



AACPS Digital Citizenship

Lesson Title: Powerful Passwords

Grade 5

Time: 30 minutes

Overview: Students learn the benefits of using passwords and then play a board game to discover some strategies for creating and keeping secure passwords.

Objectives:

- Describe the functions of passwords.
- Identify strategies for creating and protecting secure passwords.

Materials:

Activity Sheets:

- *Powerful Passwords*
- *Password Game*
- *Strong Passwords*

- counters, dried beans, or other game pieces (1 per student)
- number cubes (1 for every group of two to four students)
- sheets of card stock (1 per student)
- rulers
- scissors

Maryland Technology Literacy Standards for Students (MTLSS):

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

- Invite students to share with the class all the online sites they like to visit where passwords are required to enter. Allow them to share some of the activities they most enjoy.
- **Ask:** *How would you feel if someone else used your password and pretended to be you on one of these sites?*
- **Distribute Activity Sheet -Powerful Passwords.** Have students read and discuss the first two paragraphs. You may wish to add details about how adults use banks and other financial institutions, explaining that they can check their accounts, move money from one account or institution to another, and pay bills online.
- After students read **Hard to Put Together**, have them answer the question individually or in pairs. **NOTE: Postpone discussion until students have played the password game on Activity Sheet 2.**
- **Distribute ActivitySheet- Password Game** and discuss how to play the game with students.

- Divide the class into small groups and distribute one game piece per student and one number cube per group. Allow students to play, reminding them to pay attention to what they read each time they land on a space with directions.

- Once students have finished the game, have them list dos and don'ts for making powerful passwords. Guide them to include items such as these:
 - **Do** make passwords eight or more characters long.
 - **Don't** use your nickname as your password.
 - **Do** include letters, numbers, and symbols in your password.
 - **Do** change your password at least every six months.
 - **Don't** share your password with your friends.
 - **Do** give your password to your parent or guardian.
 - **Don't** use private identity information in your password.
 - **Don't** use your phone number as your password.
 - **Don't** use dictionary words as your password.
- Have students compare their dos and don'ts list to the answer they wrote on Activity Sheet 1.
Ask: *Which tips did you know? Which ones surprised you?*

- **Distribute Activity Sheet -Strong Passwords** and review each of the eight security tips for managing passwords.
- Have students infer why each tip is effective. If they are not sure, offer the following:
 - Only your parents should know your password. Never give a password to anyone else- not even your friends- because your friends can use your password to pretend to be you or to harass other people. They could also give it to other people.
 - Don't use passwords that are easy to guess- like your nickname or your pet's name- because people who know you well can guess these kinds of passwords.
 - Never use any private identity information in your password because identity thieves can use this information to pretend to be you.
 - Don't use a word in the dictionary as a password because hackers use programs that will try every word in the dictionary to guess passwords.
 - Create passwords with at least eight characters because the fewer the characters, the easier it is for hackers to try every combination of characters.
 - Use combinations of letters, numbers, and symbols, which are harder to crack than just words because there are more combinations to try.
 - Change your password regularly- at least every six months- because the longer you use the same password, the more likely it is that someone will guess it or use a program to find it.
- Make sure students are familiar with the forms of private identity information listed in the Be CyberSmart! box, and discuss an important safety and security rule: Do not give out private identity information without permission of a teacher, parent, or guardian.

- Have students **read** and **discuss** the scenario about Jesse. They should recognize that Jesse's password is too obvious a choice, easily guessed by people who know him, and therefore not secure. Have students identify the password tips it does and does not follow.
- Have students **read** and **discuss** the scenario about Sondra. She chose her password by combining part of her first name (so), her favorite activity (swim), and the numbers of her birth month (8) and day (4). It is a safer choice because she used no complete personal identity information, and she combined at least eight letters and numbers. Have students evaluate

Sondra's password and describe the additional tips she could follow.

Closure:

- Have students follow the directions for the activity at the bottom of their sheet. Suggest that they make up a sentence that is meaningful to them or use the first line in a favorite saying or song. For example, Jesse could use %Go Jayhawks basketball+to make the password %0jHkz#bll+and Sondra could use %She sells three sea shells by the seashore+to make the password %\$3CshxtCshr+
- Remind Students not to use the examples used in class as their real password.

Extension: Take Action (Optional)

- Challenge students to create posters that will communicate the password tips and help their families and other students keep their identities secure. You may wish to assign one tip to each student, resulting in a series of tips that can be posted together or rotated throughout the year

Name _____ Date _____

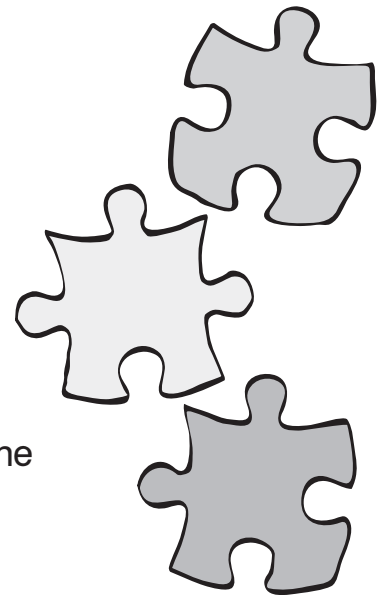
Powerful Passwords

Powerful passwords protect private possessions. Can you say that five times fast? It's a tongue twister, but it's true. Passwords stop other people from seeing your private information or pretending to be you. They are the keys to unlocking your special stuff on computers and online. For example, your password allows you to save your points after playing an online game.

When you're older, you'll use passwords to keep track of your money. You'll also use them to shop online. Knowing how to create powerful passwords will help keep your money safe.

Hard to Put Together

Creating a powerful password is like putting together a puzzle. The best ones are made of small pieces put together in a way that only you can remember. Good passwords are hard for your friends to guess. They are also hard for a criminal to figure out. Experts have come up with tips for making strong passwords. The more tips you follow, the harder your password will be to guess.



What do YOU think makes a powerful password?

Be Cyber**Smart!**[®]

It's okay to write down passwords. But don't carry them with you or tape them on your computer. With your parent or guardian, find a safe place at home to keep them.

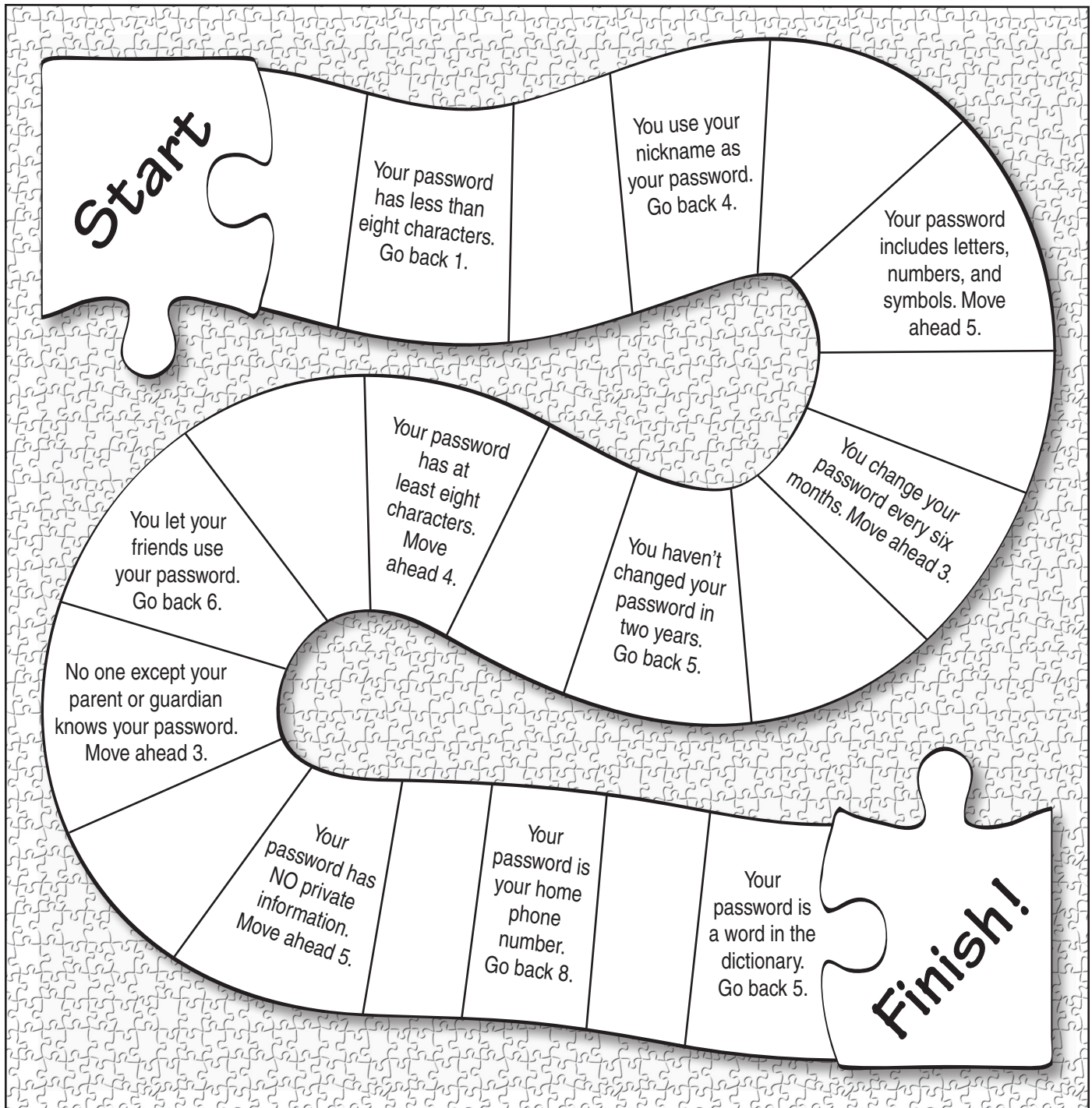
Activity

Use the game board on Activity Sheet 2 to play the password game. Use a counter or a bean as a game piece. When the game is over, try listing all the tips for making powerful passwords.

Name _____ Date _____

Password Game

Take turns rolling a number cube. Move the number of spaces you roll.
 If you land on a space with directions, follow them. The first to Finish wins!



Name _____ Date _____

Strong Passwords

Strong passwords help protect your computer, your files, and your school and online accounts from being tampered with.

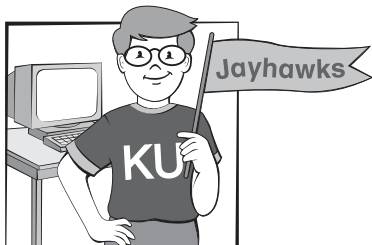
You can avoid many hassles by following these security tips.

- Only your parents should know your password.
- Never give a password to anyone else—not even your friends.
- Don't use passwords that are easy to guess—like your nickname or your pet's name.
- Never use any private identity information in your password.
- Don't use a word in the dictionary as a password.
- Create passwords with at least eight characters.
- Use combinations of letters, numbers, and symbols, which are harder to crack than just words.
- Change your password regularly—at least every six months.

Be Cyber**Smart!**[®]

Know the kinds of private identity information:

- full (first and last) name
- postal address
- e-mail address
- phone numbers
- passwords
- calling card numbers
- credit card numbers
- Social Security number
- mother's maiden name



Jesse lives in Lawrence, Kansas—the home of the University of Kansas. He is a big fan of the Kansas Jayhawks men's basketball team. Jesse chose "jayhawks" as his password. Did he make a safe choice? Why or why not?

Sondra lives in Miami, Florida. Her birthday is August 4 and she swims on a team. Her password is "soswim84." How did Sondra choose her password? Was it a safe choice? Why or why not?

Activity Using the tips above, make new passwords for Jesse and Sondra. Try making up a sentence and changing it into a series of letters, symbols, and numbers. Explain how Jesse and Sondra will remember their passwords.

Jesse _____

Sondra _____



AACPS Digital Citizenship

Lesson Title: Safe Talking in Cyberspace

Grade 5

Time: 30 minutes

Overview: Students learn that they can develop rewarding online relationships, but they should never reveal private information to a person they know only in cyberspace without asking their parent or guardian for permission.

Objectives:

- Compare and contrast cyber pals and face-to-face friends.
- Recall that private information should not be given to anyone in cyberspace without the permission of a parent or guardian.

Materials:

- Teacher Resource:
Video-Tracking Teresa
- Activity Sheets:

Safe Talking in
Cyberspace

Its Okay to Talk Online

Cyberspace Talk
Safety Checklist

Maryland Technology Literacy Standards for Students (MTLSS):

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

- Ask students to share their experiences chatting, instant messaging, and posting on message boards online.
- Challenge them to explain the differences between messaging with friends they know from school and people they have never met face to face.
- Explain that while you can have what seems to be a close relationship with a cyber pal, they cannot possibly know a person online as well as they know a face-to-face friend.
- **Distribute** Activity Sheet 1.
- Have students read the scenario about Sita and CJcool11, answer the questions individually, and then share their responses. **NOTE: Postpone discussion until students have read and applied the information on Activity Sheet 2.**

Teach 2

- **Distribute** Activity Sheet 2.
- After students read *It's Okay to Talk Online*,
- **Ask:** *Why might it be easier to share school problems with a cyber pal than a face-to-face friend?* (It may be easier to share because cyber pals are not from school and so may be able to see both sides and they don't have to worry about what the other kids in school will think.)
- After students read *Cyber Pals* ask them if they have ever pretended to be someone they are not online. Point out that cyber pals might pretend sometimes, too.
- After students read **Choose Chat and Messaging Just for Kids**, point out that monitors may also be called hosts or moderators.
- Make sure students understand that they should keep private information private (not give it out) unless they ask their parent or guardian first. If students ask why, you can explain that there are criminals who use private information to pretend to be another person. Then they use that person's name to steal money. This is called *identity theft*. **NOTE: The latest research indicates that pre-adolescent children are generally not the targets of online predators and that the news media-driven idea that predators are piecing together private identity information to abduct a child is not supported. In this lesson, we tackle a broader reason for children not sharing private identity information—because of the risk for identity theft.** It is never too early for children to learn about identity theft, as they are often targeted because children have a clean credit history and their parents are unlikely to be alert for signs that someone is using their child's identity. Children who learn about identity theft can also help protect their parents' identities online.
- Go to Web Resources>Teacher Resources>Lesson Title: Safe Talking in Cyberspace>Tracking Teresa video. Show the video to the class and after the video discuss what Teresa could have done to protect her identity. List some suggestions for the students to see.
- **Distribute** Activity Sheet 3.
- Have students read, discuss, complete, and sign the checklist.
- Have students revisit their responses on **Activity Sheet 1** and make changes or additions.
- Discuss possible answers with students. Sita should answer to *Where is your school?* that *I'd rather not say,* or *That's private. Let's not go there.* Point out that Sita doesn't have to answer at all. She can just log out of the messaging service or Web site or block the person asking the questions.
- Students should be reminded that when people persist in asking any question that makes them feel uncomfortable, they can ask a trusted adult to help them report these people to the Web site owners.

Take Action

- Have students write a letter to their parents explaining in their own words how they plan to stay safe by avoiding giving out private information when messaging online. Encourage students to identify the specific messaging services they use and the Web sites where they post messages and how they can use the features of each to protect their private identity information and stay safe.

Closure:

Ask: *How are cyber pals and face-to-face friends different?* (Even when you share personal



thoughts with a cyber pal, this person is as much a stranger as someone you meet on the street for the first time. You know face-to-face friends much better. Just seeing them in school or around your neighborhood gives you a lot of information about them.)

Ask: *What should you do when a cyber pal asks for private information?* (Never give private information without first asking permission of a parent or guardian.) What are some alternative answers you can give? Examples: Let's not go there? That's private. Change the subject? I can't give out that information ? etc.

Extension: (Optional) Have the students make a collage of sayings -- *What should you do when a cyber pal asks for private information?*

Name _____

Date _____

Safe Talking in Cyberspace

Sita likes to visit a Web site where kids can post messages about their favorite TV shows, school, and current events. She really likes the kid who uses the screen name CJcool11. When Sita shares a problem she has at school, CJcool11 always has good ideas for handling the problem. Sita thinks of CJcool11 as a friend.

One day, while messaging, CJcool11 and Sita compare their two schools. Sita types, "My school principal is so strict. We have to walk through the halls in straight lines!"

CJcool11 answers, "My school isn't so strict. What's the name of your school?"

Sita types back, "Uh, my school's name is too hard to spell."

CJcool11 types, "So where is your school?"

What should Sita answer?

What makes this answer a good one?

