



4.2: Using Online Resources

Prerequisite Skills and Knowledge

- ∞ Students should know how to access the Internet using Internet Explorer, or Safari, and have experience with beginning search techniques. They should also know that a URL (Universal Resource Locator) is just a website address, and how to cite a source (writing down the URL) from the internet.
- ∞ Time Required
20 minutes

Materials

- ∞ Computers (preferably Computer Lab) Notebook paper/pencils for note-taking, Printer, Copy Paper

Intended Learning

- ∞ Students will be able to use online sources to create a narrative about the Goldrush in Colorado by taking notes from websites and compiling these notes into a published document.

District Technology Standards

Uses Technology Effectively

- ∞ Internet Tools
- ∞ Uses Browser Menus
- ∞ Uses age appropriate DPS online databases.
- ∞ Uses keyword search.

Big Ideas from Literacy Guide - Unit 6, Reading & Writing

- ∞ Gather information from electronic and print sources.
- ∞ Focus on specific topics.
- ∞ Summarize information in own words.
- ∞ Read information for specific purpose.

Mini-Lesson

Connection - preparing students' thinking

How do we use the Internet to find information? What is a search engine? Name some of the search engines we could use. (Ex. Google, Ask.Com, NetTrekker)

We have been studying Colorado history, particularly the Goldrush years, how could we find articles about the Goldrush on the internet?

Notes

Teaching - Mini Lesson

Tell students that they are going to be researching a key event in Colorado history, the Gold Rush. They are investigators trying to uncover facts that are both interesting and informational that we have not learned about the events that took place beginning in 1859. They will each need to find at least six new facts that have not been discussed in class.

Active Engagement - Guided Practice

Students should be sitting at computers in computer lab, and not touching the keyboards while you are explaining the lesson. Remind students that all websites have URL's (Universal Resource Locators) on the World Wide Web and they will be using these to locate information. , Using an LCD projector, or a whiteboard, write the following keywords on the board, Colorado History, Colorado Goldrush, Central City. Tell students they will enter , these keywords into the search window on Google, Ask.Com, or NetTreckker. Show students how to access Google and enter in one of the keywords, be sure to note how many websites are shown when entering one of these keywords. Tell students that in order to find more specific information on the goldrush, they need to add words to their searches, (ex. Effects of the Colorado Goldrush, Mining during the Colorado Goldrush, People in the Colorado Goldrush.) They will also have to write down the URL (website address) for each fact they find.

Link

During their work time, they should use the seach engines to find appropriate websites on Colorado History.

Independent Practice

Teacher

- ∞ Walk around and monitor student progress. Make sure students are looking at websites that contain historical information about Colorado, and writing down the URL's of the websites they use.
- ∞ Use a class list or a spreadsheet to monitor their progress in accessing URL's and in using keywords for searches.

Students

- ∞ Use the keywords on the board, and conduct searches on any of the search engines listed. Find websites that contain specific information on Colorado History.
- ∞ Write down the facts they find on their notebook paper, so that they can create a narrative of the information they uncover.

Sharing/Closure

Differentiation:

Students who are proficient on the internet can work independently and research more in depth information about any of the facts they uncover. Students who need more support or help can work with a peer, and reduce the number of facts to one-half.

- ∞ Students may share two facts that they found with a partner, or they may take turns sharing out with the whole class.

Assessment

- ∞ Students will be monitored for progress as the teacher uses a checksheet while walking around during independent practice. Students will also be assessed on the number of facts they submit on their worksheets. A score from 1-4 will be used with a “4” as the highest for finding six new facts about the Colorado Goldrush, and citing each of their sources.