Instructional Days: 5-7

Topic Description: Search engines and how they work are explored through trying various internet search techniques. A selection of Internet resources that are useful for finding information are introduced as well as a selection of Web 2.0 applications. Several websites are evaluated by using a rubric to determine if they are “good” websites.

Objectives:

The student will be able to:

• Perform searches and explain how to refine searches to retrieve better information.

• Identify resources for finding information in addition to ranking based search engines.

• Differentiate between ranking based search engines and social bookmarking (collaborative) search engines.

• Use a variety of Web 2.0 applications.

• Develop and use a rubric to evaluate websites.

 Outline of the Lesson:

• Journal Entry (5 minutes)

• Internet Scavenger Hunt (25 minutes)

• Discussion of other resources for finding information (10 minutes)

• Experimentation with these resources (15 minutes)

• Jigsaw activity involving Web 2.0 applications (55 minutes)

• Journal entry (5 minutes)

• Web site evaluation criteria (20 minutes)

• Hands-on evaluation of web sites (30 minutes)

Student Activities:

• Complete journal entry.

• Perform internet searches using varying levels of refinement.

• Identify other resources for finding information.

• In groups use the other resources to find relevant information.

• In groups complete jigsaw Web 2.0 activity and presentations.

• Complete journal entry

• Identify evaluation criteria and work in groups to evaluate websites using the rubric.

Teaching/Learning Strategies:

1. Journal Entry: List at least three ways in which you currently use the internet.

a. Have students share their responses with their elbow partner.

2. Have student groups complete an internet scavenger hunt.

a. A sample is provided, but you may want to create your own that is more specific to the interests of your students or have the groups create their own and exchange with another group.

b. Make sure the websites are accessible.

3. Other resources for finding information

a. In discussing the results of the scavenger hunt have students identify at least three resources other than search engines that they use to find information on the internet along with advantages (or disadvantages) over a general search engine.

b. Some examples might be:

i. Sites such as Google Maps or Mapquest to get directions or see satellite or street view images of  anywhere in the country.

ii. Address and telephone number lookup sites such as Switchboard or Yellow Pages to get  personal and business information.

iii. Sites such as the Internet Movie Database to get information on movies and television shows.

iv. Sites such as Dictionary and Thesaurus to look up the meaning or spelling of a word or to find a  synonym of a word.

v. Encyclopedic sites such as Wikipedia, Encyclopedia Britannica, or How Stuff Works to find an  overview of a particular topic.

vi. The Wayback Machine which stores snapshots of websites on various dates so that you can “go  back in time” to see a site as it used to be.

vii. Video-based information sources such as YouTube and Howcast

4. Experimentation with these resources

a. Have the students work in groups to use the resources identified above in ways that are relevant to them. For example,

i. Use Google maps and StreetView to find and display where they live or the location of the school.

ii. Use Wikipedia and Encyclopedia Britannica to find information on a topic they’re studying in another class. Have them compare the two articles and decide which provides more  information.

1. For a camp setting, use a timely topic in history, geography or science.

iii. Use the Wayback Machine to view an early version of their school’s website. Compare how much  it has changed from the school’s current website. An alternative is the university’s website or a website for the local paper.

iv. Use IMDB to locate information on a popular actor/actress to see all of the movies/TV shows he/she has been in.

5. Jigsaw activity involving Web 2.0 applications

a. Divide students into groups to work on each of three different Web 2.0 applications. (Depending on the size of the class, more than one group may need to work on each application.) NEED TO FIND REPLACEMENTS: Applications should include a social bookmarking site (delicious.com or stumbleupon.com), a word cloud site (wordle.net) and a list creation site (tadalist.com). Each group should:

i. Set up an account in the application.

ii. Explore the site and its features.

iii. Prepare a presentation on their site for the remainder of the class.

b. During the student presentations, ensure that the following questions/issues are addressed:

i. What are the differences between ranking based and social bookmarking search engines?

ii. Why would you want to create word clouds?

iii. What are the advantages of using tadalist? Disadvantages?

iv. What issues might there be with creating accounts online? (Lead into a discussion on privacy—what information should be kept private and why? Discuss encryption.)

