

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 28 – Flash 8: Finish Flash Movies
How do we use Flash to convey information about our research projects?

TIME ESTIMATE FOR THIS LESSON

Two class periods (second of two)

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 2.4, W1.0-5, 2.0, 2.6, W/O1.0-2, L/S1.0, 1.8
NETS for Students – 1, 2, 3, 4, 5, 6

MATERIALS

- Computer lab with Internet connection and Web browser
 - Flash MX Installed on each computer
 - Flash 8 Step by Step** – Teacher Page
 - Flash Sample** – Teacher Page (a file showing the lessons for Flash 5 to 8. Saved as Flash 5-8.fla and Flash 5-8.swf)
 - Flash Movie Guidelines**– Student Page
 - Website Brainstorm** – Student Page
 - Research Essay Guidelines** – Student Page
-

LESSON OBJECTIVES

- To learn how to use the Push Button Component
 - To understand how to create Scenes (the Flash feature)
 - To use Buttons to move within a Flash Movie
 - To utilize Flash tools to finish movies for Research Projects
 - To utilize and demonstrate troubleshooting skills
-

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all homework assignments, including **Vocabulary Worksheets**. 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.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Finish movies (Step 4 of Guidelines). 2. Practice Flash Tools. 3. Troubleshooting. 4. Discussion.		1. Solutions. 2. Write first draft of Research Essay (due Lesson 31). 3. Continue reading novels (finish by Lesson 30). 4. Study Vocabulary.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Flash Tutorial – If you did not finish the Flash tutorial yesterday, finish it today. Tell students to bring out their **Flash Movie Guidelines** and their **Website Brainstorm** sheets. Using these pages to remind them of the

requirements and the group goals for the Flash Movie components of the Research Project, they should finish their movies. Initial Step 4 of their **Guidelines** sheets.

2. Discuss – When you have finished the Flash Tutorial, ask students how they might use their knowledge of how to section Flash movies to communicate different ideas, represent different chapters or break their communication into logical “chunks”. Students should be able to come up with some fairly simple answers that involve some of the ideas that they need to communicate (e. g., breaking large ideas into smaller components, breaking up the usual linear flow of a book—allowing jumping back and forth, etc.) The idea is to get students thinking about the ways they might utilize these new techniques. 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.
 3. More Flash – If there is time, have students open Flash again and walk through each of the steps in the tutorial, playing with the jumps and sections they have created. 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. Debrief – Individually, ask students to take out a sheet of paper and write down one thing they found fun or interesting to create today and why. Then have them write down one problem they could not find a solution for. (5 min.)
 5. Troubleshooting – Remind students of the resources they have used to solve a problem: peers, Flash tutorials, Macromedia’s support (<http://www.macromedia.com/support/flash/>). At their disposal, they always have their teacher and their site technology person (hopefully, the site tech person can be in your class for this lesson). Today, they are going to choose how they will work to solve the problem they identified. They may work with their peers, use the tutorial, use the Macromedia support, ask you, ask your technology person, or any other idea they can think of. Tell them they will have 20 minutes to solve their problem. If they cannot finish in 20 minutes, they must solve the problem for homework. Then let them get to work.
 6. Discussion – Ask for volunteers to explain one thing they found fun or interesting to create today and the problem they were having. Then ask them to explain the solution they came up with. If you have a projector, ask your volunteers to show their movie, pointing out the pieces they struggled with and the solutions they found. Ask the class: what was easy about troubleshooting? What was difficult?
 7. Review Homework – Tonight, the students should begin writing the first draft of the Research Essay. The first draft will be due in Lesson 31. They should also have finished reading their Independent Reading Novels by Lesson 30.
 8. Wrap Up – Collect student notes and their complete Flash presentations. Have students shut down their computers, clean up their workstations, and push in their chairs.
-

HOMEWORK

- 1) Write first draft of Research Essay (due Lesson 31).
 - 2) Continue reading novels (finish by Lesson 30).
 - 3) Study Vocabulary.
-

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Project 1: A True Story
Evaluation Essay 1
Incident Poem
Essay 2

Unit 2

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

Essay 3: Satire
Final Project: Flash Dictionary Chapter
American Literature Unit 1 Final Exam