

The Internet as a Mass Media Tool

*Ellen Connelly
Mifflin Elementary School*

Contents of Curriculum Unit

Overview

Rationale

Objectives

Strategies

Classroom Activities

Annotated Bibliography / Resources

Appendices – Standards

Overview

The curriculum unit I have chosen to write, *The Internet as a Mass Media Tool*, is designed for students at the middle school level. Although the unit could be used at any grade level, my specific target audience is sixth grade Communications students. The main goal of this unit is to discover more about the use of the Internet as a mass media tool while meeting the communications standards of the Pittsburgh Public School District. In order to meet the main objective, my unit will be divided into three different interconnected areas of study.

The first area of study will be a look at the history of the Internet. This might be considered an optional choice for teachers, depending upon the students you teach and your own time constraints. In this area of study I would provide students with six different activities. These activities would range from something as simple as a discussion of the Internet to something as detailed as a written narrative of how the Internet has developed over the past several decades. Teachers would have the option of picking and choosing among the activities listed in the curriculum unit. This area of study is designed to be flexible in order to meet the needs of a variety of learners.

The next area of study will be an exploration of the uses of the Internet. The idea here is to give students an overview of the many uses of the Internet as we continue to narrow the focus of the curriculum unit. This particular area of study includes eight activities with varying degrees of difficulty. Students will be introduced to the various uses of the Internet by way of the book, *101 Things To Do On The Internet*, by Mark Wallace. Students will research one specific use of the Internet from a group-generated list. They will present their information to fellow classmates and continue this area of study with a debate over the pros and

cons of limiting Internet access. Students will conclude this area of study by presenting their position to the class. All of these activities are aimed at acquainting students with the various uses of the Internet while continuing to narrow the focus of the unit. Again, teachers using the curriculum unit would have the freedom to pick and choose activities based on time and need.

The third and final area of study revolves around the exploration of the use of the Internet as a research tool and how students can utilize it most accurately and efficiently. Here, students really have the opportunity to discover the enormous capacity of the Internet as a mass media tool. This final area of study includes six activities. The activities in this section of the curriculum unit require students to explore different types of mass media. Students will explore the reliability of Internet sources and discover ways to verify credible information. Students will also compare the Internet with other forms of mass media such as newspapers and magazines. They will write a persuasive essay comparing and contrasting various forms of mass media. Students will also participate in the development of a website. The website will be student created and will follow the format of the curriculum unit. The culmination of the unit will consist of journal writings and student reflections.

Each of the three areas of study will require students to read, write, and research the Internet as it is used as a mass media tool. It is not necessary to include each of these areas if a teacher chooses to use this unit. The idea is to pick and choose which areas best suit your specific educational needs and objectives.

Rationale

The rationale behind the development of this unit is two-fold. First, this unit will enable me, as a teacher, to have students meet many of the requirements needed for completion of their standards-based portfolios. This unit will also meet many of the Communication Standards used in the Pittsburgh Public Schools. Developing this unit will also help both the students and me gain new insight and knowledge into the Internet and how its exploration can be used to expand its use as a vital mass media research tool.

The seminar that I participated in, which led to the development of this curriculum unit, was entitled Pittsburgh's Mass Media. The focus of this seminar was the exploration of print and electronic journalism in Pittsburgh. Having previously participated in a seminar under the direction of Mr. James Davidson, I was eager to gain new knowledge from a familiar seminar leader. Not having a great deal of knowledge about the use of the Internet as a form of media was one reason I chose this particular topic.

