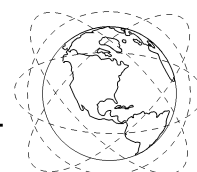


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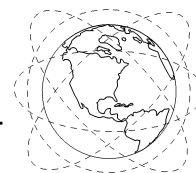
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# INTRODUCTION

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“So much to do and so little time”—this is the familiar lament of teachers worldwide.

And that is counting just the numbers of books, paper, and pencils that are used daily not accounting for the other numerous consumers of time.

Well, rev up your adventurous spirit and hang on to your hats! With this hands-on tour of the Internet, we are about to glide (not zoom) through a universe of knowledge that reduces student essays, even whole textbooks, to mere blips on the screen or, if you will, clicks on the mouse.

And do you know what? Even if you complete every one of this book’s activities, you and your students will only have scratched the surface of the Internet.

That vastness is part of the fun and challenge of teaching with the Internet.

Notice, though, that I say *teaching* with the Internet. The Internet is a tool, a resource, an enhancement to the all-important job you perform every day.

This book is a tool, as well, just a little something to reinforce what you are already doing in your classroom, or the lab, or even at home.

## How to Use This Book

*Internet for Kids* is not meant to be a comprehensive look at the Internet. I will leave that to those books that are so large you can read their titles at a hundred paces. In this book, I will give you some of the basics of connecting with the seemingly unlimited, always-changing Internet’s educational resources. For starters, here are . . .

## The Basics of the Basics

Hardware you will need:

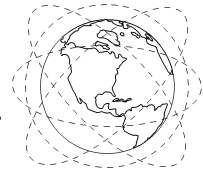
1. PCs that are 386 or faster or 68030 Macs, Power Macs, or Pentiums, the faster, the better
2. A computer with at least eight megabytes of random access memory and a 250-megabyte or larger hard disk (You can get by with less.)
3. A modem with a speed of at least 14,400 bits per second

For full Internet access, you will need the following tools:

1. E-mail software
  2. Newsreader software (This manager enables you to access Usenet news groups.)
  3. File-transfer-protocol client software
  4. Gopher client software
  5. Telnet software
  6. World Wide Web browser (Your browser has probably incorporated tools 1–5.)
  7. TCP/IP software. This provides your basic connection to the Net.)
- \* A very helpful addition, if your school has the funds, is some kind of projection system that will allow for more full-class demonstrations and browsing.

# INTRODUCTION *(cont.)*

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And now it is on to the activities—the real purpose of the book—which, I hope your students will enjoy, learn from, and embellish beyond the point of recognition.

But first . . .

**Point #1:** To tighten integration with your curriculum, choose related subjects for your students to explore.

**Point #2:** Provide teachers and students with something tangible to show for their efforts.

Thus, with most activities, I have provided a worksheet (I will also refer to it as a “product page”) that can guide users through the steps and help reinforce learning. I see some of these activities as good open house material.

For the purposes of the book, I will separate the major capabilities/services (i.e., news groups, mailing lists, file transfer protocol, Gopher searches, etc.) of the Internet, but by the time you read this book, most or all of these capabilities will be accessible through a few point-and-clicks on your World Wide Web browsers. So most of the activities will be Web-based, as your browser will more than likely provide your quickest routes to the other tools, which leads me to . . .

**Point #3:** As a teacher of 16 years, I would want a book to get my students and me to our destinations as easily as possible.

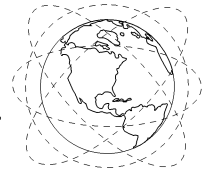
This leads me to some assumptions about you readers who are the reason for this book.

- You have access to a “hooked-up” computer (one that is already connected to the Internet, including the World Wide Web).
- As teachers with limited teaching time, you are master improvisers and can make do with just enough information to guide you. Then you take it from there. In other words, I do not want to be condescending.
- You (or dependable students) have a basic comfort with navigating through your computer’s operating system, whether it is *Microsoft Windows* or the *Macintosh OS*.
- With my activities, I am trying to reach as many students as possible. It is easy to scale down teaching activities to one student but not so easy to make them workable for 30. Depending on your computer resources and amount of access to them, each activity could last from one day to two weeks.
- With a limited number of computers, you will probably want to have your students work in groups with adult supervision.
- None of the activities will require your knowledge of hypertext markup language (HTML) or of Web-page creation. It is great material, but covering those subjects in a two-page lesson just would not do them justice.
- Spend some time reading the section on copyright. I am not passing myself off as an expert in the grey areas surrounding publishing on the Internet, but I think this section raises a few issues we teachers may need to consider.

Let us move on. Education on the Internet awaits us.

# ONLINE TRAVEL LOG

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## Opening Comments:

This activity can be as broad as your imagination allows. In this case, students will choose a country and find specific information before writing a final paper. The other possibilities are almost limitless, but look under “Special Considerations” for some more options.

## Helpful Internet Sites:

Virtual Tourist	<a href="http://www.vtourist.com/vt/">http://www.vtourist.com/vt/</a>
City Net	<a href="http://www.city.net/">http://www.city.net/</a>
Virtual Schoolhouse	<a href="http://sunsite.unc.edu/cisco/subjects/subjects.html">http://sunsite.unc.edu/cisco/subjects/subjects.html</a>
Kids Web	<a href="http://www.infomall.org/kidsweb/">www.infomall.org/kidsweb/</a>

## Setting the Stage:

- Give students the worksheet and project guidelines on pages 33–35.
- Discuss the requirements for the project. Be sure to review what you mean by “final draft.”
- Give students a set time to browse for helpful links.
- Model how to copy and paste site URL’s into a file for future reference.
- Have students keep a map and written list of locations they visit in their writing.

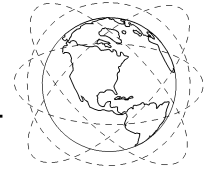
## Procedure:

- Students will visit suggested Web sites and take notes on their worksheets.
- Begin the rough draft—including at least three Web site links.
- Have students peer edit the papers, possibly checking for accessibility of the noted sites.
- Students will complete a final draft of their assignment.

## Special Considerations:

- Spread the news by sending (posting) results to mailgroups to which your students subscribe.
- Consider also sending student work to the webmasters of sites visited.
- Some other options may be to have students:
  1. Write a travel log.
  2. Write a fictional travel adventure.
  3. Keep the travel records for an imaginary agent, (e.g., *Carmen SanDiego*.)
  4. Write about factual travel on a limited topic (i.e. a trip across America, explore the 13 colonies, tour the ancient worlds).
  5. Turn the facts into a bit of historical fiction.

# ONLINE TRAVEL LOG *(cont.)*



## Student Guidelines:

In this project you will be asked to choose a country to research. Use the Tourist Data Form to take notes while you are on line.

## Criteria for Project:

- A minimum of three Web links are included.
- Include a map of areas (cities, states, etc.) visited.
- The “Tourist Data Form” is to be completely filled out.
- Copy and paste URL’s to a folder for future use.
- Copy and paste saved URL’s from a folder to the location box to visit a site.
- Final draft will be a minimum of one page written information about the country.

## Pieces of the Project:

- Research online and complete the Tourist Data Form. Be sure to keep a map of your visit as well.
- As you research, copy the URL’s you used to a folder for your next visit.
- When offline, write a paper including all the information you found on the Web. Be sure to include proper paragraph format and correct spelling.
- Have a friend or your teacher correct your paper for any errors.
- Rewrite your country paper.
- Make a neat final copy of your map as well.

