

Teacher's Guide
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THE INTERNET: A GUIDE FOR STUDENTS

Grades 4-6

Viewing Time: 16:44

PROGRAM OVERVIEW

Intended Audience and Uses

The Internet: A Guide for Students has been produced for students in the upper elementary grades, 4-6. It presents key information on how the Internet can be used to conduct research for school assignments, issues involved with copying from the Internet, selecting appropriate websites for research, Internet safety and cyber bullying. 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 11 distinct topics: (1) *Introduction*; (2) *Using the Browser*; (3) *The Title Bar and Backward-Forward Arrows*; (4) *The Address and Menu Bars*; (5) *More on Favorites*; (6) *Search Engines*; (7) *Selecting Appropriate Websites*; (8) *Copying from the Net*; (9) *Internet Safety* (10) *Cyber bullies and* (11) *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 eleven sections and ten lessons. The first begins by defining the Internet and the next discusses the most widely used browser, Internet Explorer, setting out the application's five tiers. The third



part of the program provides more detailed information on the title bar and the backward and forward arrows, giving an example of how the arrows can be used. The fourth section discusses the address and menu bars. An

exploration of menu bar tasks students can use when conducting research follows. The next section gives further information on the "favorites" capabilities of Internet Explorer 8 and explains that book marking can be very helpful time-savers when working on research projects. The help menu and F1 key are briefly explained. The sixth

section discusses search engines – particularly Google, the most widely used. An example shows how one student narrows her topic and then uses the advanced search link to cut down her search from more than 24 million possibilities to six sites that contain the exact information she needs. In the next section, students are shown how to select appropriate websites. They are cautioned to stay away from wikis, blogs and .com sites, and are instructed to focus their research on .org, .gov and .edu sites. The eighth section discusses copying from websites and why it's a bad idea. The next two sequences cover Internet safety and cyber bullying. The final section is a review. For a more detailed look at Internet safety and cyber bullying, you may wish to show "Internet Safety: Pitfalls and Dangers," available on most educational streaming sites and distributed by many distributors of educational DVDs and VHS tapes.

VIEWER OBJECTIVES

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

1. Define the Internet.
2. Tell what a browser program does.
3. Name at least 10 menu items and tasks in Internet Explorer.
4. Demonstrate an ability to bookmark sites for further use when researching a written or oral report.
5. Tell what a search engine does.
6. Demonstrate an ability to use Google's Advanced Search capabilities.
7. Tell why it's usually best to use .edu, .org and .gov sites when doing research.

8. Give at least three reasons why one should not copy large sections of web material when preparing reports or term papers.
9. Tell three kinds of sites to avoid and three kinds to use when conducting research.
10. Name five Internet safety rules.
11. Describe cyber bullying.
12. Tell what one should do if he or she is cyber bullied.

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 the Internet and how to use this worldwide resource. Second, teachers may pick and choose various sequences and select the associated ancillary print material to underscore concepts taught in their current unit on report writing strategies. The third way is using the program and all ancillary material as a mini-unit composed of a number of 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. Have your students take the **Pre-Test** to determine how to structure your lessons for content and emphasis.

Introduce the Video

Lesson 1: Introduction

If you are using this program as a mini-unit, have everyone start a "Using the Internet" folder. As your students work through the unit, have them place all written activities in the folder. Now,

class they are a video on the how to use it schoolwork -- reports or that require



tell the going to see Internet and for their specifically, term papers research.

Next, explain that there may be some terms they will need to know to better understand the program. Hand out **Internet Terms**. Have your students discuss the terms 1 through 3. 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 program's introduction.

Post-Viewing Activities

Lesson 1: Introduction

Ask the class, "How did the four students use the Internet?" (They played games, did schoolwork, downloaded music, wrote emails.) Ask for a show of hands: how many people

play games on the Internet? Do schoolwork? Download music or videos? Write emails? Are there any other ways that people use the Internet? (Send files back and forth, do research, advertise a product or service, talk to each other on Internet phones (including picture phones), read news reports, listen to radio programs, watch TV programs and videos, buy products or services, etc.) Make certain that your class understands that the Internet plays a very big role in many people's lives, so it's important to know how to use it wisely and effectively.

Pre-Viewing Activities

Lesson 2: Using the Browser

Now, ask your students to imagine that there is no Internet. Can a computer be operated without the Internet? After it has been established that, indeed, it can be (and often is) ask, "How then do computers get on the Internet?" Help



your class understand that a program icon for an Internet program is usually clicked and the program opens. Does anyone know what kind of program it is? Tell everyone that the next part of the video gives the

answer. Have your students turn to their *Internet Terms* handout to discuss and define terms 4 through 9.