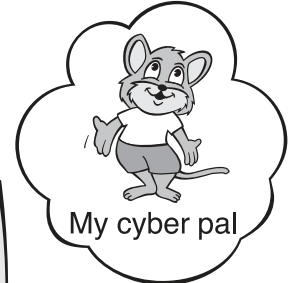


Name _____

Date _____

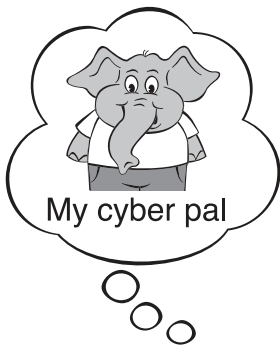
It's Okay to Talk Online

Sita and CJcool11 are cyber pals, not face-to-face friends. They only know each other from messaging online. It's okay to talk with pals in cyberspace. Cyber pals can have very good talks. They can share their feelings. They can talk about problems they might not share with friends at school.



Cyber Pals

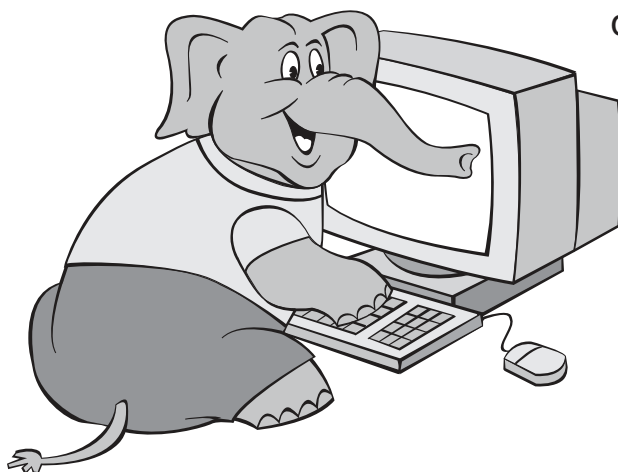
Can you ever really know if a cyber pal is male or female? Can you know for sure how old he or she is? The answer is NO—you can't know for sure. That's the difference between a cyber pal and a friend you know face to face. So you should treat cyber pals like strangers you meet on the street. Never give them private information about yourself without first asking permission from your parent or guardian.



Choose Chat and Messaging Just for Kids

If you want to talk to cyber pals, visit Web sites just for kids. Most of these sites have chat and messaging with adult monitors. A *monitor* is like a referee at a game.

The monitor keeps the chat on topic. The monitor makes sure everyone uses good manners and stays safe.



Be Cyber**Smart!**[®]

Know the kinds of private information:

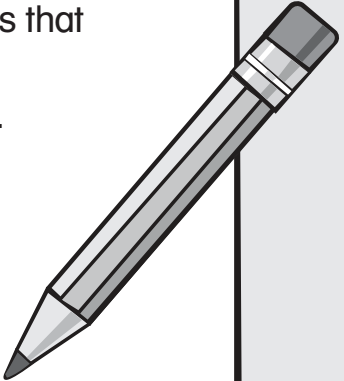
- full name
- street address
- name of school
- school address
- e-mail address
- phone numbers
- passwords
- calling card number
- mother's maiden name
- parent's place of work
- photos in which you can be recognized

Name _____ Date _____



Cyberspace Talk Safety Checklist

You're ready to go online when you can check that each statement about you is true.

- My parents say it's okay for me to chat and message online.
 - I will only chat and message on kids' Web sites that have monitors.
 - I will never reply to, or click on a link in, an IM from someone who is not a face-to-face friend.
 - I will pick chat and messaging screen names that do not include private identity information.
 - I know what kinds of information are private.
 - I will not give out private information when talking online.
 - I will not answer questions that make me uncomfortable.
 - I will leave the site and tell a trusted adult if someone bothers me online.
 - I will never meet someone face to face that I met online without bringing a parent or guardian with me.
- 

Signature _____ Date _____



AACPS Digital Citizenship

Lesson Title: Cyberbullying- Group Think

Grade 5

Time: 30 minutes

Overview: Students learn that sometimes youths in groups think and behave differently than they would if each person was alone. They examine the role of the bystander in cyberbullying situations and develop an ethical pledge for bystanders.

Objectives:

- Analyze messaging behaviors that could be considered cyberbullying.
- Define *bystander* and compare helpful and harmful bystanders.
- Publish a Bystander to Cyberbullying Pledge.

Materials:

- Activity Sheet: *Group Think*
- Activity Sheet: *Think About*
- Activity Sheet: *Take Action*
- Pencils and pens

Maryland Technology Literacy Standards for Students (MTLSS):

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety

Activities:

- **Ask:** *Have you ever seen somebody break a rule or law but were not involved yourself? What do you call the person who is not the rule breaker or the target of the rule breaker? (Accept reasonable answers. Students may be able to offer words such as *witness*, *observer*, or *bystander*.)*

What's the Problem?

- Distribute the activity sheets. Have students read the scenario about the sleepover at Jesse's home.
- Have students write and share their answers to the three questions under, What's the Problem? Look for answers that show students understand that Jesse was probably very

embarrassed when Anthony told a popular girl at school about his attraction to Mai Yin; that the girl probably told many other kids on her buddy list; that the boys watching Anthony may have been approving, disapproving, or intimidated; and that the other kids at school teased both Jesse and Mai Yin.

Think About It:

- Have students read the Think About It section of their activity sheets. Discuss with students how it is often difficult for one person in a group to speak up because of the fear that the bully will turn on them. Also, typically bystanders believe that someone else in the group will speak up.
- Have students tell their own stories. **Ask:** *Have you ever been a bystander to cyberbullying? Tell what happened, but do not use real names.*

Find Solutions

- Divide the class into small groups or pairs to discuss and record what the bystanders at the sleepover could have done.
- Then make a class chart to synthesize the points made as each group reports to the class. Possible answers may include:

Actions Bystanders Take to Make Things Worse

laughing

pretending they don't know what's going on

telling the cyberbully to do it again or to someone else

do nothing to stop it

Actions Bystanders Take to Make Things Better

tell the cyberbully to stop

try to help the kids who are the target of the bully

tell an adult

refuse to help the cyberbully

Take Action

- Have students follow the directions on their activity sheets. Suggest they begin each rule of the pledge with "I will" and sign and date the bottom of the pledge.

Closure:

- **Ask:** *What is a bystander to cyberbullying?* (someone who sees, hears, or knows about cyberbullying but is not the bully or the target)
- **Ask:** *What are some ways bystanders can make cyberbullying worse?* (by laughing, encouraging the bully, and making fun of the target)
- **Ask:** *What are some ways bystanders can make cyberbullying stop?* (by discouraging the bully, supporting the target, or telling a trusted adult)

Extension:

- Students will benefit by revisiting this lesson each year.
- Hold a class discussion about the concept of peer pressure, what it means, and how it affects cyberbullying. Explain that peers can try to persuade kids to do things that are positive or negative. Allow students to suggest examples of each related to the use of computer or cell phone networks.

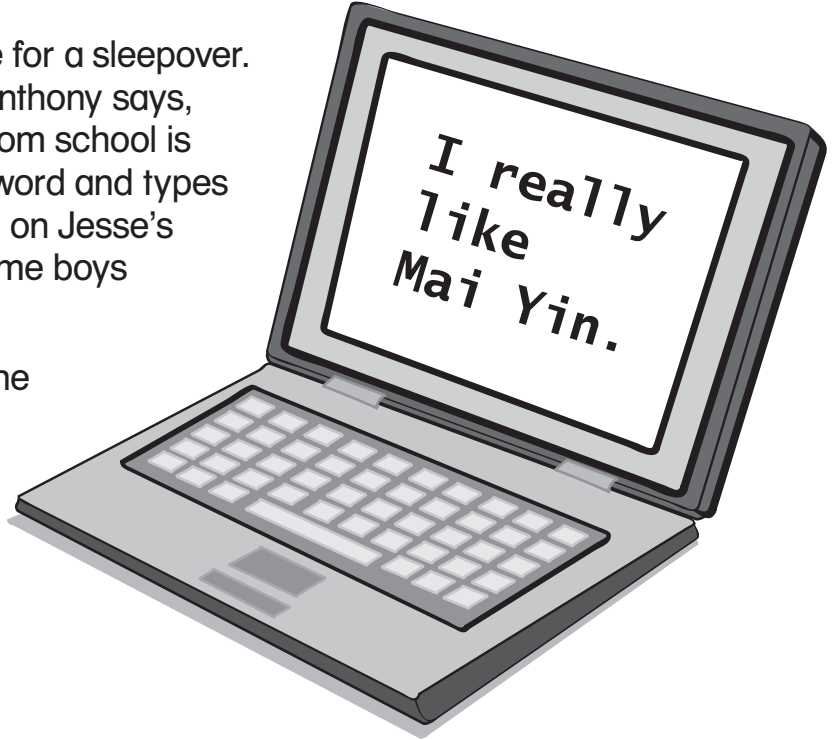
Name _____

Date _____

Group Think

Jesse has some friends at his home for a sleepover. The kids are getting a little bored. Anthony says, "Let's go online and see who else from school is online." Anthony uses Jesse's password and types an instant message to a popular girl on Jesse's buddy list: "I really like Mai Yin." Some boys laugh. Others are quiet.

Jesse really does like Mai Yin, and he told Anthony quietly the other day. But he didn't expect Anthony to tell other kids. The next day at school, Jesse finds out that everyone knows he likes Mai Yin.



What's the Problem?

How do you think Jesse felt?

What do you think the boys watching Anthony were thinking?

What do you think the kids at school said or did the next day?

Name _____ Date _____

Think About It

When kids are in groups, they sometimes do things that they would not do alone. Using someone else's password and screen name to embarrass them is *cyberbullying* behavior. Some of the kids at Jesse's sleepover may think Anthony's behavior is wrong, but they don't say anything. So Anthony thinks that everyone in the group agrees with him.

Kids who see, hear, or know about cyberbullying are called *bystanders*. The bigger the group of bystanders is, the less likely it is that any of them will try to help. Why do you think this is true?

Be Cyber**Smart!**[®]

- Don't let anyone except a parent or guardian use your password.
- Bystanders have a responsibility to help make things better.

Find Solutions!

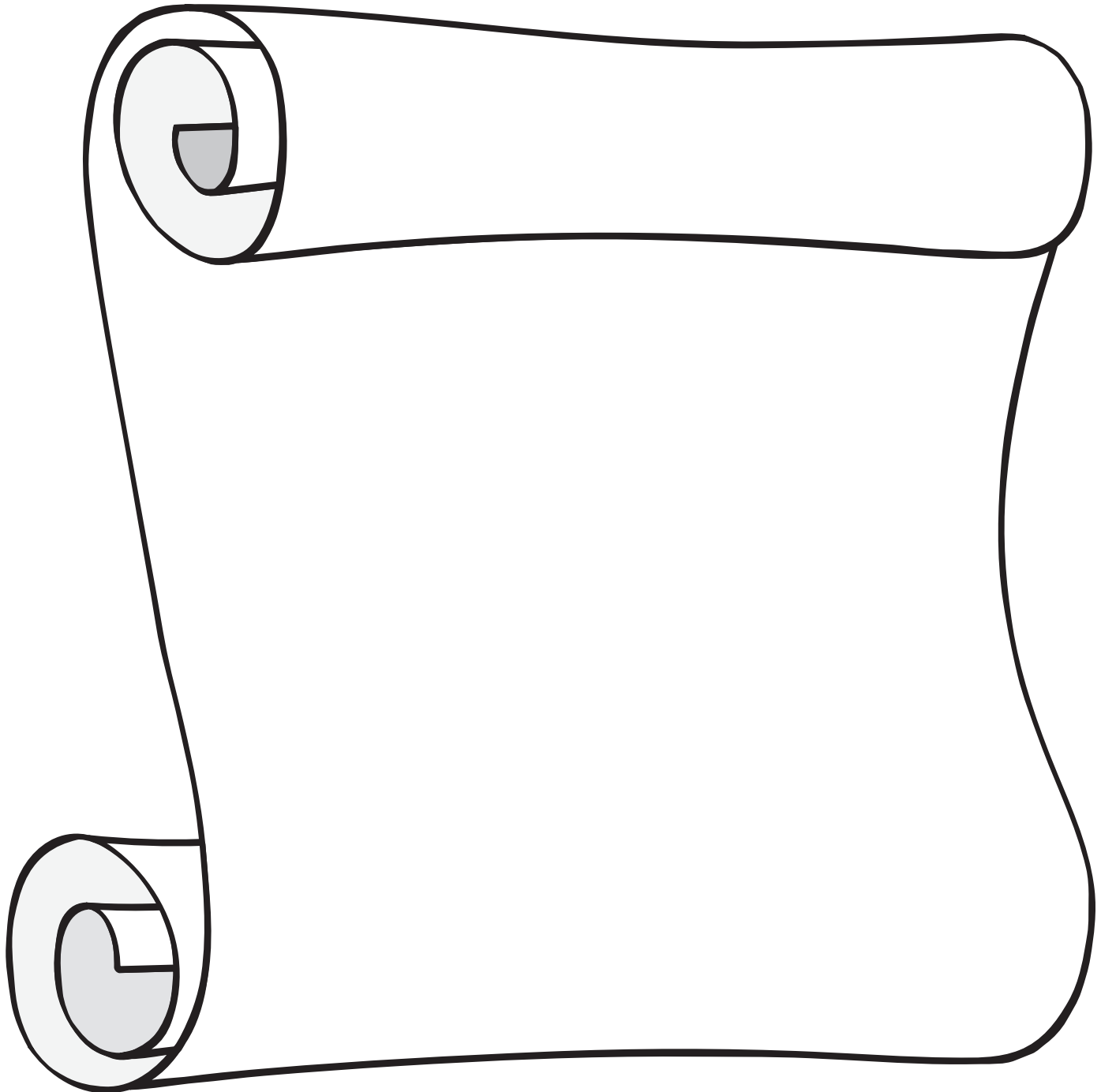
What could the bystanders at Jesse's home say to stop the cyberbullying behavior? What would make things worse? Talk about it with classmates. Then fill in the chart below.

Actions Bystanders Take to Make Things Worse	Actions Bystanders Take to Make Things Better
Empty space for student input	Empty space for student input

Name _____ Date _____

Take Action!

Write a Bystander Pledge Work with your class to write a bystander pledge. Tell what you will do when you witness cyberbullying.





AACPS Digital Citizenship

Lesson Title: Cyberbullying-The Power of Words

Grade: 5

Time: 30 minutes

Overview: Students consider that while they are enjoying their favorite children's Web sites, they may encounter messages from other children that can make them feel angry, hurt, sad, or fearful. They explore ways to handle a particular cyberbullying situation, learn some basic prevention rules, and propose actions to take to calm down when online language makes them angry.

Objectives:

- Analyze behaviors that could be considered cyberbullying.
- Generate solutions for dealing with a cyberbullying situation on a children's game Web site.
- Use creative thinking to suggest ways for students to handle feelings of anger.

Materials:

- Colored pencils

Activity Sheets:

- The Power of Words (2 pages)

Maryland Technology Literacy Standards for Students (MTLSS):

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

Introduce:

Have students share all the ways they enjoy going online and using communications technologies such as cell phones. Discuss positive feelings they enjoy when they use children's Web sites associated with their favorite movies, TV shows, sports, and games.

Discuss all the enjoyable and productive ways they use cell phones and the Internet to stay in touch with friends, family, and their school.

What's the Problem?

- **Distribute** the activity sheets. Have students read the scenario about Rani and Aruna receiving mean messages via a children's game Web site.
- Have students write their answers to the two questions under What's the Problem? Look for responses that show empathy for Rani and Aruna and acknowledgement that the messages are unfair to the girls and should be stopped.

Think About It

- Have students read the Think About It section on their activity sheets. Point out that text-based messages can be more confusing or even scarier than face-to-face messages because face-to-face cues are absent.
- Invite students to share their own stories. **Ask:** *Have you seen mean messages sent to you or others online? Tell about it, but do not use real names.*

Find Solutions

- Lead a brainstorming session by listing all students' ideas on the board or chart paper. Remind students that they are not to pass judgment on other students' ideas at this point.
- Have students discuss the entire list and decide which solutions are fair to all concerned and respectful of the rights of others.
- Assign each of the best solutions to a small group of students and allow them time to plan a role play and then present it to the rest of the class.
- **Ask:** *Imagine that the person who sent the bad messages is a classmate at school. What should this person say to Rani and Aruna? What can this person do to show that he or she wants to make up for the harm they caused? (Amends can be made by offering to do something helpful to Rani and Aruna.)*

Take Action

- Have students follow the directions on their activity sheets. **Ask:** *What works for you when you need to calm down right away?* Allow students to practice some of these techniques at transition times during the school day (for example, when students come back from lunch/recess). (Optional)-Use desktop publishing applications to convert students' cartoons into comic books and distribute.

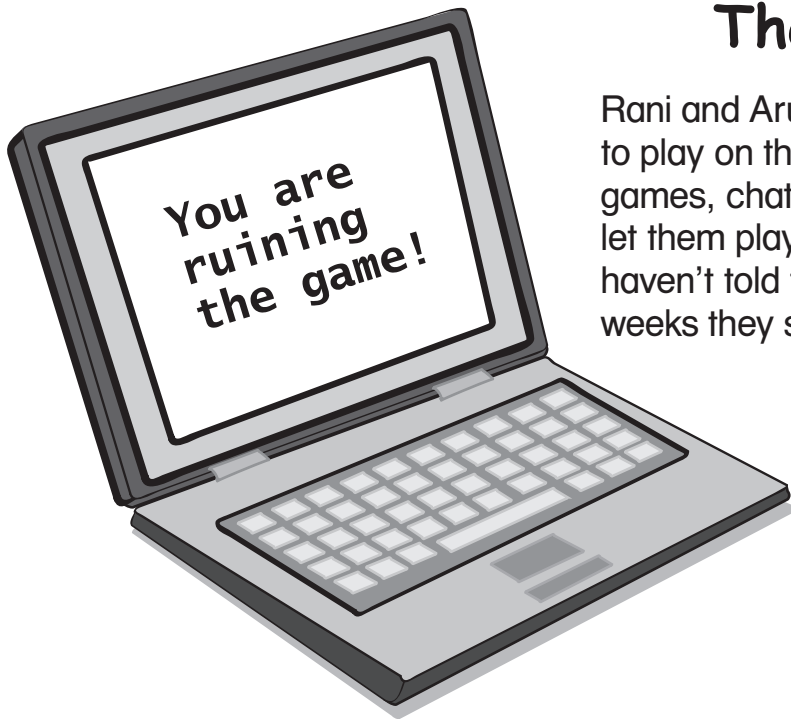
Closure:

- **Ask:** *What makes mean or scary messages a problem online?* (because they can make the person who gets them upset or angry or scared)
- **Ask:** *What can kids do when they get such cyberbullying messages?* (They can use their technique for calming down and then they can ask an adult for help.)

Extension:

- Explain that the mean things people say can be directed at one or two people, as in this lesson, or they can be directed at an entire group of people- for example, all women or all people of a certain race or religion. These words, often in the form of name-calling, are very powerful and can be very hateful and hurtful.

Name _____ Date _____



The Power of Words

Rani and Aruna rush home after school many days to play on their favorite Web site. The Web site has games, chat, and messaging for kids. Their parents let them play on the site, but Rani and Aruna haven't told their parents that every day for two weeks they see messages to them that are mean.

"I hate you!"

"You are ruining the game!"

"You are so stupid."

"You are fat."

"I am going to beat you up."

What's the Problem?

How do you think Rani and Aruna feel when they read those messages?

How would you feel if you knew every time you logged on to play your favorite game, you might get messages like these?

Think About It

There is an expression that says, "Sticks and stones can break your bones, but words will never hurt you." But is it true? Sometimes words can hurt horribly, too. They can make you feel frustrated, angry, sad, or scared.

Name _____ Date _____

Kids like to go online and use cell phones to e-mail, chat, watch videos, send messages, play games, and do homework. But sometimes the language can get mean or scary. When it's repeated over and over, that's *cyberbullying*.

Find Solutions!

Should Rani and Aruna have to put up with these messages? There are many ways they could choose to solve this problem. Brainstorm some actions they could take. Decide which one is best and most fair. Then try a role play to practice your solution.

Take Action!

Create a Cartoon What can you do when you get angry? Make a cartoon below to show how you can handle it when someone makes you angry online. For example, you could stop and take slow, deep breaths. Or you could count backward from ten. Cut out your cartoon and take it home to hang up next to your computer.



Be Cyber**Smart!**[®]

- If you get upset, block the bully and get offline.
- If you wouldn't say something to a person's face, don't say it online.
- Tell your parents or another trusted adult when you or someone else is being cyberbullied.
- Don't share passwords with anyone except your parents or guardian.



AACPS Digital Citizenship

Lesson Title: Manners: Speak Out

Grade: 5

Time: 30 Minutes

Overview:

Students learn that, as citizens of their country, they have a responsibility to speak out on important issues and that the Internet provides easy ways to do so.

Objectives:

- Explain how the Internet makes it easier to be a good citizen
- Explain how to use Email to communicate with community leaders
- Recall safety rules for protecting private information when using Web mail

Materials:

Site Preview

- [U.S. House of Representatives](#)
- [Congressional Addresses](#)
- [Your Representative](#)

Materials

- Activity sheets:
Speak Out
- Online computer access for teacher to demonstrate
- Printer access

Maryland Technology Literacy Standards for Students (MTLSS):

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Standard 4.0 – Technology for Communication and Expression:

Students will use technology to communicate information and express ideas using various media formats.

Activities:

Introduce

- Have students brainstorm specific problems affecting their community, region, or country (for example, problems related to hunger, homelessness, unemployment, crime, water shortages, or air pollution).
- **Ask:** *If you could choose one problem to do something about, which one would it be?* Have the class select one problem.
- **Distribute** Activity Sheet 1-*Speak Out* and read and discuss the page. Have students check each step as they complete it with the teacher.
- Go to Web Resources> Tech Connections>Digital Citizenship. Find the title of this lesson, (Manners: Speak Out) and open its links. Guide students to locate the names and E-mail addresses of their elected officials, helping them decide which one to contact. URL addresses are also included on this lesson for teacher to bookmark.
- As a class, compose a letter to the selected official, describing the problem or issue chosen. Add supporting details about how the problem affects their community. Include what the class thinks should be done to help resolve the issue.
- Enter the text of the letter for the students as an Email message. This may be done at the site provided or by using the Email software-Outlook. Remind students never to give out private information in cyberspace without permission of their parent or teacher. Use your name and Email address to represent the class so that students do not have to submit private identity information. (You can chose to submit your class create email or just model the process)
- Describe the process of writing an elected official before the Web was available (going to the library to find the names of officials and research current legislation, obtaining officials' correct addresses, typing letters, obtaining postage and envelopes, and so on). Have students compare that process to using the Web.
- Tell students that most elected officials will reply to mail, but that it may take several weeks. Show students the reply when it arrives, if you decide to submit the email.

Closure:

- **Ask:** *How does the Internet make it easier to be a good citizen?*
- **Ask:** *What steps do you take to Email an elected official?*
- **Ask:** *What should you do if a site asks for private information?*

Web site URL addresses used in this lesson:

<https://writerep.house.gov/writerep/welcome.shtml>

<http://www.visi.com/juan/congress/>

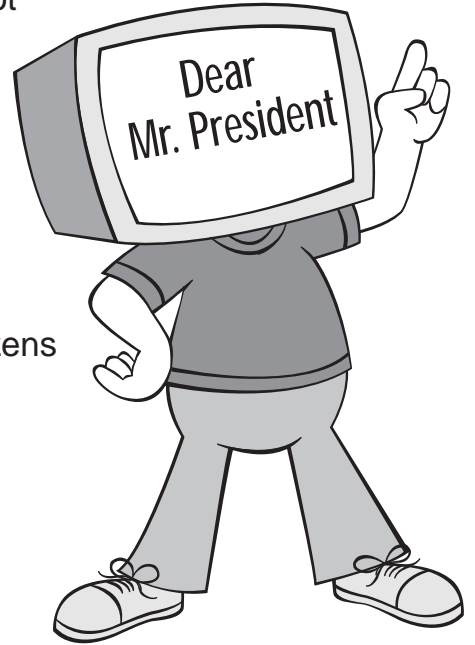
<http://www.house.gov/house/MemberWWW.shtml>

Name _____ Date _____

Speak Out

Be a Good Citizen

You're a citizen of your country. Good citizens obey the law and tell the truth. They do the right thing—even when others are not looking. Sometimes, good citizens have to have courage to speak out—even if other people disagree.



Tell People What You Think

Adult citizens vote to show what they believe. Kids can't vote. But you can tell the people who are elected what you think about important problems. You can also tell other citizens what you think.

Use the Power of the Internet

The Internet makes it easy to speak out. By expressing your ideas you can help make your country a better place. You can write a letter to the editor of a newspaper. You can also write to elected officials.

E-mail Your Views

Check each step as you complete it.

- Choose a problem you feel strongly about.
- Write an offline letter telling what you know about the problem. Then tell what you think can be done to solve it.
- Visit a Web site that helps people E-mail elected officials or newspapers.
- Find the E-mail address you want.
- Enter your message.
- If private information is needed, get permission from a parent or teacher.
- Send the message.



AACPS Digital Citizenship

Lesson Title: Understand Your Acceptable Use Policy

Grade 5

Time: 30 minutes

Overview: Acceptable Use Policy (AUP) contracts encourage responsible behavior by students and staff and give administrators enforceable rules for acceptable use of school computers. Students will interpret and make inferences about their school's AUP.

