Internet Searching Techniques

Level ■□□

In this activity, students will search the Internet and apply the techniques discussed in class.

1. Form teams of two students each.

2. Each team should choose a favorite topic (for example, a favorite animal, music group, sport, food, and so forth).

3. Ask each team to tell you their research topic. Engage students in a discussion about the keywords and search techniques that they think will generate detailed, relevant information.

4. Direct the students to search for webpages related to their chosen topics. One student in each team should propose keywords. The other should suggest Boolean operators to limit and refine the search results.

5. Ask each team to share the results of their activity. They should discuss how using the Boolean operators AND, OR and NOT changed their results. Which combinations worked best? Why?

6. Spend several minutes discussing how this activity relates to the research that students do for class.

Favorite Sport Report

Level ■■□

Note

In this activity, students will search for information on the Internet using multiple search engines, keywords and Boolean operators. Students are asked to compare, collect and record information about their favorite sports team using word-processing software.

Please indicate to students how to save and submit the completed assignment.

Steps 7 through 9 are optional.

In this activity, you will research your favorite sport or sports team and write a short report.

When you perform searches for information on the Internet, first ask yourself what you already know about your subject. How you can use language and words to be as specific as possible?

1. First, think about the language and words used in sports. What terms are specific to this topic?

2. Perform several searches using the same keywords with Yahoo, Google and Bing.

3. Compare the differences in results for each search engine.

4. Search again using different keywords and Boolean operators. Compare the results.

5. Now research information about your favorite sport or team using keywords in your favorite browser. Find some interesting facts about your favorite team. For example: winning seasons, best players of all time, funny moments in games, or other ideas you may have.

6. Once you have collected your information, record it in a word-processing document (or write it on paper).

7. (Optional extension) Using the information you collected, use presentation software to create a presentation of 5 to 10 slides.

8. Include appropriate pictures, clip art, charts or facts to enhance your presentation. You can also use special effects to introduce your text and pictures on each slide.

9. Be sure to include a bibliography slide at the end. It should list the web addresses of any sites you used to find pictures or information about your sport.

Internet Scavenger Hunt

Level ■■■

> **Note**
>
> In this activity, students will search for information and images on the Internet using guided instructions. Students are asked to record their answers in a word-processing document.
>
> Please indicate to students how to save and submit the completed assignment.

In this activity, you will use Internet search techniques to find the following information. Use your favorite web browser to locate the following information, then type your answers into a word-processing document. Save all files as instructed by your teacher.

1. What is the forecast for Orlando, Florida, this coming Saturday?

2. Find a picture of the Houston, Texas, skyline. Save the image file.

3. Find the website addresses (URLs) for two sports radio stations, two talk radio stations, a jazz station, an oldies station, and two public radio stations (eight links total).

4. Find two pictures of puppies in a basket. Save the image files.

5. Who is the CEO of Deviantart.com? What is the purpose of the site?

6. Find directions from your home to your school for walking and driving.

7. What Amtrak route services Philadelphia to Chicago? Find the schedule and save the PDF.

8. Who invented the microwave oven? (Do NOT use Wikipedia.)

9. Compare prices for an iPod Nano from three different sellers.

10. Find an image that represents excitement. Save the image file.

Evaluating a Website

Levels - ALL

In this activity, students will use the Internet to research famous explorers.

The website *www.allaboutexplorers.com* is a spoof site. It was set up to educate children about the dangers of trusting everything they find online. The site contains some real information about the explorers, combined with false information that careful reading will reveal. This site is particularly useful because many students simply copy what they find without reading it closely.

When students have finished their paragraphs, it will be immediately apparent who has used only the spoof site.

- Form teams of two students each.

- Each team should choose an explorer to research.

- Direct each team to research their chosen explorer on the site *www.allaboutexplorers.com* and one other site.

- Direct each team to write one summary paragraph about their chosen explorer in a word-processing document.

- Remind students that it is not acceptable to cut and paste information from any websites. They must write in their own words the information they learn from their research.

Evaluating a Website – Advanced

Level ◼◼◼

In this activity, students will use the Internet to evaluate a pair of websites. One site is a spoof and the other is valid.

- Form teams of two to four students each.

- Print the worksheets on the following pages. Give each team a worksheet. Each worksheet lists a pair of websites about one topic. Instruct students to visit the two listed websites and analyze them.

- Note: The first site of each pair is the spoof site. Some seem very convincing.

- Teams should visit their two assigned websites and decide (based on their reading) which site is real and which is a spoof.

- Students should evaluate information on both sites for reliability and validity. Each team should write a summary of their findings in a word-processing document.

- Students should present their analyses to the class.

- WRAP-UP: After each team presents its findings to the class, point out that none of these websites intends to exploit or defraud the reader. These sites serve the purpose of showing students that they cannot believe everything they see or read online. By honing critical thinking skills, students will become more aware of sites that are fraudulent or heavily biased. It is important to know how to evaluate a website for accuracy.
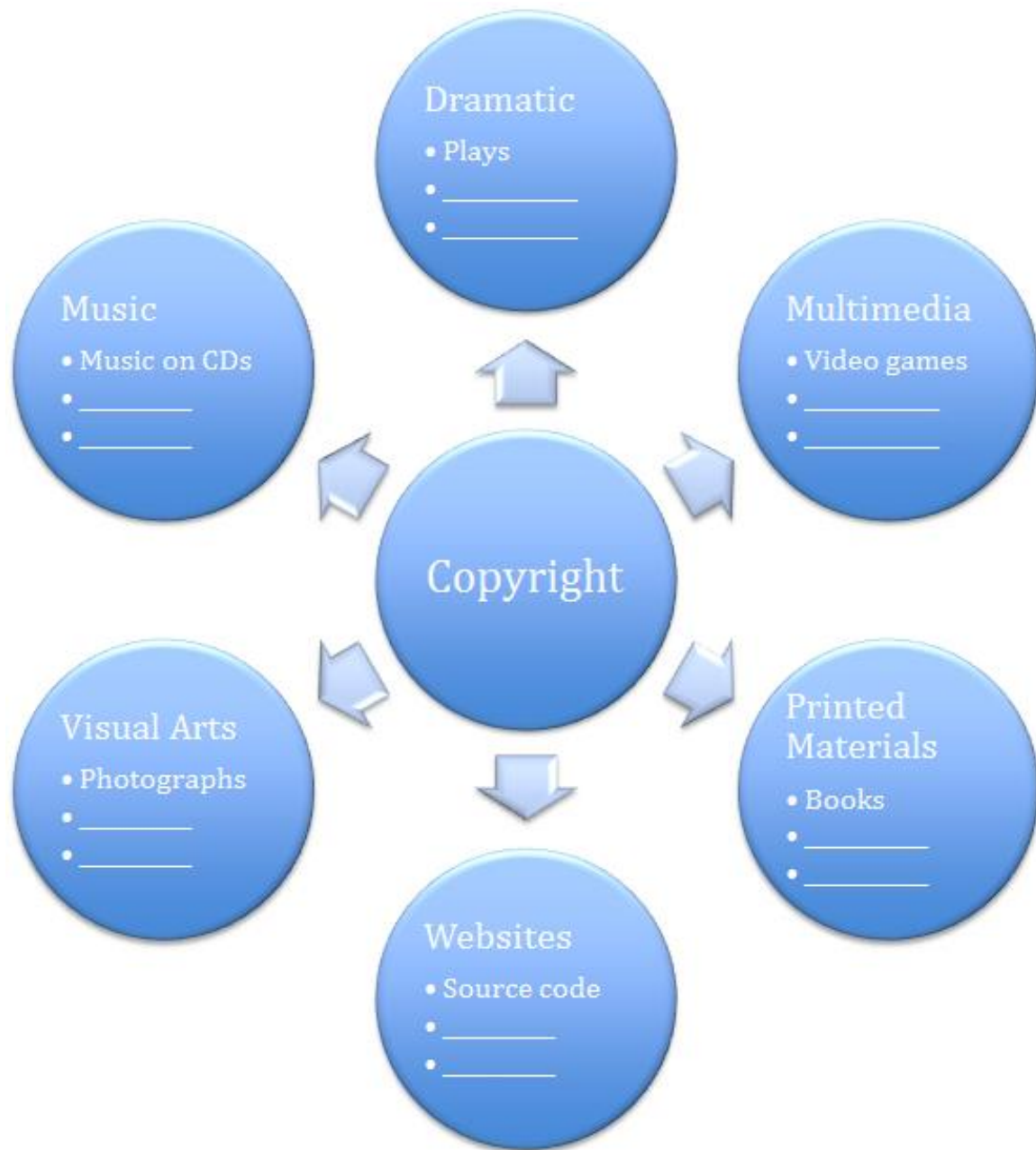
Protected by Copyright

Levels – ALL

In this activity, you will list examples of created materials that are protected by copyright.

For each heading, list additional types of creations protected by copyright.

Dramatic
- Plays
- _____
- _____

Multimedia
- Video games
- _____
- _____

Music
- Music on CDs
- _____
- _____

Copyright

Printed Materials
- Books
- _____
- _____

Visual Arts
- Photographs
- _____
- _____

Websites
- Source code
- _____
- _____

Protected by Copyright – ANSWER KEY

Levels – ALL

In this activity, you will list examples of created materials that are protected by copyright.

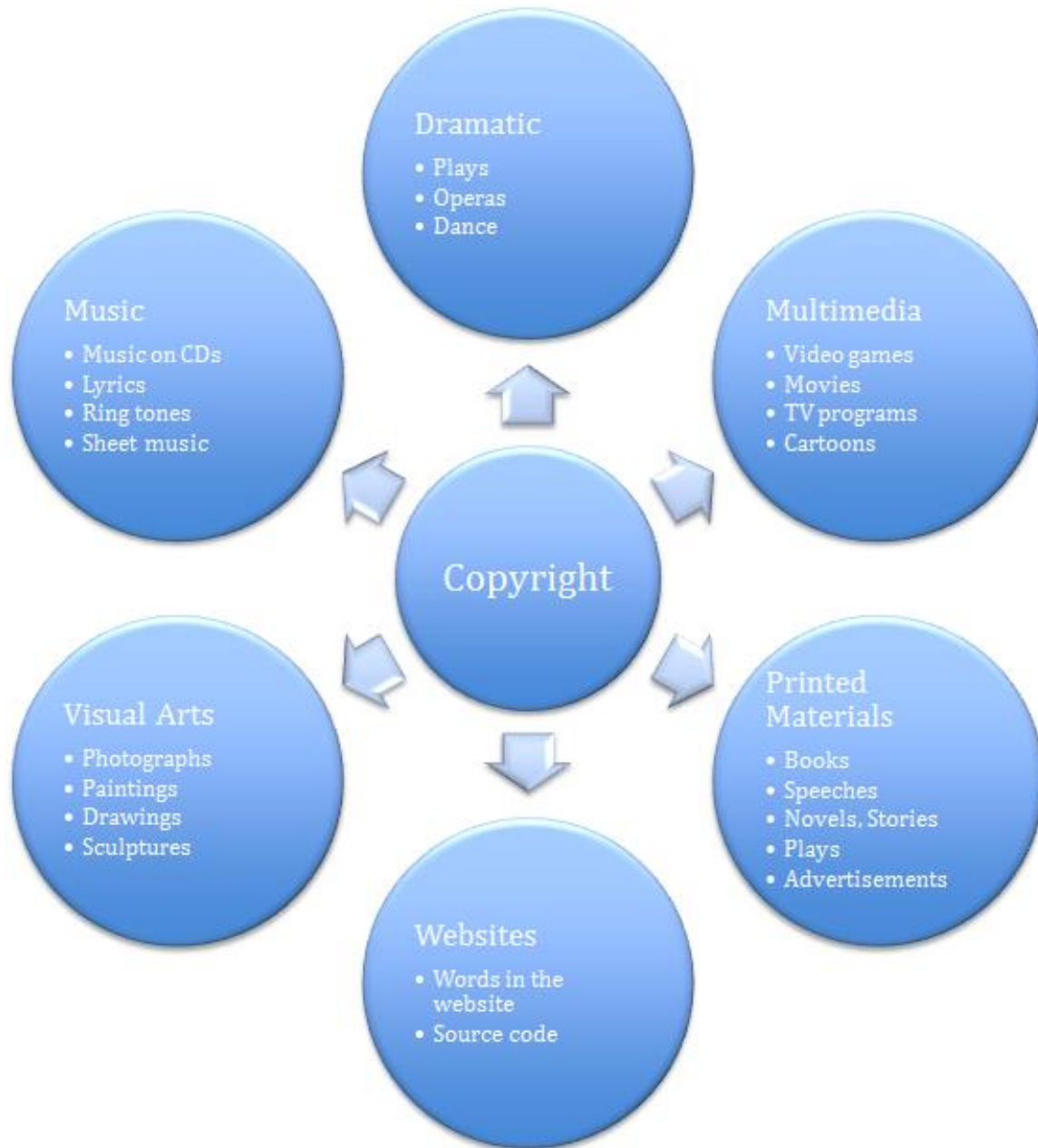•   For each heading, list additional types of creations protected by copyright.

Dramatic
- Plays
- Operas
- Dance

Music
- Music on CDs
- Lyrics
- Ring tones
- Sheet music

Multimedia
- Video games
- Movies
- TV programs
- Cartoons

Copyright

Visual Arts
- Photographs
- Paintings
- Drawings
- Sculptures

Printed Materials
- Books
- Speeches
- Novels, Stories
- Plays
- Advertisements

Websites
- Words in the website
- Source code

Creative Project – Copyright and Fair Use

Levels - ALL

In this activity, you will create a presentation to share facts about copyright and fair use.

1. Form teams of two to four students each.

2. Explore the websites provided below (or find other credible websites) to learn more about copyright and fair use.

3. Create a project that presents what you have learned about copyright and fair use.

4. Be sure to cite your sources by including an MLA-style citation for each website you use in your research.

5. Upon completion, each team will share its project with the class.

Each team can choose to create one of the following to share their findings:

• Slide presentation (using PowerPoint or Prezi)

• Recorded skit (using a Flip camera, Animoto, Windows Movie Maker)

• Poster (using Glogster) or graphical document

• Podcast (using Audacity)

• Other presentation of the team's creation (ask teacher for approval)

Projects should include the following:

• Definition of copyright

• Definition of fair use

• Guidelines for using music, images or text from other sources

• Downloaded images from the Internet. View the video "Google Advanced Search Options" (https://www.youtube.com/watch?v=8NHF_jQy1HQ) and follow the tips presented to comply with copyright laws.

Other resources:

• Cyberbee *(http://www.cyberbee.com/cb_copyright.swf)*

• Copyright Kids *(http://www.copyrightkids.org/index.htm)*

• Fair(y) Use Tale *(video, 10 mins) (https://www.youtube.com/watch?v=CJn_jC4FNDo)*

• Mystery of Copyright *(http://www.loc.gov/teachers/copyrightmystery/?)*

• Copyright, What's Copyright? (video, 4 mins) *(https://www.youtube.com/watch?v=0QiO_H0-ok8)*

Source citation tools:

• Create a citation online *(http://www.citationmachine.net/apa/cite-a-website)*

• Generate citations for your bibliography *(http://www.easybib.com/)*