My Online Community

Essential Question

How does the Internet connect you to others?

Lesson Overview

Students explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.

Students discuss the nature of the Internet, and understand that while it is not a "real" physical place, it is made up of real people. They use a graphic representation to explain the different in-person connections they have with their family, friends, and community. Students then use the same graphic model to represent how they could connect to others on the Internet by creating maps of their potential online community.

Learning Objectives

Students will be able to …

- consider what it means to go online and use the Internet.
- compare and contrast how they are connected to different people and places, in person and on the Internet.
- demonstrate an understanding of how people can connect on the Internet by drawing a map of their online community.

Materials and Preparation

- ▶ Preview the video, "**What Is the Internet?**" and prepare to show it to students.

- Copy the **Online Community Map Student Handout,** one for each student.

- Scratch paper and pencils, crayons, or markers

Family Resources

- Send home the **Digital Life Family Tip Sheet (Elementary School)**.

- Send home the link to the **PBS Kids Webonauts Internet Academy,** which family members can play together.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade K: W.2, W.5, W.7, W.8, W.10, SL.1a, SL.1b, SL.2, SL.3, SL.4, SL.5, SL.6, L.6

grade 1: W.5, W.7, W.8, L.6

grade 2: W.2, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6

NETS·S: 5b, 6a

Key Vocabulary –

online: connected to the Internet

internet: an electronic system that connects billions of people using computers, phones, or other devices and allows them to communicate with one another

community: people who share a common neighborhood, background, or interests

Warm-up *(10 minutes)*

▶ **SHOW** students the "**What is the Internet?**" video.

INVITE students to share their reactions to the video. What did they agree with? How would they describe the Internet to a younger sibling, cousin, or friend?

DEFINE the Key Vocabulary terms **online** and **Internet**.

ASK:

Is the Internet a place?	Encourage all student responses, but make sure students understand that the Internet is not a real place that you can physically visit, like a playground. However, it is made up of real people, who can connect with one another through computer connections even when they are not in the same place.

teach 1

Circles of Connection *(10 minutes)*

DRAW three concentric circles on the board or chart paper. Label the center circle "Me."

EXPLAIN to students that the center circle stands for them.

ASK:

If the center circle is you, what people might be in the second circle?	Answers will vary.

GUIDE students to understand that because this circle is the closest one to them, this circle should contain the people they are closest to in their lives. (You may wish to take this opportunity to make sure students understand the two possible meanings of the word "close.") This would include family members, close friends, and other people who are important to them. Have them focus on people they see in person in their daily lives. Label the circle "My Family and Friends."

ASK:

Who might be in the outer circle?	Answers will vary.

ENCOURAGE students to think about other people who are not as close to them but are still part of their lives. Again, encourage them to think of people they sometimes meet in person. Write down and save their responses.

Sample responses:

- Teachers
- Classmates
- Members of after-school groups or clubs
- Members of sports teams
- Members of their places of worship
- Librarians
- Doctors
- Shopkeepers
- Neighbors

DISCUSS the Key Vocabulary term **community**. Then label the outer circle "My Community."

Online Community Map *(20 minutes)*

DISTRIBUTE copies of the **Online Community Map Student Handout**, one for each student. Also distribute scratch paper and colored pencils, crayons, or markers. You may wish to arrange students in groups so that they can share supplies.

DEFINE the Key Vocabulary term **community**, and explore the concept that people also have a community of people they connect with online.

INVITE students to think of any people they connect with online by using email with the help of a parent or other adult. Then invite them to think of people they would like to connect with online. Explain that as they get older and use the Internet more and more, these people will make up their online community. This online community could include people they see in person, like those on the list they created as a class in Teach 1. It could also include people they seldom or never see in person, such as relatives and friends who live in another state or country.

ENCOURAGE students to use scratch paper to list all of the people and places they connect with or would like to connect with on the Internet.