Post-Viewing Activities

Lesson 2: Using the Browser

Ask how many people use a browser program. If so, does anyone know his or her home page? Is it the company that provides the Internet service? Does anyone use a browser

other than Internet Explorer? If so, which one? If you have access to a computer, turn it on and go to its home page. If it is the school or school district website, go over the various parts of the home page, explaining what each does. For more advanced students, you might show how the home page is set on PCs (Start → My Computer → Control Panel → Internet Options, then type in the address where indicated). On Macs, open Safari, which is preloaded, then click Safari on the menu, then preferences and type in the dialog box the address of the site you wish to be your home page. If your students have access to a computer, they may find it useful to go to the Consumer Search website that discusses the top five browsers, giving pros and cons of each. The web address is <http://www.consumersearch.com/web-browser-reviews>.



Pre-Viewing Activities

Lesson 3: The Title Bar, the Backward and Forward Arrows, the Address and Menu Bars

Review the previous part of the program if you feel it will help your students retain the information. Next, have your students turn to their *Internet Terms* handout. Have your students discuss and define terms 10 through 18 before viewing the next part of the video. Now, turn your attention to the next two parts of the program, "The Backward and Forward Arrows" and "The Address and Menu Bars." Ask the class why most books, magazine articles, TV shows, movies, etc. have titles. Help them understand that a title is a way to help people quickly find out what the show, movie, article or book is about. Explain that a website is no different and that the next part of the program tells everyone

where to find the title. In addition, the video also explains how to quickly move from one website to another, with only one click of the mouse button. If the students in your class have used a word processing program such as Microsoft Word, ask them what things they can do with the program besides type words. (You might start out by saying “copy” or “paste.”) Your students might mention, spell check, give



synonyms, check grammar, change type fonts, find and replace words, etc. Now ask them to imagine what things a browser program might be able to do. After several guesses are made, tell them that the next section of the program will show some tasks that can be

accomplished -- tasks that students might find very useful when they're conducting research for an oral or written report. Show the next two sections of the program.

Post-Viewing Activities

Lesson 3: The Title Bar, the Backward and Forward Arrows, the Address and Menu Bars

Hand out *Titles and Arrows*, which gives your students practice using the arrows and finding the title of the websites. After the students have completed the exercise (either in the school's computer lab or at home), go over their answers to make certain they understand how to operate the arrows and determine a website's title. If the class is keeping a “Using the Internet” notebook, remind them to put these handouts in it.

Pre-Viewing Activities

Lesson 4: More on Favorites

Tell the class that the next part of the program continues its discussion of favorites. Ask why so much attention is given to this ability to “book mark” websites. Help your students understand that book marking is a very powerful feature



because it lets users return to websites quickly. Without book marking, users would have to search for a favorite website each time they wanted to visit it. Thus, book marking is a huge

time-saver. Tell the class that two other topics are covered in this part of the program: different versions of Internet Explorer and the Internet Explorer help page. Show the next section of the program. Have your students discuss and define terms 19 through 20 on their *Internet Terms* handout before viewing the next part of the video.

Post-Viewing Activities

Lesson 4: More on Favorites

Ask the class to tell the two ways a person can activate the favorites list (from the menu bar and from the star-favorites icon). Ask why the program authors might have decided to have more than one way to activate the list. After the class has made several suggestions (if any), tell them that some people do not turn on all five rows of Internet Explorer and that more than one way is necessary to show the favorites list if the third or fourth row is turned off. If you have a computer in your room, show your students how this can be

accomplished by clicking the tools icon at the right side of the bottom tier, then “toolbars” on the pull-down menu. Uncheck one of the bars to show the students the result (don’t forget to recheck after the demonstration). Next, ask if any of your students has another version of Internet Explorer at home (the version shown in the video is version 8). Do they know any differences? Finally, pass out *Internet Explorer Help Page*. Assign this activity as seatwork, homework, or as a small group project.

Pre-Viewing Activities

Lesson 5: Search Engines

Review the previous lessons if you feel it will help your students retain information. Ask if anyone knows how many websites there are. Hundreds? Thousands? Millions? Tens of millions? After your students have made their guesses, explain that there are hundreds of millions of websites, and that, when searching for information, culling out millions of unwanted pages is essential to get the needed facts and figures quickly; otherwise, hours, days, perhaps weeks or more would be needed to go through such a huge number of websites. Ask what ways might be used to quickly find only the websites needed. After several are mentioned, tell the class that the next section of the program, “Search Engines,” will help them quickly find what they need. Have your students discuss and define terms 21 through 24 on their *Internet Terms* handout before viewing the next part of the video. Show the next part of the program.



Post-Viewing Activities

Lesson 5: Search Engines

Ask what two things students need to 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 committee activity. Discuss the answers when the handout is completed. Emphasize that the narrower the topic, the fewer number of websites are listed. Next, hand out *Using Advanced Search*. Give additional samples to help your students use the advanced search page if you feel it will help them with this exercise. Once again, have your students complete this exercise either as a homework or seatwork assignment or as a small group activity. Discuss the answers when the handout is completed.



