



Topic: WEB NAVIGATION/CUT AND PASTE

Grade: 9-12

An integrated lesson plan covering 2 sessions of approximately 1-½ hours each.

Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures that do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means

Lesson Overview

The lesson is designed to teach students how to find URLs and navigate to relevant sites. This lesson will teach students how to create their own individual folders. Students will learn how to cut and paste images. Students will learn how to use the Printmaster Program. Images from both Printmaster as well as the web will be used in this lesson all images used must be copyright free. Students will create a photo collage at the end of this lesson.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to...

- ❖ **Create** a collage of images from computer image programs and/or the Internet
- ❖ **Create** and use individual folders on the computer
- ❖ **Successfully navigate** the web
- ❖ **Cut and paste** images from web sites and software programs

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to...

Writing:

- ❖ **Support** in writing, using correct grammar and sentence structure, the relationship between the realistic and symbolic imagery
- ❖ Correctly **use** all new terminology in a written self-evaluation
- ❖ Able to **identify** “the prompt” (what is the question asking?) of each question in the self-evaluation portion of the lesson

Technology:

- ❖ **Search** for sites on the Internet
- ❖ **Cut and paste** images
- ❖ **Create** individual folders
- ❖ **Successfully use** a copyright free image program

State/National Standards (Complete as Appropriate)

3) Students know and apply visual arts materials, tools, techniques and processes.

- Students will use the computer as a visual arts tool to gather images needed for the lesson using images from copyright free sources.

Websites

Required:

<http://encarta.msn.com> - reference

<http://pic4learning.com> -reference

<http://gimp-sawy.com> - reference

Support:

<http://photodisc.com> - reference

<http://gifart.com> - reference

<http://clipart.com> - reference

<http://cre8ng.com> - reference

Pre-requisites

- Students must be able to read at the sixth grade level or above.
- Students must possess basic computer skills

Required Materials

- High quality laser jet computer paper

Handouts

- **SMARTEE sheet outlining project steps, terminology, time frame, requirements, and written self-evaluation.**
- **Worksheet #1 – Worksheet for Referencing Visual Imagery**

Required Equipment/Technology

- **Network accessible computers, one per every group of two to three students**
- **Data/video projector**

THE LESSON

Note: Students do not learn from what you do but from what you have them do.

Preparation

Activity	Instructor Notes
DISCUSS the topic. Be an active participant. Ask questions.	Do some informal pre-assessment work while discussing the topic. Determine how many students have web navigation experience. Use this information in helping to decide how to break up groups of students. Talk about personal experience navigating the web, the frustrations, the unexpected delights, etc. How does the web provide opportunities we otherwise might not have?
READ and DISCUSS – the SMARTEE SHEET – which includes: step-by-step instructions, materials, art & technology terminology, project requirements, approximate time frame, student self-evaluation, teacher evaluation and the lesson rubric.	Read through the SMARTEE sheet. Stop and ask questions when relevant. Also clarify if necessary. Ask about the new terminology and if anyone already knows some of the terms. Relate the terms to every day life. Discuss other meanings. Show “best practices” or “anchor set” of student examples of this lesson. If student examples are not available, show teacher example. Make sure student understand the rubric. Help them to be aware of how having this prior knowledge can be of great benefit to them before starting the assignment.
EXAMINE and DISCUSS HANDOUTS	Go through each handout and ask for questions and/or clarifications.

Presentation

OBSERVE – how to find URLs and navigate relevant sites.	Show students how to use URL addresses. Show students how to find images and information in http://encarta.msn.com/ Have students practice accessing numerous URLs with help.
OBSERVE – how to use the Printmaster Program	Show students how to open Printmaster and access images. Show students how to cut and paste, move and resize images.

OBSERVE – how to create a new folder, name it and save information	Show students how to create a new folder. Show them how to save their work in their folders. Show them how to save their folders in the main class folder.
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Performance and Practice

