

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 32 – Importing Images for Flash

TIME ESTIMATE FOR THIS LESSON:

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 3.0-5, W1.0-5, 2.0, 2.2, 2.3, W/O1.0-2, L/S1.0, 1.6-9, 2.0
NETS for Students – 1, 2, 3, 4, 5, 6

MATERIALS

Computer lab with Internet connection
Flash 5 or Flash MX Installed on each computer
Web browser
Flash 4 Step by Step – Teacher Page
Grabbing Images – Teacher Page

LESSON OBJECTIVES

- To import images into Flash
 - To utilize and review skills learned to date in Flash
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EXPLANATION OF LESSON

Today, you will continue introducing the Flash program to your students. 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 Page, **Flash 4 Step by Step**. Prior to class, please walk through the entire lesson 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.

The students will need a digital image for the lesson. They can have created it with an image editing tool such as Photoshop, copied it from the Web or saved it from a digital camera. It should be no larger than 500 x 500 pixels. Further details are in the directions to the Flash 4 Step by Step.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all homework assignments (Essay 2 Outlines, annotated reading and Journal entries). Pass back any graded work and have students place it in the appropriate sections of their binders. Tell students to keep their journals for a class activity tomorrow.
- 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 Daily Log, below.
- 4) Images – If you did not have students grab an image prior to class, you will need to quickly have them obtain an image now, making sure they have resized the image to 500 X 500 pixels. If they do not have images they have created in Photoshop, have them grab one from the Internet (see **Grabbing Images Lecture Notes** in the *Teacher Pages* section of this unit if you cannot remember how to grab an image.)

Spend no more than ten minutes locating and grabbing an image. The image they select should be one that is related to the words they are defining in their Flash movies. Below are some suggested sites for locating images that may be related to their words:

- <http://etext.lib.virginia.edu/railton/huckfinn/trueill1.jpg> (about "A True Story")
- <http://memory.loc.gov/ammem/ndlpedu/lessons/99/twain/intro.html> (Several links with images about Hannibal, Missouri)
- http://www.boondocksnet.com/twainwww/hf_texts.html (links to several Twain pages)
- <http://www.civilrights museum.org> (Under "Gallery," there are several photographs and images related to race, slavery, and the history of civil rights).
- <http://bancroft.berkeley.edu/MTP/> (Mark Twain's Papers – check under "Exhibitions" for images)
- <http://chnm.gmu.edu/courses/jackson/minstrel/minstrel.html> (Images related to Minstrelsy)
- <http://www.americandialect.org/links.html> (links to slang and dictionary sites)
- <http://www.uta.fi/FAST/US8/REF/dialects.html> (links to slang and dictionary sites)
- http://www.thefreesite.com/Webmaster_Freebies/ (General clip art and graphics)

Date	Journal	Lecture/ Discussion	Activity	Readings	Homework
	14 – Explain how each piece (placement, size, style, color, etc.) of your Flash movie 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 movie? (1 full page)	Flash Storyboard	1. Grab Images 2. Tutorial 3. Project Guidelines 4. Flash Storyboard		1. Write Essay 2, To Ban or Not to Ban? 2. Journal 14 3. Study Vocabulary. 4. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Flash Tutorial – Using the Teacher Page **Flash 4 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 and 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 (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 movie. For which class? For what project? To serve what purpose? Students should be able to come up with some fairly simple answers that involve movies like a thesis statement and its supporting evidence typed in text with images and shapes that move in relation to each other, an hypothesis and its supporting evidence and conclusion represented using text, images, and shapes that move in relation to each other, a theorem represented with shapes and images that uses movement to convey the idea of the solution, an historical event represented with text, shapes, and images that represent the historical bias with movement to express the relationship of the concepts to each other, 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 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, font style, shapes, motion tweens, shape tweens, image placement and tools used to manipulate the image. 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.
 4. Collect student notes and their complete Flash movies. Have students shut down their computers, clean up their workstations, and push in their chairs.
 5. Review Homework – They will need to write their Essay 2: To Ban or Not to Ban. This should be done by tomorrow, since they will begin working on transforming it to a satirical essay for homework tomorrow night.
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HOMEWORK

- 1) Write Essay 2: To Ban or Not to Ban?
 - 2) **Journal 14** – Explain how each piece (placement, size, style, color, etc.) of your Flash movie 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 movie? (1 full page)
 - 3) Study vocabulary.
 - 4) Continue reading novels.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Project 1: A True Story

Evaluation Essay 1

Incident Poem