

NOTE: This is a computer lab lesson. Make sure you have signed up for the lab in advance.

TITLE OF LESSON

English 1 Unit 2 Lesson 14 – Add A Little Depth

TIME ESTIMATE FOR THIS LESSON

One class period (see time breakdowns in EXPLANATION OF LESSON, below)

ALIGNMENT WITH STANDARDS

Preparation for California – Eng 9-10: W1.8

MATERIALS

HTML Examples – Student Page (overhead copy, a copy open on a computer projector or television screen, or a copy students open directly from the *Student Pages* on their computer)

Computer

Text Editing Program (a simple one)

Web Browser

Internet Connection

LESSON OBJECTIVES

- Use of the tag
 - Effective web searching
 - Downloading images from web sites
 - Growing accustomed to switching between a text editor and a web browser while HTML authoring
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded assignments and have students place them in the appropriate section of their folders. If you have graded their autobiographical incidents, wait until the next lesson to pass them back.
 - 2) [Agenda/Daily Log](#) – Have students copy the agenda you have written on the front board.
 - 3) Computer Protocol – If you are in the computer lab today, remind students of the computer lab etiquette you have established for your classes and the consequences for any misbehavior.
 - 4) Discuss – Review what students accomplished in the last HTML lesson. Get students to start thinking about fonts and how they communicate ideas. Lead a brief discussion of how color and shape can influence how a word is interpreted. Encourage them to think of all the signage they see in the world that is meant to make them think of things as being sexy, professional, cool, aggressive, fancy, wealthy, frightening, etc. Inform them that they will be making these types of decisions today not only in thinking about typefaces but also imagery.
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ACTIVITIES – INDIVIDUAL AND GROUP

Show, Don't Just Tell

1. Finding Images (20 – 30 minutes) For this exercise students will need to pick three adjectives (12 total) for each of the following categories: **AQUATIC**, **DESERT**, **URBAN** and **PRISON**. They should jot down or type up their dozen adjectives after coming up with them. The students will search the web for *at least* two images for each of these categories and download them onto their computers. They can do this in Windows by right-clicking and in MacOS by holding down their mouse button on a desired image and selecting “SAVE THIS IMAGE AS...” (Netscape) or “DOWNLOAD IMAGE TO DISK” (Internet Explorer) and targeting their folder on the hard drive or floppy disk.

Before actually using the computer, the instructor should help the students generate their adjectives and a good list of possible search criteria to find corresponding adjectives. Carrying this process out before actually going onto the web reinforces the *search formulation* phase so critical to doing good web research. One of the hardest things to do when searching the web is “hitting it cold,” especially when one does not have a lot of practice doing searches. If students understand that half of the battle is planning, they will have more successful searches and the instructor can avoid the “It’s not on the Internet!” syndrome. The instructor should discuss the types of images that might go with these categories and help students with their searching techniques, using whatever search engines they are familiar with. When using the computers, the instructor should patrol all workstations to make sure that students aren’t stalling and also to remind them of download techniques.

2. Fonts – The **Fonts** section in ACTIVITIES – INDIVIDUAL AND GROUP (below) should be handed out to students (though reviewed in advance by the instructor). You can create your own handout by cutting and pasting the desired information into a word document. Then print and photocopy for your students. After reading the handout, students should be able to describe the functionality of the tag as well as know the size range of HTML text. Instructors should have thoroughly reviewed this handout as well because it serves as the explanation of the lesson.
3. In Your Face(s) (10 minutes) – Students will create a web page with a black background and white text that displays all the possible font sizes offered by HTML. Students should refer to the previous lesson, which outlined the basic skeleton of an HTML page and should refer to the example of FONT tag use in the handout. It should take them no more than 10 minutes to do this exercise, as they should make intelligent use of copying and pasting text. The finished HTML document should be saved as **fontsize.html**. Please see Student Page, **HTML Examples**, to see images of what their documents should look like and the tags behind them.
4. Color Color Color! (10 minutes) – Have students modify various examples of the FACE and COLOR attributes of **fontsize.html**.
5. Organizing the Categories (20 minutes) – Students should now embark on creating a web page that displays their dozen adjectives nicely, making use of font sizes, faces and colors to distinguish the different categories and the words they have chosen for them. The instructor should encourage students to pick colors and font usage that reflect the adjective and remind them that they have control over the color, face and size of *individual letters*, not just whole words. Students should also be reminded to use the
 (line break) tag to space things out so they aren’t crowded on their page. This part of the lesson should emphasize the technique of frequently saving their HTML, switching to a web browser and previewing the results. Students should save the document under the name **fonting.html**. If students finish these exercises ahead of time, they should be encouraged to consult the resource URLs referenced in their handouts in order to learn more about how to format text in HTML.
6. Finding Images – For this exercise you will need to pick three adjectives (12 total) for each of the following categories: **AQUATIC**, **DESERT**, **URBAN** and **PRISON**. You should jot down or type up these dozen adjectives after coming up with them. Next, search the web for *at least* two images for each of these categories and download them onto your computers. They can do this in Windows by right-clicking and in MacOS by holding down their mouse button on a desired image and selecting “SAVE THIS IMAGE AS...” (Netscape) or “DOWNLOAD IMAGE TO DISK” (Internet Explorer) and targeting their folder on the hard drive or floppy disk.
7. Fonts – We are going to build a more descriptive web page based around the four categories, adjectives you chose and the images you hunted for. You might already guess that the tag lets you change the look and size of text.
The tag has an open and a closed version. Any text that goes between and is affected by the tag's *attributes*.

