

Internet Evaluation Lesson Plan

Materials:

1. Website Evaluation [Checklist](#) (possibly have two copies per student)
2. Pencil or pen and also the on-line web activity.
3. Show this [Web Page](#) at the beginning of the class both days.

Steps:

Day 1 lesson

1. Discuss who can put a website on the Internet. (Anyone who can find a place to have it housed.)
2. Look at a web address: Example: <http://www.mywebsite.com/agreatsite/volcanoes.htm> (This is not a real address. It is used just as an example.)
3. On the board put the domain names. (.com, .edu, .mil, .org, .net, .gov, .kids, .net) There is also a link to a webpage with this information attached to this lesson plan. Click on **Web Page** on step 3 (above) of materials.
4. Help students work through the web address piece by piece.
<http://www.mywebsite.com/agreatsite/volcanoes.htm>
 - a. For what does www stand? **World Wide Web**
 - b. mywebsite is the name of the site. Often, this part is the name of the company that hosts the site. It might even be your name like www.johnjones.net, .com, .org etc.
 - c. The name between the slashes(agreatsite) is a folder in which the website or webpage is housed. There can be folders within folders (You could write examples, such as: www.mywebsite.com/2ndgrade/science/geography/landforms.htm)
 - d. Now, lets talk about domain names. They really tell a lot about the website.
 - i. A **.com** site is commercial and generally wants to sell you something or charge you for using the site. A good example is www.harcourtschool.com. This website requires you to buy their textbook before you can use it.
 - e. Often, you would have a username and password to get into it. Let's talk about other domains
 - i. **.edu** is a college or university - The information probably would be more useful for reports on certain subjects.
 - ii. **.org** is an organization. The organization could be Boy or Girl Scouts of America, Bellevue Public Schools (as in www.bellvuepublicschools.org), or the National Cancer Society.
 - iii. **.net** is a network and almost always is a person's personal website. You must be careful when using one of these sites and there is no way to really know how good the information is.
 - iv. **.gov** is a government site. If you were writing a report on a president or something about our country this probably would be a great kind of site to find factual information.
 - v. **.mil** is a military website. If you were writing a report on a new naval submarine, this would be the domain to find you information and would probably be the best domain to use.
 - vi. **.kids** is a domain set aside by our Congress to house only good websites for kids that do not have chat rooms or advertising.
 - f. The best domains to use for a report would be .gov, .edu, and sometimes .org, but you need to be careful and assess each site.
5. Some addresses also end with a country name; such as, .us, .ca, .uk, etc. Here is an example:

- a. <http://www.paddockdrive.k12.ca.us>
 - b. What do you think this address would be? It is a school. You can tell by the k12 in the address. This is not used very often because in a state there might be many schools with the same name. The **CA** stands for California and, of course, the **.us** stands for United States.
6. “You now know that you can learn a lot just by looking at the address of a website. It isn’t always easy to read, but at least it is a place to begin when you are trying to decide if a website is a good one or not.”
 7. Discuss and define the word **bogus**.
 - a. Discuss some things that might be bogus.
 8. Demo some of the bogus websites on the web activity.
 - a. **The End of the Internet** is a good one to use to begin. Students understand right away that this is a bogus site. Have one of them read it out-loud as others follow along.
 9. The next site to use is Velcro Crop. Before having students view the site, ask the questions below.
 - a. 4th and 5th graders are still pretty concrete in their thinking. You might ask, “How many of you have shoes with velcro fasteners?” “What do you think those fasteners are made of?” Allow discussion.
 - b. Read the information with the students and discuss especially the second paragraph. It will not take students long to see why this is a bogus site.
 10. Next, show them the site about buying dehydrated water. (If you are teaching 4th graders, you are going to need to help them with the word dehydrated.
 11. Have students try all the links to discover that this is really a well-done site with the exception of the fact that there is no such thing as dehydrated water.
 12. Explain that they will be given two websites next. These two sites will require students to use a checklist for evaluating the site.

Day 2 lesson

1. Review how to judge a good website.
2. Pass out two (one for each website) copies of the *Website Evaluation Checklist* and go over it with students to review.
 - a. Names should be written on the top.
 - b. Next to Website Address, students should write www.michelesworld.net. Flip the page over or on another checklist write, www.exploratorium.edu.
3. Have students select the *Michelesworld* site and work through some of it with them so they understand how to mark their checklist. Give about 5 minutes for them to evaluate the site.
4. Next, have students review the *Exploratorium* site on their own.
5. Periodically, remind students that they are trying to decide which of the two sites would be best for a report on frogs.
6. Discuss their findings as a group.
7. If there is time left, Allow students to try to evaluate a site from the Yahoo or AltaVista list
 - a. Click on the link below the two websites. Allow students to select a site of their choice to review.
 - b. Discuss the results students found.
8. Close the lesson with a review of what we know about websites and tell students that their media center and our World Book encyclopedia is still the safest place to find begin looking for quality information for research reports.

Follow-up

1. On the same lesson, there is a link that will take them to a Google search page on Nebraska History and two links to AltaVista searches on United States History and Ancient History. Students could be given a blank checklist and asked to evaluate one or two sites and report to the class what they found.
2. Remind students periodically to check websites they want to use for research.