I suppose my recollections of mass media revolve mostly around the areas of newspapers, magazines, radio, and television. As a young child I remember the paperboy (and it was always a boy) delivering the Pittsburgh Press to our door every day. I would fold back the bottom corner of the first page of the paper to read the Family Circus comic. My father would pore over the first section of the paper and skim the sports section while my brother, sister and I fought over the comics. The television (black and white at first) with the rabbit ear antenna was the other major form of media to infiltrate our home. We faithfully watched only Channel 2 news with Bill Burns. Later, we continued to watch when Bill and daughter Patti worked together. Finally, we stayed loyal to Channel 2 when Patti took over for her father. What I learned about mass media came from these sources. As a child, I was not exposed to the Internet because it was not being used in the manner in which it is today. There was no World Wide Web in my younger days. Even today, I am ashamed to admit that I don't often think of the Internet as a form of mass media. I know it's there, I know how to use it, but it's not the first thing that pops into my head when you say mass media tool! One of the main reasons that I feel this curriculum unit is important is that it will provide me with a way to learn more about the Internet. I see this unit as a teaching tool for my students and myself. I can use this unit to expand my students' knowledge and understanding of the Internet, while at the same time broadening my own spectrum of knowledge and helping me to become a more well rounded teacher.

In order to understand the Internet and what it can do for you, it is vital to understand how the network got started. In February of 1958, the Russians launched the world's first satellite, Sputnik, into orbit. President Eisenhower, and Americans in general, began to worry that we were losing our position as the world leader in science and technology. The president decided to organize an agency within the Department of Defense, which could direct the efforts of America's technology into new areas. The agency was named the Advanced Research Projects Agency, or ARPA.

The role of ARPA was to develop technical projects by granting money to scientists and organizations. ARPA was convinced that if the United States were to get ahead in the technology race, it would happen because of improvements in computer science. To advance this cause, a group was formed within ARPA. This computer group consisted of many gifted men who developed, among other things, timesharing at MIT and the invention of the mouse by Dr. Douglas Engelbart.

The next concern was that the number of large computer installations in the United States were not able to communicate with each other. So in 1966, the first ARPANET plan was created. ARPANET, which linked four West Coast universities, was the nation's first computer network. Now the government had a

way to connect computing centers to each other. This allowed university professors, scientists, and students to communicate and work together.

The four original universities had grown to about fifty by 1972, but computers were still not available to people in their homes. Scientists needed to find a way for different brands of computers to talk to each other and they needed to figure out how to keep computerized data safe and private. Also in 1972, electronic mail, or email, was invented. This was the process of contacting people via computer and leaving printed messages for them.

By the 1980s, it was clear that interest in the use of a nationwide network was so great that ARPANET could not handle the influx of new customers. A bill signed by President George Bush called the High Performance Computer / National Education Network really gave today's Internet its push. A billion dollars was spent on projects that would help the creation of a nationwide network. In the mid-1980s, the National Science Foundation (NSF) started a network called NSFNET. This network provides government money to individuals and companies for research in various scientific areas. Both ARPANET and NSFNET began using fiber optic cables to transmit messages from one computer to another at very high rates of speed. The entire operation became one Internet in 1990 and was placed under the control of the NSF. ARPANET ceased to exist and the Internet, as we know it, was born.

The second idea behind my rationale for developing this curriculum unit deals more directly with the students I teach. In my sixth grade Communications curriculum, the scope and sequence requires the use of the Elements of Literature textbook. This book is divided into eight separate collections. Each collection includes stories from different media. The idea behind my curriculum unit is to incorporate the use of the Internet more heavily into the collections.

Another curriculum requirement revolves around the students' Standards Based Portfolios. The three elements include a reading section, a writing section, and a speaking, listening and viewing section. Students are required to complete different elements in each of these sections. A response to literature, a narrative piece, and a persuasive piece are a few of the required elements. Students are also required to read twenty-five books by at least four different authors and in at least four different genres. I think that this curriculum unit will enable my students to meet many of these requirements. By following this curriculum unit, students will acquire new information, insights, and hopefully begin developing a new appreciation for the Internet as a mass media tool while never straying far from the scope and sequence of the mandated curriculum. This unit will be fun, entertaining, and educational for everyone.

