

# 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.

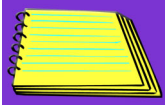
## Objectives:

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.

## Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Language Arts	<i>Application of Writing Skills</i>	<ul style="list-style-type: none"><li>• Descriptive, informative, creative and persuasive writing</li><li>• Organizing logical arguments</li><li>• Brainstorming</li><li>• Analyzing audiences</li><li>• Utilizing reference materials</li><li>• Creating bibliographies</li></ul>
	<i>Analysis of Text &amp; Information</i>	<ul style="list-style-type: none"><li>• Drawing inferences and generalizations</li><li>• Critical thinking</li><li>• Expression of thoughts and ideas</li><li>• Communication skills</li><li>• Literary interpretation</li><li>• Creating visual representations</li></ul>
	<i>Technology Applications in Literature</i>	<ul style="list-style-type: none"><li>• Utilizing document processing software</li><li>• Utilizing presentation processing software</li><li>• Internet-based research</li></ul>

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## Lesson Plan

Hand out or have students access the *Action Plan*. The *Action Plan* provides a list of tasks for students to perform to complete the lesson.

**Class 1:** Begin the class by distributing the *Internet Basics Vocabulary Handout*, *Student Handouts* and *Worksheet* for students to use as reference materials. Show *The Internet Industry* segment, the *What is the Internet* segment. Students should complete the corresponding *Assessments*.



Video  
7 min.

**Class 2:** Remind students to continue using the *Worksheet* and *Vocabulary Handout* as reference materials. Show the *Uses of the Internet* segment. Students should complete the corresponding *Assessment*. Explain the *Research the Research Project* and allow students to get into groups and select a research topic.



Video  
4 min.

**Class 3:** Remind students to continue using the *Worksheet* and *Vocabulary Handout* as reference materials. Show the *Getting Started* and the *Research and the Internet* segment. Students should complete the corresponding *Assessments*.



Video  
19 min.

**Class 4:** Remind students to continue using the *Worksheet* and *Vocabulary Handout* as reference materials. Show the *Internet Risks* segment. Students should complete the corresponding *Assessment*. Instruct students to complete the *Internet Scavenger Hunt Activity*.



Video  
2 min.

**Class 5:** Allow students to complete their *Research the Research Project*.

**Class 6:** 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 7:** 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 8:** 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 9:** Have students complete the *Downloading from the Internet Project*.

**Class 10:** 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

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## 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



## 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 in to 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.