good characters sing, Shan-Yu never sings
 - “Honor to Us All”: racist because says Chinese only want sons
 - Racist because she is trying to uphold family tree but in China women joins husbands family tree (Note: matchmaking not like in China but as in Japan)
 - Call porcelain dolls: racist because how we see Chinese
- How Music, Tone, and Speed/Pace Relate to Certain Characters:
 - When Mulan is going off to War fast, loud pitch goes from dark to light and portrays the sound of determination

- Type of Music when character enters:
 - Fa Li: Medium pitched, very soft, slow tempo
 - Fa Zhou: Slow tempo, very soft, low pitched
 - Mulan: Very soft, slow tempo, high pitched
 - Mushu: No music really, just clanking
 - Shang: No music really, just talking
 - Shan-Yu: Low pitch, slow pace, sound of attack/evil, sound of drums
 - The Emperor: Medium pitch, medium tempo, royal music sounds
- Character's Comments that Triggered My Attention
 - Emperor:
 - "You don't meet a girl like that every dynasty"
 - Grandma Fa:
 - "Sign me up for the next War"
 - Mushu:
 - Calls Dragon "Rocky"
 - "Humpty Dumpty Mess"
 - "Travel size"
 - "Sleeping beauty" and gives her a happy face porridge
 - "Entourage"
 - "Honey Buns"
 - "Mongolian Barbeque"
 - "Tissue"
 - "Call out for egg rolls"
 - Yao:
 - "Knuckle Sandwich"
 - "Does this dress make me look fat"

Pocahontas

Characters:

- Ben
 - Appearance: Heavier set, long black hair, black beard, thick eyebrows, big nose, big arms
 - Skin/Fur Color: Navajo White
 - Clothing: Blue shirt, grey armor, grey stockings, grey pants, black boots
 - Nonhuman Like Features: Not Applicable
 - How Behave: Does what told, scared of Native Americans and shoots them
 - How Relate to Other Characters: Friends with John Smith, afraid of Native Americans
 - How Portrayed in Relation to Color: Good character and light colored
- Flit
 - Appearance: White belly, long beak, red mouth
 - Skin/Fur Color: Light Sea Green
 - Clothing: Not Applicable
 - Human Like Features: Understands English, follows Pocahontas, does what she does
 - How Behave: Protects Pocahontas
 - How Relate to Other Characters: Nice to Pocahontas only mean when has to be to protect Pocahontas
 - How Portrayed in Relation to Color: Good character and light colored

- Governor Ratcliffe
 - Appearance: Large face and body, long black hair tied in red bows, black goatee
 - Skin/Fur Color: Navajo White
 - Clothing: Purple hat with black band and blue feather, red cape, blue leggings, black boots, purple coat with blue cuffs, black middle, and blue and gold medal, 2. Black armor all over body
 - Nonhuman Like Features: Not Applicable
 - How Behave: Mean and uses the men for his own purposes, destroys nature
 - How Relate to Other Characters: Uses the other men, mean
 - How Portrayed in Relation to Color: Bad character and light colored
- Grandmother Willow
 - Appearance: Is a very large tree, has an old wrinkled face with a large nose, big, black eyes, and a mouth that opens wide, pointed chin, long grasping branches
 - Skin/Fur Color: Free Speech Aquamarine
 - Clothing: Not Applicable
 - Human Like Features: Can talk and give advice, can see the future
 - How Behave: Gives advice and takes care of others, lets Pocahontas climb her
 - How Relate to Other Characters: Takes care of Pocahontas
 - How Portrayed in Relation to Color: Good character and dark colored
- John Smith
 - Appearance: Long, blond hair, tall, muscular
 - Skin/Fur Color: Navajo White
 - Clothing: Blue pants, blue shirt, blue vest/armor, black boots, blue soldier hat/helmet, blue sheath with sword
 - Nonhuman Like Features: Can understand the other language without learning it
 - How Behave: Jumps into ocean to save Thomas, tries to be nice to all the other characters, saves Thomas and Powhatan
 - How Relate to Other Characters: Nice to his men and learns to be nice to the tribe
 - How Portrayed in Relation to Color: Good character and light colored
- Kekata
 - Appearance: Long, grey hair, big nose, thin eyebrows
 - Skin/Fur Color: Light Salmon 3
 - Clothing: Green shirt, brown and white over garment like coat/robe, off-white shoes
 - Nonhuman Like Features: Can tell what is happening from smoke
 - How Behave: Tells the future, heals others
 - How Relate to Other Characters: Tries to help other characters
 - How Portrayed in Relation to Color: Good character and medium colored
- Kocoum
 - Appearance: Long black hair, feather in hair, necklace with three teeth, strong, muscular, tall, serious face
 - Skin/Fur Color: Medium Wood
 - Clothing: Bare chest, long tan skirt
 - Nonhuman Like Features: Not Applicable
 - How Behave: Tries to protect people, serious, tries to kill John
 - How Relate to Other Characters: Nice to other Native Americans, does not like White men, tries to attack them

- How Portrayed in Relation to Color: Good and bad character and medium colored
- Lon
 - Appearance: Red hair, big nose, big arms, thick eyebrows, beard, long red hair, heavier set
 - Skin/Fur Color: Navajo White
 - Clothing: Grey shirt, black vest, black pants, grey stockings and coat, black boots
 - Nonhuman Like Features: Not Applicable
 - How Behave: Does what told, scared of Native Americans and shoots them
 - How Relate to Other Characters: Friends with John Smith, afraid of Native Americans
 - How Portrayed in Relation to Color: Good character and light colored
- Meeko
 - Appearance: White neck, white eyes, black nose, white and black ears, grey mask around eyes, black arms and feet, black and grey striped tail
 - Skin/Fur Color: Grey 64
 - Clothing: Not Applicable
 - Human Like Features: Greedy for food, swims like Pocahontas, understands English, fights with Flit like siblings fight
 - How Behave: Nice, helps Pocahontas
 - How Relate to Other Characters: Nice to other characters but fights with Percy and Flit
 - How Portrayed in Relation to Color: Good character and medium colored
- Nakoma
 - Appearance: Long black hair, skinny, shorter than Pocahontas
 - Skin/Fur Color: Tan 3
 - Clothing: Yellow skirt and shirt with no material on neck and two sleeves, white necklace
 - Nonhuman Like Features: Not Applicable
 - How Behave: Does what told, does not like to play around, tells on Pocahontas
 - How Relate to Other Characters: Friends with Pocahontas but tries to protect her, does not like John Smith and White characters
 - How Portrayed in Relation to Color: Good character and medium colored
- Percy
 - Appearance: White body, brown ears, pug mouth that is brown, brown around eyes, small body, chunky, blue collar with gold bell
 - Skin/Fur Color: Snow 2
 - Clothing: Not Applicable
 - Human Like Features: Groomed and wears perfume, takes bubble bath, and wears bath hat, eats cherries
 - How Behave: Growls, doesn't like to be petted, but then comforts Pocahontas
 - How Relate to Other Characters: Nice to Ratcliffe, fights with Meeko then becomes his friend, becomes friends with Pocahontas
 - How Portrayed in Relation to Color: Good character and light colored
- Pocahontas
 - Appearance: Long, black hair, red lips, tall, skinny, red tattoo on right arm, white teeth, tiny nose
 - Skin/Fur Color: Tan 3
 - Clothing: Yellowish dress with one sleeve and a brown belt around the middle, frilly at the bottom and frill at neckline, turquoise necklace with white stone and grey in middle of stone, no shoes