INVITE students to use the **Online Community Map Student Handout** to create a map of their online connections. They should write down or draw a simple picture of each person or place on their list, putting it in the appropriate circle, depending on whether they are close friends and family or members of their larger community.

INSTRUCT students to use lines to connect themselves to all the people in their online community. Tell them that the lines represent connections through the Internet. Even though these people might be in different places, they are connected through invisible connections. Then encourage them to think about people who might communicate with one another, and draw lines to connect them as well. For instance, they might draw a line between their grandpa and mom to show that they communicate, even if they live far away from one another.

DISPLAY students' maps and invite volunteers to use them to explain how computers connect people in their neighborhood. Help students understand how the connections they have drawn help illustrate the definition of Internet.

closing

Wrap-up *(5 minutes)*

You can use these questions to assess your students' understanding of the lesson objectives.

ASK:

What is the difference between your in-person community and your online community?

Their online community includes people they may not see on a regular basis but with whom they could connect on the Internet.

What do the lines on your maps show?	They show the Internet connections between students and the people in the online community they would like to create.
When you go online, do you really go somewhere?	Students might explain that their bodies don't move, but that they might feel like they can visit places in their community.

Extension Activity

Have students collaborate in groups or as a class to create a large map of their collective online community on mural-sized paper. Have them write "My Class" at the center of the map. Encourage students to find people that are familiar to most or all of them, and place them in their online community. These could be people such as other teachers or a school administrator.

At-Home Activity

Have students create a map of their family's online community. Students can interview one or more family members and create a list of people with whom they might connect and websites or online places where they all might go. Students then create a map that shows all of the places their family goes online and with whom they connect.
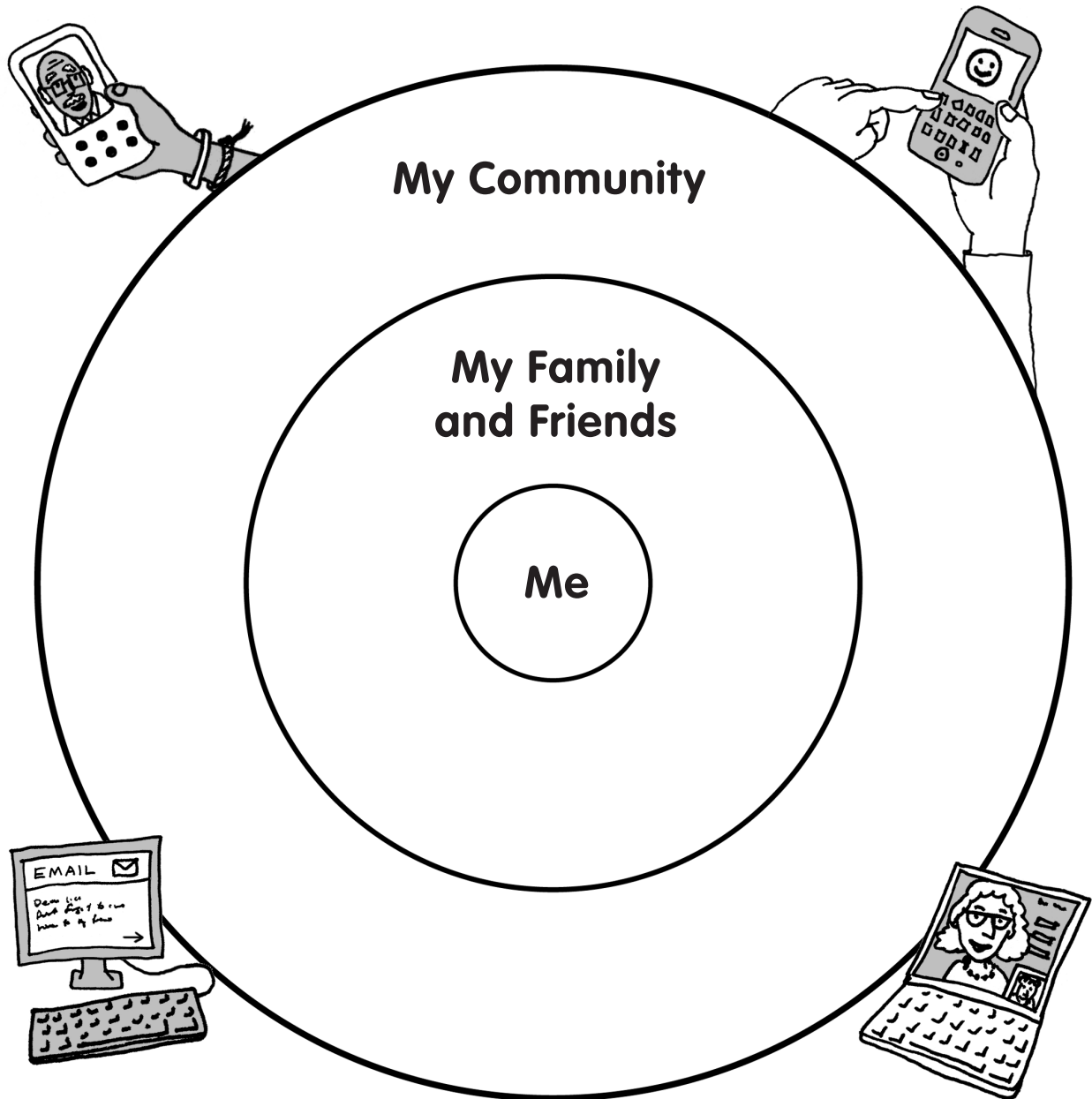
My Online Community

