



Lesson Plans for Internet Educators

1. The Development of the Internet and Its Future

Objective:

An understanding of why the Internet was created and how it has evolved

Instructions:

Have students read the following articles:

[Birth of the Net](http://www.learnthenet.com/english/html/01birth.htm) [http://www.learnthenet.com/english/html/01birth.htm]

[The Future](http://www.learnthenet.com/english/html/03future.htm) [http://www.learnthenet.com/english/html/03future.htm]

Discussion:

1. Describe the Internet.
2. How long has the Internet been around?
3. Who developed it and why?
4. Who controls the Internet?
5. Who makes the rules that govern how the Internet is used?
6. How has the Internet evolved?
7. How has the original design of the Internet affected its development?
8. How do you think the Internet will be used in the future?
9. How does the Internet affect your life?

Activities:

1. Visit the [Roads and Crossroads of Internet History](http://www.netvalley.com/intval1.html) [http://www.netvalley.com/intval1.html] and discuss the major milestones in the development of the Internet.
2. Visit the site of [Internet2](http://www.internet2.edu/) [http://www.internet2.edu/] to see some of the ways this ultra high-speed network fosters new types of collaboration among scientists.
3. Read and discuss some predictions about the Internet at [Imagining the Internet](http://www.elon.edu/predictions) [http://www.elon.edu/predictions]

2. Dissecting the Internet

Objective:

An understanding of the services available on the Internet and how they are used

Instructions:

Have students read the following article:

[Net Anatomy](http://www.learnthenet.com/english/html/02anatmy.htm) [http://www.learnthenet.com/english/html/02anatmy.htm]

Discussion:

1. Can you describe the various parts of the Internet?
2. What is the World Wide Web?
3. How do you use the Internet in your daily life?
4. What are some ways to communicate online? Which do you prefer and why?
5. Are there things you would like to do online that aren't possible yet?
6. How can you use the Internet to help you learn?

Activities:

1. Have students create mental models of the Internet by asking them to draw maps of the network.
2. Visit the site of the [Pew Internet & American Life Project](http://www.pewinternet.org) [http://www.pewinternet.org] Read the recent reports and trends about the Internet's impact on contemporary life.

Of interest to teenagers is a report from December, 2007 on [Teens and Social Media](http://www.pewinternet.org/PPF/r/230/report_display.asp) [http://www.pewinternet.org/PPF/r/230/report_display.asp].

3. Browsers: Software for Accessing the Web

Objective:

An understanding of a web browser and its functionality

Instructions:

Have students read the following article:

[Web Browsers](http://www.learnthenet.com/english/html/12browser.htm) [http://www.learnthenet.com/english/html/12browser.htm]

Discussion:

1. How do you open your web browser?
2. What are the various parts of a browser? Describe what they do.
3. How do you change the size of the text on a web page?
4. How can you tell if your browser is working?
5. If you have a problem with your browser, what would you do?
6. What is a home page?
7. How do you determine which page is your home page?

Activities:

- Demonstrate what the buttons on the browser toolbar do. Show students that they can access the same features and many others under the various menu choices.

4. Navigating the Web

Objective:

An understanding of the architecture of the Web, how it works, and the parts of a web page

Instructions:

Have students read the following articles:

[How the Web Works](http://www.learnthenet.com/english/html/13wworks.htm) [http://www.learnthenet.com/english/html/13wworks.htm]

[Anatomy of a Web Page](http://www.learnthenet.com/english/html/14wbpganat.htm)

[http://www.learnthenet.com/english/html/14wbpganat.htm]

Discussion:

1. When was the World Wide Web created and why?
2. Who controls the Web?
3. Describe the various parts of the Web.
4. How does the client and server system work?
5. What is a URL and what does it do?
6. What are hypertext and hyperlinks?
7. How can you tell which text is "hot"?
8. How do you navigate around the Web?
9. Why do links change colors? What do the colors mean?
10. How do you return to a page you've already visited?
11. What is the computer language used to create web pages?
12. Do web pages ever change?

Activities:

- Ask students which websites they like to visit and why. Browse the site with the class, and then diagram the structure of the site.

5. Web Addresses

Objective:

Understanding the parts of a web address and what they mean; saving addresses of favorite sites

Instructions:

Have students read the following articles:

[Understanding Web Addresses](http://www.learnthenet.com/english/html/16addrss.htm)

[<http://www.learnthenet.com/english/html/16addrss.htm>]

[Domain Names](http://www.learnthenet.com/english/html/84domain.htm) [<http://www.learnthenet.com/english/html/84domain.htm>]

[Bookmarks and Favorites](http://www.learnthenet.com/english/html/17bookmark.htm)

[<http://www.learnthenet.com/english/html/17bookmark.htm>]

Also, view this interactive animation:

[How the Web Works](http://www.learnthenet.com/english/animate/webworks.html)

[<http://www.learnthenet.com/english/animate/webworks.html>]

Discussion:

1. What is a URL? Give some examples.
2. What are the parts of a Web address? What does each part mean?
3. What is a domain name? What does it indicate?
4. Where are web pages stored?
5. How would you access a website or web page with your browser?
6. How can you save a web address?

Activities:

1. Write a complex web address on the board, such as:
<http://www.myschool.edu/myclass/projects/internet.htm>

Ask the students to decipher the meaning of the address.

2. Practice creating Bookmarks and Favorites. Next, create folders to organize the bookmarks. Finally, edit the bookmarks to make them easier to identify.
3. Have students test their knowledge with our interactive [Web Whiz Quiz](#).

6. Creating a Web Page

Objective:

Understanding how to develop a web page for class projects or personal use

Instructions:

Have students read the following articles:

[A Home \(Page\) of Your Own](http://www.learnthenet.com/english/html/92home.htm)

[<http://www.learnthenet.com/english/html/92home.htm>]

[Understanding Copyrights](http://www.learnthenet.com/english/html/44copyr.htm)

[<http://www.learnthenet.com/english/html/44copyr.htm>]

Discussion:

1. What are some uses for a class website?
2. What kind of software is needed to create a web page?
3. What are some of your favorite websites and what do you like about them?
4. What does copyright mean and who holds these rights?
5. Is it okay to put pictures you find on the Web on your page?
6. Can you put some of your favorite songs on your web page?

Activities:

- Visit popular websites to see how the home pages are designed. Discuss the various options for creating a class page and what kind of content will go on the page. If you have an HTML editing program, you can easily create a web page. Be sure to ascertain your school's policy regarding permissible content if you plan to post a page online.

7. Searching the Web

Objective:

Developing the skills to find specific information online

Instructions:

Have students read the following article:

[Searching the Web](http://www.learnthenet.com/english/html/31wsearc.htm) [http://www.learnthenet.com/english/html/31wsearc.htm]

Also, view this interactive animation:

[How Search Engines Work](http://www.learnthenet.com/english/animate/search.html)

[http://www.learnthenet.com/english/animate/search.html]

Discussion:

1. What are some of the search tools you can use to find information?
2. What is the difference between an index and a directory?
3. When would you use an index? When would you use a directory?
4. Which ones do you currently use? Which do you prefer and why?
5. What are some ways to refine your search?

Activities:

1. Ask students to perform a search using the same key words with [Yahoo!](#), [Google](#) and [MSN](#). Have them compare the differences in the search results for each one. Now have them try the search again using different keywords and compare the results. Finally, compare search results when they place quotation marks around a phrase.
2. Break the class into groups and have them take our [Net Hunt 1.0](#) [http://www.learnthenet.com/english/flashtest/hunt1.htm], asking them to cite their sources for the answers.

8. Online Information: Fact or Fiction?

Objective:

To develop the skills to critically evaluate online information

Instructions:

Have students read the following article:

[Online Information: Fact or Fiction?](http://www.learnthenet.com/english/html/73eval.htm)

[<http://www.learnthenet.com/english/html/73eval.htm>]

Discussion:

1. Why is it important to evaluate online information?
2. Can you believe everything you read online? Why or why not?
3. Are there standards for what can be published on the Internet?
4. What are some ways to decide if online information is reliable?
5. What questions should you ask yourself about online articles?

Activities:

- Visit websites such as the [New York Times](http://www.nytimes.com/) [http://www.nytimes.com/] and your local newspaper. Ask your students to apply the criteria discussed in the article to decide whether the published information is correct. Now visit the [Drudge Report](http://www.drudgereport.com) [http://www.drudgereport.com] and discuss the veracity of its information. Finally, visit the Borowitz Report [http://www.borowitzreport.com/] to evaluate its content.

