

Exploring **INTERNET** Content

Ready for an Internet webquest? Think up an example for each category in column one. Then find websites with Internet content about your examples. Copy five items for each example onto your computer and describe this content in column two. Write down the web address for each content item in column three. When you've finished, you've earned all A's!



Your Examples	Describe Content	Web Addresses
Author	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Animal	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Art Work	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Ancient History	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Averages	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Activity 3

Exploring Internet Content Objectives

- ◆ Reinforce awareness that Internet content is the intellectual property of those who create it and is protected by copyright.
- ◆ Provide students with guidelines for responsible Internet research.
- ◆ Familiarize students with basic techniques for evaluating Internet content and retrieving different types of content from websites.
- ◆ Highlight the need to obtain permission to copy Internet content for use outside school work and some ways that websites offer limited permission in advance.
- ◆ Provide experience in online research.

Materials Required

- ◆ Student computers with Internet access; at least one computer per student group located in the classroom or school computer center.
- ◆ Student copies of reproducible activity sheet.

Time Required

- ◆ Two class periods, for preparation and student online research.


Instructional Guidelines

Creative Content Online

- ◆ Begin by reinforcing student awareness that creative individuals are responsible for Internet content – often the same individuals who create CD-ROMs, video games, and other types of software. Have students talk about the different kinds of creative content they have experienced using computer software. On a CD-ROM encyclopedia, for example, they can find charts and diagrams, photographs, maps, animation, video, and music. Entertainment software can include sound effects, dialogue, multi-player capability, replay options, hidden features, and more. Encourage students to describe the most exciting and engaging aspects of the software they have used in order to help them recognize how different types of creative content contribute to the interactive, multimedia experience.

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- ◆ Now use your classroom computer to take students to a selection of websites where they can see similar creative content online. Preview the following sites, which offer a wide variety of content types with special appeal to students:

- **National Geographic** (www.nationalgeographic.com)
See especially National Geographic's web site for kids (www.nationalgeographic.com/kids) and the special exhibit called Xpedition Hall (www.nationalgeographic.com/xpeditions/hall/).
- **PBS** (www.pbs.org)
See especially PBS Kids (www.pbskids.org) and the resources associated with the weekly science series NOVA (www.pbs.org/wgbh/nova) and with the documentaries produced by Ken Burns (www.pbs.org/kenburns).
- **Nickelodeon Online** (www.nick.com)
See especially the games, music, and "Web

Lab” sections of this site, as well as the companion Nick Jr. site for young children (www.nickjr.com).

- ◆ Ask students how Internet content differs from content found on a CD-ROM or other piece of computer software. They will likely respond that Internet content is free while software must be purchased. Correct this misconception by explaining that, like the content on a CD-ROM, the content on a website is intellectual property, the creative work of talented people. We may be able to use this content for free, but it is not free for the taking.

Internet Content and Copyright

- ◆ Call students’ attention to the copyright symbol at the bottom of a webpage. Remind students that the copyright symbol protects creative work by making it against the law to copy any part of the work or use it as our own. To reinforce this important point for older students, have members of the class read aloud and explain the complete copyright notice on a website, like this one on the Nick.com site:

All site software, design, text, images, photographs, illustrations, audio clips, video clips, artwork, graphic material, or other copyrightable elements, and the selection and arrangements thereof, are the property of [the site owner] and are protected, without limitation, pursuant to U.S. and foreign copyright and trademark laws. [The site owner] hereby grants you a personal, non-exclusive, non-assignable and non-transferable license to use and display, for noncommercial and personal use only, one copy of any material and/or software that you may download from this site, including, without limitation, any files, codes, audio or images incorporated in or generated by the software, provided that you maintain all copyright and other notices contained in such material. You agree not to reproduce, modify, create derivative works from, display, perform, publish, distribute, disseminate, broadcast or circulate any material to any third party (including, without limitation, the display and distribution of the Material via a third party website) without the express prior written consent of [the site owner]. Any unauthorized or prohibited use may subject the offender to civil liability and criminal prosecution under applicable federal and state laws. *(Adapted from Nickelodeon Online [www.nick.com] © 2004 Viacom International Inc.)*

Responsible Online Research

- ◆ Explain to students that in this activity they will learn how to use Internet content in their school work with respect for the intellectual property rights of those who created it.
- ◆ To start, show students on your classroom computer how to access and navigate through a website using a web browser. Depending on your school policy, you might also demonstrate the use of an Internet search engine to locate websites on different topics, especially a search engine that allows users to specify different types of content (images, video, audio, etc.). Many schools, of course, prefer to restrict student Internet research to pre-screened websites that are accessible through a bookmarks or favorites list.

Evaluating Internet Content

- ◆ As you visit websites in your demonstration, show students how to evaluate the quality of content they might find. For example, online researchers should always consult the copyright date of a webpage to determine whether the information it provides is up to date. It is also important to look for indications that the website’s information is reliable. Sometime the site’s address (URL) can provide this type of assurance: an address that ends in .gov indicates that the site has been produced by a government agency; an address that ends in .edu indicates that the site is affiliated with an educational institution; an address that ends in .org indicates that the site is the work of a non-profit organization. In addition, look on the site’s homepage for a “Who We Are” link to background information on the site’s sponsor/producer.

Copying Internet Content

- ◆ Include in your demonstration instructions for copying text, images, and other online content. Students should be familiar with the select-copy-paste technique for retrieving text, the copy-to-disk function for capturing images, and the download-to-disk function for copying multimedia content. Give students an opportunity to try these techniques under your guidance.
- ◆ Emphasize as you demonstrate copying techniques the importance of recording the source of all Internet content gathered in research. Remind students that, to avoid plagiarism, they must always credit their source whenever they borrow

an idea, quote a passage, or use an image in their school work. To avoid this problem on the Internet, students should make a note of the web address (URL) as well as the name of the website and its author or producer whenever they find useful content online. Show students how to copy a web address from the browser's address bar and paste it into a word processing document, where they can add notes about the site and the content they found there.

- ◆ Conclude your demonstration by reminding students that while they are allowed to copy Internet content for school work, they are not free to make copies for any other purpose without permission from the copyright owner. Point out that many websites implicitly provide this permission in advance by including download buttons, send-to-a-friend links, and similar features designed to make it easy for visitors to copy specific content items for specific purposes. Many sites also include explicit permission for personal, non-commercial, and educational use of their contents in a "Terms of Use" section usually accessible through a link at the foot of every page. (The Nick.com copyright notice quoted above comes from the "Terms of Use" section on that website.) In all other cases, however, students should respect the intellectual property rights of Internet content creators and seek permission before copying any content for use outside school.

All A's in Online Research

- ◆ To give students practice in applying these principles of responsible online research, divide the class into small research groups, each with access to an Internet-equipped computer, and have them complete the **Exploring Internet Content** webquest activity worksheet. Explain that the worksheet asks them to find Internet content in five subject areas that span the curriculum, each starting with the letter A – Authors (language arts), Animals (science), Art Works (art), Ancient History (social studies), and Averages (mathematics). Students can focus on any specific example within each subject area (i.e., any author, any use of averages) but must retrieve five content items from different websites on each of the examples they choose.
- ◆ When students complete their research, check their worksheets to confirm that they have documented each source of content, then have each group present its findings. Conclude by talking about the variety of content students discovered on the Internet, the experiences they had trying to evaluate content, and what they learned about this boundless learning resource.