Directions

Write down all the people you connect with, or want to connect with, on the Internet. First, draw lines to show how you connect with them. Then draw lines to show how they connect with each other.

My Community

My Family and Friends

Me

My Online Community

1. An example of a community is:

a) Using the computer for homework

b) A person sitting alone

c) Kids watching TV together

2. Going "online" means:

a) Visiting a friend at his or her house

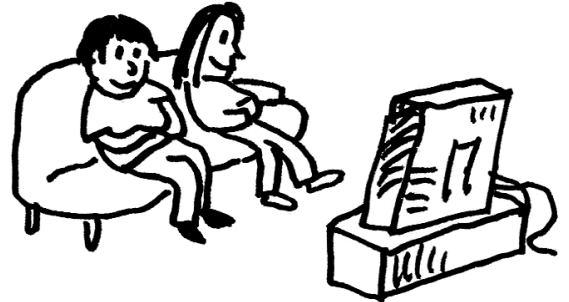b) Going onto the Internet

c) Calling a friend on a phone

3. Shaina writes emails to people she knows in her community, to her friends, and to her family. Mark an "X" through the people that do not belong in each place.

My Online Community

ASSESSMENT
TEACHER VERSION

1. An example of a community is:

a) Using the computer for homework

b) A person sitting alone

c) Kids watching TV together
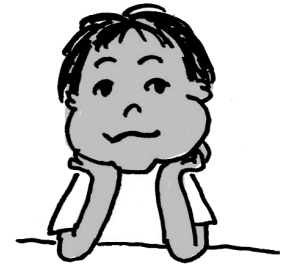
Answer feedback

The correct answer is **c**. Being part of a community means you share interests with other people. The kids in drawing "c" like watching the same TV show together.

2. Going "online" means:

a) Visiting a friend at his or her house

b) Going onto the Internet

c) Calling a friend on a phone

Answer feedback

The correct answer is **b**. Going "online" means using a computer to go onto the Internet. Calling a friend on the phone or visiting a friend at his or her house are both fun things to do, but they are not "online" activities

3. Shaina writes emails to people she knows in her community, to her friends, and to her family. Mark an "X" through the people that do not belong in each place.

Answer feedback

You should have marked an "X" through **Dad and the teacher**. Dad is a family member and belongs in "Friends and Family." The teacher is not a member of Shaina's family. The teacher belongs in the "Community" group.

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DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE
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