- Nonhuman Like Features: Can understand the other language without learning it
- How Behave: Loves nature and takes care of nature
- How Relate to Other Characters: Asks Grandmother Willow for advice, tries to obey father, is nice to all the other characters
- How Portrayed in Relation to Color: Good character and medium colored
- Powhatan
 - Appearance: Long black hair, strong, muscular, thin eyebrows
 - Skin/Fur Color: Dark Goldenrod
 - Clothing: White chief hat with feathers and red band, white and grey feathered cape, black necklace with shark tooth, long white and grey skirt, tan boots
 - Nonhuman Like Features: Not Applicable
 - How Behave: Tells people what to do, tries to protect people, tries to follow set roles
 - How Relate to Other Characters: Protects people, mean to John and other white men then makes peace with them, gets angry with Pocahontas
 - How Portrayed in Relation to Color: Good character and dark colored
- Thomas
 - Appearance: Red hair, tall, somewhat skinny, blue eyes, thick eyebrows, small nose and mouth, pointy chin
 - Skin/Fur Color: Navajo White
 - Clothing: Green shirt, brown pants, brown belt, brown hat, black boots, green leggings
 - Nonhuman Like Features: Not Applicable
 - How Behave: Very scared, acts impulsively
 - How Relate to Other Characters: Nice to other white men, shoots Kocoum, does not like Native Americans
 - How Portrayed in Relation to Color: Good character and light colored
- Wiggins
 - Appearance: Reddish brown hair, wide mouth with white teeth, long face, small chin, small nose, pointy ears
 - Skin/Fur Color: Navajo White
 - Clothing: Red suit and pants, black shirt and belt, orange sleeves
 - Nonhuman Like Features: Not Applicable
 - How Behave: Naïve, sucks up to Ratcliffe
 - How Relate to Other Characters: Nice to Ratcliffe, does not like Native Americans, then is friendly with Native Americans
 - How Portrayed in Relation to Color: Good character and light colored

Setting:

-Virginia

- Environment Around Characters:
 - At first Meeko is in the light and Percy is in the shadows even though Meeko is dark and Percy is white but then Percy becomes good and is show in the light
 - Light fills the whole environment, even the dark forest, after they have made peace
 - Dark: Governor Ratcliffe is in the dark or shadows and even in the light his dark hair and clothes contrast the light and he is very dark compared to Thomas when he is telling him to shoot; In the beginning Kocoum is in the light and wears light colors but as the movie goes on he moves more and more into the shadows

- Light: Pocahontas is always in the light, her dress is light enough to contrast the darkness; Grandmother Willow stands out as light even in the dark forest; John Smith is always in the light and his hair and clothes contrast the darkness except when he approaches Pocahontas the first time he is in the shadows and when he has a gun he is in the darkness; Thomas, Ben, and Lon are usually in the light and their skin contrast the darkness, the only darkness is when Thomas shoots Kocoum; Powhatan is usually in the light and his light clothes contrast the darkness, but he is in the shadows when he is ordering John to be put to death and when he is ready to kill John; Nakoma is usually in the light except when she tells on Pocahontas then she is in the shadows
- Color in Elements of Environment in Relation to Color of Character(s):
 - Native Americans seem to be surrounded by darker colors and the colors of the earth, but still in the light; Powhatan, Pocahontas, and Nakoma are still in the light even at night
 - The white characters seem to be surrounded by light colors especially the water, sand, and sky, and even in the dark Ben, Lon, Thomas, and John look very white
 - When characters are acting mean or evil the environment around them is darker and when they are trying to do good the environment around them is lighter
 - Red sky around Ratcliffe as he leads them off to war

Sound:

Note: At first Pocahontas and John Smith speak different languages but the wind helps them understand each other

Note: Volume between dialogue and music very different, music much louder

- Language Characters Use:
 - Ben: Uses simple language, low pitched voice and talks like an Irishmen/Scotsmen
 - Governor Ratcliffe: Low pitched voice, talks excitedly to the men by giving complements and promises, then talks about evil things to Wiggins and Percy, talks about himself and getting glory for himself, is still evil when everyone else has given into peace
 - Grandmother Willow: High pitched voice, speaks with wisdom like a grandmother, talks about listening to the spirits
 - John Smith: Low pitched voice, uses simple and sophisticated language
 - Kocoum: Medium pitched voice, talks very fast, talks about fighting
 - Kekata: Low pitched voice, speaks in figurative language
 - Lon: Uses simple language, Medium pitched voice
 - Nakoma: Medium pitched voice, is very worried and expresses her worry
 - Pocahontas: Medium to high pitched voice, talks in a sophisticated manner and talks about nature
 - Powhatan: Uses sophisticated language, talks in a smooth manner and a medium pitched voice, talks like a chief
 - Thomas: Uses simple language, medium pitched voice
 - Wiggins: High pitched voice, praises Ratcliffe and does not disagree with him, tries to use sophisticated language
- Character's Comments that Triggered My Attention
 - Governor Ratcliffe:
 - "A man is not a man unless he knows how to shoot" Native Americans did not have guns
 - "No room for their kind in a civilized society"

- John Smith:
 - “How to use this land properly, build decent houses, you don’t know any better”
 - “There is so much we can teach you, improve the life of savages, people who are uncivilized”
- Music in Film: Lyrics related to race/good or evil:
 - “Colors of the Wind”: “Whether we are white or copper skinned”
 - White characters sing about killing an Injun, and then about having killed an Injun
 - Native Americans sing about the Earth, plants, and season
 - “Savages Part 1”:
 - White: “Heathens, Skin’s a hellish red, disgusting race like a curse, only good as dead, vermin, savages, barely even human, dirty shrieking devils, not like you and me which means they must be evil”
 - Native Americans: “Paleface is a demon, beneath the milk hide there’s emptiness inside, I wonder if they even bleed, savages, barely even human, killers at the core, different from us which means they can’t be trusted”
 - “Savages Part 2”:
 - Native Americans: “Devils”
 - Both: “Leave em blood and bone and rust, They’re just a bunch of filthy stinking savages, destroy their evil race until there’s not a trace left”
 - White: “Demons”
- How Music, Tone, and Speed/Pace Relate to Certain Characters:
 - The music is much faster during the fight scene
 - Type of Music when character enters:
 - Governor Ratcliffe: The Virginia Company song is playing which has a medium tempo, high pitched with low singing and the words “glory, god, and gold” as if all he cares about is money
 - Grandmother Willow: Slow tempo, alternates between low and high pitched, almost like a lullaby
 - John Smith: Drum roll, low pitched, slow tempo, sound of a drum as if he is a god
 - Kocoum: No music, but the sound of birds and cheering is in the background
 - Pocahontas: Fast tempo, alternating starts at low pitch then goes to a high pitch, you can hear the sound of the wind blowing
 - Powhatan: Slow tempo, low pitch, sound of drum

Snow White

Characters:

- Bashful
 - Appearance: Large nose, large white eyes, thick eyebrows, short, mouth that opens wide, white beard, long eyelashes, eyelids match hat, bald
 - Skin/Fur Color: Wheat
 - Clothing: Blue hat, brown jacket with gold buckles and gold belt with brown elbow patches, brown pants, brown shoes
 - Nonhuman Like Features: Not Applicable
 - How Behave: Face turns red, plays accordion
 - How Relate to Other Characters: Nice to other characters and gets along with them