9. How E-Mail Works

Objective:

Understanding the basics of electronic messages

Instructions:

Have students read the following articles:

[E-Mail: How It Works](http://www.learnthenet.com/english/html/20how.htm) [http://www.learnthenet.com/english/html/20how.htm]

[Anatomy of an E-Mail Message](http://www.learnthenet.com/english/html/21e_anat.htm)

[http://www.learnthenet.com/english/html/21e_anat.htm]

Also, view this interactive animation:

[How E-Mail Works](http://www.learnthenet.com/english/animate/email.html) [http://www.learnthenet.com/english/animate/email.html]

Discussion:

1. What makes e-mail different from other types of communication?
2. What are some advantages of e-mail?
3. What are some disadvantages?
4. Describe the parts of an e-mail message.
5. What is the message header and what can you learn from it?
6. Are e-mail messages as private as a letter?

Activities:

- If you are using an e-mail client, like Outlook, show students how to open the program, and then describe its various features. Consider demonstrating a Web-based e-mail service, like [Hotmail](http://www.hotmail.com) [http://www.hotmail.com], to compare the two.

10. Sending E-Mail

Objective:

Developing the skills to send and receive e-mail messages.

Instructions:

Have students read the following articles:

[Understanding E-Mail Addresses](http://www.learnthenet.com/english/html/22email.htm)

[<http://www.learnthenet.com/english/html/22email.htm>]

[STEP BY STEP: Sending an E-Mail Message](http://www.learnthenet.com/english/html/92email.htm)

[<http://www.learnthenet.com/english/html/92email.htm>]

Discussion:

1. What is the difference between an e-mail address and a Web address?
2. Can you give some examples of e-mail addresses?
3. Why is it important that an e-mail address is spelled correctly?
4. How much does it cost to send an e-mail message?
5. Do e-mail messages always get delivered?
6. What are some reasons why an e-mail might be returned to you?

Activities:

- If students have been assigned e-mail addresses, have them practice sending messages to each other. If a message bounces back to the sender, ask the students to figure out why it happened.

11. Sending and Opening E-Mail Attachments

Objective:

Understanding how to attach files to e-mail messages and how to safely open attachments

Instructions:

Have students read the following articles:

[Attaching Files](http://www.learnthenet.com/english/html/23attach.htm) [http://www.learnthenet.com/english/html/23attach.htm]

[STEP BY STEP: Sending E-Mail Attachments](http://www.learnthenet.com/english/html/94attach.htm)
[http://www.learnthenet.com/english/html/94attach.htm]

[Opening E-Mail Attachments](http://www.learnthenet.com/english/html/76open.htm)
[http://www.learnthenet.com/english/html/76open.htm]

Discussion:

1. What kind of files can you attach to an e-mail?
2. Why would you encrypt a file?
3. How do you attach a file to a message?
4. Why do some kinds of attachment take longer to send than others?
5. What are some reasons why your computer can't open an attachment?
6. What does it mean to associate a file?
7. What should you always do before you open an attachment?
8. How do you open an e-mail attachment?

Activities:

- Have students practice sending attachments to each other, then opening them. If your computers have an anti-virus program, show them how to scan attachments before opening the file.

12. Web-based E-Mail

Objective:

Understanding how to use online e-mail accounts

Instructions:

Have students read the following article:

[Web-based E-Mail](http://www.learnthenet.com/english/html/15webmail.htm) [http://www.learnthenet.com/english/html/15webmail.htm]

Discussion:

1. What are the advantages of using an online e-mail account?
2. What are the disadvantages?
3. Can you send attachments with an online e-mail account?
4. Are your online messages private?
5. Why do you need a user name and password?
6. How would you devise a secure password?

Activities:

- Show students how to establish an account with a provider such as Yahoo! Demonstrate how the e-mail service works and the differences between an online account and using an e-mail client such as Outlook.
- Have students assess their knowledge of e-mail by taking our interactive [E-Mail Quiz](http://www.learnthenet.com/english/flashtest/email1.htm) [http://www.learnthenet.com/english/flashtest/email1.htm].

13. Mailing Lists

Objective:

Understanding what mailing lists are and how to subscribe to them.

Instructions:

Have students read the following article:

[Mailing Lists](http://www.learnthenet.com/english/html/24mlists.htm) [http://www.learnthenet.com/english/html/24mlists.htm]

Also, view this interactive animation:

[How Mailing Lists Works](http://www.learnthenet.com/english/animate/maillist.html)

[http://www.learnthenet.com/english/animate/maillist.html]

Discussion:

1. How does a mailing list work?
2. What's the difference between a newsgroup and a mailing list?
3. Why would you want to subscribe to a mailing list?
4. What subjects do mailing lists cover?
5. How can you find mailing lists that interest you?
6. How do you subscribe?
7. Does it cost money to subscribe?
8. How do you unsubscribe?

Activities:

- Use a search engine to find mailing lists of interest to your students. Go to the sign-up page and show them how to subscribe. Follow up by reviewing the instructions sent by the mailing list administrator, including how to unsubscribe.

