

Internet Evaluation Lesson Plan B

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.netlessons.org/creatures/tutles.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.netlessons.org/creatures/tutles.htm>
 - a. For what does www stand? **World Wide Web**
 - b. netlessons 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.sarasmith.net, .com, .org etc.
 - c. The name between the slashes(creatures) 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. Often, you would have a username and password to get into it
 - e. 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.thomasedison.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 two or more (depending on your time) of the bogus websites on the web activity.
 - a. *Aluminum Foil Deflector Beanie* is a good one to use to begin. Have a student read it out-loud as others follow along.
9. It is very important to talk about the fact that anyone can put a web site on the Internet and use yourself or a student as an example.
10. Explain to students that the next part of the lesson will be for evaluating two websites.

Day 2 lesson

1. Review how to judge a good website.
2. Pass out two **Website Evaluation Checklists** and go over one with students to review.
 - a. Names should be written on the top.
 - b. Next to Website Address, students should write zapatopi.net. Flip the page over or on another checklist write, www.exploratorium.edu.
3. Have students select the *Zapatopi* 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 one of the other sites 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 sea turtles.
6. Discuss their findings as a group.
 - a. Discuss the results students found.
7. 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.
8. If there is time left, allow students to try to evaluate one of the other sites on the list.

Follow-up

1. Remind students periodically to check websites they want to use for research.