

WWW.SEARCH.COM



**COMPETENCY
CATEGORY:** Work Place

**COMPETENCY
NUMBER:** H.81

COMPETENCY: Demonstrate an ability to search for information on the Internet

OBJECTIVE: Upon completion of this module, students will be able to demonstrate an ability to search for information on the Internet.



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INTRODUCTION

- Ask the following questions to set up module:
 1. What is the World Wide Web?
 2. Have any of you ever “surfed the web?”
 3. What does “surfing the web” mean?
 4. Did you know that you could use the World Wide Web to find almost any information you need?
- We will be looking at the different ways to use the World Wide Web to search for information in this module entitled “www.search.com.”

Administer Pre-Assessment

OUTLINE

- A. Definition of the World Wide Web
 1. The web is a network of computers hooked together sharing information.
 2. It is the world’s largest computer network of networks (i.e. AT&T, Colleges, etc.).
- B. Definition of a search engine
 1. A search engine is a program that has been created to search throughout the web for items that look similar to what you are searching for.
 2. A search engine is a program within a specific network that finds information you want to find.
- C. Conducting a search on the Internet

1. To search for anything on the Internet, you need to be logged into a server (i.e. flashnet.com, aol.com, americaonline.com, etc.)
2. Once you have completed your login, you can begin searching for different things.
3. There are three simple steps:
 - a. Define the information
 - b. Figure out where it's likely to be found
 - c. Select the search tool most likely to provide it.
4. The two most basic and commonly used search tools are search engines and subject directories.
5. In pre-computer days, a library's card catalog was a file that contained a card for each book. (On each card was listed the book's name, author, publisher and other information.)
6. In other words, a card catalog was a database; each card was a record and each piece of information (name, author and so on) was a field.
7. Every search tool is made up of one or more databases that contain records and fields.
8. With electronic databases, you can isolate the information you want by specifying the fields you want to search.
9. For example, you can search through all the books by Tom Clancy and then specify (or limit) the result to books published in 1999.
10. Every search engine differs in the way they work.
11. Once you select a search engine, type in what you are looking for in the find/search box.

D. Some of the best search engines and more

1. AltaVista www.altavista.com
2. This easy-to-use search engine is one of the largest and best.
3. AltaVista is very good at retrieving specific phrases.
4. As a result, if you can “pin” your search down to one word or a unique phrase, you can find it quickly.
5. Two search options are offered: Simple and Advanced.
6. To do a simple search, you must submit +, - or “” signs to narrow and focus the search.
7. The Advanced Search option requires you to type the actual Boolean operators (AND/OR/NOT).

COMPLETE LEARNING ACTIVITY H.81-1 “ALTA VISTA SEARCH”
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8. Excite www.excite.com
9. Excite is one of the smaller search engines, but it is very well-known and is very good at finding what you are looking for if your query is something popular.
10. Its best feature is its excellent New Search, which provides important access to web versions of newspapers, magazines, and news wires.
11. Excite also offers a database of customized links for commonly requested search topics like movies and sports teams.
12. If you search for a company, Excite automatically ranks that company’s site at the top of your list of search results.

13. Excite offers one of the web's best news searching tools, providing access to web versions of newspapers and magazines.
14. It also provides several reference databases, including a dictionary, almanac, and encyclopedia.

COMPLETE LEARNING ACTIVITY H.81-2
"EXCITE.COM"

15. HotBot www.hotbot.com
16. This web-crawling searcher is an excellent tool for searching web pages for people.
17. One unique feature is HotBot's automatic searches for names as first name followed by last name.
18. You can also limit results by date, which can be helpful when you are looking for time-specific material.
19. HotBot is great for pulling up images and graphics. Its indexing feature will retrieve only images, if you wish.

COMPLETE LEARNING ACTIVITY H.81-3
"HOTBOT.COM"

20. Google www.google.com
21. Google employs a unique function: it ranks the "matches" (URLs returned) to the search word/phrase and ranks them based on the number of web sites they link to.
22. As a result, Google tends to find "things" that other users have already found to be directly relevant to what you're looking for.

COMPLETE LEARNING ACTIVITY H.81-4
"GOOGLE.COM"

23. Lycos www.lycos.com
24. Lycos' best feature is its ability to search, but it is one of the smaller databases.
25. Lycos allows you to click on More Like This, which will help you find additional resources on your subject, either from Lycos' directory or from one of its partners' resource bases.
26. Like several other search tools, Lycos can do image-only, sound-only, video file and multi-media searches.

