AACPS Digital Citizenship

Lesson Title: Cyberspace Country   Grade:3

Time: 30 minutes

Overview: Students contrast cyberspace with actual and fantasy places, learning that cyberspace is where *real* people connect using computers and *real* experiences take place. Then they visually express their understanding of the geography of cyberspace in the U.S.

Objectives:

- Differentiate cyberspace from actual places and fantasy places
- Draw a map, visually representing their conception of cyberspace within the U.S.
- Infer that communication through computers connected to the Internet is common to all cyberspace experiences

Materials:

Site Preview

No Internet site is used in this lesson.

Materials

- Activity sheets (2) *Cyberspace Country*
- U.S. map, showing names of major cities and states; colored pencils

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 1.0 – Technology Systems:

Foundation in the use and understanding of technology.

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 brainstorm a list of actual places in the U.S. that they would like to visit (for example,

Washington D.C. and the Grand Canyon). Then have them list fantasy places from literature (for example, Alice's Wonderland and C.S. Lewis' Narnia®) and from movies and video games (for example, the planets of Star Wars® and the island of Myst®).

- **Ask:** *What is the difference between the first list of places and the second?* (The first list names real places that can be physically visited.)

- Distribute Activity Sheet 1 to read with students.
- **Ask:** *Is cyberspace real like (an actual place they named) or imaginary like (a fantasy place they named)?* Guide students to understand that although cyberspace is not an actual, physical place, it does have real people communicating with each other.

- Distribute Activity Sheet 2.
- Together, have students draw dots on their maps for places where friends and relatives live, where they have visited, and where they would like to visit.
- Brainstorm how to symbolize the communications that take place between people all over the country, including E-mail, web cam, chat, messaging, and visiting their favorite Web sites. Encourage students to be creative, using varying lines (zigzags, dots, waves), colors, and shading (to create a cloud-like effect) to represent communications in cyberspace.

- Have students write a paragraph explaining what their map shows about cyberspace and display the maps and descriptions together.
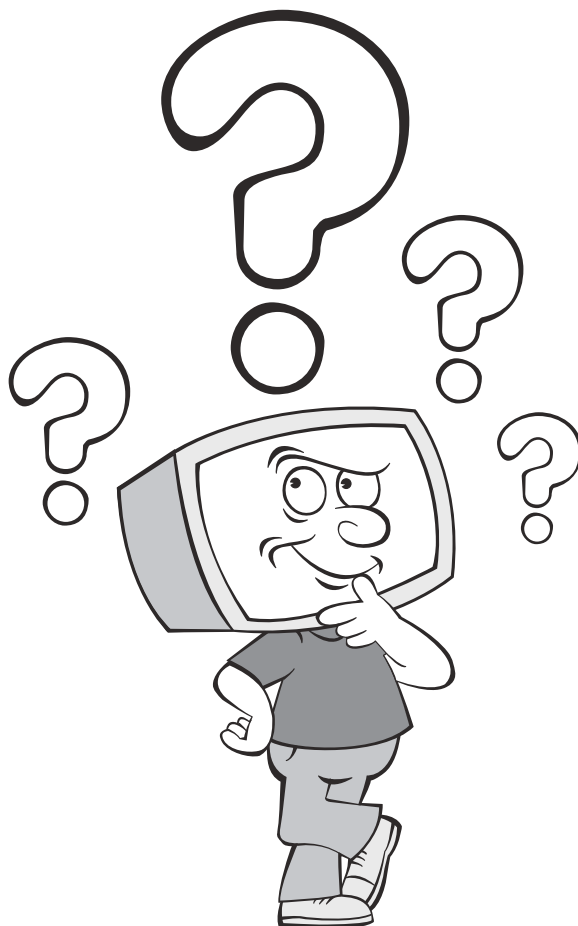
Close

- **Ask:** *What is real about cyberspace?* (It involves real people and you can get into real trouble.)
- **Ask:** *What do your maps tell about cyberspace?*
- **Ask:** *What is meant by "Cyberspace is all about connected communication"?* (Any activity in cyberspace requires communication between computers and/or people.)

Extend

Have students use Inspiration software to symbolize the links between people using the World Wide Web. Have them displayed for everyone to view.

Cyberspace Country

Thinking About Cyberspace

Where do people GO when they say "I'm going online." Where do they LOOK when they say "I can find it in cyberspace?" Write your ideas.

_____

_____

_____

_____

_____

_____

_____

_____

What Cyberspace Is

Cyberspace is where people like you exchange ideas using computers that are connected to the Internet. It is *real* people communicating with other *real* people. In cyberspace, your adventures are real. You can have real fun and learn a lot. But, it is also possible to get into very real trouble. Hanging out with people you meet in cyberspace is not the same as being with people you know face to face—your family, friends, teachers, and coaches.

What Cyberspace Is Not

Cyberspace is not a real place like outer space, where people can go to live in a space station. Nor is it a fantasy place—like Dorothy's Land of Oz and Peter Pan's Never Never Land. In a fantasy place nothing real can happen to you.

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Think about places you'd like to visit around the country. Think about where friends and relatives live. Then use colors and symbols to show your ideas about people connecting and communicating in cyberspace.

Cyberspace Country

Hawaii

Alaska
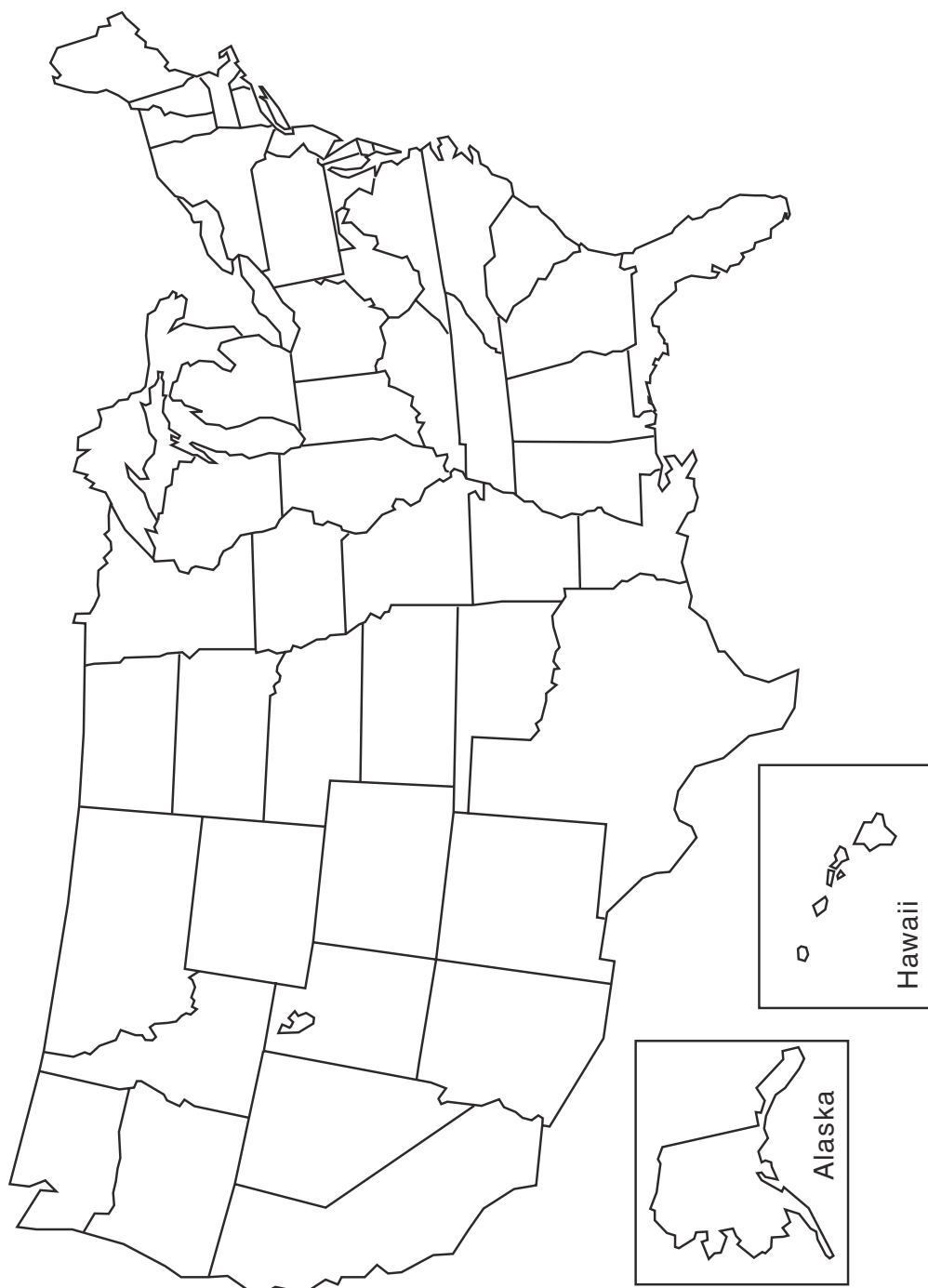
AACPS Digital Citizenship

Lesson Title: What's Private?   Grade 3

Time: 30 minutes

Overview:

Children learn about the power of the Internet to facilitate collaboration among students worldwide. While co-writing a story online, students learn an important safety rule: Before sharing private information in cyberspace, they must get permission from a parent or teacher.

Objectives:

- Identify information that is private
- Recall that private information should not be given out in cyberspace without permission of a parent or teacher
- Describe how students can collaborate on a project in cyberspace

Materials:

Web Resources/Tech Connections:

- [Story Book]
- [KidsCom Jr.]

Materials:

- Activity Sheet: *What's Private?*
- Activity Sheet: *Tell How You Did*
- Online computer 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 3.0 – Technology for learning and Collaboration:

Students will use a variety of technologies for learning and collaboration.

Activities: Introduce (offline)

- Have students collaborate to tell a story. Provide a story starter: *A brother and sister are with their family at the beach. As they are running, the girl sees something moving across the sand........*
- Allow volunteers, one at a time, to add sentences, building on the narrative.
- Explain that they can also tell a story with students who live far away by using the Internet.

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	Actions Bystanders Take to Make Things Better
laughing	tell the cyberbully to stop
pretending they don't know what's going on	try to help the kids who are the target of the bully
telling the cyberbully to do it again or to someone else	tell an adult
do nothing to stop it	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 ‰will õ +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)
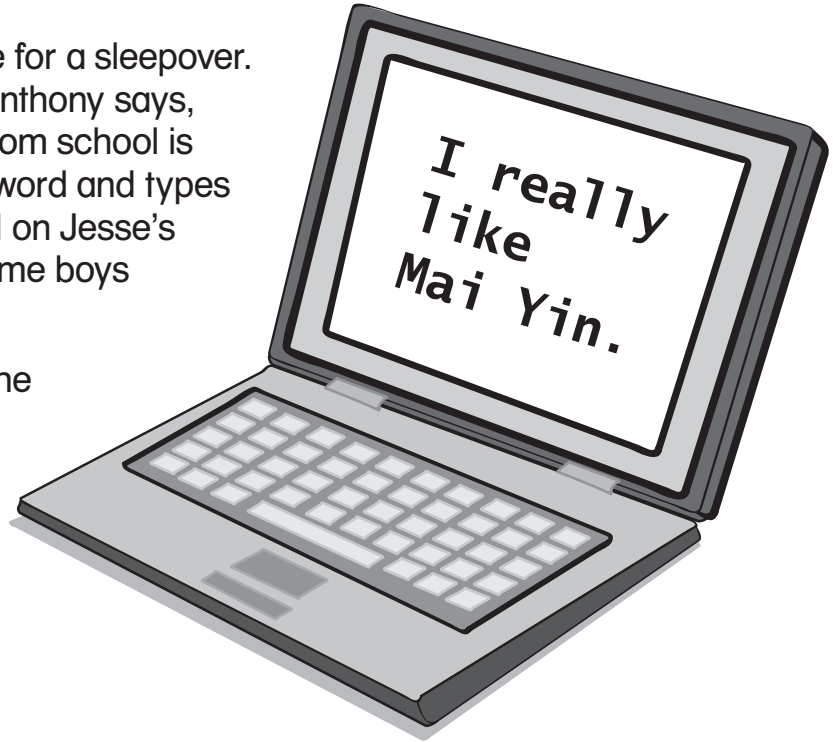
Extension:

- 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.

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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.

I really
like
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?

_____

_____

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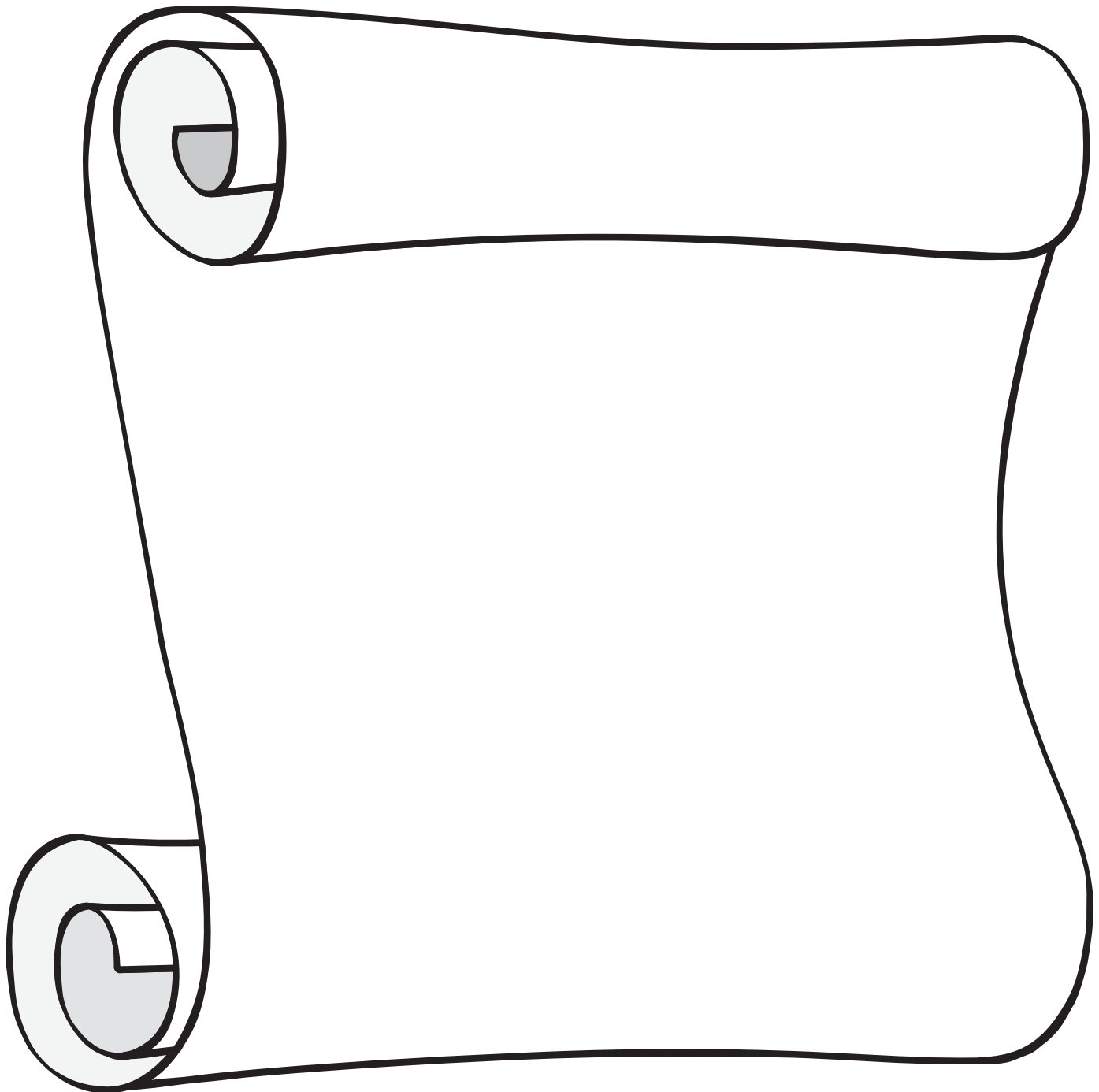
What could the bystanders at Jesse's home say to stop the cyberbullying behavior? What would make things worse? Talk about it with classmates. Then fill in the chart below.