Objectives

As previously mentioned, students in the Pittsburgh Public School District are required to develop and maintain a Standards Based Portfolio. As students move through the different phases of this curriculum unit, they will be meeting many of the writing requirements. This unit will also enable students to fulfill the speaking, listening, and viewing requirements of their portfolios. In order to meet the requirements and standards set forth by the district, children are given rubrics that enable them to understand and, therefore, meet the expected criteria for a given piece of work. Within the framework of this unit, students will meet and hopefully exceed the expected criteria for each piece of work. My objectives for students as they progress through the unit will be:

1. The student will do independent research using the computer.
2. The student will do independent research using the library.
3. Students will discuss facts about the origins of the Internet.
4. Students will read books about the Internet.
5. Each student will present facts about the Internet to his/her classmates.
6. Each student will write a narrative based on facts about the history of the Internet.
7. The student will develop a timeline showing the history of the Internet.
8. The student will discuss uses of the Internet and develop a list.
9. Each student will write a narrative based on an experience using the Internet.
10. The student will orally present an informational piece to an audience.
11. Students will debate the pros and cons of limiting Internet access.
12. The student will write a persuasive paper about the Internet.
13. Each student will orally present a persuasive position to an audience.
14. The student will discuss different forms of media.

15. The student will develop a checklist to determine the reliability of Internet sources.
16. The student will write a paper comparing and contrasting the Internet and the newspaper.
17. Students will develop a website.
18. The student will write a journal of reflections based on the unit.

Strategies

Throughout the development of this unit, I will employ a number of strategies in order to meet the objectives I outlined and to assist students in reaching the standards.

In order to enable students to successfully complete the curriculum unit, it will be necessary to familiarize them with the Internet. This will be done in several different phases in order to keep their interest high and establish an adequate background for the unit.

As mentioned in the Overview, I see the entire curriculum unit as divided into three different, yet interconnected, areas of study. The first strategy I will use to give the students a better understanding of the Internet as a mass media tool will be to introduce them to the history of the Internet. This can be done in several different ways. Teacher-led discussions that introduce the history of the Internet will be the first step. Hopefully, taking a broad look at the Internet will make the material familiar and therefore easier for students to deal with when the focus begins to narrow later in the curriculum's development. Also, students will certainly bring up uses for the Internet during our exploration of its history. Once students develop some background knowledge about the Internet, we can move to the next area of study.

The next strategy I will employ in order to help students meet the objectives outlined in my unit is the introduction of a second area of study. This area focuses on uses of the Internet. The rationale at this point is to begin to narrow the focus of the curriculum unit while still giving the students vital information regarding the Internet. Again, teacher input, reading, and research will be used to generate a list of uses for the Internet. A research-based presentation will be one component of this area of study. Student-driven discussions and speeches regarding the pros

and cons of limiting Internet access will complete this phase of the curriculum unit.

The final step in the process of developing my unit is to introduce the third area of study to my students. This phase involves the exploration of the Internet as a research tool. In order to successfully complete the objective, several strategies will be used at this point in the unit.

An initial strategy to guide students during this phase of the curriculum unit will be to generate a teacher-led discussion of the Internet and other forms of mass media. The next step is to compare and contrast the Internet to newspapers in the form of a persuasive paper. Students will next present their positions to their classmates.

The culminating activity in this unit is to have students develop a website. The website will serve the same purpose to young Internet enthusiasts as this curriculum unit does to teachers. It will encourage students to use the Internet as a mass media tool in the area of research and knowledge growth.

The final strategy used in this curriculum unit will be a student reflection. During this reflection, the students may discuss the different areas of study throughout the unit and their reactions to each.

As students work through the objectives outlined in this unit, they will be meeting the district standards outlined by the Pittsburgh Board of Education. These can be found at the end of the curriculum unit in the appendix.

Classroom Activities

What follows is a detailed description of the activities I intend to use in order to bring this unit to fruition.

