

# Internet Research Techniques



**Teacher's Guide**  
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**Produced**  
**by**  
**Colman Communications**  
**Corp.**

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# INTERNET RESEARCH TECHNIQUES

Grades 6-8

Viewing Time: 17:31

## PROGRAM OVERVIEW

### Intended Audience and Uses

*Internet Research Techniques* has been produced for students in the jr. high/middle school grades. It presents key information on how the Internet can be used to conduct research for school assignments – principally reports and term papers. Teachers may use the video as both an introductory and review medium for their instructional programs on computers and the Internet or as a lesson on how to conduct Internet research within various disciplines, such as social studies or science. In addition, the program and its ancillary print material may be used as mini-unit that contains five distinct lessons: (1) *Introduction and Browser Basics*; (2) *Search Engines*; (3) *Selecting Appropriate Websites*; (4) *Copying* and (5) *A Review*.

**A cautionary note: because the Internet is dynamic in nature, the producers have taken special care to stress fundamentals that do not change. Nevertheless, it is virtually impossible for all information to be completely current. Thus, it will be up to the teacher to update students on any changes that may have occurred since the program's release. Moreover, the video suggests how to use the most popular browser (Internet Explorer) and search engine (Google) at the time of production. Other browsers and search engines have similar capabilities. By necessity, it will be the instructor's responsibility to help students who may use other search engines and browsers.**

## Program Synopsis

The program is divided into five sections. The first begins by defining the Internet and gives a brief overview of the options Internet users have regarding entertainment, information, and social networking. However, not everyone knows how to use this resource to its maximum benefit when trying to locate and manage information. For students, that means finding and managing the



data needed for reports and term papers. The program then provides detailed information on the most widely used browser, Internet Explorer, stressing ways students can use it to quickly navigate the web and efficiently manage information when preparing reports and term papers. The second section discusses search engines, with detailed information on how to use the advanced search capabilities of Google, the most widely used search engine. The third section discusses how to be selective

when choosing websites for research, cautioning students to stay away from blogs and dot-com sites because they seldom give balanced information. Instead, sites whose domains end in .edu, .gov and .org generally – but not always – are more reliable. The fourth section cautions about copying off the web when preparing a report or term paper. Viewers are given various reasons why wholesale copying is a bad idea, and are instructed to give citations when quoting small sections of online material. The final section provides a review.

## **VIEWER OBJECTIVES**

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Define the Internet and tell at least three ways it is used.
2. Name at least three leading browser programs.
3. Demonstrate an ability to use Internet Explorer or any other popular browser.
4. Tell what a search engine does and name at least three popular search engines.
5. Demonstrate an ability to use Google's advanced search capabilities.
6. Tell why it's usually best to use .edu, .org and .gov sites when doing research.
7. Give at least three reasons why one should not copy large sections of web material when preparing reports or term papers.

*The producers encourage you to make adaptations and changes to the following lesson plan whenever you feel it will enhance your students' learning experiences. Only by tailoring the material to your unique classroom situation will you be able to maximize the educational experience afforded by these materials.*

## SUGGESTED LESSON PLAN

### Viewing Strategies

This program can be employed in three distinct ways. First, the video can be shown in its entirety as an introduction and/or review session for students beginning their study of how to use the Internet. Second, teachers may pick and choose various sequences and select ancillary print material to underscore



concepts taught in their current unit on report writing. The third way is using the program and all ancillary material as a mini-unit composed of five distinct lessons. Each section of the program presents core concept material for individual lessons. Review questions that can be asked after each segment have been provided in the *Sample Questions* blackline master (see below).

### Previewing Activities

*The producers encourage you to prescreen the program to familiarize yourself with its content.*

Ask how many students used the Internet today. How did they use it? Can anyone define the Internet? Solicit various definitions. Make certain that your students

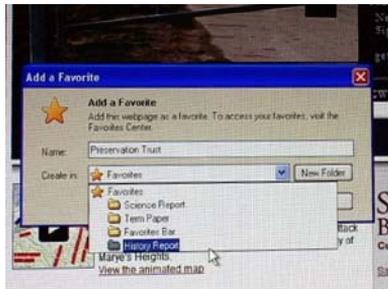
understand that the Internet is a collection of millions of computers around the world that communicate with each other and that those computers supply information, entertainment, email and other services. Have your students take the ***Internet Research Techniques Pre-Test*** to structure your lessons for content and emphasis.

## Introduce the Video

### Part 1: Introduction

If you are using this program as a mini-unit, have everyone start an Internet Research Techniques folder. As your students work through the unit, have them place all written activities into the folder. Now, tell the class they are going to see a video on how to use the Internet quickly and efficiently for their school assignments. Pass out the ***Internet Research Techniques Outline***. Tell the class that

the outline gives an overview of the program. Briefly go over the outline, asking if there are any questions. Mention that in the future, a partially filled-in outline will be distributed and students will be expected to fill in missing sections.



gives an overview of the program. Briefly go over the outline, asking if there are any questions. Mention that in the future, a partially filled-in outline will be distributed and students will be expected to fill in missing sections.

Next, explain that there may be some terms they will need to know to better understand the program. Hand out ***Internet Research Technique Terms***. Have your students briefly discuss terms 1 - 18 after everyone has had enough time to peruse them. Next, tell your students that during the introduction of the program, which they will see in a minute, the program's purpose will be stated. Now, show the first 1:20 of the program. Stop or pause the program after the purpose is revealed.

## Pre-Viewing Activities

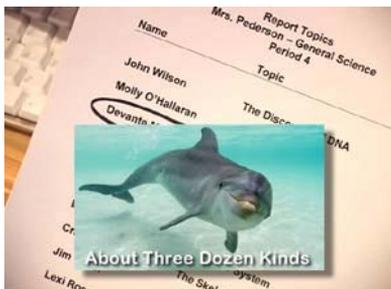
### Part 1: Browser Basics

Ask the class, “What is the purpose of the program?” After it is stated (show how to navigate the Internet efficiently so students can quickly find and organize online information), ask if anyone has any idea how that can be accomplished. If no one mentions browsers or search engines, ask if there are any computer programs that might help. Make certain that your class understands that browser programs are one way to quickly find and especially organize online information. Have your students turn to their *Internet Terms* handout to further discuss and define terms 1-18.