Objectives:

- Describe school district's Acceptable Use Policy (AUP)
- Describe consequences of misusing school computers/network
- Identify need for Acceptable Use Policies

Materials:

Activity Sheet:
Understanding Acceptable Use

AACPS AUP

AACPS Student Handbook:
Student Rights and Responsibilities- Technology Resource Use by Students.

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities: Introduce

- Invite students to imagine themselves as parents. Discuss how a busy street is a dangerous place for children.
- **Ask:** *How do you know that your child is ready to cross the street by herself? Is it when she reaches a certain age? Or, will she have to show you that she is ready?*
- Discuss with students the need for children to follow safety rules. Have them list rules they, as parents, would teach their children.
- **Ask:** *What will you do if your child breaks the rules?* (impose punishments, lose privilege of crossing street alone)
- Explain that parents, teachers, and principals think about similar issues when students go into cyberspace.
- Distribute the activity sheets.
- Have students read "Think About This." Help them understand that going into cyberspace connects their computer to other people's computers around the world.
- Ask students what they know about *Anne Arundel County's Acceptable Use Policy*. Ask students to describe how they practice using the AUP.

- Distribute copies of the AACPS Acceptable Use Policy (AUP) Depending on the length and reading level of your district's Acceptable Use Policy (AUP) or contract, either distribute copies or paraphrase the rules for the class.
- Then have students complete "Read the Fine Print." Have them write the question numbers beside the AUP sections that support their answers or have students write answers on the activity sheet.

Closure:

- Explain to students that getting permission to use school computers is like getting a driver's license.
- **Ask:** *What might happen if a new driver had never learned the rules of the road?* (Drivers could break a law, get a ticket, or even get hurt.)
- **Ask:** *What might happen if students used school computers without knowing the rules of school computing?* (They might break a rule and be punished or they might get into trouble in cyberspace.)
- **Ask:** How can you share this information with your parents? (**AACPS Student Handbook: Student Rights and Responsibilities- Technology Resource Use by Students and the Acceptable Use Policy**)

Extension:

Students may create a poster to depict acceptable policy rules. Encourage students to represent the rules graphically with icons and a few key words. Then place the posters near school computers. If lab time is available, use Microsoft Publisher or KidPix to create the poster(s).

Name _____ Date _____

Understand Your Acceptable Use Policy

Think About This

Using a computer to talk to your friends is cool. Exploring Web sites makes schoolwork more fun. Just as there are rules for crossing the street safely, there are rules for going into cyberspace.

You may have heard a teacher explain what kinds of behavior are acceptable in her class. **Acceptable** means "permitted." Your school has acceptable use rules for using its computers. These rules may be in the form of a contract that you and your parent signed.



Read the Fine Print

Find out what your school's Acceptable Use Policy says. Then answer each question below in your own words.

1. What are your school's rules about using computer equipment?

2. About using E-mail?

Name _____ Date _____

3.What are your school's rules about searching on the Internet?

4. About breaking the law?

5. What happens to students who break the rules?

6. What should you do if you find out that someone is breaking the rules?

7. Why are these rules important to have in school?

Internet Acceptable Use Policy

Dear Parent(s) and/or Guardian:

Your son or daughter will have the opportunity to use the Anne Arundel County Public Schools computer network, which includes access to the Internet. The primary reason for using the Internet is to participate in curricular projects developed or utilized by some of your child's teachers. Additionally, the adoption of online local and state testing is gaining popularity and is expected to become a common practice in the near future. A multitude of instructional opportunities are prevalent on the internet. These resources make it possible for teachers to increase local instructional materials with a vast array of content designed by experts from all over the world.

In order to participate in the learning opportunities available over the internet, your child will be issued a student logon that will enable him/her to access the network. This logon will allow your child to take part in curricular activities designed and monitored by his/her teacher, take web-based tests and utilize software applications specially designed to provide your child with an enriched instructional environment.

Access to the internet means there is potential availability of materials that may be deemed objectionable. Anne Arundel County Public Schools (AACPS) has implemented a state-of-the-art content filtering system to ensure that students access information consistent with the goals of our instructional program. The filtering system is effective in blocking access to inappropriate content such as pornography, violence, and terrorist sites. However, it must be stated that it is impossible to limit/control access to all materials on such a global network.

Student Behavior And Responsibilities When Using Computer Resources

The student is responsible for appropriate behavior while using the school's computer network in the same manner as they are expected to exercise responsible behavior anywhere in the school. The following activities described below are deemed unacceptable. (These are samples of activities and are not to be considered all-inclusive)

- Using someone else's network logon.
- Using any network account for non-school related activity.
- Unauthorized copying of licensed software (also illegal).
- Downloading material for the purpose of plagiarizing its contents.
- "Instant" messaging.
- Removing or damaging computer components.
- Seeking to override or bypass computer or network security provisions.
- Accessing of obscene or inappropriate materials.
- Student use of obscenity or profanity on a computer or network.

Using the school computer network is a privilege, not a right. Violations of the above guidelines will result in the student losing his/her computer network privileges or other disciplinary actions depending on the severity of the infraction. Anne Arundel County Public Schools is committed to providing quality instructional opportunities for all students. The use of technology and the Internet are now essential components of the overall instructional program. Please take a few moments to discuss with your child the importance of using these resources responsibly.

** Also view Board of Education [Administrative Regulations 409, 607.02, 607.02A, and 902.03A](#) to read more about AACPS policy relating to internet use by teachers and students.

For more information: Check the **Student Handbook**, *A Guide to Student Rights & Responsibilities-Section: Technology Resource Use by Students*



AACPS Digital Citizenship

Lesson Title: Whose Is It, Anyway?

Grade 5

Time: 30 minutes

Overview: Students learn that, although the Internet makes it very easy, copying others' work and presenting it as one's own is unethical. They also learn about circumstances in which it is permissible to copy others' work.

Objectives:

- Define plagiarism and describe its consequences
- Explain how the Internet makes copying others' work easy
- Identify conditions that make copying acceptable

Materials:

Activity Sheets:

Whose is it, Anyway

Copying Not Allowed

AACPS Student Handbook:

Student Rights and Responsibilities- Technology Resource Use by Students.

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

- Have students each write a brief paragraph on the same subject. Collect the paragraphs and give each student someone else's work.
- Invite volunteers to read the paragraphs, pretending that it is their own work. Praise them for "their" work and say that you would like to publish "their" work in a parent newsletter or submit it to a writing contest.
- Invite both the true owner and the person pretending the work is theirs to comment on how the situation makes them feel.
- Distribute Activity Sheet, *Whose is it, anyway?*
- Have students work in pairs to complete the sheet. NOTE: Postpone discussion until students have read the information on Activity Sheet, *Copying Isn't Allowed*
- Distribute Activity Sheet, *Copying Isn't Allowed*
- Share with students your school's official policy on plagiarism and its consequences. Refer to ***AACPS Student Handbook, Student's Rights and Responsibilities.***

NOTE: Copyright laws protect the ownership of authors' written works, photos, drawings, and other graphics by requiring that people who make copies do so only with permission of the owner. However, use of such works for schoolwork is considered "fair use" and does not require permission, only that credit be given.

- Have students revisit *Activity Sheet, Whose is it*, anyway and discuss changes or additions to their answers. Guide students to consider the following in their discussion:
 - **David's homework:** E-mail makes it easy for students to share their work. However, unless the teacher tells them to work together, s/he expects David's work to be his own. Even though Justin gave David permission to copy his work, it is still plagiarism.
 - **Manny's paragraph:** Copying someone's work from the Web in his own handwriting does not make it Manny's work. This is plagiarism.
 - **Samantha's work:** Using the exact words of someone else is plagiarism- even if you add your own topic sentence. Samantha should restate the passage in her own words.
 - **Marybeth and the drawing:** It is okay to print a drawing from a Web site for a school report as long as credit is given to the person who made it or the site from which it came.

Closure:

- **Ask:** *What is plagiarism?*
- **Ask:** *How does the Internet make copying others' work easy?*
- **Ask:** *When is copying others' work for a school report okay?*

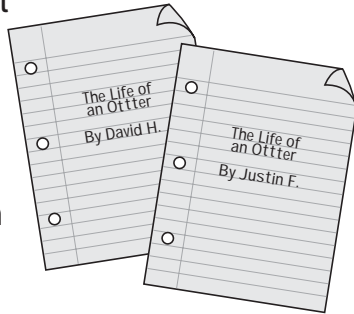
Extension:

Select a passage from a Web page. Ask students to read it, put it aside, and write the information in their own words. Then have them compare their version to the original passage. Discuss how they differ.