Activity 1 – Introduction

Before beginning this or any other unit, it is important to check students' prior knowledge. Since this unit is actually divided into three areas of study, I will begin by introducing students to a broad overview of the areas. In order to accomplish this goal, I will display several items to the students and direct them to find something they all have in common. For example, a newspaper, a small replica of a computer, a magazine, and a miniature television set. Through discussions, students will hopefully conclude that the common thread was all of the items were forms of media.

From here, I will outline the three areas of study the unit will cover in more detail. I will explain that the activities that follow will touch upon each of these three areas of study in much greater detail. It is important to note that teachers using this unit will have the opportunity to pick and choose activities based on their own particular needs.

Activity 2 – Book Read / Discussion

This activity will begin with a teacher-led discussion surrounding the history of the Internet. A large KWL chart will be used here as a beginning activity and could be used throughout the course of the unit as students learn more about the Internet. The KWL chart will list what students know (K), what they want to know (W), and what they learned (L). The chart is a good way to help weave a common thread throughout the unit as it progresses from start to finish.

After a discussion to assess students' knowledge of the Internet, the teacher will share several books with the students. Among the choices will be The History of the Internet, by Art Wolinsky, The Internet and the World Wide Web, by Charles A. Jortberg, and The Internet for Beginners, by Philippa Wingate. Each of these books contains very interesting information about the creation of the Internet, as we know it today. After reading these books with the students, a teacher-led discussion of Internet history would occur. The hope here is to have the students engaged in meaningful dialog about the Internet while kicking off the curriculum unit.

Activity 3 – Small Group Discussion / Narrative

After a broad based discussion of the history of the Internet, I will have students divide into smaller groups to continue dialog. At this point, I will encourage students to add information to the KWL chart, which we began earlier. Next, students will produce a short narrative highlighting some of the most interesting new facts they had acquired about the Internet. The title of their piece might be, "Did You Know?" A sample follows:

Did You Know?

Did you know that the Internet is relatively new, compared to other forms of media? In fact, the term Internet was used for the first time in 1982. That's only twenty-three years ago! And up until 1993, almost no one did business on the Internet. It was used strictly for science and academics. Only after the

introduction of World Wide Web software did the Internet really take off. Did you know?

Each student will compose his or her own short “Did You Know?” narrative. This will be an excellent way to determine what students learned while having them participate in an engaging activity.

Activity 4 – Oral Presentation

After students complete the composition of their “Do You Know?” narrative, they will orally present the information to the class. The hope here is that students will again get an opportunity to be exposed to more information about the Internet. Along with the chance to gain more knowledge, students will also have the opportunity to speak in front of their classmates. Since students at this age are often uncomfortable speaking in front of their peers, giving this short presentation is a good way to ease students into oral presentations. Later in the unit, students will be required to give a more in-depth presentation.

Activity 5 – Group Timeline

As the first area of study in the curriculum unit winds down, I will divide the students into three groups. The students will develop a timeline showing the history of the Internet, with the first group composing a list of important dates from 1950 – 1969. Group two will list events from 1970 – 1989. The final group will list events from 1990 to the present. After students complete their group work, they will come together and create one continuous timeline.

Activity 6 – Timeline Presentation

At this point in the unit, students will present the timeline of the history of the Internet. Each group will pick one speaker to present their particular portion of the timeline. The idea is for students to see the highlights of the Internet’s history. The timeline will be prominently displayed in the classroom until the completion of the entire curriculum unit.

Activity 7 – Introduction to Uses of the Internet

After students have been introduced to the history of the Internet, the focus of the curriculum unit begins to narrow with the introduction of the Internet’s many

uses. To keep students' interest level high, I will begin this portion of the unit by asking students if they could identify some things that the Internet is used for. Using the book, 101 Things To Do on the Internet, by Mark Wallace, I will hopefully spark the students' memories of the many uses of the Internet. This lively discussion will be a great way to begin this portion of the curriculum unit.

