

WebQuest Problem: Women and Art

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Introduction:

It's the late 1800 and woman just got a right to vote. Women were expected to be a full time mother, care taker, cooks and cleaners. How would you feel if you where a passionate artist who wanted to show your work to many people? Could you show your work in museum? Could you go to the best art school? Could you travel around the world seeing different cultural icons like Pablo Picasso, Henry Matisse and maybe go down to Mexico and see Diego River? How would you feel if you where a woman with this disposition?



Task:

1. Work with student at your table
2. Examine the problem
3. Gather information that deal with women in art choose a women during this time that personifies the very dealings of this women in art
4. Each person is expected to write a journal entry on what they have learned through his/her experience.

Process:

Student will use the graphic organizer to jot done their ideas.

Each group will select a project

EACH GROUP MEMBER WILL HAVE A SPECIFIC ROLE.

STUDENT 1: Recorder/writer: This student will take notes and gather all the information that each group member will provide. This student will be responsible of printing and submitting the PPA worksheets,

STUDENT 2: Researcher: This student will gather information from the

<http://flippedtips.com/plegal/tips/solutions.html> internet (must have access to a computer at home with a working printer). The other group members are still responsible of gathering information from the internet and submitting their finding to Researcher. The researcher must make sure that the information provided are from valid sources example educational sources (.edu) government sources (.gov) and organizational sources (.org) The information gathered will be used to complete your worksheets (PPA).

STUDENT 3 Timekeeper/ organizer: This student will be responsible of making sure that the group is on task. He/she will organize group meetings, plan conferences with the teacher. He/she will make sure that the group meet the deadlines for handing in the assignments.

STUDENT 4 Presenter: This person is responsible of conveying their findings to the class. He/she will be the main speaker in the oral presentation. The PowerPoint will be used as part of the oral presentation.

Each group must reflect and complete the six steps Public Policy Analysis worksheets outlined below:

<http://flippedtips.com/plegal/tips/solutions.html>

Gather the evidence:

<http://flippedtips.com/plegal/tips/gather.html>

Identify the Cause:

<http://flippedtips.com/plegal/tips/identify.html>

Evaluate the Policy:

<http://flippedtips.com/plegal/tips/existing.html>

Develop Solution:

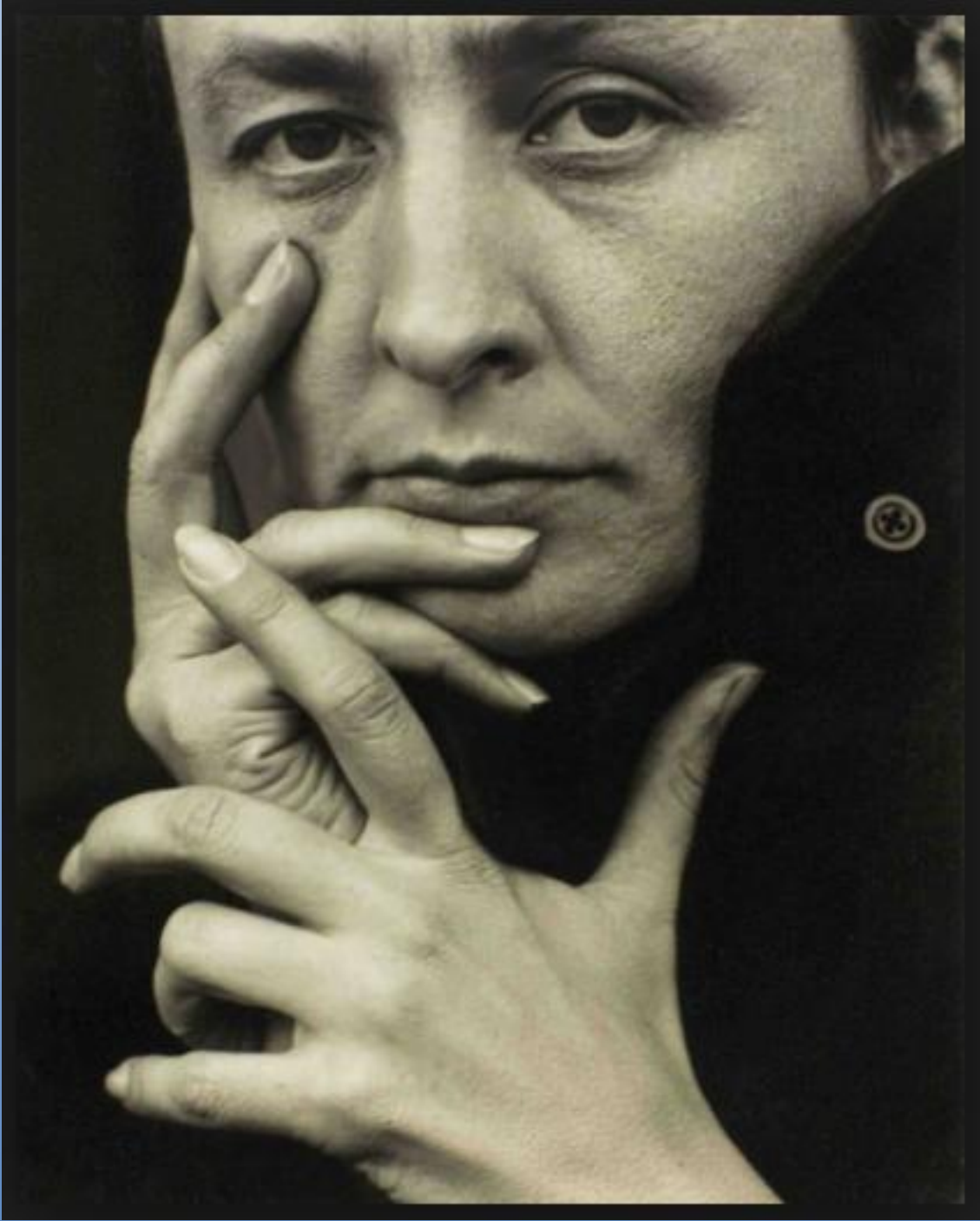
<http://flippedtips.com/plegal/tips/solutions.html>

