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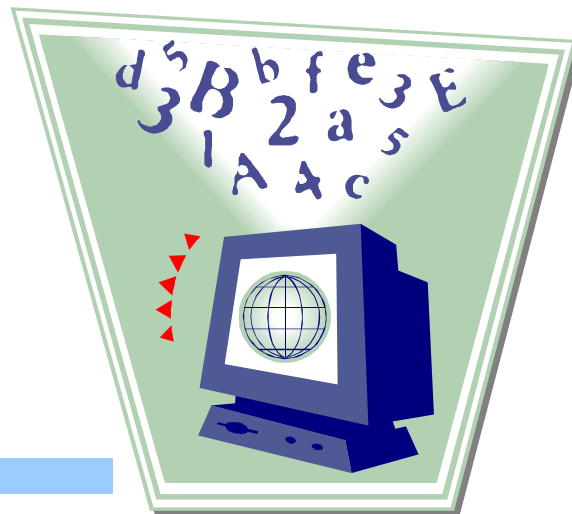
INTERNET: BEYOND THE BROWSER

SVE & CHURCHILL MEDIA

2000

Grade Levels: 7-12

18 minutes



DESCRIPTION

Looks briefly at the Internet's origins before sharing specific guidelines for its use as an information resource. Discusses terms such as browser, server, ISP, search engine, Boolean, and others; how to search; pitfalls, viruses, and reliability of the information. Cyberspace can be navigated without being overwhelming.

ACADEMIC STANDARDS

Subject Area: Technology

- Standard: Knows the characteristics and uses of computer hardware and operating systems
 - Benchmark: Connects via modem to other computer users via the internet, an on-line service, or bulletin board system
- Standard: Knows the characteristics and uses of computer software programs
 - Benchmark: Uses Boolean searches to execute complex searches on a data base
- Standard: Understands the nature and uses of different forms of technology
 - Benchmark: Knows that communication systems can transfer information from person to person (e.g., a telephone), person to machine (e.g., a person inputting information into a computer), or machine to machine (e.g., an automated payroll system where the record of the money goes from one computer to another)

INSTRUCTIONAL GOALS

1. To explain the development of the Internet, e-mail, and the World Wide Web.
2. To perform Internet searches using Boolean operators.
3. To understand the Internet address system and Uniform Resource Locators (URLs).
4. To explain what browser software is and how to use features such as bookmarks or favorites.
5. To understand what Internet Service Providers (ISPs) are and how to connect to the Internet using them.
6. To evaluate the accuracy and reliability of information they access on the Internet.
7. To avoid dangerous aspects of using the Internet such as viruses.

BACKGROUND INFORMATION

The development of the Internet from Arpanet of the 1960s to the World Wide Web of today represents a rapid progression not only of communications technology but of society and global culture as well. The world is now connected in a way unlike any other in human history; we may instantly send and receive ideas across thousands of miles between an unlimited number of people. However, utilizing such a powerful tool requires an understanding of how to navigate the vast realm of cyberspace without being overwhelmed.

Internet: Beyond the Browser addresses this issue by providing specific guidance on how to use the Internet as an information gathering resource. The program begins by introducing viewers to the history and design of the Internet. Students will learn how and why it was created as well as where the information is stored and how to access it.

Students then learn about browser software, how to use bookmarks and favorites, and how Internet addresses—uniform resource locators (URLs)—are organized. Boolean operators and other search terms are defined to help viewers perform Internet searches accurately and efficiently. The program also outlines strategies for avoiding viruses and evaluating the reliability of a web site's content.

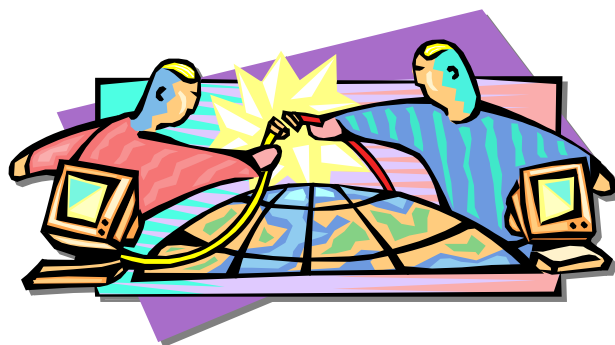
After watching this program and utilizing the resources found in this teacher's guide, students will have developed a critical understanding of the Internet and how to use it.