## Post-Viewing Activities

### Part 1: Introduction and Browser Basics

Ask how many people use a browser program. Does anyone use a browser other than Internet Explorer 8 (IE8), which is the version shown in the program? How does it differ? How is it the same? For those who use Internet Explorer,



what tasks were unfamiliar to them? Remind the students that the program stated that the ability to email web page links and web pages themselves could be helpful when students are working on committee

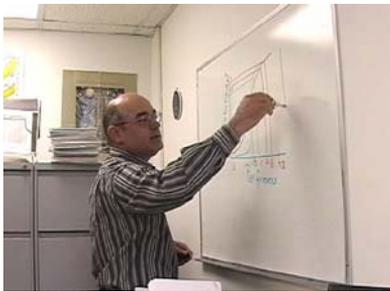
projects. How might it be useful? Help your students understand that when one comes upon a web page that might be useful to a member of the committee, he or she can immediately email the page or its link to that person. It also can be helpful when committee members need to discuss specific information. Next, mention that the video stated that there are five tiers on Internet Explorer, “when all are turned on.” If you have IE8 in your classroom,

show your students how to turn various tiers on and off by clicking the “tools” menu on the right side of the bottom tier, and then sliding down to “toolbars.” You might also mention that all the tiers can be turned on and off by toggling F11. Now, hand out the ***Guide to Browser Tasks, IE8*** worksheet. Go over the information and ask your students if they have any questions. Next, distribute the ***Favorites & File Folders*** worksheet. Have your students complete this exercise either as a homework, seatwork or committee assignment. Discuss the activities when they are completed. Finally, give your students instructions on your preferred citation format if you have not previously done so.

## **Pre-Viewing Activities**

### **Part 2: Using Search Engines**

Review the first part of the program if you feel it will help your students retain the information contained in it. Next, have your students turn to their ***Internet Terms*** handout. Have your students discuss and define terms 19 - 24 before



viewing the next part of the video. Now, turn your attention to the next part of the program, “Using Search Engines.” Mention that there are hundreds of millions of web pages, and that culling out millions of

unwanted pages is essential to get the needed information quickly; otherwise, an inordinate amount of time will need to be spent going through a huge number of websites. Ask what strategies might be employed to find only the pages needed. After several are mentioned, tell the class that the next section of the program, “Using Search Engines,” will help students quickly find what they need. Show the second part of the program.

## Post-Viewing Activities

### Part 2: Using Search Engines

Ask what two things students can do to quickly find the information they need for reports and term papers. (Narrow the topic and use advanced search.) Hand out *Narrow Your Topic* and have your students complete this exercise either as a homework assignment, seatwork assignment or small group activity. Discuss the answers when the handout is completed. Next, hand out *Using Advanced Search*. Once again, have your students complete this exercise either as a homework or seatwork assignment or as small group activity. Discuss the answers when the handout is completed. Finally, have your students practice using the “find on this page” command if your school’s computers have IE8 on them.

## Pre-Viewing Activities

### Part 3: Being Selective

Review the last part of the video if you feel it will help your students retain the material. Define and discuss terms 2-27



in the *Internet Research Techniques Terms* handout.

Ask if anyone in the class has created a web page. Of course, anyone who has a social network page has done so, although many probably don’t realize they have actually created a page

on the web. Now ask if anyone at the social network site – or anyone else, for that matter – has changed or edited their page. In all likelihood, no one has. Ask, “What implications does this have when considering that many web users have a viewpoint they would like to express?” Mention that only a small minority of web pages has been reviewed by professional editors who check for accuracy and balance.

Ask, “Is there any way a person can tell if the information contained in a web page is accurate and balanced? What if there are no credits or citations to check the qualifications of the author of the material?” After exploring these questions, tell the class they will now see the next part of the program, which will help everyone find information that is accurate and balanced.

## Post-Viewing Activities

### Part 3: Being Selective

Ask what two kinds of websites did the program mention that probably were not accurate? Why not? Help your students understand that people who want to express opinions, not necessarily facts, often write blogs. And dot-com sites are usually run by businesses that will give



information to promote their products or services, not necessarily give factual information. Ask, “Why would government, museum and educational institutions be more likely to have accurate and balanced information?” Help your

students understand that these institutions do not generally try to promote a viewpoint, product or service. Ask, “Are there any exceptions to dot-com sites being inaccurate and unbalanced?” You may mention many newspaper and broadcast news sites have articles written by professional journalists and reviewed by editors to make certain they meet high journalistic standards. Hand out ***Fact, Opinion or Pseudo-Fact?*** Have your students complete this exercise either as a homework or seatwork assignment, or as a committee activity. Discuss the answers when the handout is completed. Help your students understand the necessity of using reliable information when writing term papers and

reports. Ask if anyone has ever used a *wiki*, a site written by its users. Perhaps the best example is *Wikipedia*. Mention that many schools have banned the use of *wikis*, including *Wikipedia*, as research sources for reports and term papers. Ask, “Why do you think they have done so?” Be certain your students understand that any incorrect data in a report undermines the entire project, and that a research project is only as strong as its weakest link.

## **Pre-Viewing Activities**

### **Part 4: Copying**

If you feel it would be helpful, review the information presented previously. Tell the class that up to this point, they’ve learned how to get reliable information quickly on the Internet. The question remains as to how much of that information can be used word-for-word. As everyone knows, it takes only a few clicks to copy and paste a section of a web page (or the entire page). The next section will tell why wholesale copying is a very bad idea.

## **Post-Viewing Activities**

### **Part 4: Copying**

Discuss your school’s or district’s policy regarding copying. Be sure your students understand that copying from the Internet or any other source will result in lamentable consequences. Discuss the embarrassment factor when a student is caught cheating. Finally, discuss the moral aspects of copying. Does anyone win when copying takes place, even if he or she isn’t caught? What does it say about a person who cheats? Is that person reliable? Does that person feel he or she is capable of doing the work? Hand out ***Paraphrasing***, which will help students understand how to use Internet information without copying. Have your students read their paraphrase versions to their classmates.