Actions Bystanders Take to Make Things Worse	Actions Bystanders Take to Make Things Better

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: Password Rap

Grade 3

Time: 30 minutes

Overview: Students discuss the concept of non-identifying information and basic ideas for what makes up a good password.

Objectives: Students will learn not to share personal information such as: address, telephone number, parentsǫor guardian work address/telephone number, or the name and location of their school without parental or guardian permission.

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Materials:

˝ an LCD projector

- "UYN: The Password Rap" video

˝ whiteboard and markers, or chalkboard and chalk

</div>

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 children to remember what they learned about passwords. Suggested answers
- include; passwords are just like keys for the Internet, "If nobody can guess [your password], then nobody can steal it."

- Show "UYN: The Password Rap" to promote memorizing the song.

- Ask, *What are some examples of information that you need to keep private?* Record this list on the whiteboard. Examples include: Name, age, location, pet's name, school name, all personal information.

- Say, *A good password doesn't include any personal information. If we can't use all of the information we just wrote on the board, what CAN we use?* Numbers, silly or made up words, anything that doesn't identify you.

- *Ask, Do you remember the other things that Clicky said you need to make a password?* Make it 8 characters long; use letters and numbers; use acronyms; make a song.

- Once the group has a solid definition of what a password is and does, ask them to help you to create a class password for future class projects. Invite everyone to help you come up with a password. Write possible answers on the board. Refer to list created on the board. Ask these questions: Does it have at least 8 characters? Does it include information that doesn't identify the class, etc.?

Closure: Ask students to describe how to create a good password. Review the UYN: *The Password Rap.*

Extension: Design a poster to show the rules of creating a good password.

AACPS Digital Citizenship

Lesson Title: Cyberbullying- Group Think   Grade 4

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	Actions Bystanders Take to Make Things Better
laughing	tell the cyberbully to stop
pretending they don't know what's going on	try to help the kids who are the target of the bully
telling the cyberbully to do it again or to someone else	tell an adult
do nothing to stop it	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 ‰will õ +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.

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.

> I really like 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?

_____

_____

Be Cyber**Smart!**®

- Don't let anyone except a parent or guardian use your password.

- Bystanders have a responsibility to help make things better.

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?

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

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.

Lesson Title: Good Manners Everywhere   Grade 3

Time: 30 minutes

Overview: Students discuss good manners in the real world and learn some do's and don'ts when using E-mail in cyberspace.

Objectives:

- Give examples of good manners in social situations

- Apply "netiquette" rules to edit an E-mail message

Materials:

- **Activity sheet:** *Good Manners Everywhere*
- **Activity sheet:** *Edit this Message*
- Computer access
- Printer access
- **Web Resources** : Tech Connections: *Good Manners Everywhere Email word template*

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

- **Ask** students to share examples of good manners when talking in school. (speak politely and kindly, use "please" and "thank you," do not shout, do not use slang or rude language, take turns talking, do not hurt others' feelings)
- Have students imagine what school would be like if they did not follow these rules for good manners, and how people might feel upset and angry.
- **Distribute** Activity Sheet: *Good Manners Everywhere*.
- Have students give examples of each rule on the sheet.

- **Distribute** Activity Sheet: *Edit this Message*. **HINT: To avoid confusion, It is recommended that students follow conventional rules for letter writing.**

- Have students complete the editing exercise. (Edits should include: Change the "Subject" so that Uncle Joe will know the message is from his nephew and not a stranger; change uppercase sentence to standard upper- and lowercase; correct spelling of "rite" and "birthdae"; rewrite last sentence to make it more polite; change ending "Guess Who" to a real

name.)