Activity 8 – Narrative

Following the discussion of different uses of the Internet, I will have students write a short story. This story will be a student's recollection of one time that they used the Internet. The story will include what they were using the Internet for and the results. I will model an example for the class that recounted an experience I had with using the Internet. This will help students as they begin their narrative. After the children complete their writings, I will have them share the stories with their fellow classmates. Below is an example of my Internet experience.

A Search for the White House

We all use the Internet today. It seems as though some of us are a lot more skilled than others. Sending an email, shopping, or doing research on line all appear to be simple tasks. Well, maybe for some, but not me.

It all started when I needed to find some information about the White House. I went to my usual sources: the library for books, encyclopedias, and magazines. The Internet was not one of my first or even second choices. I just wasn't that good at using it. But, I figured I needed to give it a go one more time.

Bravely, I sat down and powered up my computer. After connecting to the Internet I typed in WhiteHouse.com. To my surprise, I got real estate listings. This didn't seem to have much to do with the White House in Washington, D.C. I tried again. This time I got a site that spoofed President George W. Bush. Strike two. It was time to enlist some help. I got a trusted and computer literate colleague to help me find **The White House**. She typed in WhiteHouse.gov. and to my amazement the official site appeared. Boy did I feel silly! Happy, but inept and a little foolish.

I learned a lot about the Internet that day. For example, the all-important URL (also known as the Universal Resource Locator). Basically this is a technical term for a website address. What I was unaware of was the fact that the suffix you add to the end makes all the difference. When searching for the White House in our nation's capital you need .gov (government). If you use .com (a commercial entity) you get real estate listings. If you use .net (network operators) you can see a spoof of President Bush. All of those years in school when your teacher told you the importance of suffixes and you didn't believe it. I'm a believer now!

Having successfully completed my search for the White House came with mixed emotions. I felt a sense of pride because I really had found what I was looking for (OK, so I had some help). I also felt in awe (again) and a little intimidated. There really was so much to learn about using the Internet. I was wiser but still just beginning.

I will share this example with my students in order to give them an idea of the type and tone of the narrative I expect them to write.

Activity 9 – List of Internet Uses

After discussing the many uses of the Internet, the class will compile a list. The creation of this list could be facilitated by using the book, 101 Things To Do on the Internet, by Mark Wallace. Students may develop a list that includes some of the following uses:

- send email
- instant message
- download a plug-in
- listen to web radio
- shop
- do an advanced search
- find an e-pal
- print a picture from the web
- download a game
- play a game online
- order food
- find directions
- download instructions

This is just a short list and certainly students will develop more extensive lists of their own.

Activity 10 – Research

After they've compiled their lists of Internet uses, each student will begin a research activity that is drawn from his or her list. The student will then research an activity and complete it. For example, if a student were to pick the "send email" activity, he/she will proceed by taking the following steps. First, he/she

will research how to set up an email account and send an email. The student will also document the steps required to send an email. Next, the student will actually send an email to another person. No matter which activity a student chooses, he/she will follow the same general procedures.

Activity 11 – Presentation

Students will present the activity they chose to their fellow classmates. This will give all of the children an opportunity to learn about different uses of the Internet while also giving them practice at presenting information orally to the rest of the class. Once again students are given the opportunity to speak in front of their fellow students. This will hopefully put them more at ease with oral presentations.

Activity 12 – Discussion of Limiting Internet Use

At this point in the unit, there will be a slight shift as the concept of limiting Internet access is introduced. With all of the access students have to the Internet at home and in school, it seems as though this discussion is critical at this juncture. During this activity, a teacher-led discussion of the pros and cons of limiting access to the Internet will take place. The class will compose a list of pros and cons for limiting Internet usage and the effects of each position will be discussed. The following websites might be helpful for teachers before the discussion with students.

