Course: Texas Web Design | Module: Web Development

Lesson 5.8: HTML Styling

https://codehs.com/course/9609/lesson/5.8

Description	In this lesson, students will use HTML styling to make their pages visually appealing and unique.
Objective	Students will be able to: • Apply HTML styling to make their web pages more visually appealing and unique ## Enduring Understandings This lesson builds toward the following Enduring Understandings (EUs) and Learning Objectives (LOs). Students should understand that… • EU 1.1 Creative development can be an essential process for creating computational artifacts. (LO 1.1.1) • EU 1.2 Computing enables people to use creative development processes to create computational artifacts for creative expression or to solve a problem. (LOs 1.2.1, 1.2.3, 1.2.5) • EU 5.1 Programs can be developed for creative expression, to satisfy personal curiosity, to create new knowledge, or to solve problems (to help people, organizations, or society). (LOs 5.1.1, 5.1.2)
Activities	5.8.1 Video: HTML Styling 5.8.2 Quiz: HTML Styling Quiz 5.8.3 Example: Stylish Address Book 5.8.4 Exercise: Background Colors 5.8.5 Exercise: Style Your To-Do List
Prior Knowledge	• HTML tags • HTML structure • Tag attributes
Planning Notes	• Review the slides and the exercises in the lesson. • Complete the *Design Connection* activity in advance to have your own example ready.

Standards Addressed	5.1.1 [P2] (A-E) 5.1.2 [P2] (A-C) 3.2.1 [P1] (G, H)
Teaching and Learning Strategies	**Lesson Opener:** - Have students brainstorm and write down answers to the discussion questions listed below. Students can work individually or in groups/pairs. Have them share their responses. [5 mins] - *Design Connection:* Have students search for a poorly designed website and a well-designed website. Encourage them to only focus on the colors used. Share your findings. [10 mins] **Activities:** - Watch the lesson video and complete the corresponding quiz. [7-10 mins] - Let students play around with the *Stylish Address Book* example. Encourage them to change the colors and text size. See if they can "guess" some colors that are recognized as a color/style attribute. [5-10 mins] - Complete the *Background Colors* exercise. [10 mins] - Complete the *Style Your To-Do List* exercise. Feel free to adjust this exercise based on student interest to increase creativity. [15 mins] - *Match My Code:* In pairs or small groups, have one student open their created example in a new window so that the corresponding HTML code cannot be seen. The other student(s) will view the page and try to recreate the page in their editor. This can be done once or multiple times using different student creations. Remember that students can use the History Tab to go back to their own creation after trying to match their classmate's. [10-15 mins] **Lesson Closer:** - Have students reflect and discuss their responses to the end of class discussion questions. [5 mins]

Discussion Questions	**Beginning of class:**
	
	- Do most websites you visit look like the websites we have built so far?
	  - *Student answers will vary, but try to push them towards including **color**.*
	- How does the way a webpage look change how you use that web page?
	  - *If it is not engaging or welcoming, you may spend less time on that page.*
	
	End of class:

- How is styling used in the real world?
  - *On billboards, posters, fashion, storefronts, etc.*
- What have you learned that will help you make your web pages unique?
  - *The style attribute can change the colors and size of the page content.*
- What are some strengths and challenges you found while applying styles to your HTML?

Resources/Handouts	

Vocabulary

Term	Definition
[Style Attribute](#)	Allows adding several different types of styles to HTML elements.

Modification: Advanced	Modification: Special Education	Modification: English Language Learners
• Encourage advanced students to tackle the Bonus Challenges in the exercises or to complete supplemental activities	• Pair programming with another student • Print out video slides for students to reference	• Print out video slides and have students use a dictionary to translate unknown vocabulary • Pair programming with another student