

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 30 – Edit Flash Movies
How do we use Flash to convey information about our research projects?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 2.4, W1.0-5,1.9, 2.0, 2.2, 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 Movie Guidelines– Student Page
Site Critique – Student Page
Essay 5: Novel Evaluation Essay – Student Page
Evaluation Rubric – Student Page (students should already have copies of these, but you may want to make some extra copies just in case)

LESSON OBJECTIVES

- To set goals for the Novel Evaluation Essay
 - To proofread a partner’s Flash Movie
 - To make corrections to Flash Movies
 - To generate ideas for the ThinkQuest website, based on previous winning sites
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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](#) – Copy [Daily Log](#) below.
- 3) [Journal Read Around](#) – Have students bring out their last Journal (6), where they tell how and why they modified their research topics. Tell them to sit in groups and pass their journal to the person sitting on their right. Then read them. When they are done, have them pass it again to the right and read them. Continue the process until each person’s journal has been read by each group member and the author’s own journal is returned. When everyone has finished, remind everyone that they will be selecting one of their reflections to extend for a research reflection essay after the project is complete. Tell them to write down the following question, for a one-page journal entry tonight: How did you make sure that your information completely addressed the thesis?

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	7 – How did you make sure that your information completely addressed the thesis?		1. Goal Setting 2. Finish Take 2 of Flash Movies (Step 6 of Guidelines) 3. Proofread a partner’s Flash Movie. 4. Take 3 – Make any necessary corrections (Step 7 and Step		1. Journal 7 . 2. Continue writing first draft of Research Essay (Step 2 of Guidelines , due Lesson 31). 3. Outline Evaluation Essays. 4. Study Vocabulary.

		8) 5. Site Critique		
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Goal Setting** – Distribute the **Essay 5: Novel Evaluation Guidelines**. Tell students to bring out the **Evaluation Essay Rubric**. Remind students of the goals they set after their last essay. They should have written specifically what they would work on to get the grades they have targeted. (It could have been that they need to work on turning their work in on time, writing second drafts, getting their papers edited properly, making sure to include 3 reasons that back up their thesis statements, or having at least 2 pieces of supporting evidence with quotes from the text. They should have chosen at least 2 specific things they could do to earn the grades they are shooting for.) Tell the students to think about these goals, as well as the **Evaluation Essay Rubric** and the **Essay 5 Guidelines**. Remind students that the rubric is your assessment of the quality of their work. They will also be graded on their effort and the actual work they put into the drafting process, as seen in the GRADING PROCEDURE portion of the **Guidelines**.
2. Finish Take 2 – Students who have not completed Take 2 of their movies should turn on their computers, open Flash, and get right to work on the changes. They should be using the **Flash Critique Sheet** from yesterday as they do this. Give them fifteen minutes to finish, and remind them that they still must complete Step 7 today.
3. Proofread – Students who have finished Take 2 may switch disks with a partner to proofread movies for errors. Tell students to take out their **Editing Skills List**, and to use this while proofreading. Take out a clean sheet of paper, write the name of the person whose movie is being proofread, and their own names. On the sheet of paper, they should write any errors they see that need correcting. They should be specific about which frame the error occurs in and exactly what the error is. Remind them that some of the spelling and grammar errors may not be errors (because certain words are written in dialect), but they can still make note of them if they believe them to be errors. It will be the responsibility of the moviemakers to decide which edits are needed. Because there is very little text in the movies, proofreading should not take long. Tell students who are still working on Take 2 to exchange disks with a partner as soon as they finish.
4. Take 3 – Proofreaders must sign Step 7 of the **Guidelines** sheets and return disks to moviemakers. Then the students should make any necessary corrections. Tell everyone that, when they are done editing, they will meet in groups for an activity. Proofreading and making changes should take no more than twenty minutes. After they are done, they should show you their edited version and get your initials on Step 7. If anyone finishes early, they should begin outlining their Novel Evaluation Essays, which is their homework for tonight.
5. **ThinkQuest Site Critique** – The students have not visited the ThinkQuest site to view past winners since early in the unit. Tell students to go to <http://www.thinkquest.org>. Tell students to click the button marked Programs, then go to ThinkQuest USA and click on the winners from last year. Tell students to choose *Group Roles* (see below), and assign each group a different student website from Division 3 (the high school grades). Distribute the **Site Critique** to each group and tell them to explore the winning student websites and fill out the critique sheet. They have done this before, but this time, for each section on the **Site Critique** sheet, the only question they must write the answer to is “How will we use this information to help us plan our own site?” They should explore the site and fill out the sheet together, writing down how the site will either be similar to or different from their own. Allow them ten to fifteen minutes to complete this task.
6. Review Homework – Tonight, the students should finish writing the Research Essay, which is due tomorrow. They should also outline their Novel Evaluation Essay and write Journal 7.

HOMEWORK

- 1) Continue writing first draft of Research Essay (Step 2 of **Guidelines**, due Lesson 31).
- 2) **Journal 7** (one page).
- 3) Outline Essay 5: Novel Evaluation
- 4) Study Vocabulary.

GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them generate ideas for the **Site Critique** discussion. Make sure the group discusses the questions on the sheet and then answers the question “How will we use this information to help us plan our own site?” It is not your job to come up with the ideas alone. It is your job to encourage/help other group members to come up with the ideas, and to help the group reach agreement on how to use the information.

Notetaker – Your job is to write out the words the group is giving you for the **Site Critique**. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write, and to participate in the discussion about how to use the information to plan your group’s site.

Navigator – Your job is to navigate through the website and make sure that all necessary information for the **Site Critique** is located. You must also participate in the discussion and help think of ways to use the information in planning your group’s site.

Timekeeper – Your job is to make sure the group stays on track and completes today’s task in the allotted time. Give them a five-minute warning before the allotted time is up. You must also participate in the discussion and help think of ways to use the information in planning your group’s site.

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