

# Internet Basics

**Media Type:** Video  
**Duration:** 30 minutes

**Goal:** To define the Internet and its supporting technology as well as analyze and identify the potential risks involved in its use.

**Description:** The Internet is an integral part of life in today's society. With the ability to send and receive information at any time from anywhere, it is important to understand the basics of the Internet. This presentation defines the Internet, details its supporting technologies, lists its various uses, provides tips and methods for researching and identifies possible risks associated with its use.

**Objectives:**

1. To define the Internet and its supporting technology.
2. To analyze the different uses of the Internet.
3. To discuss tips and methods for Internet research.
4. To identify Internet risks.



Information Technology Career Cluster (IT)

Cluster	Standard
	Describe trends in emerging and evolving computer technologies and their influence on IT practices.
	Recognize and analyze potential IT security threats to develop and maintain security requirements.
Web & Digital Communications Career Pathway (IT-WD)	Demonstrate the effective use of tools for digital communication production, development and project management.
	Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
	Implement quality assurance processes to deliver quality digital communication products and services.

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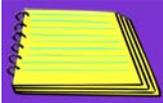


College & Career Readiness Anchor Standards for Writing

## Writing Standards

Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Production & Distribution of Writing	11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Research to Build & Present Knowledge	11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	9-10.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	11-12.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	

# Internet Basics



## Lesson Plan

**Class 1:** Begin the class by distributing the *Internet Basics Vocabulary Handout* and *Worksheet* for students to use as reference materials. Show the *Internet Basics - The Internet Industry; Internet Basics - What is the Internet* and *Internet Basics - Uses of the Internet* segments. Students should complete the corresponding *Assessments*. Explain the *Research the Research Project* and allow students to get into groups and select a research topic.



Video  
11 min.

**Class 2:** Remind students to continue using the *Worksheet* and *Vocabulary Handout* as reference materials. Show the *Internet Basics - Getting Started; Internet Basics - Research and the Internet* and the *Internet Basics - Internet Risks* segments. Students should complete the corresponding *Assessments*. Instruct students to complete the *Internet Scavenger Hunt Activity*.



Video  
22 min.

**Class 3:** Allow students to complete their *Research the Research Project*.

**Class 4:** Have students review the *Wireless Internet Basics Student Handout* and as a class complete the *Connecting a Wireless Router Activity*. Be sure to reference *Connecting a Wireless Router Activity Teacher Instruction Sheet*.

**Class 5:** Assign the *Internet How-To Manual Project* and let students begin to work on the *Project*. Remind students to study for the *Final Assessment*.

**Class 6:** Distribute the *Internet Basics Final Assessment* and allow time for students to finish it. Students should complete the *Internet How-To Manual Project* and turn in before the end of the class.

**Class 7:** Have students complete the *Downloading from the Internet Project*.

**Class 8:** Have students present their *Projects*.



## Lesson Links

### LexisNexis

- [http://www.lexisnexis.com/store/us/?gclid=Cj0KEQiAiuOIBRCU-8D6idaPz\\_UBeiQAZTagNEFyQLhv2WHwMYVDJizjN3jEohgwyYAGVledVN\\_mr0IaAiqq8P8HAQ](http://www.lexisnexis.com/store/us/?gclid=Cj0KEQiAiuOIBRCU-8D6idaPz_UBeiQAZTagNEFyQLhv2WHwMYVDJizjN3jEohgwyYAGVledVN_mr0IaAiqq8P8HAQ)

### Top 10 Research Sites

- <http://www.jbu.edu/library/research/toptenweb/>

### Citation Machine

- <http://www.citationmachine.net/>

### Investopedia

- <http://www.investopedia.com/features/industryhandbook/internet.asp>

### Citation Machine

- <http://www.citationmachine.net/>



## Career & Technical Student Organizations

### BPA

- Computer Network Technology
- Information Technology Concepts

### FFA

- Agricultural Technology and Mechanical Systems

### FBA

- Cyber Security

### Skills USA

- Computer Maintenance Technology



## Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50755, Lieutenant Colonel Todd H. Marshburn, Professor of Military Science, Aviation Branch, Georgia Institute of Technology Army ROTC
- iCEV50872, William Moore, Ph.D., Assistant Professor, Wildlife Technology Program, Abraham Baldwin Agricultural College
- iCEV51050, Bridget Wasser, Sr. Director of Meat Science & Technology, National Cattlemen's Beef Association
- iCEV50949, Wendy Walker, Information Technology Specialist, Hoover Dam

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## Lab Activities

### Internet Scavenger Hunt

*Directions:*

Divide the class into groups and assign each group a specific web browser. Using the Internet, students will answer a set of questions and then compare with other groups to see if using different web browsers will generate the same results.

### Connecting a Wireless Router

*Directions:*

For this *Activity*, the class will work together to connect a wireless router. The *Teacher Instruction Sheet* offers details about supplies and discussion topics which should be discussed.



## Projects

### Research the Research

*Directions:*

Divide the class into groups of two or three. Groups will then choose a topic and research it using the guidelines discussed in the presentation. They will write a paper detailing the information they gathered through the research. A citation of all sources used should be included along with a list of the guidelines they found the most helpful in their research.

### Internet How-To Manual

*Directions:*

Students will develop a basic how-to manual for using the internet and completing common internet tasks.

### Downloading from the Internet

*Directions:*

Students will develop a flier discussing an application which can be downloaded or installed from the Internet.