- Encourage students to add a sentence to the message that will make it more polite and to use smileys to clarify meaning.

Closure:

- **Ask:** *What are some ways you use good manners in school?*
- **Ask:** *What are some ways to use good manners when sending a message in cyberspace?* (Write only what you would say to someone face-to-face; do not use rude words; do not hurt others' feelings; stay calm when you get a rude message; be clear in your subject and message; check your spelling; don't type in upper case letters; use smileys so people will understand you better.)

Extension:

- Allow students to use computers to type and print an offline E-mail message to a classmate. Encourage them to use smileys to make their message clearer. (see Good Manners Email Template in Tech Connections) (A printable activity sheet is also provided if computer access is limited)

CyberSmart!®

Name _____ Date_____

Good Manners Everywhere

You know how to have good manners in school. You know how to have good manners when you talk on the telephone. Good manners make people feel good—especially in cyberspace.

Here's how to have good manners when sending a message in cyberspace.

- Say only what you would say to a person's face.

- Do not use rude words.

- Do not hurt others' feelings.

- Be clear in your subject and message.

- Check your spelling.

- Don't type in UPPERCASE letters. It is like SHOUTING.

- Use smileys so people will understand you better.

  :-) means you are smiling

  ;-) means you are making a joke

  :-(means you are sad

Be CyberSmart!®
Tell your parent or teacher if you get a message that upsets you.

Name _____ Date_____

Edit this message. Change it to a good manners message.
Then add one sentence.

To: joe@mainstreet.com

Subject: Guess Who!

Message:

Dear Uncle Joe,

WHY DON'T YOU RITE TO ME ANYMORE?

Send me a video game for my birthdae.

_____

_____

From,
Guess Who

Be CyberSmart!®

Not everyone knows how to have good manners in cyberspace. When you use the rules, you help others learn them.

Good Manners Everywhere
Email

To:	
CC:	
Subject:	

AACPS Digital Citizenship

Lesson Title: Understand Your Acceptable Use Policy

Grade 3

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.

- 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.

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.
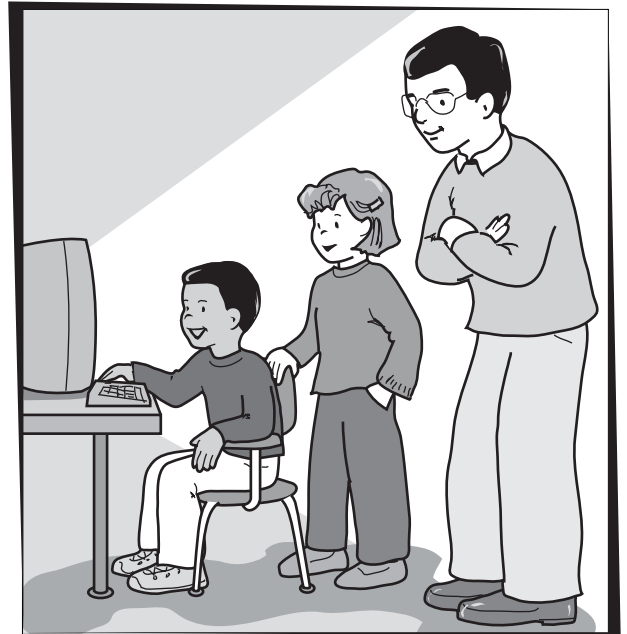
Read the Fine Print

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?

_____

_____

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?

_____

_____

_____

- 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.)

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).

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 Schoolsq 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 schoolq 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*

Lesson Title: Subject Category Searching   Grade 3

Time: 30 minutes

Overview:

Selecting subject categories is one of two main search tools used on the Internet. Students learn how to best select subject categories in a directory and explore the concept of narrowing their search.

Objectives:

- Compare describing routes to locations in both the real world and in cyberspace
- Use an online children's directory to select subject categories that lead to a specified topic
- Recognize that directories may provide alternate routes to reach a Web site

Materials:

Computer Access

Activity Sheet: *Subject Category Searching*

Websites: Web Resources > Tech Connections:

[World Book Online For Kids](#)

[Ask Kids](#)

AACPS [Online Databases](#)

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 volunteers to describe the route they take from home to school or between any two familiar places.
- **Ask:** *Is there another way to get there?* Students should be able to describe an alternate route.
- Explain that, just as they can travel more than one route to school, they can take more than one way to reach a site in cyberspace.
- Tell students that today they will go into cyberspace to find out more about turtles.
- Take students to Web Resources > Tech Connections. Find the title of this lesson, and open its links.
- Direct students' attention to the eight main categories (%People,+%Places,+%Science and Mathematics,+%World Religions,+%Plants and Animals,+%History and Government,+%Arts,+ ±Sports and Hobbies,+) at the middle of *World Book Online for Kids*. Discuss the meaning of the term "category," and ask students to predict some items they might find under each category above. **NOTE:** Online directory subject categories may be reorganized from time to time. Therefore, your class may need to select different categories than the ones suggested here.

