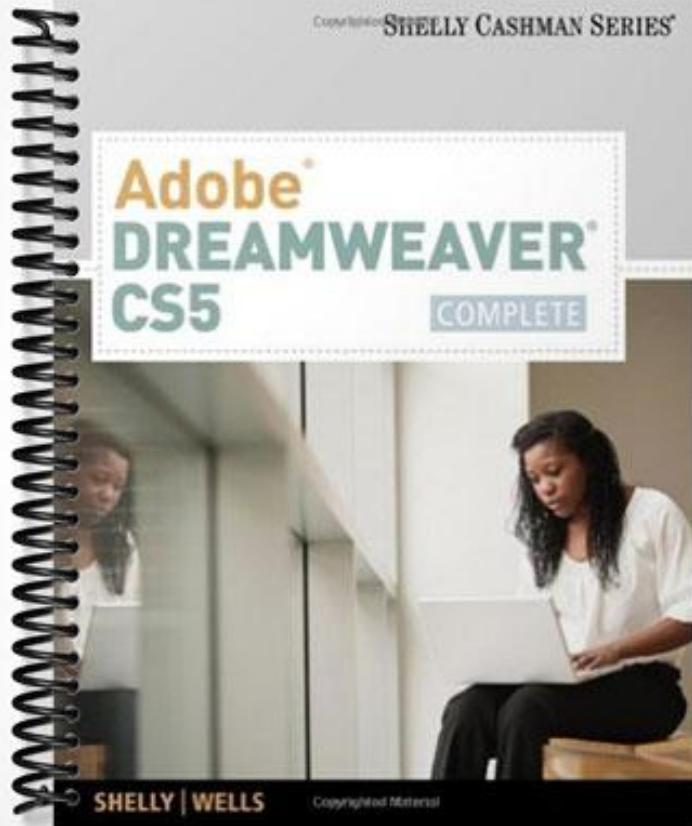


SOLUTIONS MANUAL

Complete for **SHELLY CASHMAN SERIES**

Adobe[®] **DREAMWEAVER[®]** **CS5** **COMPLETE**



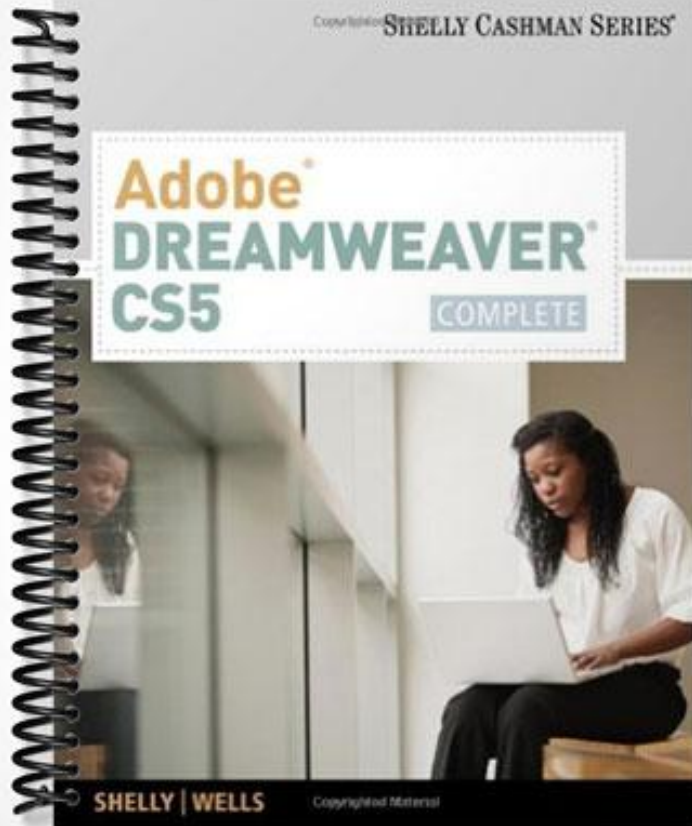
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Adobe Dreamweaver CS5

Chapter Two: Adding Web Pages, Links, and Images

A Guide to this Instructor's Manual:

We have designed this Instructor's Manual to supplement and enhance your teaching experience through classroom activities and a cohesive chapter summary.

This document is organized chronologically, using the same heading in **red** that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize the section, Figures and Boxes found in the section, if any, Teacher Tips, Classroom Activities, and Lab Activities. Pay special attention to teaching tips, and activities geared towards quizzing your students, enhancing their critical thinking skills, and encouraging experimentation within the software.

