

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

TITLE OF LESSON

Geometry Unit 1 Lesson 10 – Group Project: Photoshop Basics Part I
Prove it! What's on the outside? What's on the inside? of Geometry

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Geometry

1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.

2.0 Students write geometric proofs, including proofs by contradiction.

3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.

NETS for Students 1-5

MATERIALS

Kayak.psd – Image

Stadium.psd – Image

Ferriswheel.psd – Image

Potter.psd – Image

Tomatoes.psd – Image

Project Demo 1.psd – Image

Project Demo 2.psd – Image

Project Demo 1 Cheat Sheet – Teacher Page

Project Demo 2 Cheat Sheet – Teacher Page

Photoshop Desktop – Student Page

Photoshop Tools and Palettes – Student Page

Photoshop Basics, Part 1 – Student Page

hole puncher (if the handouts are not hole-punched)

computer projector for *Project Demo 1* and *Project Demo 2* images

STUDENT FOLDERS: Ideally, it would be best to have all students have access to all images and student pages on their individual computers. In addition, they need to be able to save their images. This is completely dependent on your site's computer network system. Please see your site technology person to figure out the easiest and most useful way to have students access the images and student pages and to save their work.

LESSON OBJECTIVES

- To begin to practice with the basic tools and actions in Photoshop
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FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – Stamp/initial complete homework assignment. Pass back graded work and have students place in the appropriate sections of their binders.
 - 2) [Agenda](#) – Have students copy the agenda.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Computer Protocol – Remind students of appropriate computer lab behavior and the consequences for any misbehavior. You may want to review the computer lab rules with your site technology person before you start this class. You may also need to provide your students with an Internet Permission Form to be filled out and signed by their parent/guardian before class today. See your site technology person for the proper procedure for your school site.

If you have access to an onscreen projector or a TV that you can use as a monitor so the class can easily see what you are doing as you demonstrate, use it. If you do not, you may have to do a quick demonstration with students watching your monitor before having them go back to their own computers to practice. Show them where they should save their work. There is normally a folder for student work; if you don't know which one this is or how to make one for your students, check beforehand with the lab.

2. Unit Project Overview – (10 minutes) All students should have their monitors turned off while you go over the project samples. Review the project description from Lesson 5 with them to see what they remember of the unit project. Have **Project Demo 1** onscreen or on a monitor that all can see. While looking at the image, have students identify each of the shapes. Use the **Project Demo 1 Cheat Sheet** to facilitate identification. The explanation of how each shape was created can be saved for later. You will provide the cheat sheets to students who wish to use them as support for their final project. For now, you're just showing them two sample projects to give them an idea of the types of projects they can do. After you've gone through all shapes in Demo 1, project **Project Demo 2**. Use the **Project Demo 2 Cheat Sheet** to facilitate identification. Explain that this unit you'll be learning how to do all of these things with Photoshop. Now it's time to get started with the basics.
3. Lecture – (10 minutes) Have students turn on their monitors and open Photoshop. As they're doing this, hand out **Photoshop Desktop** and **Photoshop Tools and Palettes**. Go through the desktop with them—ideally with an onscreen projector—and have them take any notes they think will help them remember. Then review the default palettes and the basic tools. Today, they will be working through the first part of **Photoshop Basics Part I**, but there are a few things they should know first:
 - a. Palettes will be necessary as they work with Photoshop. But if they accidentally hit the tab button, all of their palettes will disappear. All they have to do is hit Tab again and they'll reappear. They can also go to Window in the main menu and select the palettes they want to see.
 - b. If they are trying to do something that is not happening, they should check to make sure they have the correct layer selected, that they have the correct tool selected, and that they have the options for the tool set the way they want them. These are constant issues in Photoshop!
4. Lecture – (30 minutes) Time to get started! For everyone who enjoys any kind of design, artwork, or photography, Photoshop can become an addiction. Emphasize that this should be a fun project. They may experience some initial frustrations. But as they learn the tools and palettes, they'll find that every day they can do more than they may have imagined. Hand out **Photoshop Basics, Part 1** or have students open it on their computers and work between programs.
 - b. Walk through *Opening Photos, Saving Files, and Image Size*.
 - c. After you have finished the first *Try This!*, if you have some students who are taking quickly to Photoshop, let them move ahead on their own while you work with the rest of the class.
 - d. If those who are moving ahead quickly finish Part 1 before the end of class, have them open one or two photos from the samples provided by Photoshop and try the color mode activity with some of them. As they do this, they'll see that the colorization affects the whole photo. In the next project lesson (Lesson 10), they'll learn to select out portions of photos that they want to work with separately from the rest of the image.
 - e. Finish up with the class and remind them to meet in the lab again in lesson 10. Have them put their handouts into their binders because they will need these throughout the unit (or have them save handouts to their folders).

NOTE: If students are trying to save their images but cannot, they can use the shortcut (Ctrl + S) or explain to them that they may have to (depending on your version of Photoshop) select the *Move Tool*.

HOMEWORK
None

GROUP ROLES
None

Prove It
How do we create truth?

2:1:10:Group Project: Photoshop Basics Part I

DOCUMENTATION FOR PORTFOLIO
None