Pre-Viewing Activities

Lesson 6: Selecting Appropriate Websites

Review the previous segment of the video if you feel it will help your students retain the material. Have your students discuss and define terms 25 through 30 on their *Internet Terms* handout. Ask if anyone has visited a blog website. Continue by asking, “Is there any difference between reading a blog on a topic and reading a newspaper or magazine article on that same topic?” Help your students to understand that the key difference is that newspapers and magazines have professional editors to make certain the

facts are correct, while that isn't the case with blogs and other kinds of Internet web pages. Help your students understand that only a small majority 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?" 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

Lesson 6: Selecting Appropriate Websites

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 that many newspaper and broadcast news sites have articles written by professional journalists and reviewed by editors, both of

whom make certain published articles meet high journalistic standards. Help your students understand the necessity of using reliable information when writing a 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

Lesson 7: Copying from the Web

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. But 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). Have your students discuss and define term 31 on their *Internet Terms* handout. The next section will tell why wholesale copying is a very bad idea.

Post-Viewing Activities

Lesson 7: Copying from the Web

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. Next, talk about the three-part purpose when doing a research project, such as an oral or written report. What are the parts? (Plan, Organize, Learn) Help your students understand that planning a report, organ-

izing the information, and learning about the topic are extremely important skills and outcomes that they probably will need to use later in life – in both their personal life and their occupations. Give examples: planning any project at home or work, organizing information for any use, and learning as a life-long task (people must constantly learn to keep up with new technologies, for instance.) 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?

Pre-Viewing Activities

Lesson 8: Internet Safety

If you feel it would be helpful, review the information presented previously. Tell your class that the next section of the program is on Internet safety. Ask, “Why would safety be an important consideration when using the Internet?”



After exploring this question, make certain that your students understand that, as with the real world, cyberspace also has criminals that use the Internet for their unlawful activities. Therefore, we have to protect ourselves

from those individuals, just like we do in the real world. Have your students discuss and define terms 32 through 35 on their *Internet Terms* handout. Go over the terms after the class has had time to write their definitions. Show the next section of the program.

Post-Viewing Activities

Lesson 8: Internet Safety

Ask why a person should never give their usernames or passwords to another individual. (Once a username or password gets out, many people may be able to use it, even if that wasn't the intention.) Help the class understand that sharing usernames or passwords may let another person – sometime someone he or she doesn't even know – use their secured websites, and that person may do malicious damage to their reputation. Ask, “Do you remember that sheet of paper with usernames and passwords on it that one boy gave to another boy? What might happen if someone found the



paper on the floor? Now, conduct a discussion on cyber criminals. Make certain that your students understand that some cyber criminals are extremely dangerous, and meeting them can place their lives in jeopardy. Why shouldn't

someone give his or her telephone number? (Because there are Internet services that give the name and address of the person(s) who have that phone number.) Why shouldn't someone email a picture of himself or herself? (Because that person may recognize and stalk you. The cyber criminal also may use your picture in ways that could embarrass you.) Stress that it is best *not* to meet an online friend because he or she could be a cyber criminal. But if you do meet an online friend, you should *always* bring along a parent or other trusted adult and the meeting should occur during the day at a place, such as a mall, where there lots of people around. Hand out *Am I Safe Online?* After everyone has had a chance to read the 10 items, have each student discuss any unchecked criteria, telling why it is so important.

Pre-Viewing Activities

Lesson 9: Cyber Bullies

If you feel it would be helpful, review the information presented previously. Tell your class that the next part of the video is also about others who, besides cyber criminals, may be dangerous. Does anyone know what a person is called when he or she emails or posts a threat or an untrue message that is hurtful? Have your students discuss and define terms 36 through 40 on their *Internet Terms* handout. Show the next section of the program.

Post-Viewing Activities

Lesson 9: Cyber Bullies

Ask, “Why could a cyber bully be dangerous?” Explain that sometimes we do things without realizing their consequences. Often cyber bullies don’t realize that their messages can have disastrous results, such as fights in which someone becomes seriously hurt – or worse. Before this session, read the story of Ryan Halligan on <http://www.ryanpatrickhalligan.org/index.htm>. You may wish to read this true story aloud to older children or paraphrase it for children in the 4th or 5th grade. Ask, “Why is it so important for a person to tell an adult if he or she is being cyber bullied?” Help your students understand that there are some serious matters, such as cyber bullying, that only adults can appropriately handle. Hand out *My State’s Cyber Bullying Laws*. As homework, have your students use this exercise to find online the status of your state’s cyber bullying laws. Explain your school or school district’s policy toward cyber bullies.

Pre and Post-Viewing Activities

Lesson 10: Review

Conduct a review of all the material and show the final part of the program, along with the quiz questions. Ask the class if there are any questions. Tell your students that they should study all the material in their *The Internet: A Guide for Students Notebooks* and their class notes for the test. Give the *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.