<http://www.ala.org/ala.aasl/schlibrariesandyou/parentsandcomm/filterproscons.htm>

www.familyguidebook.com/charts.html

www.getwise.org

The teacher might want to have the student research these sites before composing their list. This will lead directly to the next activity.

Activity 13 – Persuasive Paper

After the students discuss the issue of limiting Internet access, I will proceed to guide them in the writing of persuasive papers. In these papers, students will choose and defend their positions of whether or not to limit a child's Internet access. Since the writing of several different types of persuasive papers is a curriculum requirement in the sixth grade, the writing of this paper brings up a vital topic and fulfills student portfolio requirements.

Activity 14 – Speech

Next, students will orally present their positions concerning Internet access to their fellow classmates. This will give them another opportunity to present information in front of an audience. If a teacher chose to, the format here might also be in the form of a debate. Students could form teams and debate the pros and cons of limiting Internet access. The choice here is up to each individual teacher.

Activity 15 – Discussion of the Internet Versus Other Forms of Media

The activities that follow form the third and final area of study for this curriculum unit. Here, students will explore the Internet and how it is used as a research tool compared to other forms of media. This activity begins with a discussion of the Internet as a form of mass media and how its ease of access compares to forms such as newspapers. This discussion will lead students to the next activity in the unit.

Activity 16 – Compare / Contrast Paper

The result of the teacher-driven discussion regarding the Internet's use as a mass media tool versus newspapers leads students directly to this activity. Here, students are required to write a compare/contrast essay of the Internet versus newspapers. Students will discuss the similarities and differences between the two media. The goal is to have students analyze these two media forms and give their opinions of each.

Activity 17 – Presentation

After students have completed their compare/contrast papers, I will have them share their analyses with the class. Aside from affording them another opportunity to get comfortable in front of their classmates, this presentation allows students to listen to many different points of view regarding two forms of mass media. The intent is to allow students time to think and reflect on others' ideas and opinions.

Activity 18 – Reliability of Sources

After students have analyzed a different form of mass media and compared it to the Internet, it seems vital to have them understand the importance of reliability

when choosing sources. This is especially important when using the Internet. Students need to be aware of the fact that not all Internet sources are reliable and to learn to check for signs of solid, reliable sources. With the assistance of the teacher, students will compile a checklist of signs to check for when looking for reliable Internet sources. This is something that could be posted in both the classroom and the computer lab as students use the Internet on a daily basis. Below are seven questions to ask when trying to spot erroneous information on the Internet:

1. Are there undefined terms or ambiguous language?
2. What is the source of the information?
3. Do any of the statements contain generalizations?
4. Does the information rely primarily on analogy?
5. Is the information current?
6. Is the information firsthand or secondhand?
7. Is there supporting evidence or is it just a point of view?

Activity 19 – Develop a Website

As a culminating activity to this curriculum unit, I would like to see the students develop a website. The website will, in effect, be a version of this curriculum unit. It will give viewers a brief history of the Internet, explain the many uses of the Internet, and finally guide users to the proper way to use the Internet as a research tool. Naturally, students will have input into the design and the various other components of the site, but the website will be used primarily as a teaching tool. What better way to conclude a unit that deals with the Internet than to become a part of the World Wide Web by creating a website! This will truly allow the students to connect to the net. The website <http://austlii.edu.au/cal/guides/HTMLtut/HTMLtut/-Building.html> provides useful information on ways to build a simple website. It might be a good idea to have students explore this site before beginning their own website.

Activity 20 – Reflections / Journal Writing

In order to complete the curriculum unit, I will have students write about their thoughts and reflections regarding the entire unit. Students will be given the opportunity to discuss their favorite parts of the unit, things they were not particularly fond of, and ways of improving the unit in the future. The students will be given the opportunity to share their thoughts and feelings with classmates in an open journal reading time. By giving students a chance to share their likes

and dislikes, I will be able to gain important insights into ways to adjust the unit for future use. Hopefully, at the end of this curriculum unit, all of the students will have become more knowledgeable about the Internet and its role as a mass media tool.

