

Lights, Camera, MEDIA Literacy!

Lesson Plan # 32

Topics:

Journal Writing
History of the Internet
History of Computer Graphics & Animation Software
The Pixar Story
Experimenting with Computer Animation Software

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will record information about the history of the internet.
Students will identify key sentences while viewing *THE PIXAR STORY*.
Students will follow directions to create computer animation.

Materials:

Writing journals
LCD projector
Chart paper
Post-its
Individual student pocket folders
Headphones
Computers with *Animation-ish* software

HANDOUTS: The History of the Internet
The Pixar Story

DVD: *THE PIXAR STORY (WALL-E* Disk 2 in "Human" section)

New Vocabulary: *no new vocabulary*

Sequence of Events:

I. Journal Writing (15)

1. Prompt:

What are your feelings about the history of the computer?

II. History Of The Internet (25)

1. Ask students if they can remember the last statement on their "History of the Computer" guide from last session.

(#30 "Computers will continue to become more interconnected.")

2. Inform students that they are the first generation to grow up with the Internet. Discuss the fact that the research they now do online could not be done when their parents were their age.

3. Tell students that the development of the internet is quite complex. It is distilled into a video history by Melih Bilgil. Together watch the 8-minute short: <http://vimeo.com/2696386>

4. Hand out the accompanying worksheet. Individually or in groups, students try to fill in the answers.

(Expect many to remain unanswered as an enormous amount of information is presented in a very short time.)

HANDOUT: The History of the Internet

5. Again show the same 8-minute short, so students can fill in or change any incorrect answers. Review all answers together.

III. History Of Graphics/Animation Software (115)

1. Tell students that now that they have an understanding of the history of the computer and the internet, their focus will be shifting to the history of the software applications used today. Remind students of #29 on the "History of the Computer" guide about Bill Gates and his understanding of the importance of software to the future of computers. His company Microsoft developed the predominant business application software.

2. Ask students if they have any idea who created much of the creative visual software applications that are used today?

How did we get from Atari's simple game of PONG in 1972...

<http://en.wikipedia.org/wiki/Pong>

<http://www.youtube.com/watch?v=pDrRnJOCKZc>

...to the beautiful visual details in electronic games today?

Tell students there is a clue in #28 of the "History of the Computer Guide." *(They will probably be surprised to learn that the answer is PIXAR. Steve Jobs helped found this company.)*

3. To learn the history of how PIXAR developed such sophisticated software, students will be watching a documentary by Leslie Iwerks. Ask students to recall this filmmaker. *(She created the documentary seen in the Film & Animation unit: **The Hand Behind the Mouse** about her animator grandfather Ub Iwerks.)*

4. Tell students that as they watch this documentary, they should determine how PIXAR became involved in software development and to pay close attention to the key people involved in its development. Hand out the accompanying film guide.

HANDOUT: THE PIXAR STORY

DVD: THE PIXAR STORY (WALL-E Disk 2 in "Human" section)

(Note: Many students will recognize the zoetrope, the Muybridge horse sequence as well as the early animation segments in the opening montage.)

5. After viewing, allow time for student reaction and clarification.

IV. Computer animation (30)

1. Tell students that they will have the opportunity to work with computer animation for their next project. The software they will use does not require clay models and coordinates. Instead it uses drawings they create on the computer.

2. On a large screen, show students the home page for the **ANIMATION-ISH** software program and its three tools levels.

3. Click on the "Lessons" section. Together watch the first lesson "Make A Doodle".
4. Allow groups to try what they have just learned. Make sure students take turns using the controls...perhaps by a timer signaling when it is time to switch students.

V. Reflection (15)

1. Direct students to the hanging chart paper labeled:

What did you learn about the history of computer graphic software?

2. Hand out Post-its on which students write and post.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.