COMPLETE LEARNING ACTIVITY H.81-5
"LYCOS.COM"

27. The largest and most well-known subject directory is Yahoo!, (www.yahoo.com) which categorizes subjects into fourteen topics and hundreds of subtopics.

COMPLETE LEARNING ACTIVITY H.81-6
"YAHOO.COM"

28. Most subject directories are organized in similar ways. It is important to note that you cannot always "search" a directory (i.e. using a search mechanism). Oftentimes, you must select a category and "browse."
29. Other examples of subject directories include:
 - a. INFOMINE: Scholarly Internet Resources Collection
<http://lib-www.ucr.edu/Main.html>
 - b. About.com www.about.com
 - c. LookSmart www.looksmart.com
30. Subject directories are useful when you want to know more about broad-based subjects, such as:

- a. General topics
 - b. Popular topics
 - c. Specialty databases
 - d. Product information
 - e. Current events
31. General topics—For example, you’re thinking about a beach vacation and want to evaluate your choices.
 32. With Yahoo! you would choose the travel category and browse away, finding beaches all over the world.
 33. But, if you start out in search of a specific black-sand beach on Grenada, you’ll have to go down many multiple-choice paths before concluding that a particular subject directory does or doesn’t have information about it.
 34. Popular topics—Let’s say you’re looking for information about baseball’s home run king, Mark McGwire. You would start looking under baseball. Due to a subject directory’s file-within-a-file system, you’d have to start at recreation, then go to sports, then baseball, then major league baseball, then players, then McGwire, Mark.
 35. Specialty databases—There are thousands of searchable databases on the Internet. Finding and searching them can be cumbersome.
 36. The Big Hub www.thebighub.com is a particularly good search tool to locate subject directories on specific topics.
 37. If you know exactly what you want, a search engine is the place to go. But, if you’re looking for information about types of products or specific product information and had no luck at manufacturer web sites, try a subject directory.

38. Current events—Most subject directories have pre-set categories for news topics of general interest that link related information and recent news stories.
39. Subject directories are especially valuable when you're trying to determine the key players in a specific industry or locate specific kinds of information.

E. Best subject directories

1. 4Anything.com www.4anything.com - This is an excellent, but little-noticed new directory. What they do – and do well – is link you to other excellent sites.
2. Argus Clearinghouse www.clearinghouse.net - This subject directory breaks its material into fourteen categories and hundreds of subcategories.
3. Britannica www.britannica.com - Britannica's first web effort is an extensive subject directory based on its encyclopedias, which date back to 1768.
4. The site recently added an online version of the entire encyclopedia, and also offers resources including the Merriam-Webster's Dictionary and a Thesaurus.
5. WebCrawler www.webcrawler.com - WebCrawler has a small database, but an excellent search engine that features relevancy ranking.
6. This is a good tool for quick searches.
7. WebCrawler also has a subject directory and thoughtful evaluative reviews.
8. Yahoo! www.yahoo.com-Yahoo!, the largest and most comprehensive of all the subject directories, is very good at providing information for the masses.
9. If the subject is trendy, Yahoo! is a great place to start.

10. Yahoo! offers current news, sports scores, stock quotes, and has subject directories in thousands of categories.
11. Yahoo! contains over a million web site listings.
12. Ask Jeeves www.askjeeves.com-Ask Jeeves allows the user to enter a question in plain English, or select from the list of the most popular questions.
13. Ask Jeeves searches its knowledge base of already-researched questions, returns several possible question matches, and runs your question through several search engines and subject directories.
14. Results are presented in drop down select boxes.

F. Search engine tips

1. Learn what you can expect to find on the Internet-and what isn't likely to be posted.
 - a. What kind of information do organizations typically make available on the web?
 - b. Product information, public relations material, collaborative scientific project reports, staff directories, mission statements, library catalogs, current news, government information, selected article reprints and press releases are just some of what is commonly accessible on the web.
2. Go straight to the source
 - a. Consider what organization is most likely to provide the kind of information being sought.
 - b. Then go directly to that organization's web site.
3. Locate a URL the easiest way

- a. Doing some simple URL guesswork before trying subject directories and the larger search engines can save you time.
 - b. Guessing the unofficial standard address (www.nameofcompany.com) can, as often as not, take you directly to a company's main web page.
4. Slice—or truncate—a URL to find a page's new location within a web site
- a. Since web sites are being reorganized continuously, the dead-end message "file not found" pops up frequently.
 - b. One strategy is to use the site's own organization to find a page's new location.
5. Use a subject directory for difficult-to-find URLs
- a. Some associations and companies have names that overlap with the names or acronyms of other companies, making it harder to track their URL.
6. Use a subject directory for product information searches
- a. Subject directories should also be the first step in a product information search.
7. Run a phrase search on a search engine
- a. The best search engines have enormous databases that index not only main pages but also lower-level or subsidiary pages.
 - b. For example, AltaVista has well over 150 million individual web pages fully indexed in its database.
 - c. With a database this size, a single word search will often result in far too many hits to be useful, unless the word is infrequently used.