THE INTERNET: A GUIDE FOR STUDENTS PRE-TEST – Helps teachers determine student knowledge and assists in lesson preparation.

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

TITLES AND ARROWS – Gives student practice using navigation arrows and finding website titles.

INTERNET EXPLORER HELP PAGE – Explains the page and gives students practice using it, as well as accelerators and their use.

NARROW YOUR TOPIC – Gives students practice in narrowing report topics.

USING ADVANCED SEARCH – Gives students practice using Google's advanced search page.

AM I SAFE ONLINE? – Gives students some guidelines to help them use the Internet Safely.

MY STATE'S CYBER BULLY LAWS – An exercise that will help students determine their state's cyber bully laws.

THE INTERNET: A GUIDE FOR STUDENTS UNIT EVALUATION –

An evaluation exercise that will help you and your students determine how much they have learned from the seven lessons presented.

ANSWER KEY

Video Quiz: 1. a. 2. Internet Explorer 3. c. 4. True 5. a.
6. Google's Advanced Search page 7. b. 8. True 9. Any
three of the following: usernames, passwords, a picture of yourself,
your real name, your address, your phone number. 10. False

The Internet: A Guide for Students Pre-Test: 1. A program
that gets you onto the Internet 2. Internet Explorer 3. Small
sections 4. Reveal your password, reveal your username, send your
picture to an online acquaintance, tell your phone number, tell your
address, tell your real name 5. Tell an adult such as a parent or school
counselor
6. Hundreds of millions 7. A program that helps you quickly find
what you need on the Internet 8. Google 9. .org, .edu, .gov
10. Defeats the purpose of the assignment, is dishonest, your teacher
will know, you may get a failing grade, you may be embarrassed.

Internet Terms: 1. Download: to transfer information, usually in
the form of a computer file, from one computer to another 2. Email:
a message sent from one computer to another 3. Internet: a world-
wide network of computers electronically linked to each other
4. Browser: A computer program that gets a person onto the Internet
and allows that person to move quickly from one website to another
5. Program: a set of computerized instructions that allows a computer
to do a set of tasks 6. Home page: the first website that opens when
a browser is activated 7. Website: a page or group of pages on the
Internet 8. Command: a set of instructions that tells a computer to
do something 9. Task: a set of instructions that tells a computer to
do something 10. Web Page: a page on the world wide web, part of
the Internet 11. Browser Session: The time period that starts when
the browser is opened and ends when it is closed 12. Pull-down list:
a list on a computer program that is generated below a menu item when
the menu item is clicked 13. Link: an object, usually a word or
picture, that, when clicked, takes the viewer to another website 14.
Word processing program: A computer program, such as Microsoft
Word, that allows the user to type and manipulate text in various ways

15. Credit: a named source of information 16. Quote: an exact, repeated, word or group of words 17. Bookmarked: a web page that has been saved in a list for quick retrieval 18. Favorites: web pages that have been saved in a list for quick retrieval 19. Icons: small pictures that, when clicked, open a program or set in motion a group of commands 20. Capabilities: things that can be done 21. Search Engine: a computer program that quickly finds web pages 22. Eliminate: get rid of 23. Advanced Search Page: a website that, when used, eliminates unwanted web pages 24. Retrieved: something that is gotten 25. Selective: choosing only the best or most appropriate 26. Wiki: a website written by its visitors 27. blog: a website written by a person who gives his or her opinions or tells what has happened to him or her 28. Unreliable: can't be depended upon 29. Professional: one who makes a living at a particular job 30. Extensions: the last part of a main web page, *i.e.* .com, .org, .gov. 31. Extensive: to a great extent 32. Passwords: words that allow you to get onto a website 33. Usernames: the name you give yourself to get onto a website 34. Cyber Criminal: a person who conducts unlawful activity on the Internet 35. Online Friend: a person you know by communicating on the Internet 36. Cyber Bully: a person who sends hurtful or threatening messages or pictures via email, on social network sites or on phones 37. Criminal act: an act that is against the law and can result in jail and/or fines 38. Legislation: laws 39. Allow list: a list of names that are given permission to email a particular person or get onto that person's social network site 40. Social network site: a website that is established to give friends information about your activities and interests.

