

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

TITLE OF LESSON:

American Literature Unit 2 Lesson 23 – Flash 7: Fade In/Out
How do we utilize the Flash tools to improve our research projects?

TIME ESTIMATE FOR THIS LESSON

Two class periods (first of two)

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 2.4, 3.0-6, W1.0-5, 1.7, 2.6, W/O1.0-2, L/S 1.0
NETS for Students – 1, 2, 3, 4, 5, 6

MATERIALS

Computer lab with Internet connection
Flash MX Installed on each computer
Web browser
Flash Movie Guidelines – Student Page
Flash Storyboard – Student Page
Flash 6 Step by Step – Teacher Page
Flash 7 Step by Step – Teacher Page
Unit 2 Vocabulary Key – Teacher Page
Flash Sample – Teacher Page (a sample file showing examples of the skills taught for Flash Lessons 5 to 8.
Saved as Flash 5-8 fla and Flash 5-8.swf)

LESSON OBJECTIVES

- To learn how to do Fade In/Out and Spatial Transitions
 - To utilize previous knowledge of Flash
 - To learn to utilize as many resources as possible to troubleshoot
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EXPLANATION OF LESSON

Today, you will be teaching the techniques of Fade In/Out and Spatial Transitions to your students. There is no lecture for this lesson. The small bit of background is included in the Step by Step. You will need a copy of the Teacher Page, **Flash 7 Step by Step**. Prior to class, please walk through the entire lesson and Step by Step 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 her prior to this lesson and allow her to walk through the lesson the way it is written so she will have an understanding of how we are building the student's skills base. Students will continue to develop troubleshooting skills, using each other as a resource, the Flash tutorials, and support on the Macromedia website (<http://www.macromedia.com/support/flash/>)

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all homework assignments (and Step 2 of every **Flash Movie Guidelines** sheet). 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** – Copy Daily Log below



- 4) Solutions – Have students get together with their group members. Ask students to move to a single computer. Have them open their Flash movies, briefly review the item they were having a hard time with in the last Flash lesson, and show the solution they came up with. All members of the group should be watching and helping to make sure the process is complete and everyone understands how to solve the problem. Remind students that they may have already had this problem or they may encounter it in the future. Understanding how to solve it now, means they will be able to add more function to their Flash movies later. (10 min.)

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	5 - Describe any problems or successes you are having as you search for information. What search strategies work well or disappoint you? What were the major challenges to your search for useful and credible resources? (one page)		1. Images and Links (Step 3 of Guidelines) 2. Flash 7 Tutorial – Fade In		1. Finish reading the Afterword to <i>Their Eyes Were Watching God</i> and answer discussion questions (by Lesson 25). 2. Journal 5 (research journal) 3. Continue reading novels. 4. Continue filling out notecards (ten by Lesson 26).

ACTIVITIES – INDIVIDUAL AND GROUP

1. New Movies – Tell students that today, they will modify the movies they have been creating in Flash. Because their ThinkQuest Websites must contain Flash Movies, they will make their existing movies match the research themes and project guidelines. The new skills they learn in Flash over the next two lessons will be applied to these Flash Movies. The first step will be to take the **Flash 7 Step by Step** tutorial and to work with the new tools learned in Flash today, using the tools to make movies that fit the ideas created during the **Website Brainstorm**. The Step by Step will guide them in using the new tools to modify the movie appropriately. After finishing the tutorial, they will go through the layers of the movie, and make any necessary changes to earlier colors and artwork so that it matches the rest of the movie and the rest of the site.
2. Images and Links – Tell the groups to assemble and bring out their **Storyboards**, as well as the **Flash Movie Guidelines**. Remind the students that, just as discussed in the **Website Brainstorm**, they should have a unified scheme for the fonts, images, links, and other elements, as well as a title to use in the movies. By now, everyone should have a website listed as one of their sources for their subtopic. This is the link they will use in class today (if there is anyone without a website listed, they will need to use lab time today to find one). Most people should have located images by now as well. However, if they do not have an image, they may use some time in class to find one. Everyone will need to obtain permission to use their images. Tell the students to copy the following website address: <http://landmark-project.com/permission1.php> They should use the permission form at this website to request permission to use images located on the internet. Once they have decided the images they want to use, they should fill the information out on the form and submit it to the appropriate website. They should find at least two images and request permission to use them, since they will need to use images in their Flash Movies as well as in the body of their research. Allow them fifteen minutes to search for images and request permission. Those who already have located images (previous to the lesson) should search for at least one more and request permission to use all images. Students may also visit the Thinkquest website at <http://depts.washington.edu/trio/comp/howto/pieces/images/cfind.shtml> to learn to find images that anyone may use. When they have completed this, they should bring you the **Flash Movie Guidelines** sheet so that you can initial Step 3. (If anyone finishes early, they may continue reading the Afterword to *Their Eyes* and answer the assigned discussion questions.)
3. Flash Tutorial – Using the Teacher Page **Flash 7 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, letting 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. You will not be able to finish the tutorial during this class period. Students may only get through half of the steps today. If they get to step 14 (Create a Dialect Button Link), they will probably need to refer to **Flash 6 Step by Step** to remember the process of linking a button to a URL. You may wish to copy off a student page of the **Flash 6 Step By Step** tutorial for them to refer to.

4. Review Homework – Tell students to turn in the Vocabulary Lists. Correct these tonight, using the **Unit 2 Vocabulary Key**. Remind students to finish reading the Afterword to the novel. They should also take out a clean sheet of paper and write down the following topic for a Research Journal Entry 5: Describe any problems or successes you are having as you search for information. What search strategies work well or disappoint you? What were the major challenges to your search for useful and credible resources? (Write one page.) Have students shut down their computers, clean up their workstations, and push in their chairs. Remind students to meet in the computer lab tomorrow.
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HOMEWORK

- 1) Finish reading the Afterword to *Their Eyes Were Watching God* and answer discussion questions (by Lesson 25).
 - 2) **Journal 5** (research journal)
 - 3) Continue reading novels.
 - 4) Continue filling out note cards (ten by Lesson 26).
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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
Final Project: Flash Dictionary Chapter
American Literature Unit 1 Final Exam

Unit 2

Essay 1: Reflective Essay
Essay 2: Novel Evaluation
Essay 3: Reflections on Folk Group