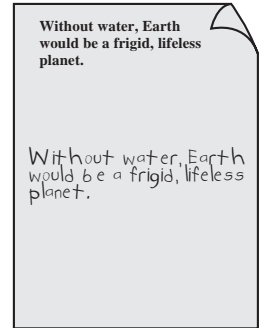
Name _____ Date _____

Whose is it, anyway?

David had basketball practice last night and didn't have time to do his homework. Justin offers to let him copy his and sends it to David in an E-mail. Is that okay? Explain.

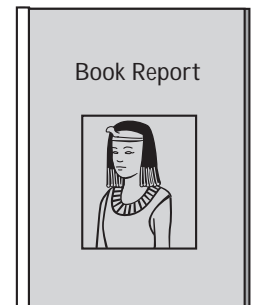


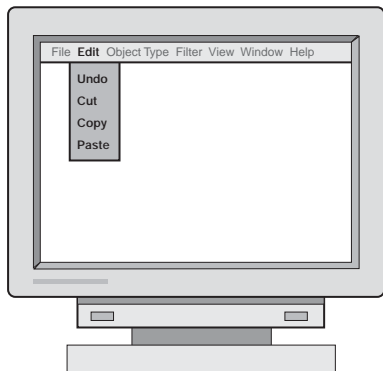
Manny has to write a paragraph about water resources for science. He finds a paragraph on a Web site that is just right. Manny copies it in his own handwriting. Is that okay? Explain.



Samantha copies a Web page into her word processor and adds her own first sentence. Is that okay? Explain.

Marybeth spends a lot of time searching the Web. She finds a great drawing on a site. She prints it for the cover of her social studies report. Is that okay? Explain.



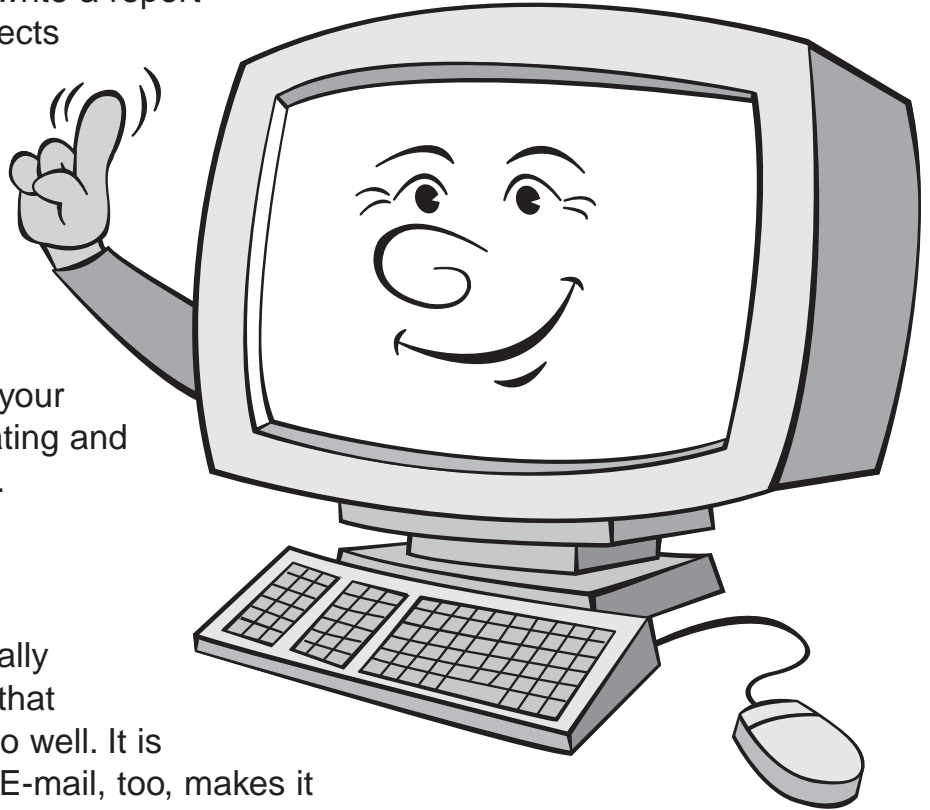


Name _____ Date _____

Copying Not Allowed!

If your teacher asks you to write a report in your own words, she expects you not to copy. Not from a Web page. Not from your best friend. Not even if you write it in your own handwriting or retype it yourself.

Taking others' exact words and pretending that they're your own is **plagiarism**. It's cheating and is against your school rules.



But, It's So Easy

It's hard not to copy. Especially when you find a Web page that tells what you want to say so well. It is so easy to copy and paste. E-mail, too, makes it easy for kids to copy each other's work. Instead, try reading the Web page, closing it, and writing the information in your own words.

When It Is Fair to Copy

It's okay to copy and paste someone else's words into your schoolwork if

- you use quotation marks around the words and
- you tell who wrote the words and where you found them.

It's okay to copy and paste photos, drawings, and graphs into a report if you tell who made it or where you found it.



AACPS Digital Citizenship

Lesson Title: Rating Websites

Grade 5

Time: 30 minutes

Overview: Students discuss and apply criteria for rating informational Web sites, compare their results, and infer that all Web sites are not equally good sources of research information.

Objectives:

- Interpret criteria for evaluating informational sites
- Apply criteria to evaluate informational sites
- Infer that all sites are not of equal quality

Materials:

Activity Sheet: *Rating Websites, two per student*

Computer Access for Students

Websites: Tech Connections

- [U.S. Fish and Wildlife Kids' Corner](#)
- [Endangered Animals by 5th Grade](#)
- [Endangered Earth](#)
- [World Wildlife Fund: Species](#)

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 5.0 – Technology for Information Use and Management: Students will use technology to locate, evaluate, gather, and organize information.

Activities:

- Have students imagine they are asked to do a report and are going to look for information on the Internet.
- **Ask:** *How will you know which sites are the best to use?* Students should share their criteria for recognizing helpful sites.
- Distribute one copy of the activity sheet, *Rating Websites*.
- Take students to Web Resources > Tech Connections > Digital Citizenship. Find the title of this lesson, and open its links. Choose a site to explore with the class.
- With students, complete the activity sheet, making sure students understand each criterion and how to select and circle only one score per criterion.
- Together, add up the circled scores in each column and then add the three subtotals to obtain a final score.
- Distribute a second copy of the activity sheets.
- Assign individuals or groups the remaining sample informational sites to evaluate.
- When finished, have students compare their results.

- **Ask:** *What is the highest score a site can receive?* (42 points)
- **Ask:** *What is the lowest score a site can receive?* (14)
- Have students consider the range of possible scores and discuss what score would constitute a "passing grade" for an informational site.

Closure:

- **Ask:** *How do you use the activity sheet to rate Web sites?* (Each question is answered by circling a score and then the scores are added up. The scores of various sites can then be compared.)
- **Ask:** *Which of the questions for rating sites do you think are most important?* Students should support their opinions.
- **Ask:** *Why is it important to compare sites when doing research?* (because not all sites are equally useful)

Extension:

- As student use technology throughout the year, periodically have them evaluate websites that they are using to conduct and complete research.

Websites used in this lesson:

- [U.S. Fish and Wildlife Kids' Corner](http://www.fws.gov/endangered/kids/kids_help.html) - http://www.fws.gov/endangered/kids/kids_help.html
- [Endangered Animals by 5th Grade](http://www2.lhric.org/pocantico/5thgrade99/animals.htm) - <http://www2.lhric.org/pocantico/5thgrade99/animals.htm>
- [Endangered Earth](http://endangeredearth.com/) - <http://endangeredearth.com/>
- [World Wildlife Fund: Species](http://www.worldwildlife.org/species/index.html) - <http://www.worldwildlife.org/species/index.html>

Websites may be replaced by other websites within the AACPS Tech Connections that support current unit topics in the content area.

Name _____ Date _____

Rating Web Sites

Name of Site _____

URL _____

Date visited _____

Read each question below. Circle the number for the answer the site deserves.

Can the author be trusted?

Is the author's name clear?	1 cannot find it	2 hard to find	3 easy to find
What makes the author an expert?	1 no information given	2 author's title given	3 title and organization of author given
How is the grammar?	1 many errors	2 one or two errors	3 no errors
How is the spelling?	1 many errors	2 one or two errors	3 no errors
Can you contact the author?	1 no contact information given	2 E-mail address given	3 E-mail and postal addresses given

Will this site have the information I need?

Does the information look useful?	1 not useful	2 might be useful	3 sure to be useful
Is it worth bookmarking for future research?	1 not worth bookmarking	2 might bookmark	3 will be sure to bookmark

Name _____ Date _____

Is this site up to date?