- **Ask:** *Which of these categories, or subjects might lead us to turtles?* Guide students' attention to "Plants and Animals+and click on it. Then, scroll to the section of the page titled "Animals " and click on it to bring up a list of categories.
- **Ask:** *Which of these categories, or subjects, might lead us closer to turtles?* While several categories may lead to turtles, the most likely one is "Reptiles." Guide students' attention to "Reptiles" and click on it to bring up a list of categories.
- Have students click on "Reptiles" and examine the new categories that appear underneath.
- **Ask:** *What should we click next?* %Sea Turtle+or %Turtles.
- Students will see information about Turtles. Congratulate students on having found the path to their goal.
- Distribute the activity sheet, *Subject Category Searching.*
- Challenge students to recall the path or route they took to get from the home page of World Book Online to information about turtles. Have them write each subject category in order. (Plants and Animals > Animals > Reptiles > Sea Turtle or Turtles) Note that the worksheet has spaces for selected categories.
- If they have trouble recalling category names, show them how the subject categories are posted and how the categories are connected by "greater than" symbols, indicating how one category leads to the next. Note: The last category of sea turtle or turtle will not be listed in the area.
- Point out that there is often more than one way to reach the sites they want.
- Return to the main page by using the back arrow.
- Challenge students to use the search function and search for turtles. If students reach a dead end and do not find sites about turtles, have them use the back arrow to return to Home and have them try another path. Depending on the class you may also want to try *Ask Kids* or another site from the *Online Databases*. Another option would be to use *World Book Student or World Book Discoverer.*
- Use the activity sheet again to record the second successful path they took in choosing subject categories.

Closure:

- **Ask:** *How do you use subject categories to find an interesting place in cyberspace?* (Click on subject categories one after another until you reach your goal.)
- **Ask:** *What can you do if you do not reach the subject you want?* (Back up and choose other possible subjects.)

Extension:

- Have students choose a subject to locate Web sites about. Allow them to share their results by recording their selected subject categories with a "greater than" symbol, so that other students can retrace their path.

Websites Used in this activity:

Ask Kids-
http://www.askkids.com/

World Book Online for Kids-
http://www.worldbookonline.com/kids/Home

AACPS Online Databases-
http://opac.aacps.org/databases.htm

Name _____ Date _____

Subject Category Searching

Show the subject categories that lead to turtles.
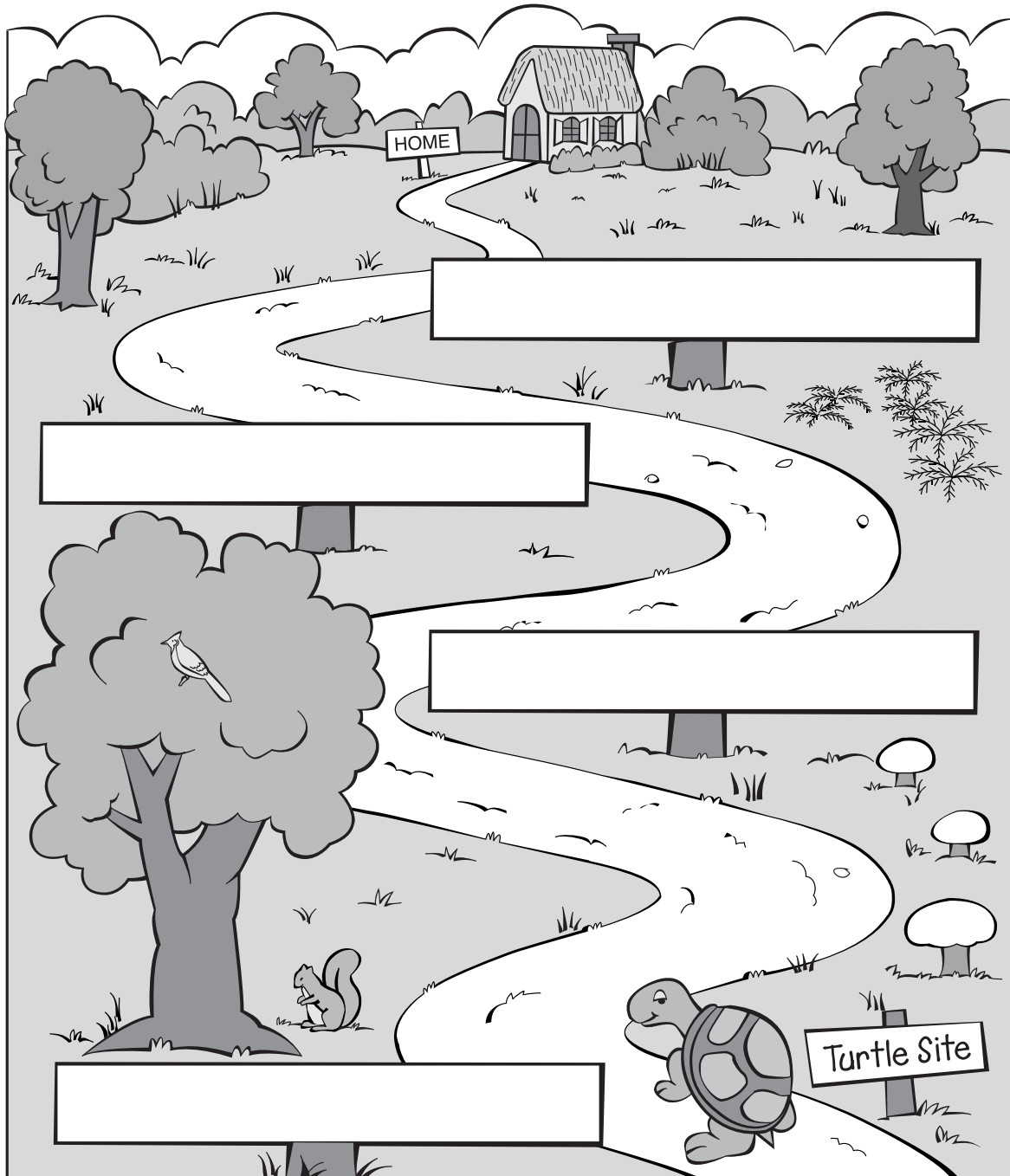
AACPS Digital Citizenship

