Antebellum U.S. Reform Movements

WebQuest Description: Students will examine the origins, strategies and goals of Antebellum U.S. reform movements.

Grade Level: 9-12
Curriculum: Social Studies
Keywords: temperance, abolition, women's rights, prison reform, education, mental health, religious revival, utopia
Published On: 2013-11-10 15:57:44
Last Modified: 2013-10-31 12:05:04
WebQuest URL: http://zunal.com/webquest.php?w=218194

Introduction

In the United States and many other nations, the 19th century was a time of significant reforms. Areas of reform included: abolition (anti-slavery), utopian communities, women's rights, temperance (anti-alcohol), education, and prison reform. Many reformers grew out of the Second Great Awakening, religious revival movement, that inspired people to act for change. In this webquest, you and your group members will become experts on one reform movement. You will present your findings to the class via a power point or prezi presentation. Then, you will individually write an editorial on the reform movement.

Tasks

You and your team members will become experts on one 19th century reform movement: (1) abolition (anti-slavery), (2) prison reform, (3) utopian communities, (4) women's rights, (5) education or (6) temperance (anti-alcohol). You and your team will (1) read information on the reform movement, (2) analyze two documents related to the reform movement, and (3) prepare a power point or prezi presentation on the reform movement. Then, you will present the presentation to the class. Individually, you will write an editorial supporting or opposing the reform movement.

Process

As a team: (1) Determine each members role: (a) scribe (take notes; write and type summary), (b) technician (create power point / prezi), (c) analyzer (use graphic organizers to analyze two images), and (d) script writer (write script for power point / prezi). All members will present the power point / prezi. Steps: (1) Read the background information on the reform movement. Temperance, Prison Reform, Education, Abolition, Women’s Rights, Utopian Communities. (2) As a team, determine the main ideas (who, what, where, when, why, how) to include in your group’s summary. The scribe will write the final summary. (3) As a team, support the script writers as s/he writes the text for the power point / prezi and the technician as s/he create the power point / prezi. (4) There should be at least 8 slides: (a) title of reform, team members' names, (b) definition of the reform movement, (c) who was involved, (d) when did it happen, (e) where did it happen, (f) why were people involved, (g) what did they do and how, (h) closing slide. The presentation should include at least 4 images. (5) One person will use a graphic organizer to analyze two images. (6) Prepare your presentation (5 minutes). (7) Individually, you will write an editorial either supporting or opposing the reform movement.

Evaluation

You will be evaluated as a group and individually. Your group grade is for the overall product (power point / prezi, summary, graphic organizers). Your individual grade is for participation and the editorial.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>3 - Excellent</th>
<th>2 - Good</th>
<th>1 - Poor</th>
<th>0 - Not included / done</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>On time and on task 100% of each class.</td>
<td>On time and on task 80% of each class.</td>
<td>On time and on task 65% of each class.</td>
<td>Late and/or off task more than 50% of each class.</td>
<td>Score</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Work cooperatively and collaboratively 100% each day.</td>
<td>Work cooperatively and collaboratively 80% each day.</td>
<td>Work cooperatively and collaboratively 65% each day.</td>
<td>Did not work cooperatively and collaboratively 65% each day.</td>
<td>Score</td>
</tr>
<tr>
<td>Listen to teammates and provide ideas for the group</td>
<td>100% of each class</td>
<td>80% of each class</td>
<td>65% of each class</td>
<td>Less than 65% of each class</td>
<td>Score</td>
</tr>
<tr>
<td>Respectful of others and self</td>
<td>100% of the classes</td>
<td>80% of the classes</td>
<td>65% of the classes</td>
<td>Less than 65% of the classes</td>
<td>Score</td>
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</table>
Congratulations! You now are informed about 19th century U.S. reform movements. Individually, you will write an editorial either supporting or opposing the movement. Attached is the graphic organizer for your editorial.

Teacher Page

This web quest introduces students to 19th century reform movements.

Standards
Common Core Standards

Key Ideas and Details

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Credits

Other