



# How Would Life Be Different if We Still Used Dial-Up Internet?

By: Jessica Shaffer

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Technology  
Grades 6-8



## Introduction

Connecting, connecting, connection failed, try again! If you rewind a little over twenty years ago, dial-up internet was the service used to “go online”. Jump into a writing activity where you explore the way using the internet “used to be” and how your life would be different today without wireless internet.

## Learning Objectives

[CCSS.ELA-Literacy.W.6.3](#)

- WALT use the writing process to create an essay about life with dial-up internet and how it would be different.

## Materials Needed

- [Pre-writing graphic organizer](#)
- [Writer's checklist](#)
- Anchor chart (chart paper/markers)
- Additional activities
- Chromebook/tablet/computer

## Procedure

1. Have a class discussion about the history of the internet and how the students use the internet and wireless technology in their daily lives. Create an anchor chart about how students use wireless technology in their daily lives. It might be surprising to students to see how much they rely on the technology that has always been around for them.
2. Watch videos and read articles about wireless capabilities, dial-up internet, and also the history of how it all came about. Have students research and understand more about the internet “before their day”. Make sure to preview all before assigning as websites and contents change frequently. Make sure the information is appropriate for the grade level you are teaching.

- [BrainPOP: Internet](#)
- [BrainPOP: Related Reading/More Resources on Internet](#)
- [BrainPOP: Computer History](#)
- [Related Reading/More Resources on Computer History](#)

Continued on page 2



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Continued from page 1

- BrainPOP: There are [38 different BrainPOP videos and articles](#) relating to the Internet
  - [Live Science: Internet History Timeline](#)
  - [Dial-Up Internet Article](#)
  - [The History of the Internet](#)
  - [Broadband v. Dial-Up Internet Article](#)
3. Have students fill in a graphic organizer to organize ideas and determine three ways their lives would be different if dial-up internet was still used today. This pre-writing activity will be used to guide students in the creation of their essays.
  4. Have students begin to create their essays. The first part will be the introduction. In the introduction, students should include:
    - The introduction should “hook” or grab the attention of the reader.
    - The main idea of the essay.
    - State the thesis.
    - State the points to support the thesis statement.
  5. Have students create the body of their essays. There should be at least three paragraphs of supporting details.
    - These should all be statements that “back-up” the students main idea statement in the introduction. The supporting details should always relate back to the main idea of the essay.
    - Include a topic sentence in each paragraph.
    - Different types of supporting details.
      - Include data and statistics if possible
      - Use real-life examples
      - Use your own experiences or observations
      - Use facts
      - Use opinions
  6. Have students create the conclusion for their essay.
    - Have a topic sentence that summarizes what was said in the thesis statement. Do not just restate the thesis.
    - Move from more specific to more general throughout the paragraph (the opposite of the introduction).
    - You should summarize the topic sentence for each of your supporting detail paragraphs in the conclusion.

Continued on page 3



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Continued from page 2

- Do not bring up new ideas.
  - Have a strong last sentence, or “clincher”, in the essay. This is what will leave a lasting impression on the readers.
7. Teachers will conference with students as they create their writing piece. Students will be given a checklist that they must have teacher initial when their writing has been checked. This will be done throughout the writing process for the essay. If the teacher chooses, students can complete the checklist on their own and initial it with his/her own initials. If teachers do not wish to conference with the students, the teacher can monitor the work being completed, and help on an as-needed basis.
8. When the rough draft of the essay is completed, students should have two peers edit the essay and make the appropriate changes before handing in the revised rough draft to the teacher for a final edit. This can also be modified. If the teacher does not wish to revise the essays for the students, edit the checklist.
9. Students will make the final edits and create the final draft of their essay.

**Assignment:** The teacher should have two assignments/activities that correlate with the internet for the early finishers or for those students waiting to conference. These should count as classwork grades. The assignments are valuable because they could give students ideas for writing, but also expand their knowledge of the importance of wireless internet.

## Evaluation

You should use the writing rubric that your district requires to grade the writing.

**\*\*This activity can be modified for each grade level. As an example, you can modify the amount of supporting detail paragraphs required.\*\***

**Extension:** You can have a Writer’s Celebration for the essays written by the students. This is where students can share their work. You can make this mandatory or voluntary. It can also count as a grade, as it addresses speaking standards in ELA.