LESSON PLAN

Level:	Grades 4 to 6
About the Author:	This lesson was written for MediaSmarts by Ethan Anderson
Duration:	1 hour

This lesson is part of the Understanding the Internet *lesson series.*

Understanding the Internet Lesson 2: Pathways and Addresses

This lesson is part of USE, UNDERSTAND & CREATE: A Digital Literacy Framework for Canadian Schools: http:// mediasmarts.ca/teacher-resources/digital-literacy-framework.

Overview

In this lesson, students will gain a greater understanding of how messages are sent and received over the Internet. They will analyze three videos to identify key information and vocabulary that will help them to continue constructing their *Online Dictionaries* from Lesson 1.

Learning Outcomes

- Students will develop their understanding of how messages travel from one IP address to another.
- Students will work collaboratively to analyze and evaluate several digital media texts.

Preparation and Materials

Photocopy the *Understanding the Internet* chart and the graphic organizer *Three Videos About the Internet*.

Provide chart paper and markers.

Ensure you have access to a computer with Internet access. Confirm that you can access the following videos:

- The Internet Explained: https://www.youtube.com/watch?v=qv0XCaUkfNk
- How Does the Internet Work?: https://www.youtube.com/watch?v=i5oe63pOhLI
- How Does the Internet Work?: https://www.youtube.com/watch?v=oj7A2YDgIWE

Alternatively, you can complete the task using this single video: *The Internet Explained*: http://www.teachertube.com/ video/web005the-Internet-323271

Procedure

Begin by directing the class back to the definitions of online vocabulary from Lesson 1 and remind them of the thinking done in the last session. Ask if there are any other terms they have thought of in the time away from class and add any new words to the list.

How the Internet Works

Instruct the class that they will be watching three videos that explain how the Internet works. Break them into groups of two or three and ask them to predict what information they might see in a video about how the Internet works. Allow for five to eight minutes of thinking time and then create a quick list on the board of their predictions.

Hand out a copy of the graphic organizer *Three Videos About the Internet.* Remind the students that they are to watch the videos closely and to write down their thinking *after* the video is finished. Screen each video once, allow for four to five minutes for notes, and then screen it again. Allow students to write notes during the second screening.

Once the third video has been screened, ask students to consider:

- the key ideas and information presented about the Internet; and
- which video was the most successful in sharing the information, and why.

Allow students to discuss these questions and their possible responses for five to ten minutes and then bring them back to a group discussion. Have them add their ideas to a chart with the heading "Key Information about the Internet".

Ask the students to turn their attention back to the co-created definition of "the Internet" and ask for any new information they feel is important to add to the common definition. Refine the definition as a group and post it in a prominent place on a corkboard or learning board.

Revisit the list of terms posted for the students' *My Online Dictionary*. Add any new terminology and create appropriate definitions through research or common understanding. Ensure that the following terms are included: avatar, browser, website, online, URL, hypertext (*provided in example*), pop up, user, link, Internet, IP address, search terms, click.

Understanding the Internet

Hand out the chart entitled *Understanding the Internet*. Explain that each statement is a piece of information about how the Internet works and that there are positives and negatives for users connected to each statement. Read through each statement as a group and clarify any terminology or concepts that are unclear to the students. Then allow them time to work through the statements individually and to write down one positive implication and one negative implication next to each statement.

Once complete, have the students share their thoughts in a large group setting and have them write their ideas on the anchor chart.

Some important ideas to include are:

- A network of networks is good because it means there are multiple pathways from one computer to another computer. If a part of the Internet goes down, there is still a way to share information and messages. It also means that the messages you send can easily be copied and shared if someone else gets their hands on them.

- It is good that information posted on the Internet can be tracked back to an IP address because that way people uploading inappropriate images or hateful messages can be found and receive the appropriate consequences. It also means that there really is no privacy online and that users can have all of their activities tracked.

- It is good that not one person or group owns the Internet because that way there is not one biased viewpoint or controlling interest that is making decisions about how the Internet can be used. It also means that there might not be agreement amongst all users about how the Internet should be used and maintained and it can be hard to enforce different countries' laws on the Internet.

- It is good that the Internet is a large public place because it means that a user can post an idea on a message board that can be shared by a large group of people. It might be bad that anyone can see what is posted online because some messages are only meant for one or two viewers. Users have to be very careful that they are using formats like email (that target a specific audience) and not posting on message boards if they want to avoid sharing their message with an unintended audience.

- It is good that anyone can post information on the Internet because it means that many voices and viewpoints can be heard. It might be bad because not all of the information posted by various users is accurate or reliable. People looking for credible information on the Internet have to be very careful to evaluate the source of the information before believing that it is correct.

Three Videos About the Internet

Watch these three videos about the Internet and record the **key ideas** in each one as well as the **key vocabulary** (words that are important to understanding how the Internet works.)

VIDEO TITLE	KEY IDEAS	KEY VOCABULARY

Understanding the Internet

Below are several statements about the nature of the Internet. Read through each statement carefully and complete the sentence starters with your own thoughts and opinions.

Understanding the Internet	This could be good because…		This might be bad because…	
1. The Internet is a network of networks. It is a lot like a spider web where each network is connected to many other networks.				
2. Most messages and information posted on the Internet can be tracked back to a single IP address.				
3. The Internet is not owned by one single person, group or country.				
4. The Internet is a public place and anything posted on a public site can be seen by people all over the world, not just the intended receiver.				
5. Anyone with access to the Internet can post information and ideas.				