## Pre-Viewing Activities

### Review

Have your students fill out the blank spaces in *Internet Research Techniques Review Outline*. Go over the outline after your class has had time to fill in the blanks. Make certain that all the outlines have been completed correctly.

## Post-Viewing Activities

### Part 5: Review

Conduct a review of all the material. Ask the class if there are any questions. Tell your students that they should study the outline and all of the material in their *Internet Research Techniques Notebooks* for the test. Give the Internet Research Unit Evaluation at an appropriate time to determine how much of the material has been retained and skills mastered.

### Description of Blackline Masters

**SAMPLE QUESTIONS** – Provides teachers a set of questions to ask after each segment of the program has been shown.

**INTERNET RESEARCH TECHNIQUES PRE-TEST** – Helps teachers determine student knowledge and assists in lesson preparation.

**INTERNET RESEARCH TECHNIQUES OUTLINE** – Helps students understand the scope and sequence of the unit.

**INTERNET RESEARCH TECHNIQUES TERMS** – Helps familiarize students with some of the terms used in the program.

**GUIDE TO BROWER TASKS, IE8** – Gives student practice using four key tasks available in Internet Explorer.

**FAVORITES AND FILE FOLDERS** – Gives students an opportunity to create and use a favorites file folder.

**NARROW YOUR TOPIC** – Shows students how narrowing a topic can lead to more efficient web searches.

**USING ADVANCED SEARCH** – Shows students how using advanced search can further lead to efficient web searches

**FACT, OPINION OR PSEUDO-FACT?** – Helps students understand the use of facts, opinions and pseudo-facts on the web.

**PARAPHRASING** – Helps students practice paraphrasing.

**INTERNET RESEARCH TECHNIQUES REVIEW OUTLINE** – An exercise that will help students remember the information presented in the program.

**INTERNET RESEARCH TECHNIQUES UNIT EVALUATION** – An evaluation exercise that will help you and your students determine how much they have learned from the four lessons presented.

## ANSWER KEY

**Video Quiz:** 1. a. 2. False 3. file folder 4. False 5. b. 6. c. 7. False 8. a. 9. Blogs and dot-com 10. c.

**Computer & Internet Basics Pre-Test:** 1. A program that gets you on the web and lets you navigate round it 2. Internet Explorer 3. Five 4. Favorites, feeds, history 5. Click the star and arrow button when you're on the target web page. 6. Hundreds of millions 7. A program that searches for websites 8. Google 9. .org, .gov, .edu 10. Learn very little, if anything; you're being dishonest, your teacher will know; you'll get a failing grade; you'll be embarrassed; defeats the purpose of the assignment.

**Internet Research Technique Terms:** 1. Internet: a network of computers around the world 2. Network: A group or system that interconnects people or things 3. Array: A large group, numbers or quantity of people or things 4. Instantaneously: Instantly 5. Browser: A computer program used to get onto the Internet and navigate around it 6. Web: Short for World Wide Web 7. Efficiently: Quickly, with little wasted effort 8. Tier: Row 9. Pull-down list: List of tasks generated when clicking a menu item 10. Via: By way of 11. Bookmark: record a web address for quick access at another time 12. Citation: A short statement telling where a quote has come from 13. Retrieval: Process of getting something 14. Pertinent: Relevant, applicable 15. Search box: Place where an

item is typed in to find 16. Icon: Small picture or symbol 17. Right click: Clicking the right-hand part of a computer mouse 18. Avail: Take advantage 19. Search engine: A computer program that searches the Internet for websites you want to see 20. Advanced Search Link: A program that culls out unwanted web sites when conducting a search 22. Cull: Reduce in number 23. Domain: Part of an Internet address that denotes a particular group of users, or a country 24. Irrelevant: not connected, not relevant 25. Selective: Choosing carefully 26. Blog: An ongoing web article written by a person or group of persons 27. Balanced information: Information that does not favor any particular point of view or philosophy 28. Wholesale copying: Copying word-for-word on a large scale

### ***Fact, Opinion or Pseudo-Fact***

1. F 2. P 3. P 4. P 5. F  
6. O 7. F 8. O 9. F 10. P

### ***Internet Research Techniques Review Outline***

**I:** Browser Basics **IA1a:** computers **IA1b:** communicate **IA1c:** entertainment, social networking **IB:** get on the web **IB1a:** Netscape Navigator **IB1b:** Firefox **IB1c:** Safari **IB2:** Internet Explorer **IC:** Five tiers **IC2:** perform a number of tasks **ID1:** Menu bar and pull-down tasks  
**ID1a:** File **ID1b:** Edit **ID1c:** Favorites **ID2:** The tab section  
**ID2a:** Home page **ID2b(2)(a):** Favorites list **ID2b(2)(b):** Search list  
**II:** Search Engines **IIA:** Hundreds of millions **IIB1:** Alta Vista  
**IIB3:** Bing **IIB5:** Yahoo Search **IIC:** Google **IID:** Narrow topic  
**IIE:** Cull out unwanted sites **IIF2:** a web page contains a long article  
**IIIA:** out **IIIA1:** a bad report **IIIA2:** “garbage” **IIIA2a:** Blogs  
**IIIA2b:** dot-com sites **IIIC1:** dot-edu **IIIC2:** dot-org **IIIC3b:** Historical  
**IIIC3d:** Legislative **IVA1:** Learn little, if anything  
**IVA3:** Teacher will know **IVA5:** Extreme embarrassment

### ***Internet Research Techniques Unit Evaluation***

**Part I** 1. T 2. F 3. T 4. F 5. F

**Part II** 1. print, save, send 2. third 3. working on a group project 4. instant retrieval 5. quote accurately

**Part III** 1. Pull-down: tasks listed below the main menu when it is clicked 2. Citation: a short statement that tells where a quotation has come from 3. Search engine: a computer program that searches the Internet for websites you want to see 4. Search box: a place in which you type a term for which the program searches 5. Domain: part of an Internet address that denotes a particular group of users or country

**Part IV** Copy-paste → quoting accurately    send link → group projects    bookmark → instant retrieval    file folder → keeping needed websites handy    History → Finding website not bookmarker

**Part V** 1. b.    2. c    3. a.

## TRANSCRIPT OF THE VIDEO

### Part I: Introduction and Browser Basics

The Internet: a remarkable network of computers throughout the world that enables people to communicate instantaneously across land, ocean – and even outer space – while at the same time provides its users, including you, a wide array of entertainment options, social networking possibilities and news and information choices.