Can you find the date the site was created?	1 cannot find a date	2 the date was hard to find	3 the date was easy to find
When was the site last revised?	1 cannot find a date	2 last revised more than six months ago	3 last revised in the past six months
Do the links work?	1 many dead links	2 one or two dead links	3 all links work

Is this a good research site for students?

Is the text readable?	1 need an adult to help read it	2 need help reading some parts	3 can read it all
How is the “look” of the site?	1 ugly and hard to use	2 the look is okay	3 the look really helps me find what I need
Is it easy to move around the site? (this is called <i>navigation</i>)	1 keep getting lost	2 have some trouble finding my way	3 very easy to find my way
Is there useful information for students?	1 few parts of the site seem useful for students	2 some parts of the site would be useful for students	3 most of the site would be useful for students
TOTAL SCORE IN EACH COLUMN			

Total score for all three columns _____



AACPS Digital Citizenship

Lesson Title: Choosing a Search Site

Grade 5

Time: 30 minutes

Overview: Through online observations, students record and compare the features of four children's search sites.

Objectives:

- Identify some children's search sites
- Compare and contrast features of specific search sites
- Explain why it is best to utilize two or more sites when searching for information

Materials:

Activity Sheet: *Choosing a Search Site*

Websites: *Web Resources Tech Connections:*

online atabases Choose an o these: World ook online, Grolier Online, Culture Grams, SIRS

Other approved Search Engines:

[KidsClick](#)

[Ask for Kids](#)

[Quintura for Kids](#)

[Cybersleuth Kids](#)

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 5.0 – Technology for Information Use and Management: Students will use technology to locate, evaluate, gather, and organize information.

Activities:

- Tell students that they will compare some children's search sites. Explain that each search site has different features and that they may like some more than others.
- Take students to Web Resources > Tech Connections. Find the title of this lesson, and open its links.
- Assign each student or group of students to one of the search sites to visit.
- Have students answer the questions by checking the boxes for each question.
- Have students report their recorded observations to the rest of the class. If there are discrepancies about the features of a site, revisit the site to resolve them.

- Post the printouts of the search results for "kites." Have students compare the results, noticing that each search engine produced a different list of Web pages.
- Explain that by using more than one search engine, students will have a greater number of sites to visit.
- Have students discuss their answers to "What do you like best about this site?" encouraging the class to identify features that distinguish the sites.

Closure:

- **Ask:** *What are the names of some search sites?* (Ask for Kids®, KidsClick!®, Quintura for Kids®, CyberSleuth Kids and the Online Databases such as World Book Online, Groliers, Culture Grams and SIRS.)
- **Ask:** *In what ways do these search sites differ?* (the ways you can search, how they display results, and the other features/activities they offer)
- **Ask:** *Why is it a good idea to use more than one search site when looking for information?* (Because different sites will give different results.)

Extension:

- Use topics from current Science or Social Studies units. Have students conduct searches and determine the best search sites to use.

Websites in this Lesson:

[KidsClick](http://www.kidsclick.org/) (<http://www.kidsclick.org/>)

[Ask for Kids](http://www.askkids.com/) (<http://www.askkids.com/>)

[Quintura for Kids](http://quinturakids.com/) (<http://quinturakids.com/>)

[Cybersleuth Kids](http://cybersleuth-kids.com/)(<http://cybersleuth-kids.com/>)

Anne Arundel County's Online Databases - <http://opac.aacps.org/> (This resource is provided in the Web Resources folder on the Desktop...Online Databases).

Name _____ Date _____

Choosing a Search Site

Title of Search Site _____

1. How can you search at this site? Check the boxes that apply.

- | | | |
|--|--|---|
| <input type="checkbox"/> keyword search | <input type="checkbox"/> subjects by letter | <input type="checkbox"/> ask a question |
| <input type="checkbox"/> advanced search | <input type="checkbox"/> subjects categories | <input type="checkbox"/> picture search |
| | | <input type="checkbox"/> sound search |

2. Do a search for information on kites. Print the results page.

What kinds of information are provided?

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> site title | <input type="checkbox"/> grade level | <input type="checkbox"/> whether site has illustrations |
| <input type="checkbox"/> summary | <input type="checkbox"/> reading level | <input type="checkbox"/> URL |
| | | <input type="checkbox"/> subject questions to ask |

3. What else can you do at this search site?

- | | |
|--|---|
| <input type="checkbox"/> search lessons | <input type="checkbox"/> read/respond to message boards |
| <input type="checkbox"/> submit a site | <input type="checkbox"/> read questions from other kids |
| <input type="checkbox"/> get homework help | <input type="checkbox"/> play games |
| <input type="checkbox"/> give and get advice | <input type="checkbox"/> see a movie |
| <input type="checkbox"/> chat | <input type="checkbox"/> read comics |
| | <input type="checkbox"/> other (write on back) |

Be Cyber**Smart!**[®]

Always choose more than one search site because each site will give different results.

4. What do you like best about this search site?



AACPS Digital Citizenship

Lesson Title: Homework Help in a Hurry

Grade 5

Time: 30 minutes

Overview: Students learn strategies for getting immediate help with their homework.

Objectives:

- Describe offline sources of homework help
- Review online homework help directories and databases

Materials:

Activity Sheet: *Homework Help in a Hurry*

Student Computer Access

Websites: Tech Connections

[Online Databases](#)

[Anne Arundel County Public Schools Approved Search Engines](#)

[Math Homework Help](#)

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 5.0 – Technology for Information Use and Management: Students will use technology to locate, evaluate, gather, and organize information.

Activities:

- **Ask:** *What do you do when you don't know the meaning of a word in your vocabulary homework? When you have to find out your state flower? When you can't answer your math homework questions?* Allow students to share their strategies.
- Tell students that this lesson is about getting homework help they sometimes need in a hurry.
- Distribute the activity sheet.
- Read and discuss "Got a problem with your homework?"
- Emphasize that offline strategies should always be tried first, as they are likely to be the fastest and most helpful.
- Distribute the activity sheet, *Homework Help in a Hurry*
- Read and discuss "Got a problem with your homework?"
- Emphasize that offline strategies should always be tried first, as they are likely to be the fastest and most helpful.
- Read and discuss "Still having a problem?"
- If students are familiar with search engines and directories, point out that some homework sites are directories organized into school subject categories and that others are databases, or collections, of useful information.
- Explain that features on these sites often change and that new sites for homework help are constantly being developed. NOTE: The sites contained in this lesson are available from the

Anne Arundel County home page.

- Have students follow the directions on their activity sheet to go to Web Resources >Tech Resources > Digital Citizenship locate the links for this lesson.
- With the students, explore the site and answer the questions on their activity sheet. Explain that when they are outside of school an adult or older student can help them search and read the recommended help at any of these sites.
- Have students complete the instructions under "Problem Solved!" making sure that all the sites are represented with at least one ad.
- Discuss the "Be CyberSmart" tip, pointing out that each site offers many activities and that it takes some willpower to stick to the task of answering a specific homework question.

Closure:

- **Ask:** *What offline strategies can you use if you need help with your homework?* (Use a textbook; ask a classmate, adult, or older student.)
- **Ask:** *How can you use online homework sites to answer your questions?* (Search by subject and topic and look up facts in online references such as encyclopedias and atlases. Sometimes searching by grade is helpful.)

Extension:

- Have students create a Public Service Announcement about their favorite Homework site or sites. Students could use Photo Story, Smart Notebook software, Publisher.

Websites in this lesson:

Online Databases

<http://opac.aacps.org/databases.htm>

Anne Arundel County Public Schools Approved Search Engines

http://www.aacps.org/instructionaltech/searchengines_oit1.asp

Math Homework Help

<http://mathforum.org/dr.math/>

Name _____ Date _____

Homework Help in a Hurry

Got a problem with your homework?

- Try your textbook. Check the index or glossary. Look for sections of extra help.
- Try talking to a classmate. Two heads are better than one!
- Try asking an adult. Sometimes adults remember this stuff from when they were in school.
- Ask an older student or sibling. He or she had to do the same work not so long ago.

Let's look at some sites that could help with homework.

1. Go to Web Resources > Tech Connections > Digital Citizenship. Find title of the lesson. Click on one of its links. Explore the site. Answer the questions below.

What is the name of the site?

2. For which school projects will this site be useful?

3. What kind of homework does this site give? For example, it might have lessons to teach kids how to do math problems. Or, it might have maps of all the states.

Problem Solved! Create an ad to tell other students about one homework site. Tell them what is great about it. Tell them how to use it to solve homework problems.