- How Portrayed in Relation to Color: Good character and light colored
- Doc
 - Appearance: Large nose, large white eyes, thick eyebrows, short, mouth that opens wide, white beard, long eyelashes, eyelids match hat, bald
 - Skin/Fur Color: Wheat
 - Clothing: Green/tan hat, glasses, red shirt with gold buttons and belt with brown elbow patches, grey pants, brown shoes
 - Nonhuman Like Features: Not Applicable
 - How Behave: Leads the dwarfs, plays banjo
 - How Relate to Other Characters: Very kind and respectful to Snow White, takes care of the other dwarfs and gets along with them
 - How Portrayed in Relation to Color: Good character and light colored
- Dopey
 - Appearance: Big nose, large white eyes, thick eyebrows, mouth that opens wide, long eyelashes, eyelids match hat, bald, big ears
 - Skin/Fur Color: Wheat
 - Clothing: Purple hat, brown pants, green shirt with brown buttons with brown elbow patches, brown shoes
 - Nonhuman Like Features: Not Applicable
 - How Behave: Does not talk, plays xylophone, cymbals, and drums
 - How Relate to Other Characters: Helps other characters, is nice to the other characters and gets along with them
 - How Portrayed in Relation to Color: Good character and light colored
- Grumpy
 - Appearance: Large nose, large white eyes, thick eyebrows, short, mouth that opens wide, white beard, long eyelashes, eyelids match hat, bald
 - Skin/Fur Color: Wheat
 - Clothing: Red shirt with brown elbow patches and a gold and black belt and gold buttons, dark brown hat, dark brown pants, brown shoes
 - Nonhuman Like Features: Not Applicable
 - How Behave: Acts grumpy and mean, plays organ
 - How Relate to Other Characters: acts grumpy when talking to the other characters, Snow White makes him nice and happy
 - How Portrayed in Relation to Color: Good character and light colored
- Happy
 - Appearance: Large nose, large white eyes, thick eyebrows, short, mouth that opens wide, white beard, long eyelashes, eyelids match hat, round belly, bald
 - Skin/Fur Color: Wheat
 - Clothing: Blue pants, brown shirt with tan sleeves and a gold buckle with brown elbow patches, tan hat, brown shoes
 - Nonhuman Like Features: Not Applicable
 - How Behave: Happy, nice to other characters
 - How Relate to Other Characters: Gets along well with other characters
 - How Portrayed in Relation to Color: Good character and light colored
- Huntsman
 - Appearance: Black longer hair, beard, green eyes

- Skin/Fur Color: Wheat
- Clothing: Tan gloves, green shirt, black pants, brown belt, brown shield with brown cloak with black stripes, tan hat with red feather
- Nonhuman Like Features: Not Applicable
- How Behave: At first tries to kill Snow White, then saves her by telling her to run
- How Relate to Other Characters: Saves Snow White, listens to and almost obeys the Queen, saves Snow White
- How Portrayed in Relation to Color: Good and bad character and light colored
- Magic Mirror
 - Appearance: White glass, on a black wall, In black background when talking, slited eyes, red mouth, smoke and fire all around, big nose
 - Skin/Fur Color: Plum 4, Gold 2, Blue Violet, and Olive Drab 1
 - Clothing: Not Applicable
 - Human Like Features: Looks like a human face
 - How Behave: Tells the truth to the Queen
 - How Relate to Other Characters: Talks to Queen only
 - How Portrayed in Relation to Color: Bad character and dark colored except frame
- Prince
 - Appearance: Black short hair, tall, muscular, blue eyes, thick eyebrows, small nose, rounded chin, small ears
 - Skin/Fur Color: Wheat
 - Clothing: Red cloak, rides white horse, light green boots, grey pants, white shirt, blue shield, gold sword, white hat
 - Nonhuman Like Features: Not Applicable
 - How Behave: Sings to Snow White, saves Snow White, nice to animals
 - How Relate to Other Characters: Nice to and loves Snow White, is very nice to the Dwarfs
 - How Portrayed in Relation to Color: Good character and light colored
- Queen
 - Appearance: 1. As Queen don't see hair, light skin, thin eyebrows, red lips, skinny, slited dark eyes, purple eye shadow, fingernails are red, 2. As Witch: white round eyes with little black pupils, thick eyebrows, bent fingers with warts, large long nose with wart, black around eyes, pointed chin, white hair, only a couple teeth, walks hunched over
 - Skin/Fur Color: Wheat
 - Clothing: 1. Black and purple cloak with white collar, purple dress, brown belt and red middle, gold necklace, gold crown, black head dress, clothing is all very dark, 2. As Witch: Black hat and cloak
 - Nonhuman Like Features: Can make potions to change her appearance and poison apples
 - How Behave: Evil, tries to kill Snow White, deceitful, tricks Snow White into eating apple
 - How Relate to Other Characters: Mean to other characters and animals, scares animals, does not relate well to any of the characters
 - How Portrayed in Relation to Color: Bad character and light colored, wears dark clothes
- Sneezzy
 - Appearance: Large nose, large white eyes, thick eyebrows, white beard, bald, short, mouth that opens wide, long eyelashes, eyelids match hat
 - Skin/Fur Color: Wheat

- Clothing: Brown shirt with gold buttons and a black and gold belt with brown elbow patches, brown pants, brown shoes, brown hat
- Nonhuman Like Features: Not Applicable
- How Behave: Plays banjo
- How Relate to Other Characters: Nice to other characters and gets along with them
- How Portrayed in Relation to Color: Good character and light colored
- Snow White
 - Appearance: Black hair, skin white as snow, very red lips, tiny nose, thin eyebrows, skinny, rosy cheeks
 - Skin/Fur Color: Antique White 1
 - Clothing: 1. rags simple light/earth tone colored dress, blue head band, 2. Dress with blue on top and yellow on bottom with light blue and red striped sleeves and a brown and red cape with white collar, red headband, brown high heeled shoes with white bows
 - Nonhuman Like Features: Can talk to animals
 - How Behave: Nice to Animals, Dwarfs, and Old Witch, is a maiden who needs to be saved
 - How Relate to Other Characters: Makes everybody happy, like mother to dwarfs, can talk to and give directions to animals
 - How Portrayed in Relation to Color: Good character and light colored
- Sleepy
 - Appearance: Large nose, large white and brown eyes, thick eyebrows, short, mouth that opens wide, white beard, long eyelashes, eyelids match hat, bald
 - Skin/Fur Color: Wheat
 - Clothing: Grey hat, grey shirt with gold buttons and a gold belt with brown elbow patches, brown pants, brown shoes
 - Nonhuman Like Features: Not Applicable
 - How Behave: Plays clarinet, yawns a lot
 - How Relate to Other Characters: Nice to and gets along with other characters
 - How Portrayed in Relation to Color: Good character and light colored

Setting:

-Fairy-tale Land

- Environment Around Characters:
 - Dark: The Queen except in the Dwarf's house is surrounded by darkness and she is portrayed in the shadows; Her castle room, her potion making room, and her way out of the castle are completely dark; she is always wearing black just to make sure she contrasts with the lightness of day, she causes a shadow to come over Snow White; the Huntsman is always portrayed in the shadows or in the darkness, but his light skin stands out when he saves Snow White
 - Light: Snow White is always in the light except when she is in the forest at night and all the animals are around her are dark too and her dress and skin stand out as the only light in the darkness, until she gets to the good part of the forest and then all the animals are light colored and nice; the Prince is always in the light and his light clothes contrast the darkness; the Dwarfs are always in the light and even coming home from work there is plenty of moonlight around them
- Color in Elements of Environment in Relation to Color of Character(s):

- All characters are white, but the Queen is evil and she wears dark colors and is shown in a dark environment

Note: Apple is black once poised but she turns it red to tempt Snow White because Snow White would not want to eat a black apple

Sound:

