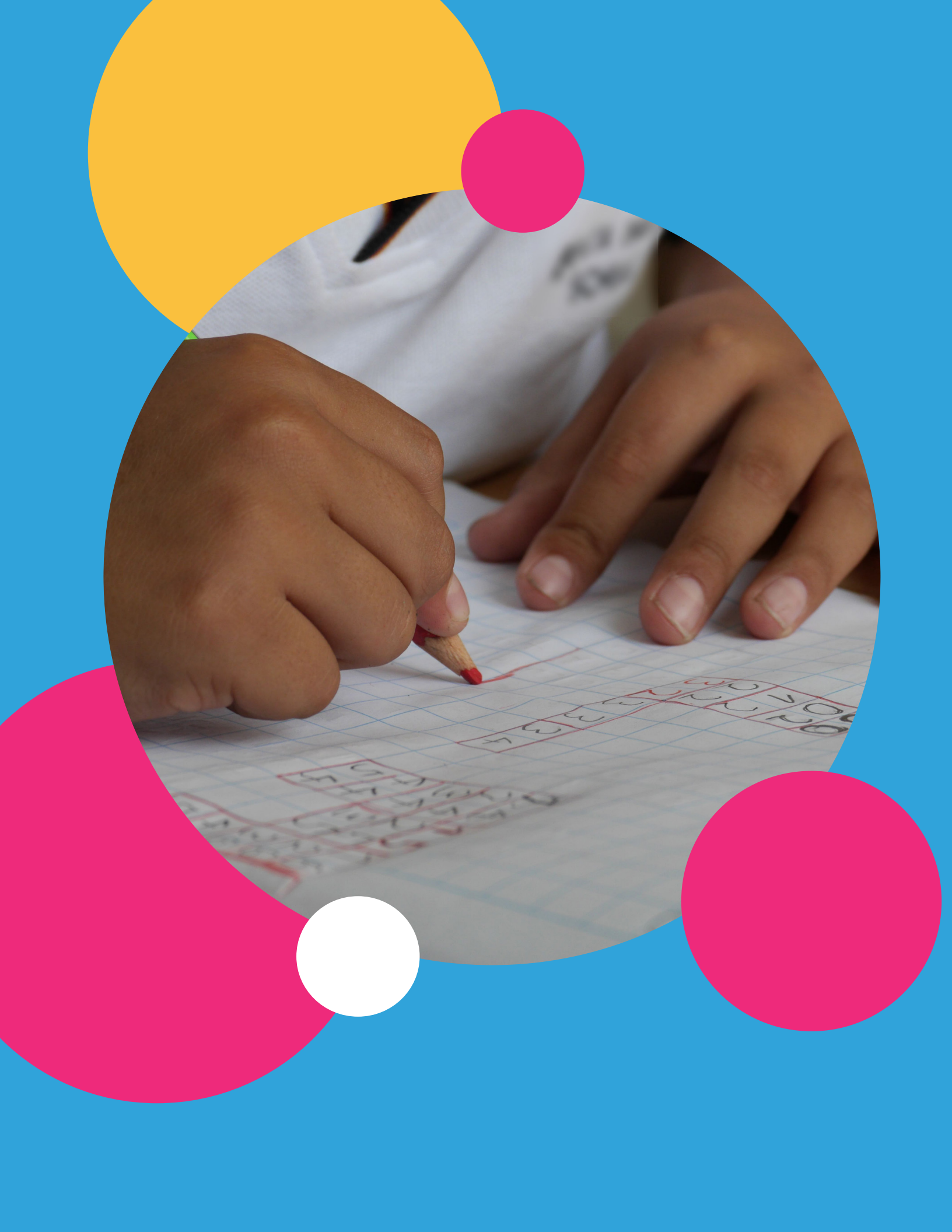# THE NEA FOUNDATION®

EF / EDUCATIONAL TOURS

Creative
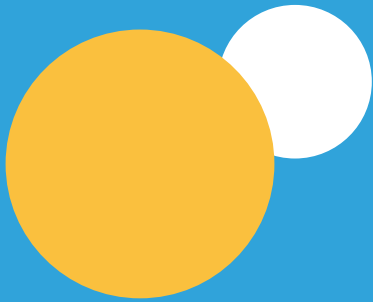# Lessons To Open
Classrooms & Minds
To The World.

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Third & Fourth Grade Lesson Plans

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LESSON PLAN TITLE

Internet Access for All: A Question of Equity

DESIGNERS

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SUMMARY AND RATIONALE

The internet is an important component of 21st century life, particularly in education, yet not all homes, schools, communities have access to the internet. This lesson serves to raise awareness of the internet as an essential utility that enables people to have access to information, government and financial services, and educational opportunities. Students will practice perspective-taking to help students understand how access to the internet supports sustainable communities and strong institutions.