Instructions for students	Teacher notes
CREATE a new folder. Title or name it your first initial and last name in all capital letters. Keep all your work in this folder. Save your folder in the class folder on the desktop entitled “NAVIGATING”	Watch to make sure students remember how to create a folder and save correctly.
CHOOSE a theme. For example, “the southwest”, might be a theme someone would choose. You must then find at least ten images that would fit into that theme. Find these images using Encarta, Printmaster or a web site that provides copyright free images. Use the hand out that goes with this lesson to cut and paste them into. It provides you with a template.	Provide individual help when needed.
CREATE a collage using the images you gathered in the previous activity. Remember you can apply certain tools and techniques to create a more interesting composition.	Provide individual help when needed.
FILL OUT the self-evaluation portion of the SMARTEE sheet using all the new terminology correctly. Write in complete sentences using correct spelling and grammar. Make sure to answer the question. Read through the questions and determine exactly what each one is asking. Your writing should directly relate to your project. Turn in completed self-	Ask questions and clarify if necessary. Read through the self-evaluations. Make sure all the terms have been used correctly. Check for correct use of grammar, punctuation, legibility, content and complete sentences. If there are errors, make notes for the student and return so it can be corrected. Credit will be given when corrections are made. Complete teacher evaluation. Give written feedback on the positives first then make suggestions for improvement.

<p>evaluation.</p>	
<p>COMPLETE the project rubric. Look at your completed project while filling out the rubric. Add up the total points and assign yourself a grade based on the grading scale at the bottom of the page. Turn in your rubric.</p>	<p>Clarify and answer questions if necessary. Go over the student processed rubric. Make changes if necessary. Add up points and assign final grade.</p>

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

- 1) Are the instructions and expectations of the project clear from the beginning?
- 2) Do the students have an understandable rubric, so they were aware of how they would be assessed, from the beginning?
- 3) Have I constructed my lesson in such a way to make it appealing to most learning preferences?
- 4) Are the students able to make “life connections” during this lesson?
- 5) How many learning intelligences am I addressing?

Performance and Practice (Student)

- 1) Do all students have the skills to follow instructions? If not, how have I modified the curriculum for them?
- 2) Are all students participating in the activities either by active observation or by voicing their thoughts?
- 3) Have I recognized the strengths of each student? How have I used that information to the benefit of that student or to help others in the class?
- 4) Have I successfully used group work in this lesson?

- 5) How are the students performing? If some have performed below my expectations, what can I do to raise their performances?

Technology

- 1) Did I experience success with the technology introduced in this lesson?
- 2) What was the students reaction to the technology portion of this lesson?
- 3) Do I need to do something different next time?
- 4) Do I see students wanting to take these new skills and apply it to other content areas or areas of personal interest?

Handout

- ◆ **SMARTEE sheet outlining project steps, terminology, time frame, requirements, etc.**
- ◆ **Worksheet #1 – Worksheet for Referencing Visual Imagery**

Technology Checklist

- ◆ **One computer per every two students**
- ◆ **Printmaster program available for each computer**
- ◆ **Internet access available for every computer**
- ◆ **Printing capability accessible for every computer**

Lesson Rubric

- ◆ **RUBRIC FOR WEB NAVIGATION/CUT AND PASTE LESSON**

ACCESS TO ALL PARTS OF THE LESSON
WEB NAVIGATION/CUT AND PASTE

All documents are attached to this lesson but may be quickly accessed by using the links below. LINKS DO NOT FUNCTION IN ACROBAT. SCROLL DOWN FOR DOCUMENTS.

[LP1SMARTEE](#)

[LP1WORKSHEET](#)

[LP1RUBRIC](#)

COLORADO VISUAL ARTS STATE STANDARDS

- 1)** STUDENTS RECOGNIZE AND USE THE VISUAL ARTS AS A FORM OF COMMUNICATION.
- 2)** STUDENTS KNOW & APPLY ELEMENTS OF ART, PRINCIPLES OF DESIGN & SENSORY & EXPRESSIVE FEATURES OF VISUAL ARTS.
- 3)** STUDENTS KNOW & APPLY VISUAL ARTS MATERIALS, TOOLS, TECHNIQUES & PROCESSES.
- 4)** STUDENTS RELATE THE VISUAL ARTS TO VARIOUS HISTORICAL AND CULTURAL TRADITIONS.
- 5)** STUDENTS ANALYZE & EVALUATE THE CHARACTERISTICS, MERITS & MEANINGS OF WORKS OF ART.

SMARTEE SHEET

ASSIGNMENT: WEB NAVIGATION/CUT & PASTE PROJECT

NAME: _____

ART SHELF NUMBER: _____ **BLOCK:** _____

TEACHER: KIMBERLEY SHEEK

BASIC PROJECT DESCRIPTION

The lesson is designed to teach students how to find URLs and navigate to relevant sites. This lesson will teach students how to create their own individual folders. Students will learn how to cut and paste images. Students will learn how to use the Printmaster Program. Images from both Printmaster as well as the web will be used in this lesson all images used must be copyright free. Students will create a photo collage at the end of this lesson.