In addition to this Instructor's Manual, our Instructor's Resources CD also contains PowerPoint Presentations, Test Banks, and other supplements to aid in your teaching experience.

For your students:

Our latest online feature, CourseCasts, is a library of weekly podcasts designed to keep your students up to date with the latest in technology news. Direct your students to <http://coursecasts.course.com>, where they can download the most recent CourseCast onto their mp3 player. Ken Baldauf, host of CourseCasts, is a faculty member of the Florida State University Computer Science Department where he is responsible for teaching technology classes to thousands of FSU students each year. Ken is an expert in the latest technology and sorts through and aggregates the most pertinent news and information for CourseCasts so your students can spend their time enjoying technology, rather than trying to figure it out. Open or close your lecture with a discussion based on the latest CourseCast.

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Chapter Objectives

Students will have mastered the material in Chapter Two when they can:

- Add pages to a Web site
- Describe Dreamweaver's image accessibility features
- Describe image file formats
- Insert, resize, and align images within a Web page
- Describe the different types of links
- Create relative, absolute, and e-mail links
- Describe how to change the color of links
- Edit and delete links
- Check spelling
- Describe Code view, Split view, and Design view
- Display Code view
- Use Live view

DW 100: Introduction

LECTURE NOTES

- Explain to students that the majority of Web sites consist of several pages with links between the pages
- Dreamweaver contains a site structure feature that provides a way to maintain and organize your files within a site

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students to share their experience with using links to navigate within Web sites and also between Web sites.

DW 100: Project – Two New Pages, Links, and Images

LECTURE NOTES

- When creating a Web site, you should follow a standard format or style for all pages contained within the site. Explain to students that in this chapter they will be continuing with the Montana Parks Web site, including links between the pages
- Review Figures 2-1a, 2-1b, and 2-1c
- Use Figure 2-2 to review the steps to copy the data files to the Montana Parks Web site
- Use Figures 2-3 and 2-4 to illustrate starting Dreamweaver and opening the Montana Parks Web site
- Point out the Site pop-up menu button on the Files panel in Figure 2-3 and discuss its function

TEACHER TIP

The hierarchy of folders and files in a Web site is critical to Web development. Even for the simplest of sites, you should create a separate folder for the images. The folder name can be any name you choose, but it is best to use a descriptive, meaningful name.

FIGURES: 2-1a, 2-1b, 2-1c, 2-2, 2-3, 2-4

CLASSROOM ACTIVITIES

1. Quick Quiz:

- 1) You should vary the style of Web pages within a site for variety. T/F? (Answer: False. You should follow a standard style layout between pages of a Web site.)

DW 102: Plan Ahead Box (Critical Thinking): General Project Guidelines

LECTURE NOTES

- Review the guidelines for creating a home page like the one in this project

CLASSROOM ACTIVITIES

1. Class Discussion: Discuss the application of these guidelines to the page in Figures 2-1a through 2-1c.
2. Class Discussion: Walk through organizing a site on a subject that interests the class. Which steps do the students find the most challenging? Why?

DW 105: Managing a Web Site

LECTURE NOTES

- Let students know that Dreamweaver works best with entire sites rather than individual Web pages
- Remind students that the home page is typically called index.htm or index.html

CLASSROOM ACTIVITIES

1. Quick Quiz:
 - 1) What does index.html usually indicate? (Answer: The home page)
 - 2) Most sites automatically show the home page without the user needing to type in the entire URL of the site. T/F? (Answer: True)

DW 105: The Files Panel

LECTURE NOTES

- Define the following key terms: Files panel, root directory or top-level directory, device icon, and folder icon
- Discuss with students that the starting point for most sites is the home page

CLASSROOM ACTIVITIES

1. Class Discussion: As a class, review some folder and device icons. What does the plus and minus sign next to these icons indicate?

DW 106: Adding Pages to a Web Site

LECTURE NOTES

- Use Figures 2-5 through 2-9 to illustrate opening a new document window
- Review the Montana National Parks and Preserves Web page text in Table 2-1
- Use Figure 2-10 to illustrate creating the Montana National Parks and Preserves Web page
- Use Figures 2-11 and 2-12 to review the steps to format the Montana National Parks and Preserves Web page
- Use Figure 2-13 to review the steps to open a new document window
- Review the Lewis and Clark National Historical Trail Web page text in Table 2-2
- Use Figures 2-14 and 2-15 to review the steps to create the Lewis and Clark National Historical Trail Web page

TEACHER TIP

In Figure 2-6, you will be choosing XHTML Transitional as the DocType. XHTML is an authoring language that defines the structure and layout of a document so that it is displayed as a Web page and is compatible with most Web browsers.