6. Journal Entry: Why do you need to evaluate websites?

7. Web site evaluation criteria

a. Display or distribute a copy of the front page to http://www.martinlutherking.org This is a website which purports to be a “True Historical Examination” of the life of Martin Luther King, Jr., but is, in reality, a hateful site run by a white nationalist organization.

i. A list of credible looking fake/spoof sites can also be found at: http://www.philb.com/fakesites.htm; suggest using tree octopus

b. This particular site is obviously biased. However, it is important to be able to tell when a site is more subtly biased.

c. Brainstorm criteria that they could use to evaluate websites. As a group develop an evaluation rubric. (You can use the Sample Website Evaluation Rubric as a reference.)

8. Hands-on evaluation of web sites.

a. Have the students work in groups and ask them to use the website evaluation rubric to evaluate websites they might need for a school project or an assignment from another class.

b. Discuss the results of their evaluations.

Resources:

9. Sample Scavenger Hunt

10. The Wayback Machine: http://www.archive.org

11. Google Maps (including StreetView): http://maps.google.com

12. Wikipedia: http://www.wikipedia.org

13. Encyclopedia Britannica: http://www.britannica.com

14. Mapquest: http://www.mapquest.com

15. Internet Movie Database: http://www.imdb.com

16. Switchboard: http://www.switchboard.com

17. Yellow Pages: http://www.yellowpages.com

18. How Stuff Works: http://www.howstuffworks.com

19. YouTube: http://www.youtube.com

20. Howcast: http://howcast.com

21. http://www.delicious.com

22. http://www.stumbleupon.com

23. http://www.wordle.net

24. REMOVE http://www.tadalist.com

25. The white nationalist site on Martin Luther King, Jr.:  http://www.martinlutherking.org

26. Website Evaluation Rubric

Sample Scavenger Hunt

In your group, use the internet to find the following items. For each item include the steps you took to find each item.

• A picture of the mayor of your town or city

• A bus schedule

• The address of the Chamber of Commerce for your town or city

• A map of your state—and you have to describe or point out where your town or city is!

• A copy of the front page of your town’s or city’s web site

• Something in writing that tells how many people live in the city

• A picture of any historical landmark in the city

• A picture of your congressman

• A program or flyer from a local arts or other event

• The names of all the city council members

• Something that gives information about your local hospital

• A list of schools in your town or city

• The phone number of the local police department

• Anything with the logo or mascot of a local college or community college

• A picture of the state flag

• A picture of the state bird

• A schedule of activities or a pamphlet from a local nursing home or senior citizens center

• Today’s weather forecast from your town

• A list of safety tips from the local fire department

• A speech by your governor

Website Evaluation Rubric

For each question respond with yes, no or unsure

• Authority

o Is the author identified? Your response:

o Does the author have appropriate qualifications with respect to the information being presented? Your response:

• Purpose

o Is the purpose to inform or give factual information? Your response:

• Coverage

o Is the information primary or secondary in nature? Your response:

o Is the information presented comparable to information on the same topic presented by other sites? Your response:

• Accuracy

o Is the information free of factual errors? Your response:

o Do the conclusions appear to be well-reasoned and supported by the facts presented? Your response:

o Is the information properly referenced? Your response:

• Objectivity

o Is the information free from obvious bias? Your response:

o Does the author avoid the use of emotional or inflammatory language? Your response:

o Does the author avoid trying to sell something or persuade the reader of a particular viewpoint? Your response:

• Currency

o Is the information up-to-date? Your response:

o Are there creation and revision dates? Your response:

• Appearance

o Does it use proper grammar, spelling, and composition? Your response:

o Does the site have a professional appearance? Your response: