

# Intro to the Internet

| CE9 | Hogue | 2008 |

## Lesson Objectives:

- ▶Assess student awareness of and familiarity with technology tools
- Introduce students to search tool: netTrekker (see separate handout)
  - Register and join class
  - Learn features: basic, dictionary, timeline, read aloud, reading levels
  - Conduct guided topic search (with partner)
- Create collaborative report from Web search
  - ▶Use a graphic organizer for taking notes and organizing paragraphs
  - Think and write collaboratively
  - Use Word and save file in H:/ drive
- Documenting online sources (MLA style)
- Use email
  - Subject line
  - Friendly greeting
  - ▶Send attachment
- Assessment:
  - ▶Students will complete self assessment of activity
  - Teacher assessment (see separate rubric)

## Part 1: Awareness & Familiarity (10 minutes)

On your own, circle the terms you know the meanings for or understand the concept of. Highlight (any color) those applications/tools you use.



Image created at [www.wordle.net](http://www.wordle.net)

Next, compare your results with your partner's.

Circled: \_\_\_\_\_ number same Highlighted: \_\_\_\_\_ number same

Which terms/concepts did you or your partner not understand that either of you could explain to the other? Who explained what to whom?

Which ones do neither of you know? List them.

Circle two from the list above that you are most interested in knowing more about.

**Part II: Learning netTrekker (30 minutes)** (See separate handout)

**Part III: Searching and Collecting (90 minutes)**

You and your partner will be using an educational search engine called netTrekker. You will be researching the topic: **Internet safety**. You will also be taking notes using a graphic organizer. You will look at (skim) four sites on your topic (choose from eleven in the class folder called *Internet Safety Sites*).

Strategies:

- read one site at a time together, so you can talk about it and take notes together
- divide the sites and search independently, and share notes later

Document your sources:

For each of the four sites, you will need the following information. Record everything but the url on your graphic organizer. Copy and paste url into a Word doc and save it.

- The name/title of the site
- The copyright date/last updated date (generally at the bottom)
- The organization affiliated with the site (sometimes you won't have this)
- The date you visited the site
- The url (web address), copy and paste the url; don't try to write it down.

**Part IV: Reporting (50 minutes)**

From your notes (you will have four sheets), write a summary of what you found in your search. You will have two to three paragraphs. Instead of just summarizing each site, try to find what was common among them and organize your report according to what you learned. For example, maybe each site said that it is not a good idea to give personal information, like a phone number on a social networking site. You're not going to write that four different times. You can use a *separate graphic organizer* for getting your ideas sorted out. See your teacher for one. Set up your document like this example(FSSH):

John Smith  
Sue Jones  
CE9, 1<sup>st</sup> hour  
Sept. 5, 2008

Title goes here (like Staying Safe Online, but make up your own)

Start your summary here. Aim for two to three paragraphs. Your report should be no longer than three paragraphs. You will be writing in third person, so avoid first and second person pronouns. Be sure you use complete sentences and organize your report logically.

You should always double space any typed document that you hand in on paper (even though you'll be sending this as an email attachment, in other classes you'll hand in paper). Check your spelling and usage. Choose an ordinary font: never italicized, never bold. The font size matters, too. Use a font no smaller than 10 point and no larger than 12 point.

At the end, list the sites you visited. Follow the example below.

#### Works Cited

History Channel.com. 2002. History Channel. 5 September 2008. <<http://historychannel.com>>.

Next one goes here. Ask me about using hanging indent so your second line is indented as shown here.

**Part V: Email (10 minutes)**

There are two main skills we are engaging here:

- sending and receiving email
- adding attachments

Please follow the class demonstration for sending email. Only one person from your group will send the email attachment (the one who has the document in his/her H drive). The other partner will send a plain email greeting to test his/her email.

Directions:

1. When your document is ready to be graded (you've read it, proofed, it, edited it, and found it your best work), send it as an email attachment.
2. The subject line is "safe."
3. Please include a friendly greeting in the body of the email.
4. The other partner will send an email with a greeting and no attachment.

**Part VI: Self Assessment (10 minutes)**

How did you do? Please use the following assessment tool to grade yourself. Each student does this for him/herself.

	4 Always/ Yes	3 Sometimes/ Maybe	2 Never/ No
I can use netTrekker on my own now.			
I know what information I need to record to cite basic online sources.			
I found interesting and useful information about Internet safety.			
I took my share of notes from sites.			
I wrote my share of our report.			
I was active in editing and revising our document.			
I understand the way to set up typed documents according to the FSSH.			
I know how to send an email with an attachment			
On separate sheet: write a short narrative about this experience. List three things you learned that you think will be useful to you as a high school student and explain why. Attach that sheet to this assessment.			

**Part VII: Teacher assessment** (see separate rubric)

►Hand in:

- This packet with your name on it (each student hands in his/her own)
- Your group's four graphic organizers (notes for sites)
- Email your report as attachment