FIGURES and TABLES: Figures—2-5, 2-6, 2-7, 2-8, 2-9, 2-10, 2-11, 2-12, 2-13, 2-14, 2-15, Tables—2-1, 2-2

BOXES

1. Other Ways: Encourage your students to explore other ways of opening a new document window.

CLASSROOM ACTIVITIES

1. Assign a Project: Ask students to get with a partner and to practice different ways of opening a new document window as shown in the text. Challenge the students to also try importing the contents of a Microsoft Word or Excel file into a Web page. When they are finished, discuss how the process went.

2. Class Discussion: What is XHTML? Why is it important? Refer to page 107 for further information.

3. Critical Thinking: Ask the students to review the text in Table 2-1, and to compile the same four sections of text (main heading, introduction, main text, closing) that are shown in this table on a topic of their choice. What topic did they chose? Where did they get the information for the page? How is their text the same or different from the Montana National Parks and Preserves Web page text?

DW 113: Images**LECTURE NOTES**

- Define vector images, bitmap images, pixel (picture element), grid, bitmap, and bit-resolution
- Review the three bitmap image file types that browsers currently support: GIF, JPEG, and PNG
- Define the GIF89a format's features of transparency, interlacing, and animation
- Explain what the progressive JPEG format enables
- Define background images and use Figures 2-16 and 2-17 to review the steps to add a background image to Web pages
- Explain the functions of the Assets panel and review the types of assets found on this panel, as shown in Figure 2-18
- Discuss why accessibility tools are important and the types of tools Dreamweaver offers to help your Web site meet the needs of visitors with disabilities
- Review the features—and function—of the Image Tag Accessibility Attributes dialog box in Figure 2-19
- Explain what an invisible element marker is and use Figures 2-20 through 2-24 to illustrate setting invisible element preferences and turning on visual aids
- Use Figure 2-25 to illustrate opening a Web page from a local Web site
- Use Figures 2-26 through 2-29 to illustrate inserting an image into the index page
- Discuss the Property inspector image-related tools shown in Figure 2-30, reviewing the following features: Align button, Border, Edit section (and Edit and Edit Image Settings options), Link box, Map box and Hotspot tools, Reset Size tool, Target, and V Space and H Space
- Define alignment and review the Image Alignment Options shown in Table 2-3
- Use Figures 2-31 and 2-32 to illustrate aligning an image

- Discuss the importance of being able to adjust space around images, and use Figures 2-33 and 2-34 to illustrate adjusting the image size and the horizontal space
- Use Figures 2-35 through 2-39 to review the steps to insert the second image
- Review inserting and aligning images in the Montana National Parks and Preserves Web page and the Lewis and Clark National Historical Trail Web Page in Figures 2-40 through 2-49
- Review Dreamweaver's image editing tools including the option of using an external image editor, cropping, resampling, the Brightness and Contrast tool, and sharpening
- Use Figures 2-50 through 2-55 to illustrate cropping and modifying the brightness/contrast of an image

TEACHER TIP

To apply a background color to a Web page (rather than a background image) you can click the Page Properties button in the Property inspector, click the Appearance (HTML) category, and then click the Background icon to display a color picker, which provides a palette of Web-safe colors. Click a color in the palette, and then click the OK button to apply the color to the Web page background.

Refer students to Appendix B for a full overview of Dreamweaver's accessibility features.

FIGURES and TABLES: Figures—2-16, 2-17, 2-18, 2-19, 2-20, 2-21, 2-22, 2-23, 2-24, 2-25, 2-26, 2-27, 2-28, 2-29, 2-30, 2-31, 2-32, 2-33, 2-34, 2-35, 2-36, 2-37, 2-38, 2-39, 2-40, 2-41, 2-42, 2-43, 2-44, 2-45, 2-46, 2-47, 2-48, 2-49, 2-50, 2-51, 2-52, 2-53, 2-54, 2-55; Table—2-3

BOXES

1. BTW: *Invisible Elements and Precision Layouts*. Caution students about the need to hide the invisible elements when moving elements.
2. BTW: *Resizing Images Visually*. Discuss the alternative to the use of the W and H boxes and explain that, whatever method you use, you are changing only the appearance of the image on the Web page and not the size of the original image file.
3. Other Ways: Encourage your students to explore other ways of turning on visual aids.
4. Other Ways: Encourage your students to explore other ways of opening a Web page.
5. Other Ways: Encourage your students to explore other ways of inserting an image.
6. Other Ways: Encourage your students to explore other ways of resizing an image.
7. Other Ways: Encourage your students to explore other ways of modifying the properties of an image.