Titles and Arrows

1. Will vary, depending on home page 2. Google 3. Will vary, depending on home page 4. Google 5. Library of Congress Home 6. General Motors Corporate Website 7. Government of Canada Site 8. Princeton University – Welcome 9. General Motors Corporate Website 10. Library of Congress Home 11. Government of Canada Site 12. Will vary, depending on home page

The Internet: A Guide for Students UNIT EVALUATION

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

Part II 1. Print, Save, Send 2. third 3. Quickly move back and forth between/among websites 4. right 5. Open the website whose address is in the address bar

Part III 1. a worldwide network of computers that can communicate with each other 2. a word or phrase that, when clicked, opens a website

3. a website written (and sometimes edited) by its visitors 4. a website that is written by an individual who tells about his or her ideas and/or reports events in his or her life 5. recording the address of a favorite website so it can be accessed quickly in the future

Part IV Copy → Quote accurately Advanced Search → Eliminate unwanted sites Bookmark → instant retrieval Extensions → Help determines if a site is reliable Email → send website link

Part V (1) you learn very little, if anything; (2) you're being dishonest; (3) your teacher will know that you've copied; (4) you may fail the assignment. F1 key

Part VI Any seven of the following: never give your last name, never give your address, never give your phone number, never email a picture of yourself to someone you've met online, get a parent if someone says something online that makes you uncomfortable, never meet an online acquaintance unless a parent comes along, never give your password to anyone, never give your username to anyone

TRANSCRIPT OF THE VIDEO

Are you like David, who loves to play computer games? Or are you like Jessa, who downloads music at least once a week?

Or maybe you're like Seth, who does a lot of his schoolwork on a computer.

Or perhaps you're like Eden, who enjoys sending emails to her friends and relatives.

As with millions of others, David, Jessa, Eden and Seth go on the Internet to play games, do homework, communicate with others and download music and videos.

The Internet, as you may know, is a network of millions of computers around the world that can communicate with each other.

And because it plays such a big role in peoples' lives, it's important to know how to use the Internet efficiently and safely.

USING BROWSERS

As you probably know, we get on the Internet by using a computer program called a "browser." There are many browser programs, but most people use "Internet Explorer."

When you open it, you're taken to what's called a "home page" website.

Often, the home page is set up by the company that provides the Internet service to your computer.

Sometimes it's another home page. It all depends on how your computer has been programmed.

If you're using a school computer, the home page probably will be a special website set up by your school or school district.

Even though you see a website on your monitor, the browser program is still there, up at the top.

If you look closely at it, you'll see that it has several sections arranged in rows. Some sections give information; others allow you to perform many different actions, often called "commands" or "tasks."

Because there are so many of them, we'll discuss only the ones most important to students who want to use browsers for their school and homework assignments.

THE TITLE BAR AND NAVIGATION ARROWS

But first, let's look at the title bar. Located at the very top, it lets you know where you are on the Internet. Here, you're at the Smithsonian Institution website.

The backward and forward arrows are found just below the title bar. The backward arrow, as you may already know, takes you back to web pages you've recently visited.

Let's say you're in a soccer league, and you've visited the league's local website to see when your next game is scheduled.

Then let's say you go to a weather site to see if you'll need to dress warmly for the game.

Oh, oh! You forgot to find out on which field the game will be played. No problem!

Just click the backward arrow, and you're back at the soccer league website, where you can see that the game will be played at Clemens Park, in Franklin.

Now you think it may be a good idea to check the weather website again to see if that cold front will arrive during the game. (You may need to dress more warmly.)

So click the forward button, and it's back to the weather site.

You can click back and forth, to and from as many websites as you've visited during your current browser session.

THE ADDRESS AND MENU BARS

To the right of the arrows, you'll find the address bar, which tells you the exact address of the website you're currently visiting.

The address bar also helps take you to other websites. If you know the address of a site you'd like to visit, you merely type it in the address bar and then click the green arrow next to the bar.

And there's the web page.

Now, on to the menu bar. Each top, or main, menu item heads a pull-down list of actions you can perform.

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

As you probably know, a link, when clicked, can take you to its website.

Under the edit menu, you can copy what you've selected, and then paste it into a word processing document.

That's great for quoting accurately in a report.

But don't forget to give proper credit by telling where the quote has come from.

The favorites pull-down menu lists your favorite websites, those you've "book marked." Click one and it takes you immediately to that site.

As you may know, you can add a website to your favorites list – again, that's called "book marking" it – while you're on that particular website 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.

MORE ON FAVORITES

Now, let's move on to a couple of icons below the menu bar.

First, the "star-favorites" icon on the left. When you click it, three tabs appear – "favorites," "feeds" and "history."

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

Obviously, clicking this tab is another way – besides using the "favorites" menu on the menu bar – to open your "favorites" list.

If you click any of the favorites, you'll be taken to its website.

You'll find that book marking pages can be very helpful time-savers whenever you're working on research projects, such as written or oral reports.

It's a useful way to organize and save your research.

Clicking the Internet Explorer help icon can be useful, too, if you have any questions or run into any problems with Internet Explorer.

Pressing the F1 key also takes you to its help page.

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 you're using 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, you'll find navigating the Internet fast and easy once you use your browser's many capabilities for awhile.

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 millions upon millions of web sites, and only by skillfully using search engines can you quickly find exactly what you need.

Since Google is the most popular search engine, we'll concentrate on it.

