



Cinderella Webquest

About the plan

EDUCATOR'S NAME	Claire Thompson and Myrt Smith
SCHOOL	Hattiesburg High
DISTRICT	Hattiesburg Public School District
GRADE LEVELS	10-12
SUBJECT	History / Government
UNIT/THEME	End-of-Year Review
COMPETENCY NUMBER	<p>U. S. History 1, 2, and 3 United States History: 1877 to the Present Strands: Civics, History, Geography, and Economics</p> <ol style="list-style-type: none">1. Explain how geography, economics, and politics have influenced the historical development of the United States in the global community. (History, Geography, and Economics)<ol style="list-style-type: none">1. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.)2. Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women's Movement, Civil Rights Movement, the New Deal, etc.)3. Explain the changing role of the United States in world affairs since 18774. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism)2. Describe the impact of science and technology on the historical development of the United States in the global community. (History, Geography, and Economics)<ol style="list-style-type: none">1. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.)

	<ol style="list-style-type: none"> 2. Examine the continuing impact of the Industrial Revolution on the development of our nation (e.g., mass production, computer operations, etc.) 3. Describe the effects of transportation and communication advances since 1877. <ol style="list-style-type: none"> 3. Describe the relationship of people, places, and environments through time. (Civics, History, Geography, and Economics) <ol style="list-style-type: none"> 1. Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.) 2. Analyze how changing human, physical, geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.)
OBJECTIVES	<ul style="list-style-type: none"> • Using what the students have learned this school year, complete the Webquest by choosing a decade in U. S. History from 1890-1980.
INSTRUCTIONAL FORMAT	Webquest and Links; individual and group activities
PRIOR PREPARATION	Educator must go through MAGNOLIA and Webquest site prior to preparing lesson based on three competencies and objectives. Go to http://webquest.sdsu.edu/ .
MATERIALS NEEDED	<ul style="list-style-type: none"> • Computer • Reference sources • Pictures • Multimedia • Internet Access • MAGNOLIA • Webquest
DURATION OF ACTIVITY	<ul style="list-style-type: none"> • 3 to 4 weeks (4 to 6 scheduled library sessions)
FORMAL ASSESSMENT	<p>Teacher and Librarian evaluation using Webquest rubric. The students and teacher can also create a rubric together. Students will be evaluated as a team, incorporating the following: Team work, content authenticity, elements of fairy tale, project, presentation, and reflection.</p> <p>Students will be asked the question: How does culture and time in history affect folktales and our perception of the decade that we have chosen to develop?</p>

Activity

Students go to "An American Cinderella" at:

<http://www.hpsd.k12.ms.us/blair/Library/cinderlesson.htm>. There, they may be able to search from grades 9-12 Social Studies Webquests at: <http://webquest.sdsu.edu/matrix/9-12-Soc.htm>. Students can search "American History From 1860 to the Present" from Kingwood College Library.

Explore activity

Students may go to MAGNOLIA website and click on ERIC. Students may type in word search "United States History." There, they may link to Explore NARA Digital Classroom at:

http://www.archives.gov/digital_classroom/teaching_with_documents.html.