Lesson Title: Homework Help in a Hurry

Grade 3

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

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, *Homewor.k 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_____Dat e_____

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.

Be CyberSmart!®

Beware of catching *link-itis!* That's when you follow links from one site to another and forget why you went online in the first place.

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.

Lesson Title: Things for Sale

Grade 3

Time: 30 minutes

Overview:

Students learn that some Web sites are advertising environments intended to promote good feelings about products.

Objectives:

- Explain that the purpose of some sites is to make people feel good about a product and want to buy it
- Analyze the features of an advertising environment in cyberspace

Materials:

- Activity sheet: *Things For Sale*
- Online computer access
- Printer access

Site Preview

The use of these sites is for educational illustration purposes only and does not constitute a recommendation or commercial endorsement.

- Crayola Games and Fun
- Barbie
- Ronald.com

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 5.0 – Technology for Information Use and Management:

Students will use technology to locate, evaluate, gather, and organize information.

Activities:

Introduce: (offline)

- Have students imagine the following scenario. *You're visiting a store that sells only your favorite kinds of toys. There's a play area where you can try out the toys. There's a screen showing a video about the toys.*
- **Ask:** *What makes people want to stay in this store?* (There are fun and interesting things to see and do.)
- Explain that there are also places in cyberspace that are fun, interesting, and sell things.

(online)

- Take students to Web Resources>Tech Connections> Find the title of this lesson (Things for Sale), and open its links. Choose a site to explore with the class.
- Show students how the entire site is designed to entertain them for long periods of time and to make them notice and feel good about products for sale.
- Have students identify all the ways the product is made into a "star" of the site (displayed and integrated into the site's activities). Optional: Define and discuss the terms "advertising" and "ads," and help students identify any ads displayed on the site.

(online)

- Have students complete the activity sheet and share their answers.
- Optional: Have students explore another site selected for this lesson and complete a second activity sheet.

Closure: (offline)

- **Ask:** *What is the purpose of the site(s) you looked at in this lesson?* (to show kids a fun time and make them feel good about products for sale)
- **Ask:** *How can you recognize such a site?* Students should recognize that the product is displayed while they are enjoying the activities at the site.

Extention: (offline)

The following activity can be added for students who completed this lesson in a previous grade.

- Have students choose a favorite toy and brainstorm possible features of the toy's Web site that would entertain other children and make them feel good about and want to buy the products.

AACPS Digital Citizenship

Lesson Title: Imagining the Future

Grade 3

Time: Two 30 minute lessons

Overview: After looking at the inventor of the WWW, students consider emerging computer and Internet technologies, and predict how such changes might directly affect the lives of kids in the future.

Objectives:

- Recognize the difficulty of predicting future technological developments
- Predict how changes in computers and the Internet will affect how kids learn and how schools are run

Materials:

Site Preview

No Internet site is used in this lesson.

Materials

- Activity sheets (2) *Imagining the Future*

Smart Notebook lesson:

See Web Resources> Tech Connections>Digital Citizenship>Grade 3>Imagining the Future

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 6.0 - Technology for Problem-solving and Decision-making: Students will use technology and develop strategies to solve problems and make informed decisions

Activities:

Introduce:

- Go to Web Resources>Tech Connections>Digital Citizenship>Grade 3>Find> Imagining the Future -Notebook file
- Take a look at the inventor of the WWW, review the vocabulary words, and complete the lesson activities.
- Ask students to predict what color of shirt or sweater you will wear tomorrow.

- After hearing their predictions, ask volunteers to explain how they arrived at their predictions. Guide students to understand that before predicting what might happen in the future, they should think about what happened in the past and the present.
- Talk about predictions and how do they think Timothy Berners-Lee came up with his idea(s).