If you're like countless others, you go online frequently to look for facts and figures.

But only a small fraction of people know how to use the Internet to its maximum benefit when trying to locate and manage information.

For you as a student, that means finding and managing the data you need for reports and term papers.

The purpose of this program is to show you how to navigate the Internet efficiently so you can quickly find – and organize – online information.

The more you know about your browser – the program that gets you onto the web and lets you navigate around it – the more likely you'll be able to meet those dual goals of speed and efficiency.

As you undoubtedly know, there are many browsers. And for the most part, they're fairly similar.

We'll focus on Internet Explorer since it's by far the most widely used.

Internet Explorer sits atop the web page and is composed of five rows, or tiers, when all are turned on.

Some provide website information, but most allow you to perform a number of tasks – too many to cover in one program.

So we'll focus only on the tasks most useful to students when they gather information for reports or term papers.

We'll start on the third tier, the menu bar. Each top, or main, menu item heads a pull-down list of tasks you can perform.

For example, under the file menu, you can save the contents of the web page to a file (the "save as" task), print it, or send it via email – either as the page itself or as a link to the page.

Emailing a web page or its link can be very useful whenever you're working on a group or committee project.

Under the edit menu, you can perform a number of tasks similar to those found in word processing programs.

For example, you can copy what you've selected and then paste it into a word processing document.

That's ideal for quoting accurately, of course. But don't forget to give proper credit by writing citations according to your teacher's instructions.

The "favorites" menu lists your favorite websites, those you've "bookmarked," that is, selected for instant retrieval.

Click one and it immediately takes you to that site.

As you may know, you can add a website you're currently visiting to your list of favorites – that is, "bookmark" it – by holding down your mouse button on "favorites," sliding down to "add to favorites," and then releasing the button.

The pop-up dialog box allows you to rename the website if you wish, or leave it as is. In either case, simply click the "add" button to add the site to your favorites list.

Now, let's say you're working on a term paper or similar project that will require visitations to a lot of different websites many of which you'll need to return to from time to time.

In that case, you may find it useful to create a *separate folder* that contains links those sites to speed up retrieval later on.

To do that, click “favorites,” then “organize favorites.”

In the pop-up menu that appears, click the “new folder” button, name the folder and press the “enter” key.

Now you’re ready to place pertinent websites into the folder.

The next time you find a website you’ll want to refer to later, click “favorites” and “add to favorites.” Re-title the page if you want to.

This one is run by the Preservation Trust, so we’ll make “Preservation Trust” our new title.

Then, in the pull-down menu, select your history report folder (or however you’ve titled it) and click “add.”

A link to the site is now in the folder, ready for rapid retrieval. In time, you’ll have a collection of appropriate web sites ready to be retrieved instantly.

Now, let’s look some items on the fourth tier of Internet Explorer.

When you click the “star-favorites” button on the left, three tabs appear – “favorites,” “feeds” and “history.”

If you click the “favorites” tab, a pull-down list of all your book-marked websites appears.

Click any of them, and you’re taken to its associated website.

The “feeds” tab, isn’t pertinent to our discussion here, so we’ll move on to the “history” tab, which allows you to look for a site you’d like to revisit, but haven’t book-marked.

You’ll find this feature particularly handy when you *meant* to bookmark a site, but were interrupted – and forgot.

The pull-down arrow lets you choose how to display the sites in several different ways – by date; by site, alphabetically; by most often visited; or by the order in which you’ve visited them today.

There’s also a search box in which you can type a word or two that might be in the web page’s title.

When you click the search button, a list of possible sites appears.

If you click the star and arrow button, an icon or button of the web page you're currently visiting will be added to the "favorites bar" to the right.

When a "favorites bar" icon or button is clicked, you're immediately taken to its web page, a faster retrieval method that eliminates several clicks had you put the page in your favorites list.

By the way, you can add your history report folder to the favorites bar by going to the favorites list and right clicking the folder, then choosing the "add to favorites bar" command in the pull-down menu.

And there it is!

The fifth tier of Internet Explorer, the tab section, lies below the star-favorites button and favorites bar. The first tab is normally your home page – here, Google.

If you want to open a second website while keeping the first one ready to view, click the small tab to the right and then select and click a site from your favorites list, or from a list generated by a search, or type the website's address in the address bar on the second tier and click the arrow to the right of the address.

The second tab, now filled, holds the website you've retrieved.

You can tab many web pages. Click any of them and its page comes into view.

Now, before we move on, a word of caution: Internet Explorer, as with all other browsers, has many different versions. A new version is released every few years. So the version of Internet Explorer you use may not look exactly like the one we've shown.

If that's the case, you may have to use the help menu or do a little searching to find all the commands we've mentioned.

Regardless of the version you use, however, once you avail yourself of your browser's main capabilities several times, using it will become second nature, and you'll find navigating the Internet fast and easy.

## Part II: Search Engines

Even so, to really take full advantage of the web, you'll need to be a knowledgeable search engine user.

That's because the Internet has literally hundreds of millions of web sites, and only by skillfully using search engines can you quickly find exactly what you need.

There are many excellent search engines. But since Google is by far the most popular – and the second most popular, Yahoo Search, is so similar to it – we'll concentrate on Google.

Now, before you begin your search, you'll need to narrow your topic because that's a key factor in successful searches.

Let's say you've been assigned to write a science report on dolphins. Well, that's a huge topic – there are about three dozen kinds of them.

