

NOTE – It is HIGHLY RECOMMENDED that you go through these exercises personally before giving them to the students. This lesson is intended to prepare students for the types of work they will be doing in Biology and World History.

TITLE OF LESSON

English 2 Unit 1 Lesson 15 – Photoshop II: Introduction to Image Processing

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: W1.8

NETS for Students – 1, 2, 3, 4, 5

MATERIALS

Photoshop Basics II – Teacher Page

Explanation of Tools – Student Page

Adobe Photoshop

Computer

LESSON OBJECTIVES

- To understand how the eraser, text, painting and drawing tools work in Photoshop
 - To understand the basics of working with FILTERS in Photoshop
 - To understand how the magic wand tool works
-

EXPLANATION OF LESSON

Today, students will be using the Photoshop image *Outside/Inside* that they created in Lesson 10 to further their understanding of the program. Make sure that all students have access to the saved version of that image. If you need to refresh your understanding of the program, go back to the Teacher Page, **Photoshop Basics**. Be sure you bring in extra copies of the **Explanation of Tools** sheet, as it will help you and students remember what the different tools are and what they are used for. Finally, you will need a copy of the **Photoshop Basics II** (Teacher Page) for your mini lecture today. In essence, students will spend most of the period using the filters to change, distort, and redefine their images. This should be a fun, hands-on class.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Collect all homework assignments. Pass back all graded assignments and have students place them in the appropriate section of their binder. Remind students their binders are due at the end of the period today. Tell them, if they finish their class assignment early, they should make sure their binders are organized according to section and by date with their Daily Logs in the front.
- 2) [Daily Log](#) – Have students copy the Daily Log below.
- 3) Photoshop Review – Have students review their notes from the last class and, in three to five minutes, do a review of some of the basic tools and principles of Photoshop. They should be able to recall how to save images, what layers are, how to work in layers, how to move images, etc.
- 4) Computer Protocol – Review computer lab etiquette and the consequences for any misbehavior. Remind that you will not be responsible for any lost or accidentally deleted work due to the fact that they forgot to save. So they should save frequently today. Review the your saving procedure or have it posted on the board to jog their memories.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		The Magic Wand Filters Undoing mistakes	Re-visioning, changing, distorting, manipulating your Outside/Inside image		None

ACTIVITIES – INDIVIDUAL AND GROUP

1. Mini Lecture – Ask students to take out a sheet of paper and prepare to take notes. Again, the reason they are taking notes is so that you do not constantly have to repeat how to use a computer program. It is their job to keep their notes and use them to try to troubleshoot their problems, use their friends for help, and access your knowledge as a last resort when all else fails. The idea is to build independent learners. The only way to do that is to let them struggle through their problems. Have students open their images, *OutsideInside_their name*. Tell them they will be working on this image during and after your lecture. To prevent any errors, ask them to save another copy of the image. Have them title it *OutsideInside_theirname2*. Using your **Photoshop Basics II** Teacher Page, deliver your lecture.
2. Directions for Changing Images – When you have finished, tell students they will have the rest of the period to change, distort, and manipulate their image. On a separate sheet of paper, students must write out the following:
 - a. The tool used to make the change
 - b. A description of the change made
 - c. How the change represents or enhances the idea of what is on the outside/inside of race identity
3. Tell students they will have the rest of the period to complete this assignment. If they finish early, they should save their assignment and turn it in. Then they should work on organizing their binder, as binders are due at the end of the period.
4. Clean Up – Five minutes before the end of the period, have students turn in their project, shut down their computers, and clean up their workstations.
5. **Binder Check** – Turn in your binders.

HOMEWORK
None

GROUP ROLES
None

DOCUMENTATION FOR PORTFOLIO
Evaluation Essay #1