S STEPS - This instructs you step by step on the procedures to follow so you may successfully complete this project.

- 1) Participate in the class discussion about computer use and web navigation. Share the experiences you have had or lack of experience, your successes or anxieties.
- 2) Observe how to use the web. Ask questions.
- 3) Observe how to use Printmaster. Take notes as needed throughout the demonstration.
- 4) Observe how to create a file. Take notes if needed for reference.
- 5) Create a new folder on the computer. This will remain on the desktop. Simply right click on the mouse. Left click on "new" and then select "folder". Title or name it with your first initial and last name. This folder will remain on the desktop. It is where you will save all your work.
- 6) Choose a theme. For example, "the Southwest" might be a theme someone would choose. You must then find at least ten images that would fit into that theme. Find

these images using Encarta, Printmaster or a web site that provides copyright free images. Use the hand out that goes with this lesson to cut and paste them into. It provides you with a template.

- 7) Create a collage using the images you gathered in the previous activity. Remember you can apply certain tools and techniques to create a more interesting composition. Save your final collage in your folder on the desktop as well as make a high quality computer paper hard copy to turn in.
- 8) Fill out the self-evaluation portion of the SMARTEE sheet using all the new terminology correctly. Write in complete sentences using correct spelling and grammar. Make sure to answer the question. Read through the questions and determine exactly what each one is asking. Your writing should directly relate to your project. Turn in completed self-evaluation
- 9) Complete the project rubric. Look at your completed project while filling out the rubric. Add up the total points and assign yourself a grade based on the grading scale at the bottom of the page. Turn in your rubric.

M MEDIA - materials used: Printmaster, Encarta, computers, high quality computer printing paper

A ART TERMS - cut, paste, crop, theme and collage

R REQUIREMENTS - Check this often to make sure your project includes **ALL** of the requirements.

- 1) You must create your own file and save work all your work in it.
- 2) You must complete the "Worksheet for Referencing Visual Images".
- 3) You must create a collage using the images you have collected. You must save it as well as make a hard copy on high quality computer paper to turn in.
- 4) You must complete the written self-evaluation portion of your SMARTEE sheet.
- 5) You must fill out the rubric for this lesson. Add your total points and give yourself a score.

T TIME FRAME - 2 class blocks

E EVALUATION - Student evaluation and assessment of the project: the student must complete this section. It is expected that the self-evaluations will be done honestly. In this section you are to write directly about your work. You should talk about your strengths and weaknesses; things you could do better; things that are done exceptionally well, etc. You must also use all of the new art terminology correctly in your self-evaluation. It must be legible, both in terms of readability as well as the intended meaning. Spelling is also important. All writing must be done using complete sentences.

This writing tells me about your work. You should use such techniques as compare and contrast, analyze and evaluate. What you think about the work you have done? Defend your statements. For example, just writing phrases such as, "I like it." is not good enough. Why do you like it? You must also give yourself a written grade. You should use the rubric provided to help you determine what grade applies.

NEW TERMINOLOGY: cut, paste, crop, theme and collage

- 1) What program or web site that you used did you like the best? Why?

- 2) What was the most difficult or frustrating part of this lesson for you?

- 3) What did you like best about this lesson?

- 4) What tools or effects did you apply to your final collage? Which were the most effective?

E EVALUATION - Teacher evaluation: Most comments will be noted on the rubric specifically designed for and attached to each project's individual SMART-EE sheet.

WEBCONFIGURATIONVISUALIMAGERY - © KimberleySheek2001

WORKSHEET FOR REFERENCING VISUAL IMAGES

Name: _____ Block _____ Shelf Number _____

Compile a minimum of ten related images. You can do this by choosing a theme. For example you might choose, "Images of the Southwest". It is required that you document where you obtained each of your visual images. You must label each image, list the source, and then write a brief description of the image. Use the following template to cut and paste your images onto.

Here is an example:



IMAGE #1

This is an image of a Navajo man leading his child on a horse outside of a traditional east facing hogan on the Navajo Reservation, which encompasses 15 million acres of land.

This image was obtained from Encarta '97.