CLASSROOM ACTIVITIES

1. Assign a Project: Ask students to search and download examples of both vector and bitmap graphics. Which type of graphic was easier to find? What format did they find the most easily (i.e. JPEG)? What did they notice as the primary difference in the appearance of vector and bitmap graphics?

2. Group Activity: Ask students to get into small groups and to open the Assets panel. Instruct each group to review the list of asset types and to think of an example of a specific file of each type that they would add to the Montana National Parks and Preserves Web page. For example, what type of movie clip would they add to the site?
3. Class Discussion: Review Table 2-3 with the class. Ask for volunteers to draw each of these alignment options on the whiteboard.

LAB ACTIVITIES

1. Ask students to explore each of the image related features of the Property inspector. Ask them to jot down notes and be ready to share what they found. Once everyone is ready, have each student teach the other students on one of the features.
2. When you insert an image, the Image Tag Accessibility Attributes dialog box is displayed. This dialog box contains two text boxes — one for Alternate text and one for Long description. Ask students to find four images related to Alaska and to write out what they would put into the dialog box for both the Alternate text and the Long description.

DW 114: Plan Ahead Box (Critical Thinking): Prepare Images

LECTURE NOTES

- Review the steps involved in preparing images

CLASSROOM ACTIVITIES

1. Critical Thinking: If students were to add one step to this box, what would that step be, and why?

DW 118: Plan Ahead Box (Critical Thinking): Consider Accessibility

LECTURE NOTES

- Review the guidelines for providing accessible content on your Web pages

DW 145: Understanding Different Types of Links

LECTURE NOTES

- Explain that there are three types of link paths available: absolute (external), relative (document-relative or internal), and root-relative
- Define a root-relative link as a link that is primarily used when working with a large Web site that requires several servers
- Define named anchor, e-mail link, and null (script) link
- Review the three methods of creating a relative link: point to file, drag-and-drop, and browse for file
- Use Figures 2-56 and 2-57 to illustrate adding text for relative links
- Use Figures 2-58 and 2-59 to illustrate creating a relative link using point to file, and use Figures 2-60 through 2-63 to illustrate creating a relative link using the context menu
- Use Figures 2-64 through 2-66 to illustrate creating a relative link to the home page, and use Figure 2-67 to illustrate creating absolute links
- Define e-mail link and use Figures 2-68 through 2-71 to illustrate adding an e-mail link

- Mention to students that they can change the color of links and that link colors typically change when a link is visited. There are three options for link colors: Link, Active Link, and Visited Link
- Explain that Dreamweaver makes it easy to edit or delete a link and review these methods

TEACHER TIP

All the files you see in the Files panel in the Local Files list are internal files and are referenced as relative links.

FIGURES: 2-56, 2-57, 2-58, 2-59, 2-60, 2-61, 2-62, 2-63, 2-64, 2-65, 2-66, 2-67, 2-68, 2-69, 2-70, 2-71

BOXES

1. Other Ways: Encourage your students to explore other ways of using the Point to File tool.
2. Other Ways: Encourage your students to explore other ways of using creating a link.
3. Other Ways: Encourage your students to explore other ways of using creating an absolute link.
4. Other Ways: Encourage your students to explore other ways of using creating an e-mail link.

CLASSROOM ACTIVITIES

1. Class discussion: When would you use an internal link? An external link? A root relative link? Survey the students on which types of links they are most comfortable using.
2. Assign A Project: Ask the students to find a partner and to add relative links to a page using each of the three methods described on page DW 146. If they need further guidance they can refer to Figures 2-58 through 2-66.
3. Group Activity: Visit some Web sites as a class and click on the e-mail links that you find. What do you notice about the links? Do they open quickly or slowly? What is filled out in the "To:" "From:" and "Subject:" fields?

DW 146: Plan Ahead Box (Critical Thinking): Identify Links**LECTURE NOTES**

- Review the guidelines for creating links to create connections from one document to another on your Web site

DW 152: Plan Ahead Box (Critical Thinking): Include Standard Links for Navigation**LECTURE NOTES**

- Review the kinds of links that your Web site visitors can expect to find on your site

LAB ACTIVITIES

1. Ask students to visit a Web site related to their favorite sport and to find examples of each of these links. Instruct the students to copy the links and to prepare a short report describing each of the four categories of links described in the box and how the links they found fit each of those categories.