VOCABULARY

- | | |
|----------------------|-------------------------------------|
| 1. Arpanet | 10. Internet |
| 2. Boolean operators | 11. Internet Service Provider (ISP) |
| 3. browser | 12. search engine |
| 4. cyberspace | 13. server |
| 5. domain | 14. terminals |
| 6. e-mail | 15. Trojan horse |
| 7. fidelity | 16. Uniform Resource Locator (URL) |
| 8. hard drive | 17. virus |
| 9. hyperlink | 18. Web site |

BEFORE SHOWING

1. Survey your students' knowledge of the Internet. When did they first become aware of the Internet? When did they begin using it? How often do they use the Internet compared to their parents?
2. Ask students to evaluate the impact of the Internet on modern society. Can they imagine a world without the Internet? In what ways have their lives changed since the Internet became available to them? Has the Internet made their lives easier or more complicated?
3. Ask students what they most frequently use the Internet for. What are some of their favorite features of the Internet? How often do they communicate with people using e-mail rather than writing letters or using the telephone? Are there some things that they only use the Internet to do even if they could be done by other means?



AFTER SHOWING

Discussion Items and Questions

1. What is the *Internet*? Where is the Internet located? Who created the Internet? Why? What was the name of the system the United States government created in the 1960s that is considered the great-grandmother of the Internet?
2. What types of companies allow computers to access the Internet? Once connected to the Internet, what type of software allows users to view the contents?
3. What do browsers rely on in order to get from place to place on the Internet? What are these addresses called? How are uniform resource locators organized? What is the name of the largest category of an Internet address? What are some common endings to domain names and what do they mean? How would a person save an address to come back to at a later point?
4. What is a *hyperlink*?
5. How do people find what they are looking for on the Internet if they do not know the address? What is a *search engine*? What are the names of some common search engine Web sites? When performing an Internet search, what are some commands that can be used to guide the search?
6. What are *Boolean operators*? Who are they named after? What are some examples of Boolean operators? What do they mean?
7. What are a few things people should be careful of while using the Internet?
8. What is *e-mail*? What is *chatting*?
9. What are some other interesting things people can do on the Internet that are mentioned in this program?



Applications and Activities

1. Take students to a place where they can access the Internet. Tell them to come up with a topic they would like to research and go to one of the search engines mentioned in this program. Have them look for information using Boolean operators in order to learn how to best perform an Internet search.
2. After completing the prior activity, instruct students to choose a few of the Web sites found during the search. Tell them to evaluate each site and compare and contrast the contents. Encourage them to develop a system or strategy for determining what makes a Web site reliable and useful.
3. One way to incorporate the Internet into curricula is to have students use the World Wide Web to learn more about the things they have just studied for class. Then, have them go to a Web site dedicated to that assignment.
4. Have students sign up for an e-mail account if they don't already have one. They can do this at several places including *Yahoo.com* and *Hotmail.com* for no cost. After they have signed up for their account, encourage them to sign up to receive free messages about things they are interested in.

5. The Internet provides access to a variety of archived primary source documents. Illustrate the differences between *primary* and *secondary* source material by instructing students to find Web sites for both.
6. Have students research their favorite actors by going to that actor's home page. While there, they will most likely be able to read a biography, learn what upcoming programs they will be playing, and other information. After they have finished, instruct students to write a brief report covering the information and how they found it.
7. Create a Web site for your class, grade level, school, or entire school district.

RELATED RESOURCES



Captioned Media Program

- Connect on the Net: Finding a Job on the Internet #7917
- Internet 1-2-3: Getting On Line #8130
- Using the World Wide Web #8370



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

• INTERNET SOCIETY

<http://www.isoc.org/internet/>

"What is the Internet?" "How Does it Work?" "Histories of the Internet" and other answers are described. Also provides links to glossaries of Internet terms, 20 questions about how the Net works, and other explanatory topics.

• WORLDS OF WEB SEARCHING

<http://www.worldsofsearching.org/>

Explore the different search techniques of the Internet such as "Searching using Pictures or Numbers," "Keyword Searching: Spelling," "What's NOT on the Web," and other worlds of Web searching.

• BEGINNERS CENTRAL

<http://www.northernwebs.com/bc/>

Based on a chapter-by-chapter structure, a user's guide on how to use the Internet. Covers a wide array of topics, including "Bookmarking Your Resources," "Saving a Graphic," "Posting to Newsgroups," "FTP Connecting," and many more.