IMAGE NUMBER ONE –

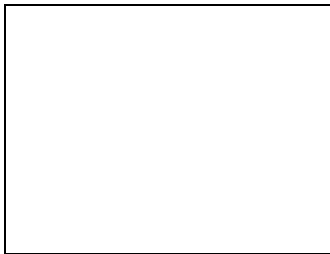


IMAGE NUMBER TWO –

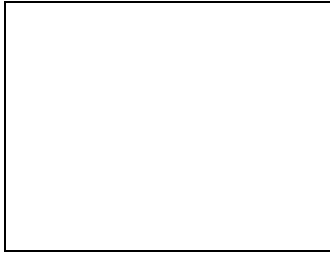


IMAGE NUMBER THREE –

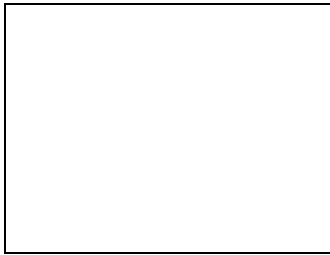


IMAGE NUMBER FOUR –

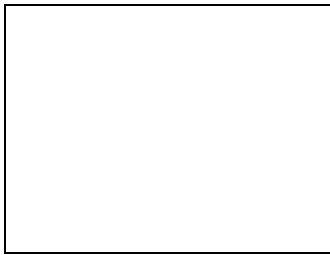


IMAGE NUMBER FIVE –



IMAGE NUMBER SIX –



IMAGE NUMBER SEVEN –

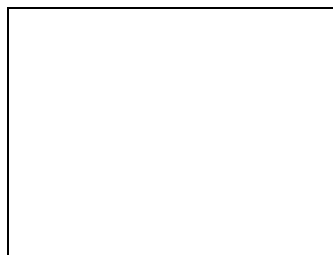


IMAGE NUMBER EIGHT –

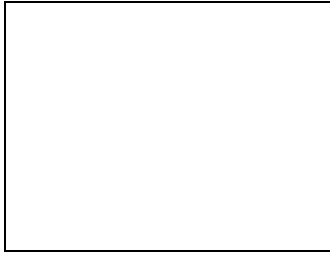


IMAGE NUMBER NINE –

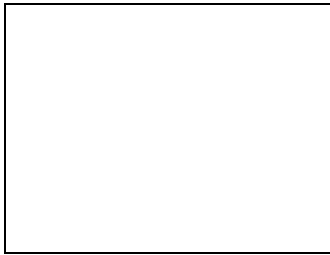


IMAGE NUMBER TEN –

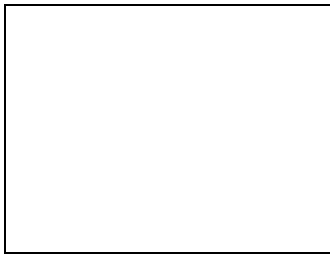


IMAGE NUMBER ELEVEN –

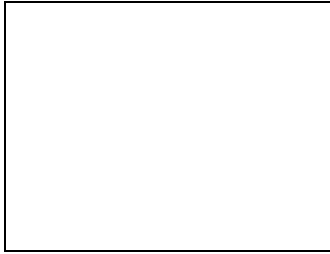
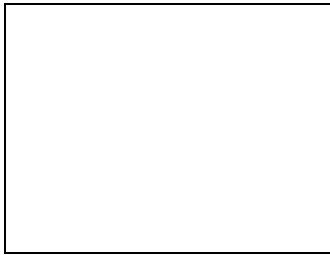


IMAGE NUMBER TWELVE –



SCORE	0	1	2	3	4
WEB SEARCHING	Unable to search the web	Very limited skills when searching the web; in need of lots of help	Can search the web if helped and reminded some of the time	Able to successfully navigate the web and find appropriate sites rarely needing help	Can search the web successfully and independently
CREATING FOLDERS/SAVING	Can not create a folder and/or save successfully	Sometimes is successful in creating folders and namely as instructed. Can save but needs help and frequently loses saved work	Can create folders and name as instructed and save work most of the time with some help	Able to successfully create folders, name them as instructed and save work appropriately, rarely needs help	Successfully creates folders, names them as instructed and saves work independently
CUT & PASTE	Can not cut and paste	Experiences some success cutting and pasting when helped	Can cut and paste successfully when given helped	Able to cut and paste successfully with limited help	Successfully cuts and pastes independently
CROP PHOTO COLLAGE Worth five times t s r	Did not create a Photo Collage	Started a Photo Collage but did not finish	Completed a very basic Photo Collage	Completed a Photo Collage and used several effects successfully in the process	Completed a highly successful and creative Photo Collage employing many effects in the process

FINAL SCORE						