14. Newsgroups and Forums

Objective:

Understanding what newsgroups and forums are, how to locate ones of interest and how to participate.

Instructions:

Have students read the following articles:

[All About Newsgroups](http://www.learnthenet.com/english/html/26nwsgrp.htm) [http://www.learnthenet.com/english/html/26nwsgrp.htm]

[Searching Newsgroups](http://www.learnthenet.com/english/html/27srchn.htm) [http://www.learnthenet.com/english/html/27srchn.htm]

[Subscribing and Reading Postings](http://www.learnthenet.com/english/html/28subscr.htm)
[http://www.learnthenet.com/english/html/28subscr.htm]

[Posting Messages](http://www.learnthenet.com/english/html/59post.htm) [http://www.learnthenet.com/english/html/59post.htm]

Also, view this interactive animation:

[How Newsgroups Work](http://www.learnthenet.com/english/animate/forums.html)
[http://www.learnthenet.com/english/animate/forums.html]

Discussion:

1. What is the purpose of newsgroups and forums?
2. How can you use newsgroups and forums to learn?
3. What are some subjects covered in newsgroups?
4. How can you find newsgroups and forums that interest you?
5. How do you participate in a newsgroup or forum?

Activities:

1. Use a search tool, for instance [Google Groups](http://groups.google.com) [http://groups.google.com], to find a newsgroup of interest to your students. Follow one of the threaded discussions so students can see how messages are organized.
2. Have students join a newsgroup or forum of their choosing and report on postings that they find interesting.

15. Netiquette

Objective:

Understanding proper behavior when communicating online

Instructions:

Have students read the following articles:

[Netiquette](http://www.learnthenet.com/english/html/09netiq.htm) [http://www.learnthenet.com/english/html/09netiq.htm]

[E-Mail Etiquette](http://www.learnthenet.com/english/html/65mailet.htm) [http://www.learnthenet.com/english/html/65mailet.htm]

[Smileys](http://www.learnthenet.com/english/html/25smile.htm) [http://www.learnthenet.com/english/html/25smile.htm]

Discussion:

1. What are the rules of the road you should keep in mind when online?
2. What are some good things to do in your online communication?
3. What are some things to avoid?
4. What are some useful abbreviations to use in your messages?
5. How can you convey emotions in an electronic message?
6. What are FAQs and why are they important?

Activities:

1. Divide the class into pairs. Have one person send a message to his or her partner that violates e-mail etiquette. Ask the recipient to correct the message and return it to the sender.
2. Have students use a search engine to find some online FAQs. Review them with the class to get a general idea of the content.
3. Have students test their knowledge with our interactive [Netiquette Quiz](http://www.learnthenet.com/english/flashtest/netiquette.htm) [http://www.learnthenet.com/english/flashtest/netiquette.htm].

16. Blogs

Objective:

Understanding the value of weblogs, how to find them and how to start one

Instructions:

Have students read the following article:

[Of Blogs and Bloggers](http://www.learnthenet.com/english/html/82blog.htm) [http://www.learnthenet.com/english/html/82blog.htm]

Discussion:

1. What is a weblog?
2. What kinds of subjects do bloggers write about?
3. How can you find blogs that interest you?
4. How can blogs help you learn?
5. How do you start your own blog?

Activities:

1. Use a search engine to locate a blog of interest to the class. Show students how a blog is structured.
2. Using free online tools, such as [Blogger.com](http://www.blogger.com) [http://www.blogger.com/start], you can establish a blog for your class. Decide what the subject will be, how often new entries will post to the blog and who will provide the content. This can become an ongoing class activity.

17. Assessment

Objective:

To evaluate students' knowledge of the Internet

Instructions:

Have students take the following online quizzes:

[Test Your Net IQ: Quiz I](http://www.learnthenet.com/english/quiz/01quiz.htm) [http://www.learnthenet.com/english/quiz/01quiz.htm]

[Test Your Net IQ: Quiz II](http://www.learnthenet.com/english/quiz/2-01quiz.htm) [http://www.learnthenet.com/english/quiz/2-01quiz.htm]

[Test Your Security Smarts](http://www.learnthenet.com/english/quiz/3-01quiz.htm) [http://www.learnthenet.com/english/quiz/3-01quiz.htm]

Activities:

1. Discuss the results of each quiz to determine areas of strength and weakness. Based on the quiz results, review relevant content.
2. Divide the class into two groups and have them devise their own questions to challenge the other group.