

Lesson Seven: Key Word Searching

Lesson Overview: In this lesson students will learn about different searching strategies they can use, and how to choose appropriate key words, using synonyms, hyponyms and hypernyms, to construct an effective search.

Resources or Materials Needed:

- Internet ready computers. The lesson is based on Microsoft Internet Explorer.
- interactive whiteboard
- projector
- How to find the Answer PowerPoint which is include in the accompanying materials

Lesson Objective: Given access to a search engine and a designated topic the student should be able to choose appropriate key words, using synonyms, hyponyms and hypernyms, to construct a search. They will shortlist sites at least three sites that are relevant to the topic they are researching.

Time: Approximately one hour

Preinstructional activities: Recap what was learned in the previous lesson – i.e. that the Internet is massive, but there are tricks you can use to find what you want. This lesson will teach them some more. To begin the lesson the teacher will go to the 21st Century Information Fluency website http://www.21cif.imsa.edu/rkitp/challenge/Keyword_Challenge/KeywordChallenge.swf on the interactive whiteboard. Explain that in order to turn a question in to a query you need to know the right words to use. Some words are ok as they are (keywords), for some words there may be better alternatives (intermediaries), some words are meaningless to a search engine (clutter) and some get in the way (stop word). Choose the buffalo challenge and complete as a group. Answer is North, America/buffalo, many, today/ /how, in, are, there.

Lesson Seven cont.

Content Presentation: Teacher will present the How to find the Answer PowerPoint which is included in the accompanying materials.

Learner Participation: The students should be assigned a research topic which they will be able to phrase as a question or problem. In a Word document which they have put their name on, they should type up their question and the queries they used. It may be helpful to have them underline the keywords. By refining their keywords they should find three or more websites which they think have the answer to their query.

Assessment: The Word documents should be assessed according to the following rubric:

- If they students produce a Word document with more than three websites that appear relevant they score 4.
- If they students produce a Word document with three websites that appear relevant they score 3.
- If they students produce a Word document with two websites that appear relevant they score 2.
- If they students produce a Word document with one website that appears relevant they score 1.

Follow-through Activities: For homework the teacher should assign the students at least one more of the keyword challenges from the 21st Century Information Fluency website. Students attempt to get 80% in 3 challenges. They should snip the results and copy them to a Word document which they will print off and turn in.



Earthquake Challenge



Diamond Challenge



Piranha Challenge



Buffalo Challenge