

HerStory

A WebQuest for 8th grade American History and Language Arts

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Last Updated August 22, 2011



[True to the stars and stripes](#)

How did American women of the past affect my future?

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#1 Introduction

Who was the father of our country? Who was the mother? Is *history* only "*his story*" or is it "*her story*," too?

Often times when we read about history, the main characters are men. Why is this? Were there women who also had significant impact on history? What impact did these historical figures have on your life today? How will their contributions affect your future?

In this WebQuest activity, you will investigate "herstory" and find out how American women have impacted your country and your future.

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#2 Task

Your task is to communicate to the rest of the class what life was like for women during a given time period. Also, you will research the life of a specific woman who lived during that time period and relate to the class the impact that she had on your life today and on the lives of future Americans.

Each of you will be assigned to a group. Each group will develop a multimedia presentation to share with the class. Each person will have a specific task to complete in order to contribute to the group project and presentation. Because every person is unique, each member of the group will have a unique assignment.

One of you will complete an art project, one a research and writing project, one will develop a PowerPoint project, and one will be the reporter responsible for presenting the group project orally to the class. Every group member will contribute to the historical background research and draw conclusions about the impact each woman and her contributions had on the lives of Americans. It is important to remember that just as the contributions of George Washington and Orville Wright impacted the lives of men and women alike, the women you will investigate impacted every American, as well.

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3 Process

This section describes how you will go about accomplishing your task. Remember that the main goal is to communicate with fellow class members. You should make every effort to ensure that your contributions to the group presentation reflect that focus.

1. You will be assigned to a group of 4 students.
2. Each group will explore the website, "[Her Story](#)," to gain background information.
3. Each group chooses one of the time periods to report on. (Each group must choose a different time period.)
4. Decide which of the following roles each member will play:
 - **Artist:** This person will create a piece of visual art to represent some aspect of the group's investigation.
 - **Writer:** This person will compile a 2 page essay that explains the information obtained from the group's investigation.
 - **Technician:** This person will operate the computer and create the PowerPoint presentation.
 - **Reporter:** This person will present the group ideas to the class.
5. Gathering Background Information on your Time Period:
 - Each member should read the basic information on the group time period and the "[Related Links](#)."
 - Each member will take notes and brainstorm ideas for completing their role in the project. You will each use the "[Historical Time Period](#)" organizer to record your findings.
6. Research information on the woman featured in the group's chosen time period.
 - Each of you will use the "[American Woman](#)" organizer to record the findings of your research about the woman featured in that particular time period.
 - The group will discuss which facts to emphasize in the presentation.
 - Be sure that the presentation provides the audience with a good overview of the historical time period, as well as the contributions of the individual.
7. Completion of individual projects
 - **Artist:** Complete a visual art project that represents some aspect of the woman you have studied. The project can be completed using many

different media types. Some suggestions are: oil painting, clay sculpture, paper or other collage, and chalk pastel picture. You may think of a different type of artwork to complete. Please refer to the "Artist" rubric below for specific requirements for your project.

- **Writer:** Write a 2-3 page essay about the woman your group is investigating. You must use at least one outside print source besides the "Her Story" reference you will be investigating as a group. Please refer to the "Writer" rubric below for specific requirements for your project.
 - **Technician:** Create a PowerPoint slide show that communicates information about the time period and the woman you are learning about. You may include photographs, quotations, or clip art to make your presentation interesting to your viewing audience. The last slide should include references and/or links to the sources of all information and graphics used. Please refer to the "Technician" rubric below for specific requirements for your project.
 - **Reporter:** You will be incorporating all of the other individual projects into your oral presentation to the class. It is your responsibility to work closely with all other group members so that you understand how each project will fit into the presentation. It is important to organize your thoughts and decide in what order to incorporate each aspect of the research into your report. Please refer to the "Reporter" rubric below for specific requirements for your project.
8. Compilation of group presentation
- Each group will be provided with a tri-fold presentation board to use as a backdrop for their presentation. The art project, written report, printed photographs, and additional items representative of the time period or specific contributions will be displayed here. A PowerPoint slide show and oral report will be included, as well. All of these aspects will be a part of the group's presentation. Individual projects and the presentation board should complement one another so that the audience will be able to get a complete understanding of the information and how each aspect relates to the others.

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4 Evaluation

At various times throughout the completion of the group project, you will be given opportunities to discuss your progress within your group, as well as with other members of the class. At these times you will be provided with "[Peer Evaluation Forms](#)." The comments and notations made on these forms will be anonymous, so please provide as much constructive criticism as possible. (Constructive criticism is more than commenting on what could be done better. It provides an idea for making improvement.)