So you've decided to narrow down the topic to bottlenose dolphins and what they eat – their diet.

If you hadn't narrowed the topic, and just typed "dolphins" in the search box, the search would have yielded almost 26 million web sites, including pages on the Miami Dolphins football team and the Green Dolphin Street Restaurant, a famous jazz club in Chicago – not even remotely related to what you're looking for.

To find web pages on your specific topic, your best tool by far is the advanced search link.

When you click it, you'll find that there is a multitude of ways to cull out all those millions of unwanted websites.

Let's put "dolphins" in the "all these words" box; "diet" in the box for "this exact wording or phrase"; and "bottlenose" in the "one or more of these words" box.

In the "any of these unwanted words" box, let's write "football" and "restaurant." No need to call up those pages.

On the language pull-down menu, select "English" (assuming that's your language).

File type can be “any format.”

As for the domain, you’ll probably want to use only dot-org, dot-gov and dot-edu websites because they’re often run by research and scientific groups whose staffs are highly qualified to write about their specialties.

Click open the second part of advanced search and in the date entry, select “past year” because you’ll want recent research, but don’t want to be too limiting.

In the “where your keywords show up” box, select “in the text of the page.”

And finally, select “the United States” for the region.

Okay, let’s look at the results.

We’ve cut down the list to just seven from almost 26 million!

In other words, virtually 100% of the irrelevant, unwanted sites have been eliminated.

And the very first site looks like exactly what you need!

And it is – a site with lots of pertinent information you can use for your report!

And you retrieved it in less than a minute!

Advanced search truly can be a report-writer’s best friend!

By the way, under the “edit” pull-down menu in Internet Explorer, there’s a very handy “find on this page” command.

It’s an especially helpful feature if you’ve found a very long article in which you need to quickly find pertinent data.

For example, let’s say you want to find information on squid for your report on the dolphins’ diet.

Well, just type “squid” in the search box and immediately it will be highlighted in the text for easy detection.

### **Part III: Being Selective**

Now, you may have heard the old saying, “Garbage in, garbage out” – in this instance, meaning that bad information results in a bad report.

So you’ll want only the best, high-quality information when you do your research.

That means you have to be selective. When doing research, it’s generally a good idea to stay away from blogs and dot-com sites because they seldom give balanced information.

Remember, most of what’s on the web has not been reviewed for balance and accuracy by professional editors.

Generally, the most reliable sites are those run by educational institutions such as universities – the ones with “dot-edu” extensions; also museums, whose site addresses often end in “dot-org,” and government agencies, whose web addresses end in “dot-gov.”

Dot-gov sites can be particularly useful if you’re looking for statistical, historical, scientific or legislative information.

### **Part IV: Copying**

Now, a word or two on copying. Actually, four words: it’s a bad idea.

First, you learn very little – if anything – when you copy; second, when you pass it off as your work, you’re being dishonest; and third, your teacher will know.

It’s okay to quote and give your source but wholesale copying does you no real good, defeats the purpose of the assignment and can lead to extreme embarrassment – or worse.

### **Part V: Review**

The Internet, then, is an important – some believe one of the most important – technological developments of our time.

You need to be familiar with the capabilities of two programs to get the most out of this incredible worldwide resource.

The first is the browser. The browser hooks your computer into the Internet and has a host of capabilities to speed and simplify your use of the web.

The second is the search engine, which allows you to retrieve appropriate web sites quickly and efficiently whenever you use advanced search tools.

Because most web sites are not checked for accuracy, it's best to use dot-edu, dot-gov and dot-org sites when doing research.

On the other hand, blogs and dot-com sites are generally unreliable sources of information.

While it's easy to copy web-based material, it's not good idea because it's dishonest, and it can lead to a failed assignment and extreme embarrassment.

The Internet: when navigated and used correctly, it's a powerful worldwide resource literally at your fingertips.

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## Web Resources

### **Internet Explorer 8: Features**

*<http://www.microsoft.com/windows/internet-explorer/features/faster.aspx>*

Microsoft's page on IE8 explains various aspects of the program.

### **Google Search Basics**

*<http://www.google.com/support/websearch/bin/answer.py?hl=en&answer=134479>*

Basic facts that make your Google searches fast and efficient

## Sample Questions – Internet Research Techniques

### Part I: Introduction and Browser Basics

1. What does the Internet allow us to do? (communicate instantaneously across land, ocean and outer space)
2. How many people know how to use the Internet to its maximum benefit? (a small fraction)
3. What is a browser? (a program that gets you onto the web and lets you navigate around it)
4. What are the two goals students would do well to achieve when using the Internet? (speed and efficiency)
5. What is the most widely used browser? (Internet Explorer)
6. Name three tasks under Internet Explorer's File menu. (print, save and send)
7. What is a "bookmarked" web site? (one selected for instant retrieval, found under the "favorites" menu)
8. How can you bookmark a web page? (Hold down your mouse on the "favorites" menu, slide down to "add to favorites," release the button, rename it if desired, click the "add" button.)
9. Name two things you can do under the edit menu in Internet Explorer? (copy and paste)
10. What must you do if you use a word-for-word quote? (Give a citation according to your teacher's instructions.)
11. What will help you retrieve many websites dealing with a topic? (Create a separate folder that contains links to the sites.)
12. How do you create a separate folder to retrieve many websites dealing with a

topic? (Click "favorites," "organize favorites," click "new folder" button, name it, press the "enter" key.)

13. What three tabs are shown when the "star favorites" button is clicked? (favorites, feeds and history)
14. What does the history tab show? (websites recently visited)
15. How can you add a web page to the favorites bar? (Click the star and arrow button while visiting the web page you want added.)
16. How can you get additional websites into tabbed folders? (Click the small tab, select a site from a search, or type in the web address box and click to the right of the address or click a site from your favorites list.)