Works Cited

- Abbate, Janet. Inventing the Internet. Cambridge, MA: The MIT Press, 1999.
A comprehensive history of the Internet and the World Wide Web.
- Clemente, Peter C. State of the Net, the New Frontier. NY: McGraw Hill, 1998.
A statistical analysis of Internet usage.
- Drake, Jim. What is a Computer? Des Plaines, IL: Heinemann Library, 1999.
A children's book that describes the components and workings of modern computers.
- Eddings, Joshua. How the Internet Works. Emeryville, CA: Ziff-Davis Press, 1994.
An overview of the Internet, simplified but geared toward adults.
- Gilster, Paul. Finding it on the Internet. NY: John Wiley and Sons, Inc., 1994.
A guide to Internet search tools.
- Graham, Ian. How it Works - Computers. NY: Gloucester Press, 1991.
An illustrated overview of computer technology.
- Gralla, Preston. Online Kids. NY: John Wiley and Sons, Inc., 1996.
A practical children's guide to the Internet containing many activities and websites.
- Hahn, Harley. Harley Hahn Teaches the Internet. Indianapolis: Que, 1999.
An adult's guide to using the Internet.
- Jortberg, Charles A. The Internet. MN: Abdo and Daughters, Inc., 1997.
Oriented toward children, this book provides an overview of the Internet.
- Kelly, Michelle Roy, Series Editor. Fastread Internet. MA: Adams Media Company, 2001.
A simplified guide to using the Internet and creating web pages.
- Laquary, Tracy. The Internet Companion. MA: Addison-Wesley, 1993.
A practical guide for using the Internet.

Levine, John, Margaret Levine Young and Carol Baroudi. The Internet for Dummies. Hoboken, NJ: Wiley Publishing, Inc., 2003.

A comprehensive guide to using and understanding the Internet.

Maloy, Timothy K. The Internet Research Guide. NY: Allworth Press, 1996.

A user's guide to the Internet.

Naughton, John. A Brief History of the Future. Woodstock, NY; The Overlook Press, 2000.

This book presents a history of the Internet and discusses its present impact on society, as well as its potential for the future.

Pedersen, Ted and Francis Moss. Internet for Kids. NY: Price Stern Sloan, Inc., 1995.

A children's guide to using the Internet.

Pereira, Linda. Computers Don't Byte. Huntington Beach, CA: Teacher Created Materials, Inc., 1996.

A beginner's guide to using computers.

Quercia, Valerie. Internet in a Nutshell. Cambridge, MA: O'Reilly, 1997.

A reference book for adult Internet users.

Riffin-Smith, Brian and Lisa Watts. The Usborne Young Scientist Computers. London: Usborne Publishing, 1992.

A children's book describing how computers work and what they can be used for.

Roatma, Lucia. Safety on the Internet. Monhoto, MN: Bridgestone Books, 1999.

This book teaches children how to use the Internet responsibly.

Rueda, Robert, Tina Saldivar, and Lynne Shapiro. Houghton Mifflin English. Boston: Houghton Mifflin Company, 2004.

This book is a guide to writing.

Wallace, Mark. 101 Things To Do on the Internet. London: Usborne Publishing Ltd., 1998.

This book discusses many possible uses for the Internet.

Wingate, Philippa. The Internet for Beginners. London: Usborne Publishing Ltd., 1997.

Also oriented toward children, this book is a practical guide for using the Internet.

Wolinsky, Art. The History of the Internet and the World Wide Web. New Jersey: Enslow Publishers, Inc., 1999.

This book describes the origin and growth of the Internet.

Websites

<http://www.accd.edu/pac/humaniti/colby/goodinfo.htm4/4/2005>

This site helps users identify reliable sources of information.

<http://www.ala.org/ala/aasl/schlibrariesandyou/parentsandcomm/filterproscons.htm.5/23/2005>.