Resources:

- <https://www.nwhm.org/online-exhibits/rightsforwomen/introduction.html>
- <http://www.ushistory.org/us/26c.asp>
- <http://evolutionofwomenscitizenship.weebly.com/1800s-womens-movement-issues.html>
- <http://evolutionofwomenscitizenship.weebly.com/1800s-womens-movement-issues.html>
- <https://www.connerprairie.org/Education-Research/Indiana-History-1800-1860/Women-and-the-Law-in-Early-19th-Century>
- <http://www.historylearningsite.co.uk/womensrights.htm>
- <http://www.nps.gov/wori/learn/historyculture/womens-rights-leaders-1800-1900.htm>
- <http://www.dvusd.org/Page/29769>
- http://en.wikipedia.org/wiki/Georgia_O%27Keeffe
- http://en.wikipedia.org/wiki/Dorothea_Lange
- <http://www.biography.com/people/frida-kahlo-9359496>
- <http://www.wendy.com/women/artists.html>
- <http://www.artcyclopedia.com/artists/women-artists-19th.html>
- http://en.wikipedia.org/wiki/Women_artists







Rubric:

Public Policy worksheet Rubric

| 4 | 3 | 2 | 1 | 0 |
|--|--|---|--|----------------|
| Fully completed with thorough and detailed answers to each question. | Fully completed with an answer to each question. | Partly completed with incomplete answers to some questions. | Partly completed with incomplete answers to all questions. | Not turned in. |

Power Point Rubric

| | 4 | 3 | 2 | 1 | 0 |
|--------------------------|---|---|--|---|---|
| Data | Information is well-detailed, credible, and relevant. | Information is detailed, credible, and relevant with minor gaps or inconsistencies. | Information is general, mostly credible, somewhat relevant with major gaps or inconsistencies. | Information is general, somewhat suspect, of dubious relevance. | Information is confused, suspect, and irrelevant. |
| Proposed Solution | Proposes a plausible and effective policy. | Proposes a possible policy with a few issues which hinder effectiveness. | Proposes a questionable policy with limited effectiveness. | Proposes an incoherent policy. | No policy proposed. |
| Citation | All sources are properly cited with no formatting errors. | All sources are properly cited with some minor formatting errors. | All sources are cited but are not in proper format or some sources are not cited. | Several sources are not cited or are referred to only briefly. | No citations at all. |

| | | | | | |
|---------------------|---|---|--|--|--|
| Presentation | Makes good eye contact with audience, projects well and enunciates clearly, uses gestures and emphasis effectively. | Makes good eye contact with audience, projects well and usually enunciates clearly, uses gestures and emphasis. | Makes eye contact with audience, can usually be heard and understood, uses a few gestures and emphases. | Makes sparse eye contact, difficult to hear or understood, does not use gestures. | Cannot be heard or understood. |
| Appearance | Well-structured layout with high quality and appropriate graphics and effects which enhance the presentation message. | Structured layout with decent graphics and effects which generally fit the theme. | Some structural elements are used but overall layout is cluttered or distracting. Graphics and effects may be of inferior quality or inconsistent theme. | Cluttered, confusing, and hard to read with little or no attempt at consistent structure. Graphics and effects are of poor quality and unrelated to the information presented. | Poor design choices render slides unreadable. Poor quality graphics and effects are unrelated to the topic, or entirely nonexistent. |

Conclusion:

Congratulations on completing your WebQuest! In the process of completing your Public Policy Analysis you should have a clear understanding of being a women in the 1800's. You should also have a meaningful proposal and recommendation to educate others about women rights. Thank you for your participation.