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 beetles.

Well, that's a huge topic – there are about 350,000 different kinds of them.

So you've decided to narrow the topic to great water beetles and what they eat – their diet.

If you hadn't narrowed the topic – and just typed “beetles” in the search box, the search would have resulted in more than 24 million web sites – including hundreds of pages on the Volkswagen Beetle – not at all what you're looking for.

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

When you click it, you'll find that there are many ways to eliminate millions of those unwanted websites.

Let's put “beetles” in the “all these words” box; “great water beetle” in the “exact wording or phrase” box; “diet” in the “one or more of these words” box; and “Volkswagen” in the “any of these unwanted words” box. No need to see those pages.

On the language pull-down menu, select “English” (assuming that's your language). File type can be “any format.”

In the “search within a site or domain” section, you'll probably want to use dot-org, dot-gov and dot-edu websites because they're often run by research and scientific groups such as museums, governmental agencies and universities whose staffs are highly qualified to write about scientific topics.

In the date entry, select “past year” because you'll want recent research, but don't want to be too limiting.

Finally, we'll click on the “safe search” button to filter out sites that aren't meant for young people.

Okay, let's look at the results.

We've cut down the list to just six from more than 24 million!

In other words, more than 99.99% of the unwanted sites have been eliminated.

And the very first site is exactly what you wanted!

It has all the basic information you need for your report, including what great water beetles eat.

And you retrieved it in less than one minute!

The advanced search page truly can be a report-writer's best friend!

SELECTING APPROPRIATE WEBSITES

Have you ever heard the old saying, "Garbage in, garbage out?"

Well, when you're working on an assignment that requires Internet research, that means bad online information will result in a bad report.

So you'll want only the best information when you do your research.

That means you'll have to be selective. When doing research, it's generally a good idea to stay away from blogs, wikis (those are web sites written and edited by its visitors), and many dot-com sites because they can, and often do, contain incomplete or unreliable information.

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

So again, it's generally best to use sites run by museums – they often have dot-org extensions; those set up by the government – they have dot-gov extensions; and those run by educational institutions – the ones with dot-edu extensions.

COPYING FROM THE WEB

Now, a word about copying and pasting from web pages.

Actually, four words: it's a terrible idea.

First, you learn very little – if anything – when you highlight a passage, copy it and then paste it into a report.

Second, when you pass it off as your work, you're being dishonest.

And third, your teacher will know that you've copied. And that can lead to very unfortunate results!

It's okay to quote and tell where it's come from, but extensive

copying – cutting and pasting large sections – does you no real good and defeats the purpose of the assignment.

And it's theft, pure and simple.

INTERNET SAFETY

Another bad idea is sharing your passwords and usernames with friends or acquaintances because even though a friend may be trustworthy, you never know where that information might wind up.

And you should never send your picture or tell your real name, address or phone number – or any other personal information – to someone you've met online because you never know for sure who that person really is. Most people who go online are perfectly fine, upstanding citizens, of course.

But some are what's called "cyber criminals" and can be very dangerous.

For that reason, you should always tell a parent or other trusted adult whenever you get an online message or email that makes you uncomfortable – or invites you to meet somewhere.

One or both parents, or another trusted adult, should always go with you if do you meet an online friend.

And that meeting should be in a public place with lots of people nearby.

CYBER BULLIES

Cyberbullies – those who use the Internet to humiliate or threaten classmates – are others, besides cyber criminals, who are to be avoided.

Often, cyberbullies don't realize that what they're doing could be dangerous – in fact, so dangerous that a number of state legislatures have passed laws that make some forms of cyber bullying criminal acts.

Other states are considering similar legislation.

So what should you do if someone cyberbullies you? Most

experts say that as a general rule, you should ignore it, difficult as that may be.

If it's an email, set up an "allow list" or block the sender. Most email programs allow you to do either or both.

Do the same if it's a message on your social network site (if you have one).

If you receive a serious cyberbully threat, one that makes you fearful or uncomfortable talk to a parent or school counselor.

Yes, that can be very hard to do, but it's sometimes the wisest action.

REVIEW

What it all boils down to, then, is that the Internet is an incredible resource at our fingertips.

We can use it to entertain and educate ourselves.

And if we know how to use browsers and search engines, we can do those things quickly and efficiently.

But the Internet also is a place that requires us to use caution to avoid those who may be very dangerous.

And it requires us to know what to do if we encounter a cyber bully.

Yet, despite all this, the Internet truly is an amazing tool that millions of people around the world use every day!

