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# TO THE TEACHER

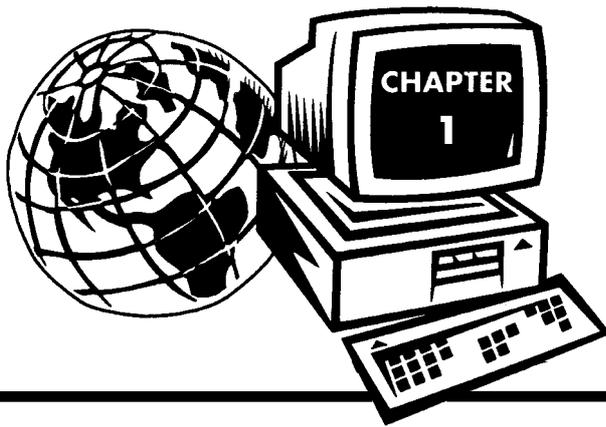
The process of educating children is an awesome task. Determining the potential level of achievement, assessing existing skills, building a course of study appropriate for the child, teaching and engaging that student in meaningful learning activities, and developing authentic assessment is a demanding job. It is time-consuming and ongoing until the student passes into the next year level and into the care of another teacher. So, it is natural to be hesitant when something as confusing as the Internet, which is embedded in a computer, breaches the education horizon. It sometimes generates anxiety because the idea of learning and using the Internet and World Wide Web can seem almost overwhelming to understand, much less to use in the classroom. Caution would naturally encourage the overworked teacher not to accept the challenge of incorporating the Internet into the classroom. However, it is worth taking that first step to learn it and work it into any curriculum.

The Internet offers so many significant learning opportunities, it merits the time it takes to master it. Understanding that the Internet is merely information that is in cyberspace, rather than in hard cover tomes, helps ease its intimidating nature. The Internet also has the capability of taking students to places where they would probably never go, or would only travel to on a 'once in a lifetime' holiday. It allows students the opportunity to explore other countries and cultures through electronic mail and video conferencing with students in classrooms halfway around the globe. It allows students to hear famous speeches while online, and view video clips of historical events that have meaning for their individual course of study. The Internet offers a full range of learning possibilities, and those learning possibilities are delivered in a sensory way that is appealing and exciting to most students.

Learning how to use the Internet is simply a matter of sitting down and working with it. Like anything else of value, it is worthy of the time involved. Learning how to make the Internet an integral part of the classroom is just as important and justifies the time it will take to understand its capabilities to enhance curriculum.

This book will help the teacher understand the Internet and World Wide Web, and it will help the teacher develop activities using the Internet as an extension of learning. To make the Internet and World Wide Web a significant part of any course of study, it just takes a different way of thinking about teaching things that have been previously taught in a traditional fashion.

The Internet offers a different and exciting way to teach!



# First Steps: Putting Things in Place

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Before you, the teacher, begin the process of learning to use the Internet in the classroom, it is necessary to 'set the stage' by learning some vocabulary and by establishing rules for your classroom or Internet lab experience. The Internet and World Wide Web offer an exciting way for students to learn, but the very nature of computers and the Internet and World Wide Web with millions of sites to explore, can encourage a deviation from productive learning if there is a lack of structure when students are online. It is so important to establish the right environment for Internet learning that this chapter will be devoted to that task.

First, there is the issue of Internet/World Wide Web literacy. Certainly it is not necessary to be completely literate of all technical terms and aspects related to the Internet or World Wide Web, or computers, for that matter. However, there are some terms you will want to know before you begin your classroom experience of working with the Internet. Of course, it is a good idea to remember that the Internet and World Wide Web are in a constant state of fluctuation and change, so terms that are common today may evolve into terms with a slightly different definition, become a part of a larger combination of terms, or be replaced with newer words. Yet, learning the definitions of some of the basic terms which will tend to stay stable will help you to discuss the Internet with your students with more confidence and also help you to understand when, and if, those terms change. Taking a few minutes and learning these terms, then reinforcing their meaning by using them in class and observing them online, will help you to understand them. The terms are defined in everyday language to avoid confusion.

**Terms for Computer Literacy:** although there are many words not listed here, this selection will help you begin the process of becoming Internet literate. Many of your students will already be literate and that will help with the literacy process.

**Internet**—a collection of connecting networks that use the same language in communicating.

**network**—computers that have been hooked up together so people can share information from their own computers with other computers anywhere in the world.

**World Wide Web**–The name is quite self explanatory – an international network of computers linked by cables and in some cases, satellite. The name applies more specifically to the hypertext information available through this network.

**hypertext**–the method of linking one document to another. Hyper, as in sensitive to activation, hyperlinks come in a variety of colours to indicate their linking ability, and they can be words, dots, shapes or graphics, depending on the whim and creativity of the Webmaster.

**Webmaster**–a person, or team, who designs a Web page.

**Web page**–a page of a Web site, a Web page will have many hyperlinks and will connect to other pages, which will have links to connect to other pages, etc. A **home page** can stand alone or be the first page of a Web site.

**Web browser**–A Web browser is necessary if you want to move around on the World Wide Web. It is a software program capable of reading the links and establishing communication with other networks.

**online**–when a person is connected to the Internet or the Web.

**offline**–when a person has finished time online, he or she goes off the computer.

**logon/login**–signing on and beginning the online experience.

**logoff**–signing off, going offline.

**user name**–a name chosen by a person to be used online. It can be a combination of first name initial and last name, first name and last name initial, only the first name, only the last name, a nickname, a funny name, a series of letters and numbers or any combination of words or letters. It is the name that will be on email and in a chat mode.

**password**–a secret word used to make the final connection for the user to logon. This word is the ‘key’ that unlocks the way to go online. It is best to avoid common nouns or easily identified words that can be figured out to avoid someone ‘cracking’ your online security.

**email**–electronic mail. This is a system of sending mail using the Internet. The mail may travel to a destination around the world in only seconds. An email address will have the user’s name, an @ symbol indicating where the person’s email account is located, and a domain name of the email account with a dot (not a full stop although it is the same punctuation mark) and some ending like *com* or *gov* or *net*. For example, Kmitchell@Ritter.com would mean this email account has a user name of Kmitchell at Ritter.com which is the commercial connection the user would be using.

**.com**—commercial based for business. The email is run by a business.  
**.gov**—a government agency  
**.org**—a business or independent organisation  
**.int**—a large international organisation like NATO  
**.net**—large organisation/network  
**.edu**—a university or other educational facility

adding other initials after those identifies the country or country code. For example:

**.uk**—United Kingdom, so it would be Kmitchell@Rittercom.uk  
**.nz**—New Zealand  
**.au**—Australia  
**.fr**—France  
**.no**—Norway  
**.jp**—Japan  
**.is**—Iceland  
**.us**—United States

There are many new domain names that will be released and used in the next year or so, and there are many country codes other than those listed here.

**flame**—rude behaviour while online. Usually it is meant to disrupt a chat area.

**emoticons or smileys**—a system of communicating either in chat mode or in email to allow the other person to understand that the written communication is either funny, sad, or a different emotion that is not being expressed in the chat mode or the email letter. There are many emoticons or smileys besides the few that are listed. You have to turn sideways to read them; then they are easily understood.

:)	smile	:(	frown
:l	no reaction, or stem	:\	pondering or doubtful
:-{	writer is crying	%}	writer is goofy
:D	writer is laughing	%}	writer is sticking out his or her tongue
:*	writer is sending a kiss	= :)	writer is a bunny
@:)	writer has a new hat	B)	writer is wearing glasses