

**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 17 – Flash Lesson: Layers  
*How Do the Layers of Flash work?*

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**TIME ESTIMATE FOR THIS LESSON:**

One or two class periods

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**ALIGNMENT WITH STANDARDS**

California – Eng 11-12: R1.0-3, W1.0-5, 2.6, W/O1.0-2, L/S1.0  
NETS for Students – 1, 2, 3, 4

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**MATERIALS**

Computer lab with Internet connection  
Flash 5 or Flash MX Installed on each computer  
Web browser  
**Flash 2 Lecture** – Teacher Page  
**Flash 2 Step by Step** – Teacher Page

**STUDENT FOLDERS:** Ideally, it would be best to have all students have access to all files and student pages on their individual computers. In addition, they need to be able to save their images and presentations. This is completely dependent on your site’s computer network system. Please see your site technology person to figure out the easiest and most useful way to have students access the images and student pages and to save their work.

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**LESSON OBJECTIVES**

- To introduce the Timeline and Layers
  - To introduce drawing of Shapes
  - To introduce Text effects and formatting options
  - To select visual effects that will help convey information about words from the word diary
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**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) [Daily Log](#) – Tell students to copy the Daily Log below.
- 3) 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.
- 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. So they should title this mini lecture, “Flash Layers, Shapes and Text” Then they will keep it for future reference when creating Flash projects. Using the Teacher Page, **Flash 2 Lecture**, deliver your lecture. (15 minutes) At the end of the lecture, collect the notes for credit tonight.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	7 – Explain how each piece (placement, size, style, color, etc.) of your Flash	Flash Layers, Shapes and	1. Lecture 2. Flash Tutorial 2		1. Flash Journal 7 2. Study for Vocabulary Quiz in Lesson 18.

	<p>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)</p>	Text			3. Continue reading novels.
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ACTIVITIES – INDIVIDUAL AND GROUP

- Flash Tutorial – Using the Teacher Page, **Flash 2 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 to let the students work at their own pace. It is to have you 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. Remind students to take notes that will help them to remember how to accomplish each step of this process. The next time they use this information, all they will have is their notes. (45 minutes)
- Discuss – When you have finished the Flash Tutorial, ask students how they might use these new tools 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 a thesis statement from an essay that houses a shape in relation to the text to reinforce the thesis statement, the hypothesis of a lab report and a shape that represents the outcome, the text of a theorem and its coinciding shape, an historical event and a shape that represents the bias of the interpretation, and so on. 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 shapes 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.
- 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, font style, shapes, text effects, and formatting options. Ask them this time to be very aware of how they design the page and why they are designing it the way they are. They should be able to explain why they placed shapes and text where they did, why they chose the colors they chose, why they chose the font size and style, why they chose the background color, and so on. In other words, they should be able to explain the meaning of their movie. Make sure they save this new piece.
- Collect student notes and their complete Flash presentations. Have students shut down their computers, clean up their workstations, and push in their chairs.
- Review homework with students.

HOMEWORK

- Journal 7** – 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)
- Study for Vocabulary Quiz in Lesson 18.
- Continue reading novels.



GROUP ROLES

None

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DOCUMENTATION FOR PORTFOLIO

**Unit 1**

None