GRADE

3rd & 4th

TIME FRAME

1-2 sessions, 45-60 min. each

SUBJECTS

Language Arts
Science
Social Studies
Mathematics
Technology
Arts

INSTRUCTIONAL GOAL

Students will gain awareness and build empathy regarding internet access in their community. Students will identify stakeholders who are affected by the presence or absence of the internet. Student perspective-taking will foster empathy toward people and communities with limited internet access.

STANDARDS

• SDG 11: Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient and sustainable.
• SDG 16: Peace and Justice and Strong Institutions. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

UNDERSTANDING

• The internet is an essential utility that impacts quality of life.
• The internet is a critical component of a quality 21st century education.
• Access to the internet affects many groups of people (stakeholders).

ESSENTIAL QUESTIONS

• Why is access to the internet an essential utility?
• How does access to the Internet contribute to a quality 21st century education?
• How can communities increase internet access for residents?

STUDENT LEARNING OBJECTIVES

• Students will analyze and respond to Internet access data (small and/or whole group).
• Students will identify groups or individuals who are affected by the presence or absence of Internet access.
• Students will think about (with a partner or small group) the perspective of a stakeholder and share (orally or in writing) that stakeholders' thoughts about equitable internet access.
• Students will write an individual reflection on their changing understanding of how access to the Internet affects people.

ASSESSMENT

As an assessment, students will write a reflection demonstrating their changing understanding of how access to the Internet affects the stakeholders within the community. The reflection will be in the form of an exit ticket which asks them to describe what they used to think before the lesson and explain how their thinking has changed. We will know that students have met the objective if they are able to demonstrate their broadened understanding of the importance of the Internet in modern life and how equitable access affects the quality of life for members of their community.

Suggested exit ticket: "I used to think…. Now I think…...

SEQUENCE OF ACTIVITIES

OPENER

Students reflect on and respond to the following questions:
• Do you have access to the Internet at home?
• How do you use the Internet for school work?
• Why is it important for your education and learning to have access to the Internet?
• What would happen if you didn't have access to the Internet?

Teachers may use the following methods to gather this data: Google Forms, Menti, Poll Everywhere, or even chart paper and post it notes. Student responses are shared with the whole group.

CORE EVENTS

• Introduce vocabulary: internet, access, education, perspective, stakeholder, empathy
• Video Provocation: Students watch and discuss video.
• "75 million Americans don't have internet. Here's what it's like" video:
https://www.youtube.com/watch?v=m7I2YiobGKU

CIRCLE OF VIEWPOINTS ACTIVITY

Brainstorm stakeholder perspectives using the following scenario based on the video:

A family who does not have internet access needs to use computers at the public library to complete students' homework.

1. Teacher places photograph of a library's public computers in the center of large chart paper. (See Circle of Viewpoints image.)
2. Students brainstorm stakeholders affected by scenario and teacher writes stakeholders in a circle radiating from the photo (like sun's rays).
3. After students have completed brainstorming, class discusses the perspectives of the different stakeholders.
4. Students work in pairs or small groups to write short descriptions about internet access from a chosen stakeholder's perspective.
5. Student groups role play the perspective of their stakeholder.
6. Students discuss the different perspectives and how the stakeholders are affected by the lack of internet access.

CONCLUSION

A possible next step could include student-led brainstorming of how they can take action to increase Internet access within their community.

RESOURCES FOR TEACHERS

VIDEOS
- If You've Never Heard of the 'Homework Gap' :
https://www.youtube.com/watch?v=yqkAlwGsxwE
- 75 million Americans don't have internet. Here's what it's like:
https://www.youtube.com/watch?v=m7I2YiobGKU
- If the World were 100 People:
https://www.youtube.com/watch?v=A3nllBT9ACg

PRIMARY SOURCES
- US Census Computer and Internet Use Visualizations:
https://www.census.gov/topics/population/computer-internet/
library/visualizations.html

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- US Census Computer and Internet Use Visualizations:
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library/visualizations.html

BACKGROUND INFO
- Internet access:
https://en.wikipedia.org/wiki/Internet_access
- Digital Divide:
https://en.wikipedia.org/wiki/Digital_divide
- Strategies: Analyzing Maps
http://www.loc.gov/teachers/usingprimarysources/resources/
Analyzing_Maps.pdf

POETRY
http://www.loc.gov/teachers/classroommaterials/
primarysourcesets/poetry/pdf/teacher_guide.pdf

CIRCLE OF VIEWPOINTS
- http://tpsconnect.org/2018/06/28/how-to-teach-empathy-
using-primary-sources-the-circle-of-viewpoints-plus-extension/
- http://www.pz.harvard.edu/esources/circle-of-viewpoints-vt

RESOURCES FOR STUDENTS

BOOKS
- Roone, Anne. (2015). *You Wouldn't Want to Live Without the Internet!* New York: Franklin Watts.
- Bjerklie, David. (2017). *Technology For All: Wi-Fi Around the World - TIME FOR KIDS*® Informational Text. New York: Teacher Created Materials.