- Language Characters Use:
 - Prince: uses sophisticated language and speaks poetically
 - Snow White usually talks like a young innocent child and she is always singing or humming, speaks as if she is very feign of heart, also speaks like a mother to the dwarfs
 - The Dwarfs: Use less sophisticated language and talk more like the working class, they believe in old wives tales and things like ghosts, witches and goblins
 - Doc messes up his language and has to fix what he just said
 - Dopey does not talk but uses hand gestures
 - Grumpy is suspicious of everything, always says the worst, he is a very negative talker
 - The Queen talks like an old lady and an evil witch, uses sophisticated language, her voice is very emotionless
- Music in Film: Lyrics related to race/good or evil:
 - No non-white characters, Only the good characters sing, the Queen does not sing
 - When dancing the pace is somewhat fast, the tone goes up and down, the music is fun, happy, and upbeat
- How Music, Tone, and Speed/Pace Relate to Certain Characters:
 - When Snow White is first in the forest, there is happy music but then the music turns scary as the huntsman approaches
 - As she is running the music portrays her as running from darkness
 - As the animals are taking her to the house the music is upbeat and fast paced and the pitch is very high which makes the viewer feel as though she is going to be safe and is going to a wonderful place
 - As the Queen is going down to her layer, the music is very fast, low pitched, and dark, which shows that the queen is about to do something evil
 - When she is changing the music is very high pitched and fast
 - There is chasing music as the Dwarfs rush to save Snow White, which is low pitched and has a fast tempo, this music continues as they chase the Queen, but the tempo goes back and forth between slow and fast
 - After the Dwarfs put Snow White in the glass coffin, the funeral song plays with a slow tempo and medium pitch, using an organ
 - Type of Music when character first enters:
 - Dwarfs: Staccato speed and the pitch goes up and down
 - Huntsman: Low tone, slow pace, music that makes him sound scary
 - Magic Mirror: Slow Tempo
 - Prince: Fast tempo, high pitched
 - Queen: Slow Tempo
 - Snow White: Fast tempo, high pitched

Appendix B
Questions for Individual Interview

Of these six Disney movies (*Aladdin*, *Beauty and the Beast*, *Lion King*, *Mulan*, *Pocahontas*, and *Snow White*) which movie do you remember the best? What do you remember about this movie?

Who was (were) the “bad” character(s) in (name of each movie)? What did the character(s) look like?

Who was (were) the “good” character(s) in (name of each movie)? What did the character(s) look like?

Did the music or sound effects tell you anything about what was happening in the film?

Would you want to live in any of the places in this film? Which place and why?

Appendix C
Individual Interviews

Principal Investigator (PI)

Student: A1

PI: Of these six Disney movies, Aladdin, Beauty and the Beast, Lion King, Mulan, Pocahontas, and Snow White, which movie do you remember the best?

A1: Mulan

PI: Mulan. Okay. What do you remember about this movie?

A1: Well I liked Mushu. Mushu is my favorite character.

PI: Alright. Who were the bad characters in Mulan?

A1: Um, I forget what they are called. They're these dudes. I can't remember what they are called in the movie.

PI: What did the characters look like?

A1: They, they look really evil and weird. I don't know. Have you ever seen Mulan? They're the guys that they went to war against and I'm not sure.

PI: Okay. Who were the good characters in Mulan?

A1: Mulan, Mushu, um the spirits whatever.

PI: What did the characters look like?

A1: Um, Mulan has black hair and long then she cuts it short and Mushu is a reddish dragon you could say.

PI: Did the music or sound effects tell you anything about what was happening in the film?

A1: Well kind of.

PI: What songs do you remember from the film?

A1: Not really. I can't think of any.

PI: Would you want to live in any of the places in this film?

A1: No not exactly. I don't know why.

PI: Are you like any of the characters in the film?

A1: Not exactly.

Principal Investigator (PI)

Student: B2

PI: Of these six Disney movies Aladdin, Beauty and the Beast, Lion King, Mulan, Pocahontas, and Snow White, which movie do you remember the best?

B2: Probably Aladdin.

PI: What do you remember about this movie?

B2: I remember that um. I remember the part where the cavern of secrets or something opens up.

PI: Who were the bad characters in Aladdin?

B2: Um, Jafar and his parrot. I never can remember his name.

PI: What did the characters look like?

B2: Jafar had a black mustache and lets see. And a little bit snake like. And he always held this staff that had like a cobra head on the top. And the parrot was red.

PI: Who were the good characters in Aladdin?

B2: Aladdin, Jasmine, and lets see. What's the Sultan's name? I can never remember that, and the Genie.

PI: What did the characters look like?

B2: Um well the Genie was blue and the Sultan was wearing one of the, a turban. And then. (shrugs)

PI: Did the music or sound effects tell you anything about what was happening in the film?

B2: Yes definitely. Like if you just listen to the dialogue and the background music then you could get a pretty good idea of what was going on. And if you could visualize it in your mind then it would paint a pretty good picture probably.

PI: What songs do you remember from the film?

B2: Um, just that one. A Whole New World. That one.

PI: Would you want to live in any of the places in this film?

B2: Um, maybe the palace was kind of. The palace was really pretty.

PI: Are you like any of the characters in the film?

B2: Um, not really.

Principal Investigator (PI)

Student: C3

PI: Of these six Disney movies Aladdin, Beauty and the Beast, Lion King, Mulan, Pocahontas, and Snow White, which movie do you remember the best?

C3: Beauty and the Beast.

PI: Okay. What do you remember about this movie?

C3: The Belle um was in this small town. And her dad um he was going to take his newest invention to um the fair and on his way he got lost and turned up to the Beastes castle and then um his horse came back to the house and Belle got on him and the horse took her to where he was.

PI: Who were the bad characters in Beauty and the Beast?

C3: Gaston and the village people.

PI: What did the characters look like?

C3: Um, like they looked like people but they like um (long pause) I don't remember.

PI: Who were the good characters in Beauty and the Beast?

C3: Um, Belle, the Beast, uh the dad.

PI: What did the characters look like?

C3: Um, the Beast looks kind of mean. Belle was really pretty and Papa he was had grey hair and he (long pause) had a really odd voice.

PI: Did the music or sound effects tell you anything about what was happening in the film?

C3: If it was like a really scary song, then it, it would kind of tell me that something was going to happen.

PI: What songs do you remember from the film?

C3: Beauty and the Beast. The second song. The name of Belle. I know a whole bunch of names but because I have a Beauty and the Beast song CD from the play.

PI: Would you want to live in any of the places in this film?

C3: Um, yeah.

PI: Which place and why?

C3: Belle's house, well no, yeah. And the Castle. Because they're really, they're, the castle not very many people would be able to live in the castle and (long pause) for Belle's house is because it's kind of small and not so creepy.

PI: Are you like any of the characters in the film? If so, which ones?

C3: Yeah. The Beast, Belle, Gaston.

PI: Why?

C3: Because they're kind of funny.

Principal Investigator (PI)

Student: D4

PI: Of these six Disney movies Aladdin, Beauty and the Beast, Lion King, Mulan, Pocahontas, and Snow White, which movie do you remember the best?

D4: I remember Aladdin the best.

PI: What do you remember about this movie?

D4: Okay, so there's a genie, um there's a princess and Aladdin.

PI: Who were the bad characters in Aladdin?

D4: Um, you have the uncle is the bad person.

PI: What did the characters look like?

D4: They sort of look like, they try to dress up like um really old people so they look sort of cooler sort of.

PI: Who were the good characters in Aladdin?

D4: Um, the princess, Genie, Aladdin, and Aladdin's parents.

PI: What did the characters look like?

D4: The good characters, well the princess looked obviously like a princess, Aladdin sort of looked sort of like a normal person, but sort of looked like, because he's poor so he didn't really have a lot of clothing stuff so he sat up in a cave like a normal person.

PI: Did the music or sound effects tell you anything about what was happening in the film?

D4: Uh, yeah a little. Um, they sort of told me like what was going to happen next in the sort of movie or something like that.

PI: What songs do you remember from the film?

D4: I remember it's not really like a song, it's like a little jingle like when the Genie pops up they always have the (makes noise).

PI: Would you want to live in any of the places in this film?

D4: Um, yeah. I would like to live in like the desert sort of.

PI: Why?

D4: I just think the desert's like a place where it would be like not where a lot of people are.

PI: Are you like any of the characters in the film?

D4: Uh, yeah, I am sort of like Aladdin.

PI: Why?

D4: Well, I'm sort of like mysterious in ways.