- d. All the major search engines support phrase searching to some degree. Surround the search phrase in double quote marks (“”).
- e. By running a phrase search, the search engine is looking for the exact term in exactly the word order specified.

G. Some things you can find on www

- 1. Addresses
- 2. Historical information
- 3. Map directions
- 4. Geographical information
- 5. Games
- 6. Newspapers/magazines
- 7. Books
- 8. Movies/reviews
- 9. Health information
- 10. Help with problems
- 11. Weather forecasts
- 12. Jobs
- 13. Goods/services/products
- 14. Government documents
- 15. Pictures/graphics

COMPLETE LEARNING ACTIVITY H.81-7
“SEARCH AND FIND”

COMPLETE LEARNING ACTIVITY H.81-8
“JOURNAL WRITING”

COMPLETE LEARNING ACTIVITY H.81-9
"SERVICE LEARNING"

COMPLETE READING ACTIVITY H.81
“THE OLD LIVE OAK”

COMPLETE MATH ACTIVITY H.81
“BUYING A NEW COMPUTER”

Administer Post-Assessment

LEARNING ACTIVITY H.81-1
“ALTA VISTA.COM”

OBJECTIVE: To use www.altavista.com to search for specific information

RESOURCES: Computers with Internet access

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students log on to the Internet via a server.
2. Have students use AltaVista.com to locate information about a current event.
3. Have students share their findings with the class.

LEARNING ACTIVITY H.81-2
“EXCITE.COM”

OBJECTIVE: To use www.excite.com to search for specific information

RESOURCES: Computers with Internet access

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students log on to the Internet via a server.
2. Have students use Excite.com to locate information about a local or regional business.
3. Have students share their findings with the class.

LEARNING ACTIVITY H.81-3
“HOTBOT.COM”

OBJECTIVE: To use www.hotbot.com to search for specific information

RESOURCES: Computers with Internet access

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students log on to the Internet via a server.
2. Have students use Hotbot.com to locate information about a national world leader.
3. Have students share their findings with the class.

LEARNING ACTIVITY H.81-4
“GOOGLE.COM”

OBJECTIVE: To use www.google.com to search for specific information

RESOURCES: Computers with Internet access

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students log on to the Internet via a server.
2. Have students use Google.com to locate information about a local or regional business.
3. Have students share their findings with the class.

LEARNING ACTIVITY H.81-5
“LYCOS.COM”

OBJECTIVE: To use www.lycos.com to search for specific information

RESOURCES: Computers with Internet access

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students log on to the Internet via a server.
2. Have students use Lycos.com to locate information about _____ (your choice).
3. Have students share their findings with the class.

LEARNING ACTIVITY H.81-6
“YAHOO.COM”

OBJECTIVE: To use www.yahoo.com to search for specific information

RESOURCES: Computers with Internet access

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students log on to the Internet via a server.
2. Have students use Yahoo.com to locate information about _____ (your choice).
3. Have students share their findings with the class.

LEARNING ACTIVITY H.81-7
“SEARCH AND FIND”

OBJECTIVE: To allow students hands-on experience with current software technology

RESOURCES:

- Computers with Internet access
- Work Sheet—Learning Activity H.81-7

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students log on to the Internet via a server.
2. Have students use the Internet to locate the information on the work sheet.
3. Have students share their findings with the class.

LEARNING ACTIVITY H.81-7
“SEARCH AND FIND”
WORK SHEET

DIRECTIONS: Use the Internet to complete the questions listed below.

