

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 37 – Tweening Word Movies
How Can We Use Flash to Communicate Meaning About Language and Language Change?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 2.5, 3.5, W1.0-5, 2.6, W/O1.0-2
NETS for Students – 1, 2, 3, 4, 5, 6

MATERIALS

American Literature Unit 1 Study Guide – Student Page
Flash Dictionary Guidelines – Student Page
Word Movie Sample – Student Page
Computer lab with Internet connection
Flash 5 or Flash MX Installed on each computer
Web browser
Flash Vocabulary Sheet – Student Page
Flash 3 Step by Step – Teacher Page

LESSON OBJECTIVES

- To use Motion Graphics as a means of communication
 - To incorporate what they have learned about motion and shape tweens in Flash into Word Movies
 - To integrate writing samples into their Word Movies
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all homework assignments.
- 2) Goals Review – Pass back the satire essays, if you have finished grading them (If you have not finished grading them, be sure you do this activity with students when you pass the essays back.) Make sure you have also passed back the goal setting sheets students created in lesson 34 for this essay. Ask students to look at the rubric score they earned and the rubric score they said they wanted to earn. On their goal setting sheets, ask them to write out the difference between the grade they earned and the grade they wanted to earn. In a paragraph, ask them to write why they believe they earned the grade they earned. If there is a difference between the two grades, ask them to write why they think they did not meet their goals. Then have them list 2 things they will do differently next time. If students have any questions about their grades or would like to discuss the grade with you, offer to talk to them about it after class, as they have a lot to do today. Have students place the essays in their portfolios.
- 3) Computer Lab Review – 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) **Daily Log** – Tell students to copy the Daily Log, below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			Continue Flash Word Movies, adding writing sample (Step 4of		1. Begin filling out American Literature Unit 1 Study Guide (at

			Guidelines)		least ten terms). Study those terms. 2. Study vocabulary. 3. Continue reading novels.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Accessing Previous Knowledge – Tell students to bring out the Student Page, **Flash Vocabulary** and their notes from the third lecture about Flash (motion and shape tweens). They should also bring out the **Step By Step** pages from the third lecture. Ask students to keep this on their desk for now. They should refer to these when they don't understand or can't remember a word or phrase, or a method for doing something in Flash. They will continue their word movies by working with motion and shape tweens. They will continue in Lesson 38 by adding images. Project the **Word Movie Sample** (Student Page) so that students can see a sample of what a complete project will look like. Ask them to point out each of the requirements as interpreted by the author of this **Word Movie Sample**. Remind them that this is just a sample. Their projects do not have to look anything like this, but students could use some of the ideas in this sample in their Word Movies. Only spend a few minutes on this, as students need as much time as possible to work today. Offer to leave the sample open so that students can view it in their own time.
2. Word Movies – Tell the students to bring out the portion of the portfolio piece that they rewrote last night. Tell them that they must find a way to use these writing samples in their Word Movies, in order to illustrate the meanings of their words. Remind them that each word entry should also contain the word, the definition, the time and place that the word would be spoken, a description of the type of people that would use the word and another way to say the word (as stipulated on Step 2 of the Guidelines). They should be mindful of the fact that this is not just a static dictionary entry, however – it is a Word Movie. Therefore, everything on the page should work in concert to communicate meaning and demonstrate a unified purpose. The text gives information, but so do the shapes, the font, the colors, the motions, and so forth. Also, because it is a movie, the text should be concise, and not overwhelm all of the other elements on the stage. This means they need to select the writing elements very carefully. (The reason they are adding this component of the word movie now, rather than having planned it in their original brainstorms, is so they could include a writing sample from their Satire essay, if so desired.) Remind students also that they need to save room in their Word Movies for the images, which will be added in the next lesson.
3. Add Writing Samples – Tell the students that, once they have decided on how much of their writing sample to use, and how it will be best incorporated into the Word Movies to demonstrate the theme of the chapter, they should return to their individual Word Movies to incorporate the text and work with the motion and shape tweens. Encourage the students to refer to their Flash step-by-step instructions as they tween today. If they still need more help, they should seek assistance from group members. As a last resort, they should go to you for help. Everyone should be working with the **Group Brainstorm** sheet and the **Storyboards**, to remind them of the unifying elements.
4. Adding Images – If students finish working with their motion and shape tweens early, they may begin on tomorrow's activity, which is finding (or creating) and adding images to the Word Movies. Remind them that the image they add must be created with an image editing tool such as Photoshop or copied from the Web, and that the image cannot be edited further in Flash. From the image editing tool or the Web, they should save the image(s) as a .JPG file. The image should be one that underscores the theme of the chapter and the meaning of the word. Perhaps some students have images they created during the map exercise that they would like to draw and enhance using Photoshop. Or they may have found and worked with an appropriate image when they learned to import images, in Lesson 32. Whatever they decide to use, they should keep in mind the unifying elements decided upon during the **Group Brainstorm**.
5. Save and Shut Down – Students need to save their work on to a disk. Have students shut down their computers, clean up their workstations, and push in their chairs.

6. Review Homework – Distribute the **American Literature Unit 1 Study Guide** and tell the students that they should begin filling it out tonight in order to prepare for the final exam, which will take place during Lesson 45. They should fill out at least ten terms, in whatever order they choose. If they did not begin working with images today, they should write down three ideas for tomorrow about what images they would like to use in their Word Movies. Remind students to meet in the computer lab tomorrow.
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HOMEWORK

- 1) Begin filling out **American Literature Unit 1 Study Guide** (at least ten terms). Study those terms.
 - 2) Study vocabulary.
 - 3) 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

Essay 2

Essay 3: Satire