Internet Explorer 8: Features

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

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

Google Search Basics

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

Some basic facts that will make your Google searches faster and more efficient

Sample Questions – The Internet: A Guide for Students

Using Browsers

1. What program gets us on the Internet? (the browser)
2. What website are you taken to when you first open a browser? (a home page)
3. Where is the browser program located once it has opened a web page? (It sits atop the web page.)
4. What is the most widely used browser? (Internet Explorer)
5. How many rows does Internet Explorer have when all are turned on? (five)
6. What are Internet Explorer's actions called? (commands or tasks)
4. What is a link? (A word or phrase that, when clicked, that will take you to a website)
5. What does the favorites pull-down menu show? (book marked websites)

More on Favorites

1. What three tabs appear when you click the star-favorites icon? (favorites, feeds, history)
2. Why are book marking web sites helpful? (saves time, helps organize and save research)
3. What are two ways to activate Internet Explorer's help page? (click "help" on the menu bar, press the F1 key)

Title Bar and Navigation Arrows

1. Where is the title bar located? (at the top of Internet Explorer)
2. Where are the backward and forward arrows located? (below the title bar)
3. When are you no longer able to use the navigation arrows? (when the browser session is over)

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)

The Address and Menu Bars

1. Where is the address bar located? (to the right of the navigation arrows)
2. What two things does the address bar do? (tells you the address of the website you're currently visiting, takes you to other websites when you type in their address)
3. What three things can you do under the file menu on the menu bar of Internet Explorer? (save, print, send)

Selecting Appropriate Websites

1. When researching a report, what does "garbage in, garbage out" mean? (Bad information results in a bad report.)
2. What three kinds of websites should you stay away from when writing a report? (dot-com sites, wikis and blogs)

Sample Questions – The Internet: A Guide for Students, p. 2

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)

Copying from the Web

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)

Internet Safety

1. What six things must you never do if you are to use the Internet safely? (share passwords, share usernames, send your picture to an online acquaintance, tell your phone number, tell your address, tell your real name)
2. What should you do if you get an online message that makes you uncomfortable? (tell your parent or another trusted adult)
3. What should you do if you meet an online acquaintance? (go with your parent(s), meet in a public place with lots of people around.)

Cyber Bullies

1. What are cyber bullies? (people who humiliate or threaten classmates or others using email or other online messages)
2. What should you do if someone cyber bullies you? (ignore it, set up an "allow list," block the sender of the messages)

Name _____

The Internet: A Guide for Students 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. When writing a report, what are you allowed to copy from a website?
4. Name six things you must never do to be safe on the Internet.
5. What is the best thing to do if you receive a serious cyber bully threat?
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 five reasons why copying from web pages is a bad idea.

Name _____

The Internet: A Guide for Students 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.

Introduction

1. Download:
2. Email:
3. Internet:

Using Browsers

4. Browser:
5. Program:
6. Home page:
7. Website:
8. Command:
9. Task:

The Title Bar and Navigation Arrows

10. Web Page:
11. Browser Session:

The Address and Menu Bars

12. Pull-Down List:
13. Link:
14. Word Processing Program:
15. Credit:
16. Quote:

Name _____

The Internet: A Guide for Students TERMS, p. 2

17. Bookmarked:

18. Favorites:

More on Favorites

19. Icons:

20. Capabilities:

Search Engines

21. Search Engine:

22. Eliminate:

23. Advanced Search Page:

24. Retrieved:

Selecting Appropriate Websites

25. Selective:

26. Wiki:

27. Blog:

28. Unreliable:

29. Professional:

30. Extensions:

Copying from the Net

31. Extensive:

Name _____

The Internet: A Guide for Students TERMS, p. 3

Internet Safety

- 32. Passwords:
- 33. Usernames:
- 34. Cyber Criminal:
- 35. Online Friend:

Cyber Bullies

- 36. Cyber Bully:
- 37. Criminal Act:
- 38. Legislation:
- 39. Allow List:
- 40. Social Network Site:

Name _____

Titles and Arrows

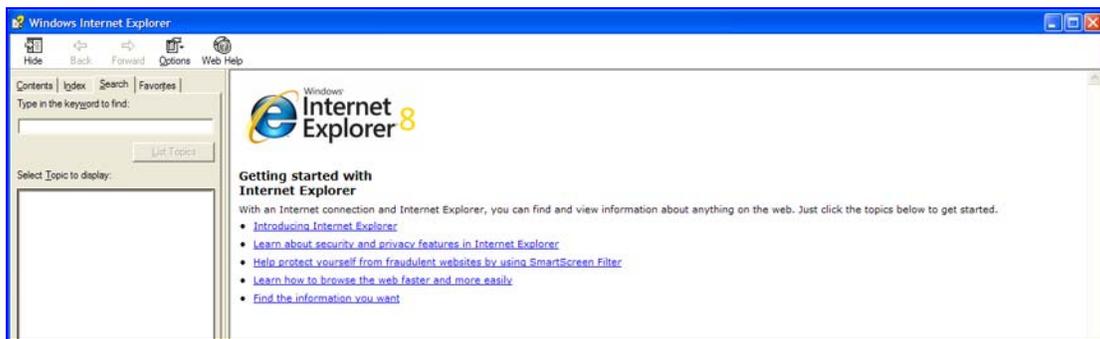
Follow the directions below and answer the questions.