Principal Investigator (PI)

Student: E5

PI: Of these six Disney movies, Aladdin, Beauty and the Beast, Lion King, Mulan, Pocahontas, and Snow White which movie do you remember the best?

E5: Lion King. That I remember the best, Lion King. Oh wait. Beauty and the Beast.

PI: What do you remember about this movie?

E5: That they sang Beauty and the Beast. I remember a little bit. I remember the tea cup, the book.

PI: Who were the bad characters in Beauty and the Beast?

E5: I think (long pause) I think it was this girl. Wasn't it a girl? I don't remember. I remember all the good characters. Wait, one of the bad characters the first time was the Beast, like the start he was mean.

PI: What did the characters look like?

E5: A beast. He was brown, furry, and had big eyes and he had a blue cape.

PI: Who were the good characters in Beauty and the Beast?

E5: Beauty, Tea Cup. No wait, I don't know. I feel like the tea cup was trying to look bad. Somebody tried to, one of them tried to stop the book from trying to save the beauty.

PI: What did the characters look like?

E5: I'm not sure what the tea cup did, but I am sure it looked like a tea cup. It had a handle and it was white and I think it was pink. The beauty, probably wearing pink, I think she had hair or her hair was really long and she had shoes.

PI: Did the music or sound effects tell you anything about what was happening in the film?

E5: Like it was kind of fast, they were dancing.

PI: What songs do you remember from the film?

E5: Beauty and the Beast.

PI: Would you want to live in any of the places in this film?

E5: The Castle.

PI: Why?

E5: Because it's huge and it has a water fountain.

P1: Are you like any of the characters in the film?

E5: Uh, no. I'm strong like the beast.

Principal Investigator (PI)

Student: F6

PI: Of these six Disney movies Aladdin, Beauty and the Beast, Lion King, Mulan, Pocahontas, and Snow White, which movie do you remember the best?

F6: Probably Lion King.

PI: Alright. What do you remember about this movie?

F6: Well there are two lions who have a baby named Simba, I think. And, they have a cousin scar who I think kills the dad. And then he tells the kid to like run away and never comes back so he does. Then he meets these, some sort of warthog or something and some weasel thing, sing some sort of song Hakuna Matata, and he comes back fully grown and like they kind of battle, Simba and the Uncle Scar. I think that's what they call him. And I think the bad one dies somehow and he had these little accomplices, um hyenas I think.

PI: Who were the bad characters in Lion King?

F6: Okay, the Uncle Scar, the hyenas, and I don't really remember who else.

PI: What did the characters look like?

F6: Uncle Scar I think he is kind of a brownish, blackish lion. Some sort of scar by his eye. And the hyenas there just light brown with dark spots on them.

PI: Who were the good characters in Lion King?

F6: Simba, Simba's dad and mom, the baboon, um, the warthog, the weasel, and hmmm everything else that's not bad.

PI: What did the characters look like?

F6: Simba just looked like an ordinary lion with his mane and all. When he's a baby, he didn't have a mane or anything like that. But the warthog he's like darkish red, with these little tusks, and the weasel he just short, maybe a foot tall, light brown, and he has I think he has a darker brown stomach.

PI: Did the music or sound effects tell you anything about what was happening in the film?

F6: I don't think so. Um (sighs).

PI: What songs do you remember from the film?

F6: Hakuna Matata (sings title as says it)

PI: Would you want to live in any of the places in this film?

F6: No, because it, you could die of heat strokes. You maybe couldn't find water. And anyways you could get killed by some animal.

PI: Are you like any of the characters in the film?

F6: No.

Principal Investigator (PI)

Student: G7

PI: Of these six Disney movies Aladdin, Beauty and the Beast, Lion King, Mulan, Pocahontas, and Snow White, which movie do you remember the best?

G7: Can you repeat them?

PI: Aladdin, Beauty and the Beast, Lion King, Mulan, Pocahontas, and Snow White.

G7: Um, probably Aladdin.

PI: What do you remember about this movie?

G7: Well, I remember Aladdin um he had this little monkey. Didn't he? Yeah. And the monkey was kind of like, kind a selfish.

PI: Who were the bad characters in Aladdin?

G7: (Long Pause) I can't remember.

PI: What did the characters look like?

G7: I don't remember.

PI: Who were the good characters in Aladdin?

G7: Aladdin, um. And that the monkey and. What's the girl's name? I can't remember, but her too.

PI: What did the characters look like?

G7: Well, the monkey he looked like a monkey. Yeah, he's a monkey.

PI: Did the music or sound effects tell you anything about what was happening in the film?

G7: No.

PI: What songs do you remember from the film?

G7: (Just stares at PI, then shakes head no).

PI: Okay. Would you want to live in any of the places in this film?

G7: The Castle.

PI: Why?

G7: Because I like castles and they're big and they're nice and tall and you can fit a lot of people.

PI: Are you like any of the characters in the film?

G7: Probably like um (long pause) Aladdin.

PI: Why?

G7: Because Aladdin, I don't know.

Principal Investigator (PI)

Student: H8

PI: Of these six Disney movies Aladdin, Beauty and the Beast, Lion King, Mulan, Pocahontas, and Snow White which movie do you remember the best?

H8: Probably, Aladdin.

PI: What do you remember about this movie?

H8: Um, well it's about a magical lamp with a genie in it. And then, there is something about like, they find this treasure cave. And then they like set off a trap and a then bunch of lava comes up and then um they get a magic carpet and they fly away and then I remember there is also a girl with them.

PI: Who were the bad characters in Aladdin?

H8: Hmm, I don't really know.

PI: What did the bad characters look like?

H8: Yeah, I know what the Genie looks like.

PI: Who were the good characters in Aladdin?

H8: There's the Genie.

PI: What did the characters look like?

H8: The Genie like kind a good and then he's got like not like a boy but not like an adult, like a teenager kind of.

PI: Did the music or sound effects tell you anything about what was happening in the film?

H8: Kind of. Like you knew that there was something coming up.

PI: What songs do you remember from the film?

H8: I don't remember any.

PI: Would you want to live in any of the places in this film? Which place and why?

H8: No. Well, I think it's in India, and my dad has been to India and it's not very clean. And the air is not very good.

PI: Are you like any of the characters in the film?

H8: I don't think so.

Principal Investigator (PI)

Student: I9

PI: Of these six Disney movies Aladdin, Beauty and the Beast, Lion King, Mulan, Pocahontas, and Snow White, which movie do you remember the best?

I9: I only watched Aladdin once, so I don't remember that one as well. I've watched Mulan a lot of times. Yeah, I think Mulan because I've watched that like 30 times and my brother likes it too and he always sings.

PI: What do you remember about this movie?

I9: It's got violence in it and I like violence. And um she's the hero and I like when girls are in the movie and they're the main characters that have violence in them and I like that. It's my favorite thing about that.

PI: Who were the bad characters in Mulan?

I9: They were the Huns.

PI: What did the characters look like?

I9: They were all gray and burly and their horses didn't even look like horses, they had red eyes.

PI: Who were the good characters in Mulan?

I9: Mulan, the um Emperor. He was a good character because he was the emperor.

PI: What did the characters look like?

I9: Um, she um was a good character and she didn't really, she has black hair, and the first part she had the dress and she was very caring for her father because her father had a leg problem I don't know what so when he was going to go into the war, she took the thing from him when they were sleeping and she took his armor and just left.

PI: Did the music or sound effects tell you anything about what was happening in the film?

I9: Sometimes, like when the Huns were coming.

PI: What songs do you remember from the film?

I9: Um, the first one when she is singing "when will my reflection show who I am inside." That's the one I remember the most because I can kind of sing it, but I don't want to sing it right now because I don't like singing in public.

PI: You don't have to. Would you want to live in any of the places in this film?

I9: Um, I want to live in a tent.

PI: Why?

