



Lesson 1.2: The Internet

<https://codehs.com/course/20946/lesson/1.2>

Description	In this lesson, students will explore what the internet is and the impact it has on their day-to-day lives. Students will examine how computers are connected with local and global networks to create a very large web of networks we know as “the internet”.
Objective	Students will be able to: <ul style="list-style-type: none">• Describe how they are able to get specific webpages to their computers• Explain that the internet is a network of networks• Describe how the internet impacts their day-to-day lives
Activities	1.2.1 Video: What is The Internet? 1.2.2 Check for Understanding: What is the Internet? Quiz 1.2.3 Free Response: A Day Without the Internet 1.2.4 Video: The Impact of the Internet: Crowdsourcing 1.2.5 Free Response: Exploring Crowdsourcing
Prior Knowledge	<ul style="list-style-type: none">• Students should be able to load a webpage using a browser
Planning Notes	<ul style="list-style-type: none">• Review the slides and activities for the lesson before the start of class• Students will have an opportunity to explore different crowdsourcing efforts and will reflect of these. While you cannot preview all the options, you should take time to explore several to help direct students and also be familiar with the types of exercises for grading their reflections. Find the options at https://www.zooniverse.org/• This is a long lesson, that might be best delivered in multiple class sessions.
Standards Addressed	
Teaching and Learning Strategies	Lesson Opener: <ul style="list-style-type: none">• Open class with the beginning of class discussion questions below. Give students time to brainstorm. Have them write down answers

and share them with the class. [5 -10 min]

Activities:

- Have students watch *The Internet* video, and complete the corresponding quiz. [5-10 mins]
- Complete the *A Day Without the Internet* free-response activity [10-15 mins]
 - Students are asked to write 3 well-constructed paragraphs, so encourage them to think deep about the impact.
 - If students need help, prompt them with specifics about things they may do throughout the day. For example, how would school be different? How would their free time change? etc.
- Watch *The Impact of the Internet: Crowdsourcing* connection video and discuss [5-7 mins]
 - Students are likely surprised by this video. The exercise has 3 questions for students, best used as discussion starters.
- Complete the *Exploring Crowdsourcing* activity and reflection [10-15 mins]
 - This activity has two components: exploring the Zooniverse website and reflecting on it. You should give students a specific amount of time to explore and then announce to the class to take time to complete the reflection.

Lesson Closer:

- If there is time at the end of class, have students reflect and discuss their responses to the end of class discussion questions. [5-10 min]
 - Teacher can also assign readings or reflections as homework assignments or exit tickets.

Discussion Questions

Beginning of class:

- Explain what the Internet is in your own words.
 - *Answers will vary. Students may mention that it's a way of connecting people from around the world. Encourage them to explain how it does that.*
- List several activities that you depend on the internet to accomplish.
 - *Answers will vary! Encourage students to think about the applications on their phone that they use daily that wouldn't work without the internet.*

End of class:

- Imagine that the entire internet goes down for one week. What do you think would happen? What would we have to do differently?
 - *Answers will vary. Challenge students to think about all of the automated processes that would be disrupted as a result of the internet going down!*
- How did your initial impression of what the Internet is change after this lesson?
 - *Answers will vary.*

- What are some examples of problems that you found can be used for crowdsourcing solutions? What makes a good crowdsourcing problem
 - *Answers will vary, but they should be able to recall different things they found on Zooniverse. A good crowdsourcing problem is one that a computer has a hard time to solve, but people can solve very easily. For example, counting penguins in a picture is easy for a person, but may be hard for a computer to figure out what is and is not a penguin.*

Resources/Handouts

Vocabulary

Term	Definition	
Modification: Advanced	Modification: Special Education	Modification: English Language Learners
<ul style="list-style-type: none"> • Allow students to complete the next lesson activities when finished. • Allow students to work with classmates who may need assistance with the assignments. 	<ul style="list-style-type: none"> • For the <i>Internet Censorship</i> activity, printing out copies of the assignment, or providing a definitions handout for words that students may not know will offset potential issues that students may have with the sophisticated language that is being used on the website. • Difficult words in text: <ul style="list-style-type: none"> ◦ censorship, adhere, dubbed, blacklist, deployed, relevant, precedent, speculation, tariffs • For the <i>The Right to Remain Anonymous</i> activity, printing out copies of the assignment, or providing a definitions handout for words that students may not know will offset potential issues that students may have with the sophisticated language that is being used on the website. • Difficult words in text: 	<ul style="list-style-type: none"> • For the <i>Internet Censorship</i> activity, printing out copies of the assignment, or providing a definitions handout for words that students may not know will offset potential issues that students may have with the sophisticated language that is being used on the website. • Difficult words in text: <ul style="list-style-type: none"> ◦ censorship, adhere, dubbed, blacklist, deployed, relevant, precedent, speculation, tariffs • For the <i>The Right to Remain Anonymous</i> activity, printing out copies of the assignment, or providing a definitions handout for words that students may not know will offset potential issues that students may have with the sophisticated language that is being used on the website. • Difficult words in text:

○ polarize,
fundamentally,
subsidiary,
pseudonym, liberty,
abundant, discourse

○ polarize,
fundamentally,
subsidiary,
pseudonym, liberty,
abundant, discourse