Consider the following HTML.

```
<FONT SIZE="6" COLOR="red" FACE="Arial">  
Happy Days<BR>  
</FONT>
```

We have already seen tags with attributes like the **<BODY>** tag which provide more detail about how the tag should affect the text it encloses. Notice that with **** we can set the *size*, *color* and *face* of text. Size is fairly clear except for one thing: In HTML, text does not follow the same size rules as it might in your word processing program. A font of size 6 in your word processor is pretty small, but in HTML it is almost as large as you can go. **Font sizes start at 1 (the smallest) in HTML and go up to 7 (the largest).**

8. **EXERCISE 1:** Create a new text-only document and make a simple web page that displays all of the possible font sizes in HTML. The background color of this document should be black and the text should be white. Save this document as **fontsize.html**.

Color, Color, Color!

You can also change the color of text with the COLOR attribute. There are two ways to think about color in HTML. You can type the name of the color which your browser will recognize or you can type in the exact color by using a six-character code such as AA3B24. In the first case you use the name of the color like "red" "black" "green" and "light blue" – you might even try putting your name as a color and seeing what happens. Don't forget this site for a huge list of color names that will work:

<http://developer.netscape.com/docs/manuals/htmlguid/colortab.htm>

In the second case, you have almost unlimited control of the colors but you have to learn a different way of counting to do so. This way is complicated, but for now you should know that the six-character code is the **HEXADECIMAL VALUE** of that color.

9. **EXERCISE 2:** Try changing **fontsize.html** by switching up the colors in each instance of the **** tag. The third attribute of the **** tag is FACE and this lets you switch the look of a font in the same way that you might in a word processor – you simply type the name of the font you want to use in the FACE attribute. However, you can't guarantee that someone viewing your web page will have the same fonts that you built it with. So there are some very basic fonts that all computers have. You can use these when you're not sure of who might see your page.
10. **EXERCISE 3:** Try playing with these two attributes in the **** tag:
FACE="Helvetica,Arial,sans-serif"
FACE="timesroman,serif"
FACE="Courier New,Courier,mono"
Save your changes to the size, color and face of your text in document **fontsize.html**.
(For a full treatment of the things you can do with text, go to <http://developer.netscape.com/docs/manuals/htmlguid/text.htm>)
11. **Organizing the Categories** (EXERCISE 4) – You will now create a web page that displays your dozen adjectives and the topics they belong to nicely, making use of font sizes, faces and colors to distinguish the different categories and the words you have chosen for them. Save the document under the name **fontimg.html**.
12. Clean Up – Five minutes before the end of the period, ask students to save their work, shut down their computers, clean up their workstations, and push in their chairs.

NOTE: The students should keep their completed HTML documents on a floppy disk or on the computer, or print them out and put in the student's binders, so that they can reference them later in the course.

HOMEWORK

Organize folders to be turned in Lesson 15.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Unit 2



Final Exam Unit 1
Hero Myth
Trickster Myth
Monster Myth
Creation Myth

Autobiographical Incident 1
Autobiographical Incident 2