I9: Because, um it would be fun and I could camp out but since it was kind of snowy there in the mountains, she was tenting in the mountains where it was snowy, um and she was still kind of cold even when she was tenting not in the mountains.

PI: Are you like any of the characters in the film?

I9: Mulan.

PI: Why?

I9: Because, I like violence and adventure and I would do that for my dad if he had some kind of problem and he had to go off to war so I would do it for him. That would be fun.

Principal Investigator (PI)

Student: J1

PI: Of these six Disney movies Aladdin, Beauty and the Beast, Lion King, Mulan, Pocahontas, and Snow White, which movie do you remember the best?

J1: The Lion King.

PI: What do you remember about this movie?

J1: I remember the hyenas, the lion, the baby lion, I think he's called a prince, and that warthog. I really liked it. I want to see the new one.

PI: Who were the bad characters in Lion King?

J1: The hyenas and uh the lion that has a scar that goes right here and down there (points on face). I think he's called Scar, his name is Scar.

PI: What did the characters look like?

J1: The lion actually looked like a real lion except he was made in cartoon.

PI: Who were the good characters in Lion King?

J1: The uh the lion that was a kid and the a lion the dad lion and the mother lion and the warthog.

PI: What did the characters look like?

J1: They all looked like, they all like real animals except they made in cartoon, it's really awesome.

PI: Did the music or sound effects tell you anything about what was happening in the film?

J1: I got to hear him roar and it was really loud.

PI: What songs do you remember from the film?

J1: The Warthog was singing I think, yeah he was singing.

PI: Would you want to live in any of the places in this film?

J1: Yes

PI: Which place and why?

J1: The wild where they live and why because uh they can never get hurt because they are a cartoon and I can get hurt because I am real and I want to be a cartoon.

PI: Are you like any of the characters in the film?

J1: The lion.

PI: Why?

J1: Because he's he looks cool and he's really big, he's big and he can roar really loud.

Appendix D
Focus Group Interview

PI: Principal Investigator SV: Student Voice

PI: So I want to start by talking about the movie Pocahontas. Does anyone remember any of the characters in Pocahontas?

SV: Pocahontas.

SV: Yeah.

SV: That weird tree.

SV: What about that weird raccoon?

SV: Yeah the raccoon.

PI: Are these good characters or bad characters?

SV: Pocahontas is good.

SV: I think the tree was bad.

SV: I don't like talking trees, it freaks me out.

(Silence)

PI: What about any of the bad characters in Pocahontas?

SV: That one pug dog.

SV: There is always at least one bad character in every Disney movie.

SV: That one dude.

PI: What did he look like?

SV: I can't remember.

SV: I don't remember the details, but there was just a Guy from England who wanted to destroy all the Indian's land and his tiny little pug.

PI: What did the pug look like?

SV: It was black and white, it looked like a normal pug and the raccoon hated it.

(Silence)

PI: What about the music in this movie?

SV: It had some sort of music like Bambi.

SV: It had that big clash in the middle of it.

(Silence)

PI: Would anyone want to live in any of the places in Pocahontas?

SV: No, because I want to live furthest away from the tree.

SV: They lived in the forest. I would want to live there.

SV: They lived in teepees.

PI: Teepees. Would you want to live there?

SV: No. I want to be in a house built out of trees.

SV: The movies always have a evil character.

SV: They don't have to be evil.

PI: What about in any of the movies we have been talking about? Do you remember any of the bad characters?

SV: Uncle Scar from Lion King.

(Silence)

PI: Okay. What about the movie Snow White?

SV: The Seven Dwarfs.

SV: The Evil Queen.

SV: The Mirror.

PI: Does anyone know what the Evil Queen or the Mirror look like?

SV: The mirror was a fire guy and the mask is green and he's really creepy.

SV: She's has a big crown, she wears black and she has a cape that is black and purple.

SV: She's really creepy.

SV: And she has green eyes and she wears way too much eye shadow.

(Silence)

PI: What about the good characters in Snow White?

SV: Snow White.

SV: Seven Dwarfs.

SV: Snow White has a red bow placed on her shirt I think.

SV: No I think it is in her hair.

SV: Grumpy has a weird face.

SV: Yeah.

PI: Tell me about that. Why do you say that?

SV: Because he's always so mad.

SV: All the dwarfs were really really really short.

SV: Like so short.

SV: And they had big hats.

SV: And big noses.

SV: Like clowns.

(Silence)

PI: What about the music or the sound effects in Snow White? Did they tell you anything about what was happening?

SV: Yes, yes, yes, yes. Yes it told a lot about the movie. About what was happening.

SV: All Disney movies like the music speeds up whenever... something happens.

SV: And then there is a big clash, and it slows down, speeds up again, and there is another big clash. That's what I hate about Disney.

SV: In Snow White there is a poison apple and then she fell asleep.

(Silence)

PI: So, would you want to live in any of the places in Snow White?

SV: Yeah the castle except that it was haunted by an evil queen.

SV: I'd want to live in that deep sleep because I could dream.

SV: I like Snow White, but she seems so white. It looks like she is pale even.

SV: Her skin is like white.

PI: What do you mean when you say she is so white?

SV: Especially after she eats the apple, she is sick.

SV: Snow White is really white.

SV: Is that racist?

SV: No, she's like really pale.

SV: She's so white. It's not normal skin color.

SV: That's why they call her Snow White.

SV: I can look very very very very pale.

SV: But probably not as pale as Snow White.

SV: She can get really really pale.

SV: Yeah she has almost pure white skin and it's creepy.

SV: It's just pale white and it's creepy because that's just not normal skin.

SV: But it doesn't really matter because it's just a video.

SV: It's freaky though.

PI: Why do you say it doesn't matter if it's just a video?

SV: It doesn't change the video if her skin was...

SV: It might change the name though.

SV: But it wouldn't actually change the video.

(Silence)

PI: Let's talk about Aladdin now.

SV: There's a monkey.

SV: Something comes out of the clouds.

SV: There's a flying carpet and there's a genie.

SV: There's this girl, she has long hair.

SV: Jasmine.

SV: There's this treasure and he tries to steal it.

SV: And there's this monkey and he's selfish because he wouldn't give those people...

SV: He's not selfish.

SV: (Two students) Yes he is.

SV: He is Aladdin's partner.

SV: He wouldn't give those poor people some bread.

SV: He wanted that apple.

SV: The little jingle tune.

PI: Can you explain that further?

SV: Yeah. When the Genie pops up there's this tune (makes noise). It tells you that the Genie's coming.

(Silence)

PI: What else about the characters in it?

SV: They're all so funny.

SV: I like the evil guy.

PI: Why?

SV: Because um.

SV: Jafar.

SV: Yeah, because he wanted to be a genie because he could do anything. But then at the end they send him into the cup thingy.

SV: The magic lamp.

SV: No, it's a cup thingy.

SV: Does anyone remember what the parrot was called?

SV: I forgot.

SV: Kiki.

SV: I think I know.

SV: The parrot's name was something like it ended in ugo.

SV: Hugo.

SV: Oh yeah, Iago.

PI: What about the parrot?

SV: He was evil.

SV: He had an eyepatch.

SV: No he didn't.

SV: He was clumsy.

SV: Remember that time with that um ring thingy with Jafar and there was that hourglass.

SV: When he tried to rescue the princess.

SV: No not that part, it's a part before that where Jafar is trying to find the person that gets into the chamber of secrets. Like in the hourglass... nobody here has any idea what I'm talking about?

SV: Oh, I do. When Jafar is trying to find the person who can go into the chamber of secrets, trying to find that person.

SV: And then he finds Aladdin.

SV: Iago gets his head stuck in one of the gears.

SV: Don't they throw a guy off a cliff?

SV: They try to. They chain up Aladdin and throw him off a cliff.

SV: Aladdin just barely touches the Genie's lamp and the Genie is like "I guess your wishing to get out of here." Even though Aladdin said nothing and then he gets Aladdin out of there.