1. What is the address of your state capital?

2. Who was the 42nd U.S. President, according to www.britannica.com?

3. Use www.mapquest.com to determine the number of miles it takes to drive from Washington, D.C. to Austin, TX.

4. What is the name of the tallest mountain range in the world?

5. Print a copy of a story from the newspaper of a large city.

6. What movies are playing at an area movie theater?

7. What is the best treatment for poison ivy on the skin?

8. According to www.weather.com will it rain this weekend in your city?

9. What can you do at www.monster.com?

10. What is the web address for Coca-Cola?

11. Where can you find an audio clip of a popular rock band?

12. How many flights per day does American Airlines have between Dallas/Ft. Worth and Chicago?

13. What is today's headline story on www.cnn.com?

14. What is the current population of your state?

15. What is the email address for the White House in Washington, D.C.?

LEARNING ACTIVITY H.81-8
“JOURNAL WRITING”

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY H.81-8
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY H.81-9
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity H.81-9

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages”).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY H.81
“THE OLD LIVE OAK”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity H.81

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity H.81 and distribute to each student.
2. Have students read “The Old Live Oak.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

"THE OLD LIVE OAK"

Jake and Pete walked into City Hall together to observe the city council meeting. Both Jake and Pete were convinced it was going to be boring, and sure enough it did start out slow. Then gradually, as one man was speaking from the floor, the boys noticed the speaker becoming a little emotional—in fact, he was getting downright angry.

"All right!" Jake and Pete thought. "Some good stuff! Maybe this won't be so bad after all." They listened closely. It seemed that a construction company had filed for a permit to build a new parking lot just off the Main Street square. The parking lot was needed, but it meant the "Old Live Oak" would be cut down. The Old Live Oak was a giant oak tree that was over two hundred years old. It had survived tornadoes, droughts, and even someone's attempt to poison it once! It had become a historical marker of sorts.

A representative from the construction company got up to talk. "You have to make some sacrifice for progress," he began.

Pete couldn't stand it. "That's stupid!" he shouted, jumping to his feet. Jake stared at Pete in disbelief.

The meeting became deathly quiet, with all eyes on Pete. Finally, the sound of the gavel broke the silence. It was Ms. Matthews, the council chairperson. She was polite enough, but in so many words told Pete he was out of order, that Mr. Donnally had the floor, and to sit down. Pete blushed a little as he returned to his seat. Jake felt a little bad for his friend. Soon it was Pete's turn to be shocked. Just as Mr. Donnally finished his presentation, Jake shot to his feet.

"Madame Chairperson," Jake let his voice ring out.

Ms. Matthews smiled. "The chair recognizes the young man in the back row," she responded.

Jake shared with the council some information he collected from the National Audubon Society (NAS) web site. The NAS indicated that live oaks were very compatible in urban landscapes.

And in fact, thousands of live oak trees have been used in urban landscapes across the state.

It was then that Jake came up with his compromise.

“The city needs more parking space, but we want to keep the Old Live Oak too. Maybe the lot could be built around the tree. I saw something like that in Austin City. They were trying to save an old shack that they thought had historical value. I move that a committee be appointed to investigate the possibility.”

A round of applause burst forth from the audience. A “second” was given and a committee appointed.

When the meeting was over, Pete asked Jake, “Where’d you learn to use the Internet?”

“In my JAG class,” Jake answered, feeling pretty proud. “I don’t get a chance to use it very often, but I guess it came in handy for the Old Live Oak.”

READING RECALL

PART I

DIRECTIONS: How well did you read? Complete the following sentences by checking the correct blank.

1. Jake and Pete attended the city council meeting
 - a. ___ because they were interested in city government.
 - b. ___ because it was their civic duty.
 - c. ___ but were convinced it was going to be boring.

2. The construction company wanted to build a/an
 - a. ___ new parking lot.
 - b. ___ new city park.
 - c. ___ office building.

3. Ms. Matthews was
 - a. ___ a representative from the construction company.
 - b. ___ Jake and Pete's mother.
 - c. ___ the council chairperson.

4. The city council decided to consider
 - a. ___ cutting down the Old Live Oak.
 - b. ___ form a committee to investigate the construction company.
 - c. ___ build the parking lot around the Old Live Oak.

5. Pete asked Jake where he learned
 - a. ___ to talk in front of adults like he did.
 - b. ___ to use the Internet.
 - c. ___ all that parliamentary procedure stuff.

PART II

DIRECTIONS: Fill in the blanks to complete the paragraphs below.

Jake and Pete _____ into City Hall together to _____ the city council meeting. It seemed that a _____ company had filed for a _____ to build a new parking lot just off the Main Street square. The parking lot was needed, but it meant the “Old Live Oak” would be _____ down.

“Madame Chairperson,” Jake let his voice _____ out.