### Part II: Search Engines

1. How many websites are there? (hundreds of millions)
2. What is the most widely used search engine? (Google)
3. What is the first step in finding information when writing a report? (Narrow the topic.)
4. What can you use to cull out unwanted websites? (advanced search)
5. What Internet Explorer feature helps you find terms in a long web article and under what menu item is it found? ("find on this page" command found under the edit menu)

### Part III: Being Selective

1. When researching a report, what does "garbage in, garbage out" mean? (Bad information results in a bad report.)

## Sample Questions – Internet Research Techniques, p. 2

2. What two kinds of websites should you stay away from when writing a report? (dot-com sites and blogs)
3. True or false? Most information on the web has been reviewed for balance and accuracy by professional editors. (false)
4. What are generally the most reliable sites? (dot-edu, dot-gov, dot-org sites)
5. What sites are best when looking for statistical, historical, scientific and legislative information? (dot-gov sites)

### Part IV Copying

1. True or false? Teachers can't tell when you have copied large sections of a web site. (false)
2. Give five reasons why copying is a bad idea. (defeats the purpose of the assignment, you're being dishonest, you learn very little – if anything – when you copy, can result in a failing grade, can result in extreme embarrassment)
3. What must you do if you copy sections of a web page? (credit your source)

Name \_\_\_\_\_

## Internet Research Techniques Pre-Test

Directions: Write your answer in the space below each question.

1. Define the term "browser."
2. What is the most widely used browser program?
3. How many tiers are found on Internet Explorer?
4. What three tabs are found when clicking the star "favorites" button?
5. How can you add a web page to the favorites bar?
6. How many websites are there?
7. What is a search engine?
8. What is the most commonly used search engine?
9. What are generally the most reliable sites (site extensions)?
10. Give six reasons why copying from web pages is a bad idea.

# Internet Research Techniques Outline

- I. Lesson One: Introduction and Browser Basics
  - A. Introduction
    - 1. Definition of the Internet
      - a. Network of computers throughout world
      - b. Enables people to communicate
      - c. Offers entertainment, social networking, news and information
  - B. Browsers allow you to go on web and navigate around it.
    - 1. Many excellent browsers
      - a. Netscape Navigator
      - b. Firefox
      - c. Safari
      - d. Opera
      - e. Chrome
    - 2. Most widely used – Internet Explorer
  - C. Internet Explorer composition – five tiers above the web page
    - 1. Some give web page information
    - 2. Others allow users to perform a number of tasks
  - D. Focus will be on tasks most useful to students
    - 1. Third tier – the menu bar and pull-down tasks
      - a. File menu
      - b. Edit menu
      - c. Favorites menu
    - 2. Fourth tier – favorites and “bookmarks”
      - a. “Star favorites” button, its tabs and what they do
        - (1) favorites
        - (2) history

2. Fifth tier – the tab section

- a. First tab – home page
- b. Opening additional tabs

- (1) Click small tab
- (2) How to get web pages in additional tabs

- (a) Select from favorites list
- (b) Select from search list
- (c) Type in address and click arrow to right

E. Word of warning – many versions of IE

- 1. Use help menu
- 2. Do some searching

II. Lesson II: Search Engines

A. Need help because hundreds of millions of web sites

B. Many excellent search engines

- 1. Alta Vista
- 2. Ask
- 3. Bing
- 4. Dogpile
- 5. Yahoo Search

C. Most widely used – Google

D. First thing to do – narrow topic

E. Use advanced search to cull out unwanted sites

F. Use “find on this page”

- 1. Found in edit menu in Internet Explorer
- 2. Especially helpful when web page contains long article

III. Lesson III: Being selective

A. Garbage in, garbage out

1. Bad information means bad report
2. Stay away from “garbage” websites

- a. Blogs
- b. Dot-com sites

B. Most web sites not reviewed for accuracy and balance

C. Generally reliable sites

1. Dot-edu sites
  2. Dot-org sites
  3. Dot-gov sites
- a. Statistical information
  - b. Historical information
  - c. Scientific information
  - d. Legislative information

#### IV. Lesson IV: Copying

A. Why it's a bad idea

1. Learn very little, if anything
2. Being dishonest
3. Teacher will know
4. Failing grade
5. Embarrassment
6. Defeats purpose of the assignment

B. When it's okay to quote

1. Limited amount
2. Give source

Name \_\_\_\_\_

## Internet Research Techniques Terms

Directions: Some of the terms used in the video are found below. Define the terms as your teacher instructs. Use the back of this paper if you need more room.

### Part I: Introduction and Browser Basics

1. Internet:
2. Network:
3. Array:
4. Instantaneously:
5. Browser:
6. Web:
7. Efficiently:
8. Tier:
9. Pull-down list:
10. Via:
11. Bookmark:
12. Citation:
13. Retrieval:
14. Pertinent:
15. Search box:
16. Icon:
17. Right click:
18. Avail:

### Part II: Search Engines

19. Search Engine:
20. Advanced Search Link:
21. Multitude:
22. Cull:
23. Domain:

24. Irrelevant:

### **Part III: Being Selective**

25. Selective:

26. Blog:

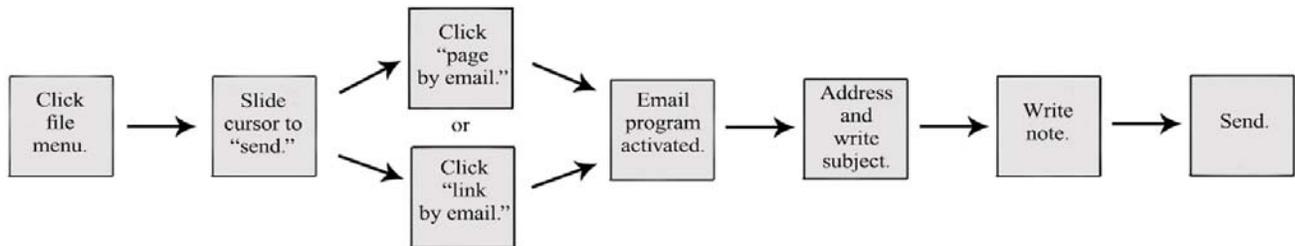
27. Balanced information:

## Guide to Browser Tasks, IE8

You saw various tasks that Internet Explorer 8 can perform. Because they may have gone by too quickly to remember all the steps, the charts below can be used to refresh your memory.