(Silence)

PI: Is there anything about the characters, what they look like in Aladdin?

SV: Aladdin. He wears this funny hat.

SV: He's like Indian kind of.

SV: Yeah he comes into the Taj Mahal. Remember?

SV: They're Indian and they wear like hats and they look like they are about to cook some food.

SV: It looks kind of like a Chef's hat.

SV: The girl is like Rapunzel or something and she has this thing on her face.

SV: Jasmine.

SV: The hat looks like an upside down cup with a string hanging out.

SV: Like graduation hat.

SV: Jafar is evil.

(Silence)

PI: Lion King.

SV: Uncle Scar.

PI: What about Uncle Scar?

SV: He's evil.

SV: And he has a scar on his eyeball.

SV: My favorite character is Simba.

SV: My favorite character is the baboon.

SV: My favorite character is the hyena.

SV: I love the hyenas.

PI: What do the hyenas look like?

SV: They look like hyenas and they laugh.

SV: They're gray.

SV: They're brown.

SV: They're light red.

SV: Yeah. They're light red with spots.

SV: They're light red with black spots.

SV: I am not sure about the hyenas but they live in an elephant skull.

SV: They're gray.

SV: No they're not.

SV: I thought they were gray.

SV: I think they are gray.

SV: Depending on the light.

SV: They were always light red with black spots.

SV: (Two students) I thought they were gray.

PI: I think we have a point of disagreement, so we'll move on.

SV: Can we vote?

PI: No

SV: There's a weird hyena that just starts laughing for no apparent reason.

SV: That's how they talk.

SV: Who's more evil the hyenas or the big lion thing?

SV: What big lion thing?

SV: His dad. It was his spirit in the clouds.

(Silence)

PI: What about the good characters?

SV: Simba

SV: What's that meerkat's name?

SV: Timon

SV: The baboon he has a stripe down his face and he always wears his necklace and carries this weird cane.

SV: Oh, I love that guy.

SV: Oh, that gray guy.

SV: Rafiki

SV: Isn't he like really old?

SV: Timon's a meerkat.

SV: What's the Warthog's name?

SV: Pumbaa.

SV: Timon he's a really singing type of person. He likes to sing.

(Students start singing Hakuna Matata.)

PI: Why do you think you remember that song?

SV: Because it's a really jingle.

SV: It's catchy.

PI: What about any of the other music in Lion King?

SV: No

(Silence)

PI: Would you want to live in any of the places in this movie?

SV: Yes

SV: Jungle

SV: Tropical Paradise

SV: I would rather be the lion so I can eat people.

SV: And get something really big and juicy.

SV: I want to live in tropical paradise.

(Silence)

PI: Let's move on then to Mulan.

SV: I love Mulan. I love Mushu.

SV: Mushu is awesome.

SV: Who is Mushu?

SV: The little dragon.

SV: Oh, I remember him.

SV: Eddie Murphy's his voice.

SV: I never liked that movie. Because it was boring to me.

SV: I think my favorite part in it is when Mushu wakes up the spirits.

SV: And he knocks over that statue and breaks it.

SV: And he lifts up the head.

(Silence)

PI: What about any of the bad characters in this movie?

SV: They're really creepy.

SV: The Huns.

SV: They have long hair.

SV: And they're gray.

SV: And especially at night.

SV: And the captain of them he has the little white thing and it's really weird.

SV: It's a bird, some kind of bird.

SV: It's not black.

SV: It's like some kind of falcon maybe.

(Silence)

PI: What about the good characters? What did they look like?

SV: Mulan, Mushu

SV: They're not gray.

SV: Mushu's a little red dragon with a yellow stomach.

SV: They're not gray. The Huns are gray.

SV: Mulan has long black hair and she cuts it with a sword.

SV: I don't get how the outfit fits her.

SV: Then they find out she's a girl and she's banished.

SV: Then they just dump her off somewhere.

SV: In the cold and then she runs into the Huns.

SV: I don't get how the dad's outfit fits her. She's like (shows with hands) this big.

SV: It's a movie.

PI: What do you mean when you say it's a movie?

SV: It's a movie. Not everything has to be science.

SV: It's supposed to be funny and awesome.

SV: I like the cricket.

(Silence)

PI: What about the music or the sound effects in this movie?

SV: I like it!

SV: Same as normal. Clash, little, little, big, big, BIG, clash.

SV: Mulan sings. (Starts singing part of a song)

(Silence)

PI: Would you want to live in any of the places in Mulan?

SV: Yes

SV: Yes

SV: No

SV: I would want to live in the army camp. Because I want to be a marine.

SV: I would live anywhere in the movie.

SV: No, too much killin.

SV: I don't want to either, I like where I live.

PI: Is there anything else you would like to say about the characters or the places?

SV: Mushu is funny.

SV: I like kind of close to the end when they find out Mulan is a girl. I like it when she decides she is going to go back. And Mushu says "We're going to go kick some honey buns."

(Silence)

PI: Beauty and the Beast

SV: It's about this girl that goes to the ball with the beast.

SV: There's this magic candle that can talk and a bunch of weird inanimate objects that talk. The candle dude looked like a candle.

SV: Okay. So there's this tea cup. The little baby tea cup.

SV: Chip.

SV: Yeah Chip and the mom whatever her name is.

SV: Ms. Potts.

SV: I like the part when Beauty comes down and Lumiere and Cogsworth and Cogsworth sings and it's funny. And I love how creative that part is. It's my favorite part.

SV: The one evil guy...

SV: Gaston, he's really weird.

SV: Gaston he sings way too low.

SV: I remember this one part in it where they are having like a supper and they start singing the song.

PI: Do you remember any of the good or bad characters? What they look like?

SV: Her dad.

SV: The Beast.

SV: Lumiere went to the library and Cogsworth was the weird talking clock.

SV: That weird talking clock looks funny.

SV: No he doesn't, he looks like a clock.

SV: Like an old fashioned alarm clock.

SV: He has a mustache.

(Silence)

PI: Okay. What about the music or the sound effects in this movie?

SV: I memorized the songs from this movie because they are funny.

SV: My favorite song is the one where she is singing about the town.

SV: Remember the part where she is having dinner and there are all those... all those forks.

SV: Oh yeah. Weird.

SV: They're just kind of weird looking.

(Silence)

PI: Would you want to live in any of the places?

SV: The castle.

SV: The ball.

SV: I'd like the castle because it has a giant library.

SV: The ball is part of the castle. It is the ballroom of the castle.

SV: At the end isn't there this battle on the castle sides.

SV: On the roof.

SV: And then somebody falls off.

SV: Gaston and he dies.

SV: Doesn't he fall into like a stream?

SV: Who is Gaston?

SV: He's the evil guy.

SV: Gaston. He's kind of evil. At the beginning he seems kind of nice.

SV: At the beginning he is really braggy, he's braggy, he boasts.

SV: And he's really strong and he looks really muscular.

SV: His muscles are really big. It's like twelve peanut butter and jelly sandwiches stacked on top of each other.

SV: And he wants to marry Belle.

SV: If I was Belle, I would so slap him in the face and say "I'm not marrying you."

PI: Why not?

SV: Because he's evil.

SV: I would push him off a cliff.

(Silence)

SV: Hold on. I know there is one character we are forgetting.

SV: What character?

SV: Her dad.

SV: The talking wardrobe.

SV: The horse. That's her dad.

SV: She goes out and finds the castle and the Beast. Her father, everyone thinks he's some crazy inventor and he's gone mad or something. And he goes out riding and he gets lost and gets changed and he ends up in the dungeon.

(Silence)

PI: Is there anything else anyone would like to say about any of the movies that's related to the movies?

SV: Snow White her friends are animals.

SV: One thing. I would not even like Gaston. He's really creepy.

