

Year 6

ICT Unit 6D - Using the internet to search large databases and to interpret information

(main initial contexts – Geography: Mountain Environments topic and History – World War 2 topic)

ABOUT THE UNIT

In this unit children learn to use large sources of information, such as those found on the internet. They will use, skim read and take in information to be able to own it for themselves and interpret it with others. At times they will be critical of content and may be able to check for different viewpoints.

Children will present the researched information in a form suitable to the needs of their audience.

WHERE THE UNIT FITS IN

This unit builds on previous work from Units 5B 'Analysing data and asking questions: using complex searches' and 5C 'Evaluating information, checking accuracy and questioning plausibility', and complements Unit 6A 'Multimedia presentation'.

This unit assumes that children:

- are familiar with databases
- can search on more than one variable
- can check for inaccurate data.

TECHNICAL VOCABULARY

- audience
- internet
- index
- bookmark
- URL
- search engine
- bias
- string
- hyperlink

RESOURCES

- internet access
- a range of bookmarked internet sites prepared by the teacher
- a range of printed information sources from CD-ROM or internet
- word processing or DTP package
- a range of newspapers

EXPECTATIONS

at the end of this unit

most children will:

search the internet taking care when framing questions; understand when the information is valid and present it for a chosen audience

some children will not have made so much progress and will:

search the internet to find appropriate information and copy text and pictures for others to view

some children will have progressed further and will:

search the internet using a range of operators to find a range of information; validate resources and check for bias in presenting to a specific audience



LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
SETTING THE SCENE			
CHILDREN SHOULD LEARN		CHILDREN	
<p>1. key idea: that it is important to interpret information and to understand it</p>	<ul style="list-style-type: none"> ◆ Provide a range of short articles. Divide the materials and children into groups and ask the children to pick out the key points from the articles. They should retell the information to the rest of the class using two key messages from the material. 	<ul style="list-style-type: none"> • recognise that information must be read before it can be understood and interpreted for others • work with others to interpret information 	<p>This material could be from books, CD-ROMs or the internet. Children are used to doing this activity with books. However, they frequently print from CD-ROMs or the internet without reading the material.</p>
SHORT FOCUSED TASKS			
<p>2. technique: to access an internet site using a favourites list</p> <p>3. technique: to print a page from the internet</p> <p>4. key idea: that the printed information is understood</p>	<ul style="list-style-type: none"> ◆ Choose a topic currently being studied (Mountain range; Air raid shelters). Ask the children to list what they know. Talk about where else information can be found. Use magazines with topics, choosing ones which list the web address. ◆ Demonstrate choosing a site from a favourites list and how to print a page from the internet. Then ask the children to pick a card from a box of topics. Ask each group to use their card and an appropriate URL from the favourites list to find their information. Ask the children to find information and print out a page for each working group. Ask the children to highlight the text to show the key information. 	<ul style="list-style-type: none"> • use a favourites list to find information • add to their knowledge and understanding of the subject researched • print pages from the internet 	<p>Many magazines and companies quote a web address in their articles or advertisements. It is essential that the cards/topics match the URLs chosen by the teacher. The topics chosen should reflect a range of sites which are already on your favourites list. By using cards, you can ensure that children choose different sites and will be able to share their information. The sites should include text, pictures and hyperlinks to other web sites.</p>



LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
SHORT FOCUSED TASKS (cont.)			
<p>5. technique: to use a search engine to find information</p> <p>6. technique: to search the internet using 'and'</p> <p>7. key idea: to understand the importance of choosing key words to find information</p>	<ul style="list-style-type: none"> ◆ Demonstrate a search on the computer. Use one search engine to demonstrate searching for Cornwall and write down on the board the number of hits found. Ask the children to take out a topic card from the box and use one word to search. They can do this over the period of the week, each searching and writing down their hits. If some children have the same topic and search at different times of the week, you can compare if their hits are the same and discuss why. Ask whether any of the children got a search with fewer than 50 hits. Ask them if the search was helpful and ask for ideas of what to do. ◆ Demonstrate the original search using Cornwall on its own and Eclipse on its own. Then try Eclipse and Cornwall. Discuss the different results. Ask the children to pick out the key words they would use to find the information they want and to try their own searches. They could use the original topic. They should discuss what questions they want to ask. Print and sift using a highlighter. Discuss the children's findings. ◆ Demonstrate how to narrow down a search using additional search terms 	<ul style="list-style-type: none"> • use a search engine to find information • use 'and' searches and understand how to use them to become effective in using search engines • skim and select information, checking for bias • children learn how to use search terms to narrow down a search 	<p>The cards in the box could represent place names, eg <i>Cornwall, London, Edinburgh</i> or other topics related to different curriculum or personal interests, eg <i>fanzine or sports sites</i>.</p>



LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
SHORT FOCUSED TASKS (cont.)			
<p>8. key idea: that information can be skimmed, sifted, selected and checked for bias</p> <p>9. technique: to use hyperlinks to trail an idea</p>	<ul style="list-style-type: none"> ◆ Choose a topic of current media interest. Discuss what information might be useful. Use prepared printed text and pictures and ask groups of children to skim, select and put together a storyline. Ask them to look at the information for different points of view. ◆ Pick an internet site from an educational provider or another site with clear hyperlinks. Demonstrate how to find information using links rather than searches. ◆ Demonstrate bookmarking favourite sites to save the URL. ◆ Ask the children to try out pre-selected sites using hyperlinks to navigate around the system. ◆ Demonstrate how to copy links into a text document. ◆ Ask the children to copy links they use into a text document to create a list of references/sources 	<ul style="list-style-type: none"> • use hyperlinks to find information on the internet • use bookmarks • create a list of URLs used as references/sources in a text document 	<p>It will be important to provide a range of material showing different points of view. Information from various newspapers, CD-ROMs or the internet would be useful. Choosing and checking internet sites before the lesson is important.</p> <p>Demonstrating how to save sites into folders for different topics in the favourites area may be useful. Saving favourites may depend on the school code of conduct.</p>
<p>10. key idea: to work with others to compare the most suitable sources and methods of searching</p> <p>11. technique: to type in a URL to locate a web page</p> <p>12. technique: to save and use pictures and text and import into a document for a presentation</p> <p>13. key idea: that copyright and acknowledgment of sources is understood</p>	<ul style="list-style-type: none"> ◆ Choose two URLs that you are already familiar with. Demonstrate entering the URL to find the site. ◆ Demonstrate the use of right click to copy pictures. Discuss why some pictures only copy the location and not the picture. Use Minimise and open a text program. Use the Paste command. ◆ Demonstrate text copying in the same way. ◆ Discuss copyright and why the source should always be acknowledged. ◆ Ask the children to produce a piece of work from the imported text and picture files. Discuss who the work will be for. ◆ Demonstrate then ask children to copy text without transferring unwanted formatting 	<ul style="list-style-type: none"> • enter a URL to find a web site • copy and paste from the internet into a word processing or DTP program for publication • understand issues of copyright • control the formatting when copying text from a website 	<p>Children need to understand that a URL is a Unique Resource Locator and that the computer uses number codes which must be accurate.</p> <p>Ensure that the computer has suitable media players.</p> <p>Check whether the URL has pictures for downloading and pick one which does not.</p> <p>More-able pupils will also be able to import sound files to a multimedia authoring package.</p>



LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
INTEGRATED TASK			
<p>14. to use complex searches to locate information</p> <p>15. to work with others to interpret information</p> <p>16. to look at information from different viewpoints and validate resources</p> <p>17. to use word processing or DTP to organise and present information suitable to an audience</p> <p>18. to use e-mail as a means of receiving feedback on ideas</p>	<ul style="list-style-type: none"> ◆ As part of a literacy topic on developing journalistic style, use the internet to research events of public interest. Discuss how the children can refine the search to get suitable information and which sites may be appropriate. Ask the children to work in groups to interpret the information, checking for balance and ethical reporting. Discuss the impact on individuals of inaccurate reporting. ◆ Ask each group to produce one page of a newspaper, with different audience groups in mind. A record of URLs should be kept and acknowledged on the publication to conform to copyright. ◆ Use a plenary session to discuss the sites used, eg <i>Why were they chosen? How long did it take to find the relevant information?</i> ◆ Present to the class, discussing any issues of validity in the researched information and bias in the viewpoint presented. Was the information found considered to be relevant and reasonable? ◆ Ask the children to e-mail their friends, asking them to reply to the question, <i>Which age group do you think the presentation was aimed at?</i> 	<ul style="list-style-type: none"> • use searches to locate, understand and interpret information • use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data • present their ideas of information in a style that is appropriate to the audience • use e-mail 	<p>There is a wide range of newspapers – national and international – on the internet. Hard copies could also be used to support comparisons.</p> <p>This fits into Year 6, Term 1 Literacy, non-fiction writing. You could, however, go back to the box of topics.</p> <p>The audience should be defined by the teacher and implications discussed.</p>