1. Open Internet Explorer or another browser if Internet Explorer is not on your computer. What is title of the home page?
2. Write google.com in the address bar and click the green arrow to the right of the address bar. What is the title of the page?
3. Click the backward arrow. What is the title of the page?
4. Click the forward arrow. What is the title of the page?
5. Type loc.gov in the address bar and click the green arrow to the right of the address bar. What is the title of the page?
6. Type gm.com in the address bar and click the green arrow to the right of the address bar.
7. Type canada.ca in the address bar and click the green arrow to the right of the address bar. What is the title of the page?
8. Type princeton.edu in the address bar and click the green arrow to the right of the address bar. What is the title of the page?
9. Click the backward arrow two times. What is the title of the page?
10. Click the backward arrow one time. What is the title of the page?
11. Click the forward arrow two times. What is the title of the page?
12. Click the backward arrow four times. What is the title of the page?

Name _____

Internet Explorer Help Page

Below, you will find a picture of the top portion of the Internet Explorer (Version 8) help page. Notice on the left side there are four tabs. On the right, there are five links to articles.



Open the Internet Explorer 8 help page, and click “Introducing Internet Explorer.” Read the third topic, “Accelerators,” under “New Features.” After you have read it, close the help page and type

<http://www.whitehouse.gov/about/presidents/abrahamlincoln>

in the address bar. Go to the fourth paragraph in the article and highlight the word “Virginia” on the second line. Click the accelerator icon and then double click “Map with Live Search.” Note that there are many different accelerators.

Press F1 to reopen the help page. Turn your attention to the tabs on the left side of the page. Click the search tab. Let’s say you’re having trouble with connection speeds. Type “connection speed” in the search box and click the “List Topics” button. Double click “Why is my Internet connection so slow?” to see what might be causing the trouble.

You may find the index and contents tabs useful, also, when trying to get information on the program.

Name _____

Narrow Your Topic

When searching for appropriate websites, the first thing to do is 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 _____

Am I Safe Online?

The program you have seen mentions a number of safety rules to make certain that you are safe when you're on the Internet. Check each box next to the statement if you follow the rule. If you check all the boxes, then you are safe. If any of the boxes are left unchecked, you should consider changing your online behavior to make certain that you are safe.

- I never tell anyone my passwords.
- I never tell anyone my usernames.
- I never send my picture to an online acquaintance.
- I never tell my real name to a person I've met online.
- I never tell my address to people I've met online.
- I never give my phone number to people I've met online.
- I never meet an online acquaintance in person.
- If I have met an online acquaintance in person, I've always brought along a trusted adult, such as a parent (or both parents).
- If I have met an online acquaintance in person, I've always brought along a trusted adult, and have met the acquaintance in a public place (such as a shopping mall) where there are lots of people around.
- I will always tell a parent or other trusted adult if an online acquaintance writes something in an email or in a chat room that is personal and makes me feel uncomfortable.

Name _____

My State's Cyber Bully Laws

As was mentioned in the program, an increasing number of states have passed laws that make cyber bullying illegal. The reason is that cyber bullying can have extremely serious consequences – not only fights, but also murder and suicide! Find out if your state has a cyber bully law by going to bullypolice.org. Click your state to see if it has a law. If so, what grade has the law been given? Pretend that you are a lawmaker. In the space below, write a law that makes cyber bullying a criminal offense. You may use the back of this paper if you need more room. When you write your law, you must define what a cyberbully act is and tell the penalty.

Name _____

The Internet: A Guide for Students UNIT EVALUATION, Page 1

Part I

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

- ___ 1. We get on the Internet by using a search engine.
- ___ 2. The home page is always the Internet provider's web page.
- ___ 3. Some sections of Internet Explorer allow you to perform tasks.
- ___ 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. Navigation arrows let you _____.
- 4. The address bar is located to the _____ of the navigation arrows.
- 5. Click the green arrow next to the address bar to _____.

Part III

Directions: Define the terms.

- 1. Internet _____
- 2. Link _____
- 3. Wiki _____
- 4. Blog _____
- 5. Bookmark _____

Name _____

The Internet: A Guide for Students UNIT EVALUATION, Page 2

Part IV

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

Task or tab	What it's good for
Copy	Instant retrieval
Advanced Search	Help determines if a site is reliable
Bookmark	Quote accurately
Extensions	Eliminate unwanted sites
Email	Send website link

Part V

Directions: Fill in the blanks.

Four reasons why copying is a terrible idea are _____,
_____,
_____,
and _____.

You can get to the help menu on Internet Explorer by pressing _____.

Part VI

Directions: In the space below, name seven Internet safety rules. You will get extra credit for every additional rule you can name.