Jake _____ with the council some information he _____ from the National Audubon Society (NAS) _____ site. The NAS _____ that live oaks were very _____ in urban landscapes.

MATH ACTIVITY H.81
“BUYING A NEW COMPUTER”

OBJECTIVE: To practice addition, subtraction, multiplication, division and percentages

RESOURCES: Work Sheet—Math Activity H.81

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity H.81 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the Math Activity with your students.

MATH ACTIVITY H.81
“BUYING A COMPUTER”
WORK SHEET

DIRECTIONS: Jake decided to buy a new computer. He checked the local newspaper and found the information shown below. Use it to help you answer the questions that follow.

Intel® Pentium III Processor	\$1399.99
650 MHz Computer System	after rebate*
with 17” monitor	and before Internet fees
printer and scanner	(36 months @ \$21.95 mo.)
only \$159.99 more	*Rebate \$400.00

1. What is the total cost of the system with printer, scanner and Internet fees?

2. If Jake decided to buy the complete computer system, what would be the monthly payments if the system were paid for in 24 months?

3. What would the monthly cost be for the computer system and the monthly Internet fees?

4. If Jake decided to charge his purchase on his VISA card, how much interest would Jake pay the first month if the interest were 1.5% per month?

5. At 1.5% per month, what is the annual interest rate?

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. What is the World Wide Web?

2. What is a search engine?

3. In order to search the Internet, what must you be logged into?

4. Identify 4 popular search engines.

5. What is the largest and most well-known subject directory?

6. Which search engine allows the user to enter a question in plain English?

7. Identify 6 things you can find on the www.

ANSWER KEY

PRE-ASSESSMENT **POST-ASSESSMENT**

1. What is the World Wide Web
 - A network of computers
2. What is a search engine?
 - A program that has been created to search throughout the www
3. In order to search the Internet, what must you be logged into?
 - A server
4. Identify 4 popular search engines
 - AltaVista
 - Excite
 - HotBot
 - Google
 - Lycos
5. What is the largest and most well-known subject directory?
 - Yahoo!
6. Which search engine allows the user to enter a question in plain English?
 - Ask Jeeves
7. Identify 6 things you can find on the www
 - Addresses
 - Historical information
 - Map directions
 - Geographical information
 - Games

- Newspapers/magazines
- Books
- Movies/reviews
- Health information
- Help with problems
- Weather forecasts
- Jobs
- Goods/services/products
- Government documents
- Pictures/graphics

ANSWER KEY
LEARNING ACTIVITY H.81-7

1. Answers will vary
2. William J. Clinton
3. 1523.7 miles
4. Mt. Everest (The Himalayas)
5. Answers will vary
6. Answers will vary
7. Application of calamine lotion, Burrow's solution, or over-the-counter topical remedies that contain antihistamines, benzocaine, or hydrocortisone. Also, application of cold compresses 15-30 minutes several times a day.
8. Answers will vary
9. Seek jobs, post resumes, post job opportunities
10. www.coca-cola.com/gateway.html
11. Answers will vary
12. president@whitehouse.gov
13. Answers will vary
14. Answers will vary
15. Answers will vary

ANSWER KEY
READING ACTIVITY

PART I

1. Jake and Pete attended the city council meeting
 - a. because they were interested in city government.
 - b. because they felt it was their civic duty.
 - c. but were convinced it was going to be boring.

2. The construction company wanted to build a/an
 - a. new parking lot.
 - b. new city park.
 - c. office building.

3. Ms. Matthews was
 - a. a representative from the construction company.
 - b. Jake and Pete's mother.
 - c. the council chairperson.

4. The city council decided to consider
 - a. cutting down the Old Live Oak.
 - b. forming a committee to investigate the construction company.
 - c. building the parking lot around the Old Live Oak.

5. Pete asked Jake where he learned
 - a. to talk in front of adults like he did.
 - b. to use the Internet.
 - c. all that parliamentary procedure stuff.

PART II

Jake and Pete walked into City Hall together to observe the city council meeting. It seemed that a construction company had filed for a permit to build a new parking lot just off the Main Street square. The parking lot was needed, but it meant the “Old Live Oak” would be cut down.

“Madame Chairperson,” Jake let his voice ring out.

Jake shared with the council some information he collected from the National Audubon Society (NAS) web site. The NAS indicated that live oaks were very compatible in urban landscapes.

ANSWER KEY
MATH ACTIVITY

1. \$2350.18
2. \$94.92
3. \$116.87
4. \$35.225
5. 18%