DW 159: Dreamweaver Views

LECTURE NOTES

- Dreamweaver provides several ways to look at a document: Design view, Code view, Split view, and Live view
- Review that when using Split view a user can see the design and code at the same time, and use Figure 2-72 to illustrate using Design view and Code view simultaneously
- Explain to students that pressing the BACKSPACE or DELETE key may return you to the previous line, but does not always delete the line break or paragraph tag within the source code; in this case, delete the tag in Code view
- Use Figure 2-73 to illustrate using Live view

TEACHER TIP

Splitting the Document window to view the code makes it easier to view the visual design while you make changes in the source code.

FIGURES: 2-72, 2-73

BOXES

1. BTW. *Using the Quick Tag Editor*. Discuss the use of the Dreamweaver Quick Tag Editor to quickly review, insert, and edit HTML tags without leaving Design view.
2. Other Ways: Encourage your students to explore other ways of using Split view.

CLASSROOM ACTIVITIES

1. Group Activity: Open Dreamweaver and explore Design view, Code view, Split view, and Live view. Spend some time in Code view comparing the way the Web page looks when written in HTML code versus the way it appears in a browser.

DW 162: Quitting Dreamweaver

LECTURE NOTES

- Review the steps to close the Web site and quit Dreamweaver

BOXES

1. BTW: *Quick Reference*. For a table that lists how to complete tasks covered in this book using the keyboard, see the Quick Reference at the end of this book.

End of Chapter Material

- **Chapter Summary** provides a general survey of the material in the chapter. Students can use these pages to reinforce their achievement of the chapter objectives.
- **Learn It Online** exercises offer students additional information, resources, and activities related to the topics presented in the chapter.
- **Apply Your Knowledge** is a student assignment that helps you to reinforce the skills and apply the concepts you learned in this chapter.

- **Extend Your Knowledge** is a student assignment that challenges you to extend the skills you learned in this chapter and to experiment with new skills. You may need to use Help to complete the assignment.
- **Make It Right** is a student assignment that requires you to analyze a presentation and correct all errors and/or improve the design.
- **In the Lab** is a series of student assignments that ask you to design and/or create a presentation using the guidelines, concepts, and skills presented in this chapter. The assignments are listed in order of increasing difficulty.
- **Cases and Places** is a series of student assignments where you apply your creative thinking and problem solving skills to design and implement a solution.

Glossary of Primary Terms

- absolute link (DW 145)
- Align button (DW 126)
- alignment (DW 127)
- animation (DW 114)
- Assets panel (DW 117)
- background images (DW 115)
- bit-resolution (DW 113)
- bitmap (DW 113)
- bitmap images (DW 113)
- Border (DW 126)
- Brightness and Contrast (DW 142)
- browse for file method (DW 146)
- Code view (DW 159)
- cropping (DW 141)
- Design view (DW 159)
- device icon (DW 105)
- document-relative link (DW 145)
- drag-and-drop method (DW 146)
- e-mail link (DW 146, DW 156)
- Edit (DW 126)
- Edit Image Settings (DW 126)
- external link (DW 145)
- Files panel (DW 105)
- folder icon (DW 105)
- GIF (Graphics Interchange Format) (DW 114)
- grid (DW 113)
- H space (DW 127)
- Hotspot tools (DW 127)
- index.htm (DW 105)
- index.html (DW 105)
- interlacing (DW 114)
- internal link (DW 145)
- invisible element marker (DW 119)
- JPEG (Joint Photographic Experts Group) (DW 114)
- Link (DW 127)
- Live view (DW 159, 161)
- Map (DW 127)
- named anchor (DW 146)
- null link (DW 146)
- PNG (portable network graphics) (DW 114)
- picture element (DW 113)
- pixel (DW 113)
- point to file method (DW 146)
- progressive JPEG (DW 114)
- relative links (DW 145)
- resampling (DW 141)
- Reset Size (DW 127)
- root directory (DW 105)
- root-relative link (DW 146)
- sharpening (DW 142)
- Site pop-up menu button (DW 103)
- Split view (DW 159)
- Target (DW 127)
- transparency (DW 114)
- top-level directory (DW 105)
- V space (DW 127)
- vector images (DW 113)

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