Use the charts below to practice these tasks (if you use Internet Explorer 8).

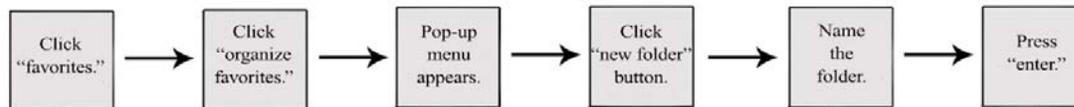
### Send a web page or link via email.



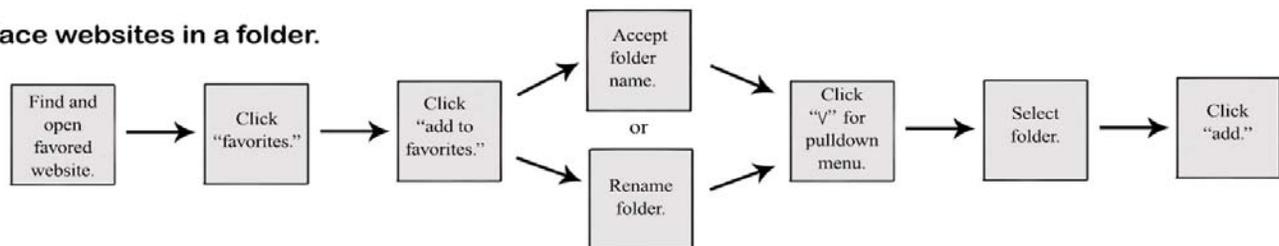
### Bookmark a site.



### Create a folder.



### Place websites in a folder.



Name \_\_\_\_\_

## **Favorites and File Folders**

As you saw in the video, placing a collection of favorites in a file folder (and then perhaps placing the folder on the favorites bar) can be a very convenient, time-saving way to retrieve websites. If you are currently doing research for a project, use the space below to describe the contents of your file folder.

Name of your file folder:

Favorite websites in folder:

Name \_\_\_\_\_

## Narrow Your Topic

When searching for appropriate websites, the first order of business is to narrow your topic. Using the following broad topics below, use your search engine to see how many websites are cited. Then, narrow the topic, and again see how many websites are cited. Remember, the narrower the topic, the more precise your search will become.

<u>Broad topic</u>	<u>Number of Websites</u>
--------------------	---------------------------

1. Automobiles
2. Food
3. Computers
4. Illness
5. War
6. Novels
7. Animals
8. Universe
9. Education
10. Newspapers

<u>Narrowed topic</u>	<u>Number of Websites</u>
-----------------------	---------------------------

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Name \_\_\_\_\_

## Using Advanced Search

Using the 10 narrowed topics you came up with in the last exercise (Narrow Your Topic), use advanced search to narrow the number of websites cited. Using the chart below, tell how many websites were cited when using your narrowed topic and the number of websites cited when you used advanced search.

<u>Narrowed Topic Number</u>	<u>Advanced Search Number</u>
------------------------------	-------------------------------

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Name \_\_\_\_\_

## Fact, Opinion or Pseudo-Fact?

Blogs and dot-com sites often make statements that appear to be facts. A fact is a statement that can be verified by scientific inquiry or an event that has been observed and reported by reliable sources. For example, the statement that “Most people have eight fingers and two thumbs” can be verified by both observation and reliable scientific investigation. An opinion generally contains a statement that is a value judgment. That is, the statement depends on how a person views a particular event, product or person. People may agree or disagree, depending on their viewpoints. A declaration that, “This is the best car on the road” is an opinion because while some people may agree, others may not, depending on their viewpoint. A pseudo-fact is a statement that misleads people into thinking something is factual, but really isn’t. For instance, the statement that “4 out of 5 doctors recommend the Golly-Gosh Weight Reduction Plan” could lead one to think that 80% of all doctors in the world have recommended this product. But is it really **all** doctors? Very unlikely. Who exactly are those doctors? Were they paid for their endorsements? Read the statements below and tell whether it is a fact by placing an “F” on the line next to it; an opinion, by placing an “O” on the line next to it; or a pseudo-fact, by placing a “P” on the line next to it.

1. \_\_\_ There is one sun in our solar system.
2. \_\_\_ Most customers love our service.
3. \_\_\_ Latest poll results put our candidate in first place.
4. \_\_\_ The Flimflam Law Firm ranks number one.
5. \_\_\_ The Delta Overnight Rating Service places “BigShot” as the number one network TV show in the 8 PM time slot.
6. \_\_\_ You’ll find our tasty biscuits the best you’ve ever eaten.
7. \_\_\_ The Centers for Disease Control said today that about 4 million people have contracted the H1N1 virus.
8. \_\_\_ Jon Jones, candidate for county dogcatcher, is a joke.
9. \_\_\_ Marla Monsoon, running against Jon Jones for county dogcatcher, said today that Jones is a joke.
10. \_\_\_ 99% of our customers say they’ll come back for more!

Name \_\_\_\_\_

## Paraphrasing

Writing a report or term paper has several purposes. Among other things, it helps you learn how to organize your thoughts, how to use source material as well as learn something about your topic. As you saw, copying and pasting is a very bad idea because none of those purposes is achieved. Moreover, it's dishonest and can result in a failing grade. Paraphrasing – expressing the author's thoughts in your own words – is the best way to avoid copying. Paraphrasing often entails shortening and clarifying. Using two or three sentences, paraphrase each of the three quotes below on a separate piece of paper or on the back of this paper. Remember, use your own words.