(Silence)

PI: Is there anything else anyone would like to say to the group or ask anyone in the group a question about, that's related to the movies?

SV: Of all the girls, raise your hand if you want to marry Gaston? (No Hands)

SV: Well, it depends.

SV: Gaston looks like his muscles are twelve peanut butter and jelly sandwiches stacked.

SV: It's a fairy tale.

SV: In the beginning of the movie, Mulan, she dresses up, she has to dress up really pretty and stuff.

SV: But she hates it.

SV: And they squeeze her really tight. And then when, um, it's like (sings) "please bring honor to us, please bring honor to us." And then she speaks out of turn like "Mulan." "Here." And then she goes in and it turns out to be a mess and.

SV: Beauty and the Beast. Remember the part where Gaston organizes a wedding and then...

SV: And he gets pushed in the pig thingy.

SV: And a pig sits on his head.

SV: And his sidekick starts up the band and then his friend gets thrown into the pig slop thingy.

SV: What's his name?

SV: His friend's name? I don't think they ever mentioned his name.

SV: I don't remember.

SV: Wait the little dude?

SV: (Two students) Yeah.

SV: The short guy. Gaston's friend. He's like this tall.

(Silence)

PI: Alright is there anything else you want to say about any of the good or bad characters in any of the movies, any of the places in the movies, or any of the music in the movies?

SV: The song before Mulan goes into the Matchmaker, it's really weird.

Appendix E

Individual Interviews: *Aladdin*

What do you remember about this movie?

	B2	D4	G7	H8
Characters		Aladdin, Princess, Genie	Aladdin Monkey	Genie, Magic Carpet, Girl
Setting	Cavern of secrets			Treasure Cave
Story Elements				Magical Lamp, set off trap, lava, fly away on magic carpet

Who were the characters and what did they look like?

	B2	D4	G7	H8
Bad Characters	Jafar, His Parrot	The uncle	Didn't remember	Didn't Know
Looks	Jafar had black mustache, was snake like, staff with cobra head on it Parrot was red	Try to dress up like really old people	Didn't remember	I know what the Genie looks like
Good Characters	Aladdin, Jasmine, Sultan, Genie	Princess, Genie, Aladdin,	Aladdin, the Monkey, the girl	Genie
Looks	Genie was blue, Sultan wearing turban	Princess like a princess, Aladdin like a normal person but didn't have a lot of clothing	Monkey looked like a monkey	Not like a boy, not like an adult, like a teenager

What do you remember about the sound and what did this tell you?

	B2	D4	G7	H8
Did the Music or Sound Effects tell you anything about what was happening?	Yes, if you listen to dialogue and background music get pretty good idea what was going on, you could visualize it in your mind and it would paint pretty good picture	Yeah, what was going to happen next	No	Knew there was something coming up
What songs do you remember?	A Whole New World	Genie jingle	None	None

Would you want to live in any of the places in this film?

	B2	D4	G7	H8
Would you want to live in any of the places?	The Palace kind of	Yeah, in the desert sort of	The Castle	No
Why?	The Palace was really pretty	The desert is a place where not a lot of people are	I like castles, they're big, nice, tall, you can fit a lot of people	I think it's in India, India is not very clean and the air is no good

Are you like any of the characters in the film?

	B2	D4	G7	H8
Are you like any of the characters?	Not really	Yeah	Probably like Aladdin	I don't think so
Which ones?		Sort of like Aladdin		
Why?		I'm mysterious in ways	I don't know	

Appendix F

Individual Interviews: *Beauty and the Beast*

What do you remember about this movie?

	C3	E5
Characters	Belle, dad, Horse	Tea Cup, the Book
Setting	Small town	
Story Elements	Dad lost when taking invention to fair, turned up at Beast's Castle, Horse came back, Belle got on horse and the horse took her to the dad	Sang Beauty and the Beast

Who were the characters and what did they look like?

	C3	E5
Bad Characters	Gaston, Village People	At first the Beast
Looks	Like People	Brown, furry, had big eyes, and blue cape
Good Characters	Belle, the Beast, the Dad	Beauty, Tea Cup, the Book
Looks	Beast looks mean, Belle really pretty, Papa grey hair	Tea Cup had handle, white, was pink, Beauty wearing pink, really long hair, shoes

What do you remember about the sound and what did this tell you?

	C3	E5
Did the Music or Sound Effects tell you anything about what was happening?	A really scary song would tell me something was going to happen	It was fast when they were dancing
What songs do you remember?	Beauty and the Beast, Belle	Beauty and the Beast

Would you want to live in any of the places in this film?

	C3	E5
Would you want to live in any of the places?	Yeah	The Castle
Which place and why?	Belle's house is small and not so creepy, the castle because not very many people can live in a castle	It's huge, it has a water fountain

Are you like any of the characters in the film?

	C3	E5
Are you like any of the characters?	Yeah	No, I'm strong like the Beast
Which ones?	The Beast, Belle, Gaston	
Why?	They're kind of funny	

Appendix G

Individual Interviews: *Lion King*

What do you remember about this movie?

	F6	J1
Characters	Two Lions, baby Simba, cousin/uncle Scar, Hyenas	Hyenas, lion, baby lion or prince, warthog
Setting		
Story Elements	Scar kills the dad, tells kid to run away and never come back, kid meets warthog and weasel, they sing Hakuna Matata, Kid comes back grown, Simba and Uncle Scar battle, Scar dies	

Who were the characters and what did they look like?

	F6	J1
Bad Characters	Uncle Scar, Hyenas	Hyenas, Scar
Looks	Uncle Scar brownish, blackish, scar by his eye Hyenas light brown with dark spots	Like a real lion but in a cartoon
Good Characters	Simba, Simba's dad and mom, baboon, warthog, weasel, and everybody that is not bad	Kid lion, dad lion, mother lion, warthog
Looks	Simba like an ordinary lion but when he was a baby he did not have a mane, Warthog is darkish red with tusks, Weasel short, a foot tall, light brown, darker brown stomach	Like real animals except in a cartoon

What do you remember about the sound and what did this tell you?

	F6	J1
Did the Music or Sound Effects tell you anything about what was happening?	No	Roar was really loud
What songs do you remember?	Hakuna Matata	Warthog was singing

Would you want to live in any of the places in this film?

	F6	J1
Would you want to live in any of the places?	No, because you could die of heat stroke, maybe couldn't find water, you could get killed by some animal	Yes
Which place and why?		The wild where they live because they can never get hurt because they are a cartoon, but I can get hurt because I am real and I want to be a cartoon

Are you like any of the characters in the film?

	F6	J1
Are you like any of the characters?	No	
Which Ones?		The Lion
Why?		He looks cool, is really big, and can roar really loud

Appendix H

Individual Interviews: *Mulan*

What do you remember about this movie?

	A1	I9
Characters	Mushu	
Setting		
Story Elements		Violence in it, She is the hero

Who were the characters and what did they look like?

	A1	I9
Bad Characters	These dudes, the guys they go to war against	Huns
Looks	Really evil and weird	Gray, burly, Horses didn't look like horses and had red eyes
Good Characters	Mulan, Mushu, the spirits	Mulan, Emperor
Looks	Mulan has long black hair and then cuts it short Mushu is a reddish dragon	Mulan has black hair, she has a dress

What do you remember about the sound and what did this tell you?

	A1	I9
Did the Music or Sound Effects tell you anything about what was happening?	Kind of	When the Huns were coming
What songs do you remember?	None	Reflection

Would you want to live in any of the places in this film?

	A1	I9
Would you want to live in any of the places?	No, not exactly	I want to live in a tent
Why?	I don't know why	It would be fun, I could camp out, she was cold in the mountains

Are you like any of the characters in the film?

	A1	I9
Are you like any of the characters?	Not exactly	
Which ones?		Mulan
Why?		I like violence and adventure, I would do that for my dad, that would be fun