

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

TITLE OF LESSON

English 2 Unit 2 Lesson 28 – Web Page Creation: Introduction to Composer for CyberSpeech
How do we convince people of our truth?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: W2.0, 2.4a-d, W/O1.0-4, L/S1.3-9, 2.0, 2.5a-d
Preparation for California – Eng 9-10: W1.8
NETS for Students – 3, 4, 5, 6

MATERIALS

HTML Review sheet – Student Page
HTML Review Key – Teacher Page
Introduction to Composer for CyberSpeech – Student Page
Guidelines for CyberSpeech – Student Page
Computer lab with Internet access
Netscape Communicator
floppy disks

LESSON OBJECTIVES

- To review HTML skills
 - To introduce Netscape Composer
 - To understand the advantages and drawbacks of using an HTML editor like Composer
 - To utilize the tools of a web publishing program to effectively publish a CyberSpeech
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Return any graded assignments and have students place them in the appropriate sections of their binder. Return the Unit 2 Vocabulary Quiz 3. Return the graded editorials, and tell students to keep them out, since they will be working with them today.
- 2) [Daily Log](#) – Have students copy the Daily Log, below.
- 3) HTML Review – Pass out the **HTML Review** worksheet. Tell students they must work silently for five minutes writing down what each HTML tag does. Call time when 5 minutes has passed. Using the **HTML Review Teacher Key** review with them what all the different tags do. Hopefully, they will remember most of the tags and only have to review some of the more difficult/less obvious ones. You may want to make an overhead transparency of the key. Reveal each answer only after volunteers have read their answer. Have students write on their sheets any missing information they may have. Remind them that whenever you are talking, they should be taking good notes. Tell students to keep these sheets, as they will need to refer to them while using Composer.
- 4) Discuss – Ask students, “How will you combine text and images to persuade an audience of your opinion?” Remind students that, with persuasive writing, the target audience is not one that agrees with you. It is an audience you need to win over. They must keep this in mind as they search for images which not only support their reasons for their opinion, but provide evidence against the opposing arguments. They should bring out the list of images that they brainstormed for homework, along with the notes on which parts of the editorial the images work to illustrate. Ask them to think about how they will place the images on the page. Will they place them as background on different parts of the text? Will they make them transparent? Will they overlap their images? What will they do to the text to make an idea visually stand out? Make it bold,

larger, smaller? Change the font style? Again, they should be considering the effect on the target audience. Tell them to make a note of who their target audience is on their list of images.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. HTML review 2. Create CyberSpeech web page with Netscape Composer		1. Create notecards for CyberSpeech 2. Practice CyberSpeech. 3. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Directions – Tell students to take out their **Guidelines for CyberSpeech**, their floppy disks with the final drafts of their editorials, and their brainstormed list of images. Tell students that they will be creating a web page using Composer. The requirements of what should go on the page are listed in the **Introduction to Composer for CyberSpeech** page, as well as the **Guidelines for CyberSpeech**, which they read last night. The text they use should be the text of their editorial. The images may be from any sources listed in the guidelines. Their main purpose is to think of how this page can be used to persuade someone to agree with their argument and convey those ideas in the form of a visual statement, using both images and text. Remind students that their page should be targeted to a specific audience of their choosing. So their text and images should be manipulated appropriately. They must use all the tools listed in the guidelines to do this. Tell them that they will be presenting this as a speech tomorrow, so they should create notecards and practice tonight. They will also get a chance to practice tomorrow.
2. Computer Protocol – Remind students of appropriate computer lab behavior and the consequences you have established for misbehavior. Computer monitors should be turned off until the teacher says to turn them on.
3. Web Page – Now, students will make a web page of their CyberSpeech text and images they find today in order to learn the basics of Netscape Composer.
4. Mini Lecture – Remind them of their previous HTML lessons. They were learning how to code HTML “by hand”; that is, they typed in each tag individually and used a basic text editor to write their pages. Tell them that today, they will be learning a faster way to create pages. They will be using Composer, an HTML editor. Composer works much more like a word processor. You can create an entire HTML page without even seeing one line of HTML. As you type in your text, insert images, adjust colors, etc., Composer puts in the corresponding HTML. Let’s open Composer and see how it works.
5. Tutorial – Tell students to open Netscape Communicator. Once it has opened, tell them to click on the *Communicator* menu, and select *Composer*. This will open a blank Composer page. But, is the page really blank? Tell students to click on the *Tools* menu, then *HTML Tools*, and select *Edit HTML Source*. This will open another window. It is a basic HTML page, with the <head> and <body> tags already inserted. Composer has created these tags so you don’t have to. You might also see a <meta> tag, a <!doctype> tag, and other tags. Ignore these for now. Tell students that as they are using Composer, they can select *Edit HTML Source* at any time to see or change the “real” HTML. Click the *Cancel* button to close this window.
6. Working Between Programs – In class, you will have students open the **Introduction to Composer for CyberSpeech** sheet from the Student Pages section of our site. This will open an Acrobat window on their computer with the **Introduction to Composer for CyberSpeech** worksheet. Remind students that to leave a program open while they work in another program, they can simply click on the minimize (_) icon in the top right hand corner of the program that is open. It is next to the restore (looks like two mini boxes) icon which is right next to the close (x) icon in the top right hand corner of the program that is open. When they click on the minimize button, the program will still be open (which means they can still work in it), it will simply appear as the program name in a small box along the bottom of the screen. Tell them to minimize Acrobat now. Then ask them to open a page in Netscape Communicator. Have them try minimizing the page and maximizing Acrobat again so that they can read the directions in the Introduction to Composer. Tell them that they will work back and forth like that between the two programs today. Have them get right to work.

— OR —

Post the **Introduction to Composer for CyberSpeech** sheet on a computer projector or an overhead projector, and tell students to begin working on it immediately. They will need to follow its instructions (as well as the instructions from the **Guidelines for CyberSpeech** sheet), print out the result, save it to a disk, and turn it in to you for credit. If students do not finish their CyberSpeech today, they must complete it on their own time. So tell them not to mess around. (However, you may also wish to give fifteen minutes at the beginning of the period tomorrow. Tell them they will have the rest of the period to work on this portion of the activity. Students may already know how to use the program and not need any prompting from the Introduction to Composer sheet. That's fine. They do not have to use the instructions to complete the assignment. Let them get going at their own pace.

7. Clean Up – Five minutes before the end of the period, ask students to save their work, turn it in (if they are finished), clean up their workstations, push in their chairs, and shut down their computers. Remind students of their homework: They must create notecards for their CyberSpeech presentation tomorrow, and practice giving the presentation. They will be presenting the CyberSpeech to the members of their group.
 8. Collect complete web pages on disk. Remind students to meet in the computer lab tomorrow.
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HOMEWORK

- 1) Create notecards for CyberSpeech.
 - 2) Practice presenting CyberSpeech.
 - 3) Continue reading novels.
 - 4) Study vocabulary to date.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Evaluation Essay #1
Evaluation Essay #2
Project 2
Evaluation Essay #3
Project 3 – Planning Your First Image
Project 4 – Planning Your Second Image
Novel Evaluation
Project 5 – Planning Your Third Image
Evaluation Essay #4
Final Project Image
Final Exam

Unit 2

Essay 1: War
Essay 2: Communication
Novel Evaluation 2
Project 1 – Letters to the Editor
Evaluation Essay #5
Project 2 – Political Cartoons
Project 3 – Editorials