*The first vaccine was developed about 200 years ago by a British doctor, Edward Jenner. Late in the 18<sup>th</sup> century, Jenner noticed that people who came down with an illness called cowpox never contracted a much more serious disease, smallpox. Both diseases caused sores. But cowpox sores didn't cover the entire body, and they healed without deep scars, unlike those caused by smallpox. Cowpox was never fatal, but many smallpox patients died.*

*Crying is not the only mood-signal humans give, but it is one of the most basic. We share crying with thousands of other species. Virtually all mammals have high-pitched screams, squawks or shrieks when they are in pain or are frightened. Among higher mammals, messages of alarm are accompanied by what are called "fear faces." Whether it's a young animal or an adult, these responses indicate that something is seriously wrong.*

*Four-year-olds have a lively mind and body. They surge ahead with bursts of movement and imagination. They enjoy running, hopping, jumping, skipping and climbing. And they can be very boastful, giving themselves praise for their newfound physical abilities. Those new abilities include tying shoes, cut on a line with scissors, saw with a hand saw and stand on one foot.*

Name \_\_\_\_\_

## Internet Research Techniques Review Outline

Directions: Fill in the blank spaces in the outline.

II. Lesson One: Introduction and \_\_\_\_\_

A. Introduction

1. Definition of the Internet

- a. Network of \_\_\_\_\_ throughout world
- b. Enables people to \_\_\_\_\_
- c. Offers \_\_\_\_\_, \_\_\_\_\_, news and information

B. Browsers allow you to \_\_\_\_\_ and navigate around it.

1. Many excellent browsers

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. Opera
- e. Chrome

2. Most widely used – \_\_\_\_\_

C. Internet Explorer composition – \_\_\_\_\_ above the web page

1. Some give web page information
2. Others allow users to \_\_\_\_\_

D. Focus will be on tasks most useful to students

1. Third tier – \_\_\_\_\_

- a. \_\_\_\_\_ menu
- b. \_\_\_\_\_ menu
- c. \_\_\_\_\_ menu

2. Fourth tier – favorites and “bookmarks”

Name \_\_\_\_\_

## Internet Research Techniques Review Outline, p. 2

a. Star favorites button, its tabs and what they do

- (1) favorites
- (2) history

2. Fifth tier – \_\_\_\_\_

- a. First tab – \_\_\_\_\_
- b. Opening additional tabs

- (1) Click small tab
- (2) How to get web pages in additional tabs

- (a) Select from \_\_\_\_\_
- (b) Select from \_\_\_\_\_
- (c) Type in address and click arrow to right

E. Word of warning – many versions of IE

- 1. Use help menu
- 2. Do some searching

II. Lesson II: \_\_\_\_\_

A. Need help because \_\_\_\_\_ of web sites

B. Many excellent search engines

- 1. \_\_\_\_\_
- 2. Ask
- 3. \_\_\_\_\_
- 4. Dogpile
- 5. \_\_\_\_\_

C. Most widely used – \_\_\_\_\_

D. First thing to do – \_\_\_\_\_

E. Use advanced search to \_\_\_\_\_

F. Use “find on this page”

Name \_\_\_\_\_

## Internet Research Techniques Review Outline, p. 3

1. Found in edit menu in Internet Explorer
2. Especially helpful when \_\_\_\_\_

### III. Lesson III: Being selective

#### A. Garbage in, garbage \_\_\_\_\_

1. Bad information means \_\_\_\_\_
2. Stay away from \_\_\_\_\_ websites
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

#### B. Most web sites not reviewed for accuracy and balance

#### C. Generally reliable sites

1. \_\_\_\_\_
2. \_\_\_\_\_
3. Dot-gov sites
  - a. Statistical information
  - b. \_\_\_\_\_ information
  - c. Scientific information
  - d. \_\_\_\_\_ information

### IV. Lesson IV: Copying

#### A. Why it's a bad idea

1. \_\_\_\_\_
2. Being dishonest
3. \_\_\_\_\_
4. Failing grade
5. \_\_\_\_\_
6. Defeats purpose of the assignment

#### B. When it's okay to quote

1. Limited amount
2. Give source

Name \_\_\_\_\_

## Internet Research Techniques Unit Evaluation, Page 1

### Part I

Directions: Put a "T" next to all true statements and an "F" next to all false statements.

- \_\_\_ 1. The Internet enables people to communicate instantaneously.
- \_\_\_ 2. Most people know how to use the Internet to its maximum benefit.
- \_\_\_ 3. A browser gets you onto the web and lets you navigate around it.
- \_\_\_ 4. Google is the most widely used browser.
- \_\_\_ 5. When turned on, Internet Explorer has five tiers that lie at the bottom of the web page.

### Part II

Directions: Fill in the blank.

1. The three things you can do under the file menu are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. The menu bar is on the \_\_\_\_\_ tier of Internet Explorer.
3. Emailing a web page or its link can be especially useful whenever you're \_\_\_\_\_.
4. "Bookmarked" websites are those selected for \_\_\_\_\_.
5. Cutting and pasting are ideal when you want to \_\_\_\_\_.

### Part III

Directions: Define the terms.

1. Pull-down \_\_\_\_\_
2. Citation \_\_\_\_\_
3. Search Engine \_\_\_\_\_
4. Search Box \_\_\_\_\_
5. Domain \_\_\_\_\_

Name \_\_\_\_\_

**Internet Research Techniques Unit Evaluation, Page 2**

Part IV

Directions: Draw a line from the task or tab to what it's good for.

<b>Task or tab</b>	<b>What it's good for</b>
Copy-paste	Instant retrieval
Send link	Finding websites not bookmarked
Bookmark	Quoting accurately
File folder	Keeping needed websites handy
History	Group projects

Part V

Directions: Circle the letter next to the phrase that best completes the sentence.

1. A report writer's best friend is
  - a. Internet Explorer's history tab.
  - b. Google's advanced search capabilities.
  - c. a dot-gov site that gives scientifically verified data.
  
2. Three sites that generally offer reliable information are
  - a. dot-com, dot-org and dot-edu sites.
  - b. blogs, dot-com and dot-gov sites.
  - c. dot-org, dot-edu and dot-gov sites.
  
3. Three reasons it's a bad idea to copy and paste large sections into a report are
  - a. it's dishonest, it can result in a failing grade, you learn very little
  - b. it's dishonest, it slows your progress, you will be expelled.
  - c. It's dishonest, your teacher will know, it's too easy.