This site helps users evaluate the pros and cons of using Internet controls.

<http://austlii.edu.au/cal/guides/HTMLtut/HTMLtut-Building.html.5/23/2005>.

This site gives instructions on building simple web pages.

<http://www.digitelone.com/company/helpdesk/ibasics.html.5/23/2005>.

This site is a guide to Internet terms.

<http://www.lib.purdue.edu/itd/techman/evaluate.html.5/2/2005>.

This site guides users on how to evaluate information on the Internet.

Student Bibliography

Drake, Jim. What is a Computer? Des Plaines, IL: Heinemann Library, 1999.

A children's book that describes the components and workings of modern computers.

Graham, Ian. How it Works - Computers. NY: Gloucester Press, 1991.

An illustrated overview of computer technology.

Gralla, Preston. Online Kids. NY: John Wiley and Sons, Inc., 1996.

A practical children's guide to the Internet containing many activities and websites.

Jortberg, Charles A. The Internet. MN: Abdo and Daughters, Inc., 1997.

Oriented toward children, this book provides an overview of the Internet.

Pedersen, Ted and Francis Moss. Internet for Kids. NY: Price Stern Sloan, Inc., 1995.

A children's guide to using the Internet.

Pereira, Linda. Computers Don't Byte. Huntington Beach, CA: Teacher Created Materials, Inc., 1996.

A beginner's guide to using computers.

Riffin-Smith, Brian, and Lisa Watts. The Usborne Young Scientist Computers. London: Usborne Publishing, 1992.

A children's book describing how computers work and what they can be used for.

Roatma, Lucia. Safety on the Internet. Monhoto, MN: Bridgestone Books, 1999.
This book teaches children how to use the Internet responsibly.

Rueda, Robert, Tina Saldivar, and Lynne Shapiro. Houghton Mifflin English. Boston: Houghton Mifflin Company, 2004.

Riffin-Smith, Brian and Lisa Watts. The Usborne Young Scientist Computers. London: Usborne Publishing, 1992.

A children's book describing how computers work and what they can be used for.

Roatma, Lucia. Safety on the Internet. Monhoto, MN: Bridgestone Books, 1999.
This book teaches children how to use the Internet responsibly.

Rueda, Robert, Tina Saldivar, and Lynne Shapiro. Houghton Mifflin English. Boston: Houghton Mifflin Company, 2004.

Websites

<http://www.accd.edu/pac/humaniti/colby/goodinfo.htm4/4/2005>

This site helps users identify reliable sources of information.

<http://www.ala.org/ala/aasl/schlibrariesandyou/parentsandcomm/filterproscons.htm.5/23/2005>.

This site helps users evaluate the pros and cons of using Internet controls.

<http://austlii.edu.au/cal/guides/HTMLtut/HTMLtut-Building.html.5/23/2005>.

This site gives instructions on building simple web pages.

<http://www.digitelone.com/company/helpdesk/ibasics.html.5/23/2005>.

This site is a guide to Internet terms.

<http://www.lib.purdue.edu/itd/techman/evaluate.html.5/2/2005>.

This site guides users on how to evaluate information on the Internet.

Content Standards for the Pittsburgh Public Schools

Reading, Writing, Speaking and Listening

1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.
2. All students read and use a variety of methods to make sense of various kinds of complex texts.
3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.
4. 4. All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas.
5. All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.
6. All students exchange information orally, including understanding and giving spoken instructions, asking questions appropriately, and promoting effective group communication.
7. All students listen to and understand complex oral messages and identify their purpose, structure and use.
8. All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.

9. All students converse, at a minimum level of “Intermediate Low”, as defined in the oral proficiency guidelines developed by the American Council on Teaching of Foreign Languages, in at least one language other than English, including the native language if other than English, under Sec. 5.215© (relating to languages).
10. All students communicate appropriately in business, work and other applied situations.