Each person will receive two evaluations upon completion of this WebQuest. First, you will receive a grade for your individual contribution to the group presentation. Since the individual assignments are quite different, each type will be evaluated using a different rubric. In addition, each person will be evaluated on how well and how much s/he contributed to the group project as a whole. Below you will find five different rubrics. The first rubric will be used to assess the group as a whole and will apply to everyone. The other four are task-specific. Please find the one that pertains to you. Keep these rubrics in mind as you work on the project. They will provide you with information about what is expected of you.



Group Work	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.	
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).	
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.	
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.	

Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.	
				Your Total Score:	

ARTIST	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Time/Effort	Class time was used wisely. Much time and effort went into the planning and design of the piece. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.	
Artistic Technique	Application of materials is preplanned and done in a logical, sequential manner.	Material is applied in a careful, logical manner. Colors remain sharp and texture is evident.	Control is somewhat lacking. A few rough or inconsistent elements may be evident.	Student needs to work on controlling materials and preplanning application. Piece is inconsistent with elements of artwork.	
Planning and Explanation	Student can describe in detail at any point during the creative process how s/he envisions the final product and how they intend to reach their goal. Very focused and	Student can somewhat describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused with	Student can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but	Student has thought very little about the project. Is present but is not invested in the product.	

	goal-oriented.	some planning.	let's things evolve in somewhat random manner.		
Knowledge Gained - Technique	Student can accurately name 5 characteristics of the technique being studied and describe how these 5 characteristics are used in his/her own artwork.	Student can accurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own artwork.	Student can accurately name 3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own artwork.	Student cannot accurately name 3 characteristics of the technique being studied OR cannot describe how characteristics relate to his/her own work.	
Creativity	Student has taken the technique and applied it in a way that is totally his/her own. The student's personality/voice comes through.	Student has taken the technique and has used source material as a starting place. The student's personality comes through in parts of the painting.	Student has copied some aspects or elements from another source. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
				Your Total Score:	

WRITER	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.	
Quality of Information	Information clearly relates to the main	Information clearly relates to the main topic. It	Information clearly relates to the main	Information has little or nothing to do with the	

	topic. It includes several supporting details and/or examples.	provides 1-2 supporting details and/or examples.	topic. No details and/or examples are given.	main topic.	
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.	
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.	
				Your Total Score:	

TECH-NICIAN (PPT)	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original	

	interesting way.			thought.	
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.	
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.	
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.	
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.	
				Your Total Score:	

REPORTER	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the	Usually listens to, shares with, and supports the efforts of others in the	Often listens to, shares with, and supports the efforts of others in the	Rarely listens to, shares with, and supports the efforts of others in the	

	group. Tries to keep people working well together.	group. Does not cause "waves" in the group.	group but sometimes is not a good team member.	group. Often is not a good team member.	
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. Can be heard by all audience members.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. Can be heard by most audience members.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. Difficult to hear.	Often mumbles or can not be understood OR mispronounces more than one word. Voice too low to hear.	
Props and group projects	Student uses all group props appropriately and refers to each at a reasonable point in the presentation.	Student uses 1 group prop appropriately during the presentation that makes the presentation better.	Student refers to props, but not in a way that adds to the presentation.	The student uses no props OR refers to the props in a way that detracts from the presentation.	
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.	
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	
				Your Total Score:	

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5 Conclusion

Now that you have explored American history through a different lens, what can you say about how your life has been affected by "herstory"? How did the contributions of these women impact your life? Why do you say that?

Looking at the events of the past in a different light can lead to a deeper understanding of them and of what might happen in the future. It is important to

remember that historical accounts are written from a particular point of view. It is up to you to decide how much of what you read or hear is factual and how the information can be presented in a particular way for some reason.

Use the "[Her Story Affects My Story](#)" organizer to record details about each woman featured in the classroom presentations. Write 5-7 sentences that tell how your life and your future have been affected.

Although "herstory" has not been widely discussed in earlier textbooks and historical accounts, this is changing. Many people are working to ensure that the contributions of American women and, indeed, woman around the world, are not forgotten. Individual contributions do impact future generations, regardless of gender.

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6 Credits and References

Designed by [Sue Wise](#) and Amy Martin, 2006, with [Teaching with Primary Sources at Waynesburg University](#). Last updated August 22, 2011.

Template created 2006 by Amy Martin, [Teaching with Primary Sources at Waynesburg](#) based on a template designed by Lisa Bradshaw, [Teaching with Primary Sources - Colorado](#).

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