

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

TITLE OF LESSON

American Literature Unit 1 Lesson 12 – Flash Introduction
How can movement communicate ideas about change?

TIME ESTIMATE FOR THIS LESSON:

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, W1.0-2, 2.6, W/O1.0-2
NETS for Students – 1, 2, 3, 4, 5

MATERIALS

Computer lab with Internet connection
Macromedia Flash 5 or Flash MX installed on each computer
Web browser
Flash Vocabulary Sheet – Student Page
Flash 1 Lecture – Teacher Page
Flash 1 Step by Step – Teacher Page
Flash Reference – Teacher Page

LESSON OBJECTIVES

- To introduce the program Flash
 - To introduce Motion Graphics as a means of communication
 - To begin the tutorial lessons teaching the basics of Flash
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EXPLANATION OF LESSON

Today, you will be introducing the Flash program to your students. You will begin the lesson with a mini lecture introducing the Flash program. Students will be asked to take notes during the lecture. Then you will deliver a Flash tutorial, a guided working lesson, where students listen to your directions and apply them to the Flash program. You will need a copy of the Teacher Pages **Flash 1 Lecture** and **Flash 1 Step by Step**. Make an overhead copy of the **Flash 1 Step by Step** and photocopies for the students. You will also need photocopies of the **Flash Vocabulary** (Student Page) for each student. An easier way to do this is to have students open the Student Pages directly from the ESubjects site for this unit (www.esubjects.com) and copy them to their own disk. They can leave the .PDF documents open while they are working through the step by step with you, moving between programs. If you have never worked with more than one program open at a time, this option will not be appropriate for you. However, if your site technology person has, you can have him teach students to work between programs.

Prior to class, please walk through the entire lesson, lecture, and tutorial so that you have a working knowledge of the program and the lecture. In this way, you will be able to anticipate any problems or questions that may arise. If you still feel uncomfortable teaching the lesson, you may wish to ask your site technology person to run through this lesson with your class. Be sure you get together with him prior to this lesson and allow him to walk through the lesson the way it is written so he will have an understanding of how we are building the student's skills base.

Finally, use the Teacher Page, **Flash Reference**, to view sites that use Flash to create web pages so that you can get an idea of the range of possibilities when creating a visual presentation or web page using this program. You will share these sites with the students at the end of the period.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all homework assignments. Pass back any graded work and have students place it in the appropriate sections of their binders.
- 2) Computer Protocol – Remind students of appropriate computer lab etiquette and the consequences for any misbehavior. Tell them it is their responsibility to save all work frequently; you will not be responsible for any lost or deleted work because they forgot to save. Briefly review the steps to saving their work that you have established for your class.
- 3) [Daily Log](#) – Tell students to copy the Daily Log, below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	6 - Explain how each piece (placement, size, style, color, etc.) of your Flash presentation carries meaning. What does it mean? Why did you choose to place text the way you did? Why did you choose the words you chose? Why did you choose the size, style, color, etc. for your presentation? (1 full page)	Flash 1 Lecture	1. Flash tutorial 2. Discussion 3. Viewing sample sites		1. Journal 6 Entry 2. Study vocabulary. 3. Continue reading novels.

- 4) Mini Lecture and [Notetaking](#) – Tell students not to turn on their computer yet. Ask them to take out a sheet of paper and prepare to take notes. In order for them to understand the program they will be learning, there is some background information they need to have. Creating a manageable and interesting final project for this unit will depend on how well they understand the how’s and why’s of the program, as well as how to use the tools. They should title this mini lecture, “Flash 1 Lecture.” Then they will keep it for future reference when creating Flash projects. Using the Teacher Page **Flash 1 Lecture**, deliver your lecture. (10 minutes) At the end of the lecture, collect the notes for credit tonight. When you discuss central points during this lecture, guide the students to explain the central points of the poems, *Minstrel Man* and *We Wear the Mask*.
- 5) [Vocabulary](#) – Pass out the Student Page, **Flash Vocabulary**. Ask students to keep this on their desk for now. Tell them that they should keep this in their binders for the rest of the unit, as they may need it to understand the tools and the language of Flash. Do not review the vocabulary with them. This is just a reference sheet for them to use when they don’t understand or can’t remember a word or phrase. Have them take out their Word Diaries and select a word they would like to use for today’s lesson.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Flash Tutorial – Using the Teacher Page, **Flash 1 Step by Step**, walk students through each step. You may choose to create an overhead copy of this page so that students are easily able to see what the pages should look like given the sample images in the document. The idea is NOT to use this Teacher Page as a handout that makes the students work alone. It is intended for you to walk students through the process of learning the program together, as a class. Although it may seem tedious to you and to some of your more tech savvy students, it allows all students to be on the same page at the same time and it allows you to easily catch who is getting it and who is not. Stop at the end of each step to make sure all students have completed the task in that step. However, we do recommend that you give the students a copy of the Step by Step, as it will greatly assist in their note-taking and provide them with “how to” reference material for their class project. Give them a copy of the **Flash 1 Step by Step**. Remind them that next to all of the steps that are written on this, they should also take their own notes on how it works for them so that when they have to recall how to do something on their own, they can easily figure it out. (30 minutes)

2. Discussion – When you have finished the Flash Tutorial, ask students how they might use their knowledge of Flash so far to create a presentation. For which class? For what project? To serve what purpose? Students should be able to come up with some fairly simple answers that involve presentations like an essay they type into a Flash document, a lab report, an image of text that reinforces a speech they are making and they use as background projection while they speak, an invitation to another class to view a presentation, and many other ideas. The idea is to get students thinking about the ways they might utilize the program. Remind students that in a visual presentation like this WHERE you place text and images on the page matter. They convey a message to the viewer. How large and/or how small an item on the stage is also sends a message. Everything you design, no matter how insignificant you may think it is, serves a purpose and conveys a message. When students create their projects, even in these tutorials, they should be thinking about how they design a page and why they are designing it.
 3. More Flash – If there is time, have students open Flash again and walk through each of the steps in the tutorial, playing with background color, text color, text placement, text size and font style. Ask them this time to be very aware of how they design the page and why they are designing it the way they are. Make sure they save this new piece, giving it a different title.
 4. Viewing Sample Sites – List the web sites from the **Flash Reference** page. Ask students to look at each of the sites. Tell them that these sites were designed using Flash. Ask them what the differences in the sites are. What are the similarities? How did the authors of the sites use movement, images, and artwork purposefully? What messages might they have been trying to convey? Students should be gaining more ideas for how they might use Flash to create their movies.
 5. Clean Up – Collect student notes and their complete Flash presentations. Have students shut down their computers, clean up their workstations, and push in their chairs.
 6. Review homework with students.
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HOMEWORK

- 1) **Journal 6** – Explain how each piece (placement, size, style, color, etc.) of your Flash presentation carries meaning. What does it mean? Why did you choose to place text the way you did? Why did you choose the words you chose? Why did you choose the size, style, color, etc. for your presentation? (1 full page)
 - 2) Study vocabulary.
 - 3) Continue reading novels.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

None