

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 4 – Flash 5: Symbols and the Library

TIME ESTIMATE FOR THIS LESSON:

First of two class periods

ALIGNMENT WITH STANDARDS

California – Eng 11-12: W1.0-5, 1.9, 2.0-1, 2.6, W/O1.0-3
NETS for Students – 1, 2, 3, 4

MATERIALS

Flash 5 Lecture – Teacher Page

Flash 5 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)

Editing Skills List – Student Page (bring extra copies for students who do not have their copy from last unit)

Computer lab with Internet connection

Flash MX installed on each computer

Web browser

LESSON OBJECTIVES

- To learn how to create Symbols
 - To learn how to use the Library
 - To learn how to create Graphic Symbols
 - To learn how to create Symbols using Digital Images
 - To review previous Flash skills
 - To demonstrate peer editing skills
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EXPLANATION OF LESSON

Today, your students will continue to learn techniques in the Flash program. You will begin the lesson with a mini lecture on Symbols and using the Library. Students will be asked to take notes during the **Flash 5 Lecture**. Then 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 Pages, **Flash 5 Lecture** and **Flash 5 Step by Step**. Prior to class, please walk through the entire lesson, lecture, 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 base. At the end of the lesson, students will be given time to trouble shoot problems. They will find problems they cannot solve. That's okay. Your job will be to teach them how to solve problems that may seem unsolvable. This means that you may not have an answer either. However, you will help them to use the resources available to them to solve the problem. You will point them to the Flash tutorials found in Help > Tutorials of the Flash program and the help section of the macromedia website at <http://www.macromedia.com/support/flash>. You may also point out that their peers and your site technology person are also a great resource for solving problems; two heads are always better than one.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial the second drafts of the essays and the Journal 2 entries.
- 2) **Daily Log** – Copy Daily Log below
- 3) 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.

- 4) Mini Lecture – Tell students not to turn on their computer yet. Ask them to take out a sheet of paper and prepare to take notes. In order for them to understand the concepts they will be learning, there is some background information they need to have. Creating a manageable and interesting final project for this unit will depend on how well they understand the how’s and why’s of these concepts, as well as how to use the new tools. So they should title this mini lecture, “Flash 5: Symbols and the Library.” Then they will keep it for future reference when creating Flash projects. Using the Teacher Page, **Flash 5 Lecture**, deliver your lecture. (10 minutes) At the end of the lecture, collect the notes for credit tonight.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		Symbols and the Library	1. Flash 5 Lecture 2. Flash Tutorial 3. Peer Editing		Final Draft of Essay 1.

ACTIVITIES – INDIVIDUAL AND GROUP

1. The Sample Flash File – A sample Flash File has been prepared showing one way of fulfilling the lessons. The file is **Flash 5-8.swf** and can be found in the *Teacher Pages* section of this unit. Play it for the students, to give them a sense of what they will be accomplishing by the end of Flash Lesson 8. When you play, emphasize that the pictures and colors chosen are simply one set of choices. For these lessons what is important is not the design choices, but the functionality.
2. Flash Tutorial – Using the Teacher Page, **Flash 5 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, alone. 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. We do recommend that you give the students a copy of the Step by Step, encouraging them to write their own notes next to each piece so they can remember how the steps actually work for them. Note that, during the tutorial, they will be working with bitmapped/digital images that should relate to the autobiographical essay. You may wish to give them some time to work with Photoshop to create a symbol image to be imported to the Flash movie for this purpose. (30 minutes for the entire tutorial)
3. **Peer Editing** – Tell students to bring out the second drafts of their essays to trade for peer editing. Make sure you have posted editing partners on the front board. Students should bring out the **Editing Skills Lists** (which they should have in their binders from the last unit). Tell students that it is their responsibility to their partner to make sure they edit thoroughly. Acknowledge again that editing is tedious, but important to making a document presentable. Give them 20 minutes to complete their edit. Then have them pass the piece back to the author.
4. Review Homework – Tonight, students should check over the suggestions made by their partners, correct their mistakes, and prepare their essays to be typed tomorrow during class.
5. Clean Up –Have students shut down their computers, clean up their workstations, and push in their chairs.

HOMEWORK

Final draft of Essay 1

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Unit 2



Project 1: A True Story	None
Evaluation Essay 1	
Incident Poem	
Essay 2	
Essay 3: Satire	
Final Project: Flash Dictionary Chapter	
American Literature Unit 1 Final Exam	