- **Distribute Activity Sheet 1**.
- Explain that the person quoted was a very smart grownup who spent all his time thinking about making and selling computers. NOTE: The quote is attributed to **Kenneth H. Olsen, computer part inventor and co-founder of Digital Equipment Corporation, in 1977.**
- Have students complete the page, inviting volunteers to share their statements.

- **Distribute Activity Sheet 2**.
- Explain that speech recognition software is currently used by some physically disabled people, but is not widespread because of cost.
- Have students work in teams of four, with each student leading the discussion of and recording the team's prediction for one topic.

- Invite team members responsible for each topic to present their predictions to the class.
- Point out that there is no right or wrong answer and that it is very difficult to predict how technology will impact the future.

Close

- **Ask:** *Is it hard or easy to predict future inventions correctly?* (very hard)
- **Ask:** *What change in computers or the Internet will most change how kids are schooled in the future?* Students' evaluations should be supported with details.

Extend

The following activity can be added for students who completed this lesson in a previous grade.

- Have students write and illustrate their ideas about how changes in technology will affect schooling five years in the future. Place their predictions in a sturdy container to use as a time capsule. Arrange to store the time capsule somewhere in the school, such as an office safe, marked with the year in which it should be opened.

Name _____ Date_____

Imagining the Future

These words were spoken about 30 years ago. The man who said them was the president of a big company that made computers. How could he have been so wrong about the future?

He didn't know that computers would become smaller, faster, cheaper, easier, and much more fun to use. He didn't know that kids would play games, chat, and message with friends on the Web.

It's hard to guess what the future will bring. And it's *very* hard to guess what inventions the future will bring.

There is no reason anyone would want a computer in their home.

The future did not turn out the way this man expected. What might he have said?

_____

_____

_____

_____

Name _____ Date_____

How good are *you* at predicting the future? Read about each invention.
Then write about how it may affect kids and schools.

E-books Online

Today you carry a
backpack of heavy
textbooks. In the future,
E-books will be delivered
on the Internet. How might
E-books change the way
kids learn? How might it
change schools?

_____

_____

_____

Wireless Internet

Today you can get connected to the
Internet without wires. The connection is
through the air like that of a cell phone.
But wireless Internet is expensive. In the
future, all computers may use wireless
connections. You might be connected to
the Internet wherever you go. How might
this change the way kids learn? How
might it change schools?

_____

_____

Computers You Wear

Computing devices are getting smaller
and lighter. In the future, they may be part
of your clothing. How might computers
you wear change the way kids learn?
How might it change schools?

_____

_____

_____

Speech Recognition

I heard that!

Today, there are
computers that
understand spoken
words. Instead of
typing commands,
you say what you
want the computer to
do. However, these programs are very
expensive. Also, they make a lot of
mistakes. In the future, computers may
not need keyboards. They will all
recognize speech well. How might this
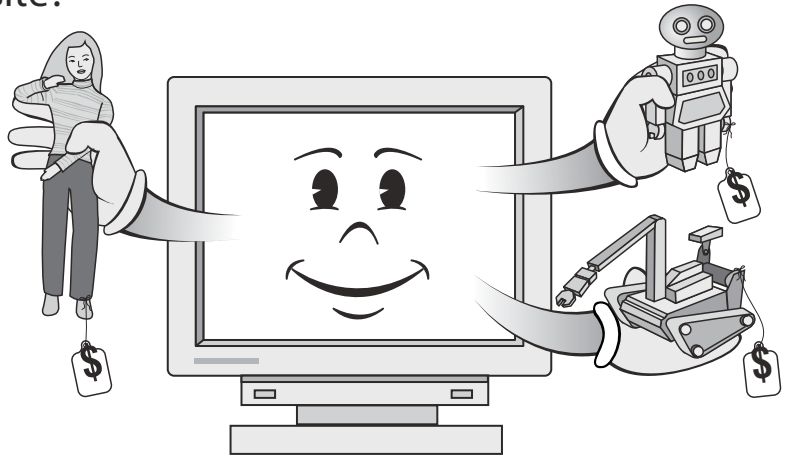change the way kids learn? How might
it change schools?

_____

_____

_____

CyberSmart! ®
21st century skills
for education
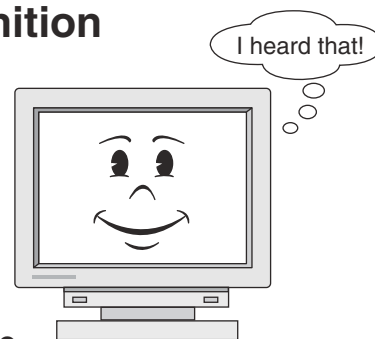
Things for Sale

1. What site are you visiting?

_____

2. What is pretty or fun about this site?

_____

_____

_____

3. What is this site trying to sell?

_____

_____

4. How is it the "star" of this site?

_____

_____

5. How does the site make you want to visit again?

_____

_____