

## Vocabulary WebQuest

**Grade Levels:** 4<sup>th</sup> – 8<sup>th</sup>

**Time Requirement:** Approximately 45 minutes.

### Objectives:

The student will:

- Be better prepared to visit the exhibition  
STARTUP: Albuquerque and the Personal Computer Revolution
- Gain a basic understanding of computer terminology
- Be able to evaluate internet resources for reliability and accuracy

### Activity Summary:

Students will find definitions for a list of vocabulary words using an on-line dictionary. After completing this "webquest," they will use the words in sentences to demonstrate understanding.

### New Mexico Standards:

Modern, Classical, and Native Languages Content Standards 1, 2, 5, and 6

### Materials:

Student access to computers (individually or in small groups), paper and pencils, vocabulary word worksheet.

### Background Information:

With the rapid popularization of computers and computer science, a lexicon emerged that made use of words and phrases particular to computers and the field of computer science. More than a few of these words and phrases have since made their way into the broader English language. The exhibition "STARTUP: ALBUQUERQUE and the Personal Computer Revolution," uses some of these words, phrases, and terms. Students will find it helpful to be familiar with the vocabulary before visiting the exhibition.

**Procedures:**

1. **Prepare** by copying student worksheets.
2. **What is "computerese"?** As a class, brainstorm a list of some computer words. Discuss how the development of computers and computer science brought about new words and phrases to the English language (i.e. re-boot, start-up, hacker, byte), and even double meanings to existing words (i.e. backup, network, virus, memory).
3. **Inform** students that they will be looking up definitions for the vocabulary words using on-line resources (e.g. [www.dictionary.com](http://www.dictionary.com), [www.yourdictionary.com](http://www.yourdictionary.com), <http://foldoc.org>, [www.m-w.com](http://www.m-w.com)). **Discuss** with students the issue of credibility and online resources, reminding them that information on the Internet may not be trustworthy. Emphasize that they should attempt to determine whether the information presented is unbiased and accurate or agenda-driven and inaccurate.
4. As a class, **examine** the different types of domain extensions (e.g., .com, .org, .gov). Ask students for their thoughts concerning the different extensions. For instance, what information might one expect from a "dot com" site as opposed to a "dot org" or dot gov" site?

IP Background: The Internet has a domain name system that translates IP (Internet Protocol) addresses into easier to remember names (e.g. [www.amazon.com](http://www.amazon.com) is easier to remember than its 12 digit IP address). Top-level domain addresses usually consist of two or three parts, this first part being a name and the second part being a "dot something." Addresses ending in dot com are traditionally commercial entities, interested in selling/buying products or services. "Dot org" addresses designate non-profit organizations, "dot gov" indicates that the site is connected to the federal government and "dot edu" addresses are given to educational institutions.

5. Students **look up definitions** for the vocabulary words and write these definitions on their student worksheets.
6. Students then **write sentences** using the newly-defined vocabulary words / phrases and cite the websites from which they got the definitions.
7. **Regroup** and review sentences that use the vocabulary words. Students share their sentence.

**Vocabulary:**

Hardware

Toggle switches

Hard drive

Microprocessor

Graphical User Interface

Algorithm

Software

Hacker

Mainframe

Vacuum tubes

Icon

Moore's Law

**Extensions:**

1. Students create a word search or crossword puzzle using vocabulary words/ phrases for each other to complete.
2. Students create "fill in the blank" sentences for each other to complete.

**Modifications:**

1. Team students up into pairs or small teams to do their web search. Then, as a class, demonstrate how to use these terms in a sentence.

**Assessment:**

- Observation of students' comments and participation in class discussion
- Evaluation of students' definitions
- Evaluation of students' sentences using computer terms

**Vocabulary WebQuest - Worksheet**

**Directions:** Using online resources, find definitions for the words / phrases listed below and write them in the space provided. For each word / phrase, include the name of the website from which the definition was found. Finally, use each word / phrase in a sentence.

**Example:**

Icon: \_\_\_\_\_  
a graphic symbol on a computer display screen that usually suggests the type of object represented or the purpose of  
an available function - Merriam-Webster's Collegiate Dictionary (<http://www.merriam-webstercollegiate.com/>)  
In order to eject a diskette from your Macintosh, you must drag it to the Trashcan icon.

1. Hardware:

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2. Software:

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3. Toggle Switches:

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4. Hacker:

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5. Hard Drive:

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6. Mainframe:

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7. Microprocessor:

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8. Vacuum Tubes:

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9. Graphical User Interface:

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10. Icon:

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11. Algorithm:

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12. Moore's Law:

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