Age of Exploration Project

Introduction
Have you ever thought about what it was like to live in a time when North America was being explored? Imagine that you live now and are researching what life was like for explorers during the Age of Exploration. You are a member of the Smithsonian Museum staff and you are assigned to make an informational brochure and a project to include in a new museum wing. Which explorer will you research? What kind of project will best represent his exploration? Get ready for an exciting journey into exploration history!

Task
Imagine that you have just been chosen to be part of an important committee. The Smithsonian Museum has just decided to celebrate the exploration of North America by creating a museum wing. The new wing will display items that represent the reasons and outcomes of exploration. Your job as a committee member is to create an informational brochure and a project for the museum wing and to present them to the Smithsonian for approval. To create the items for your new wing, you will use information about the early explorers of North America from the Internet and from class resources. Throughout your presentation, you will need to persuade your class that your items belong in the museum wing.

Process
Read through all of the directions below before beginning your research, brochure and project. Refer to the evaluation page as you complete each step to make sure that you are completing the assignments correctly. **USE THE FOLLOWING PAGES AS A CHECKLIST FOR YOUR PROJECT!**

1. Each of you must choose <u>one</u> of the following explorers to research for your brochure and project:

Ferdinand Magellan   (1519)
Amerigo Vespucci (1454-1512)
Alvar Nunez Cabeza de Vaca (1490-1557)
Giovanni De Verrazano (1524)
Leif Eriksson (1000)
Giovanni Caboto (John Cabot) (1497)
Vasco Nunez de Balboa (1513)
Ponce de Leon (1513)
Hernando Cortes (1519-1521)
Jacques Cartier (1534)
Francisco Vasquez de Coronado (1540-1542)
Hernando de Alarcon (1540)
Hernando de Soto (1541)
Martin Frobisher (1576)
Samuel de Champlain (1604)
Henry Hudson (1610)

William Baffin (1616
Jacques Marquette (1673)
Louis Jolliet (1673)
Sieur (Robert) de La Salle (1682)
Vitus Bering (1728-1741)
Sir Alexander Mackenzie (1789)
Pedro Alvarez Cabral (1500)
Francisco Orellana (1541)
Willem C. Schouten (1615)
Juan Bautista de Anza (1736-1788)
Sir Humphrey Gilbert (1539-1583)
Baron Alexander von Humboldt (1769-1859)
Eric the Red (986)
Pedro Menendez de Aviles (1560)

2. Each person should copy and paste the items below into a Word document so that you will have a place to record the information you gather about your explorer. <u>Write in complete sentences with as much detail as you can.</u>

Your Name:
Name of Explorer:
Country Represented:
Time of Exploration:
Why was the voyage undertaken?
Challenges faced:
Evidence of Persistence and/or Risk-Taking:
Results of Exploration:

3. Use the following websites to help you get started gathering information about your explorer. If they do NOT work, just do a Google search for your person. You are also strongly encouraged to use your textbooks.

http://www.enchantedlearning.com/explorers/
http://www.snowcrest.net/jmike/explor.html
http://library.thinkquest.org/4034/timeline2.html
http://vlib.iue.it/history/USA/ERAS/discovery.html
http://www.win.tue.nl/~engels/discovery/alpha.html
http://www.kidport.com/Reflib/usahistory/Explorers/Explorers.htm - The Explorers

4. Now take the information on your worksheet to make a brochure about your explorer. Refer to the rubric to make sure that you include everything you should.

5. Create a map showing the route(s) of your explorer, including places of departure and destination. Your map should include a title, a map key, country and territory names, and should be easily read by others.

6. Now it is time to choose a project of your explorer. You need to choose one that will best help you illustrate your explorer, his purpose, and the results of his exploration. Here are your choices:

- ❑ Make a model of a ship an explorer might have used to travel to the New World. For your class presentation you could tell about the different parts of the ship and how you made the ship or you could tell about the different roles of the various crew members.
- ❑ Create a Newspaper Article that advertises for ship crew members to travel to the New World. Be sure to list the job requirements. Design your article to make the opportunity sound exciting and enticing as you present it to the class.
- ❑ Write a letter from the perspective of an explorer who is traveling to the New World. Describe your experiences, feelings, hope, worries and problems. Read your letter for your class presentation.
- ❑ Research and read about several common constellations used in navigation by the explorer. Tell how the stars helped the explorer to determine direction, etc. Explain your findings for your class presentation.
- ❑ Create a Game about "Sense of Smell" using different spices from the Far East. Have your classmates work in groups to try to determine the names of the spices by their smells for your presentation.
- ❑ Write and perform a skit about an explorer's journey to the New World. The performance must reflect knowledge of the actual event. Two to four people may be involved. The skit should not last longer than five minutes.
- ❑ Make up your own sea chantey (song) or create new words for a familiar tune. Use vocabulary words distinctive of the explorers of the time. Perform the song for the class in person or play it on CD player or from the Internet.
- ❑ Construct a realistic Salt Dough Model of the ocean travel routes to the New World. Be sure to make your project colorful and label the countries, oceans, and routes. Bring your map to display.
- ❑ See Me option

7. Now it is time to present your poster and project to the class. Remember, the class will decide whether your work will be included in the new museum wing.

Work days in class with Internet access: Thurs. 2/14, Fri. 2/15, Mon. 2/18
Presentations: Tues. 2/19 & Wed. 2/20 (Overflow on Thurs. 2/21, if needed?)

Project Evaluation   Name: _____   Explorer: _____

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Project Choice	It appears the student chose the project randomly, without thought of their explorer.	Student chose project with some thought of their explorer, but other options would have been a better representation.	Student chose project appropriately to represent their explorer.	Student chose project appropriately to represent their explorer and every detail was evident of this.	
Organization	The information appears to be disorganized.	Information is relatively organized, but points are not well-constructed.	Information is organized with well-constructed points.	Information is very organized with well-constructed points and sub points.	
Required Elements	Several required elements were missing.	All but 1 of the required elements is included on the poster.	All required elements are included on the poster.	All required elements are included on the poster as well as additional information.	
Labels	Labels are too small to view OR no important items were labeled.	Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	
Graphics-Relevance	Graphics do not relate to the topic.	Some graphics relate to the topic.	Most graphics are related to the topic and most make it easier to understand.	All graphics are related to the topic and all make it easier to understand.	
Attractiveness	The project is distractingly messy or very poorly designed. It is not appealing to the eye.	The project is acceptably attractive though it may be a bit messy and not well thought out.	The project is attractive in terms of design, layout, and neatness.	The project is exceptionally attractive in terms of design, layout, and neatness. Evidence of extra design thought put in.	
Content Knowledge-Accuracy	It appears as if the student did minimal research on their explorer and did not fully read all facts.	Student exhibits many mistakes in content accuracy and appears to only have read one source.	Student exhibits few mistakes in content accuracy and appears to have read two sources.	Student exhibits no mistakes in content accuracy and appears to have read multiple sources.	

Comments: Total: _____ / 28

Brochure Evaluation   **Name:** _____   **Explorer:** _____

Criteria	5	3	1
1. Brochure needs to include the following information about the explorer: ❑ Name and country represented and the exploration date(s) ❑ Pictures from book, Internet, or Encyclopedia ❑ Map of route (an ORIGINAL map) ❑ Time period ❑ Sources			
2. Describe or show in a creative way the following: ❑ Why voyage was undertaken ❑ Evidence of persistence/risk taking ❑ Results of exploration			
3. Organized in a <u>neat</u>, *creative*, and **original** way			
4. Spelling and grammar are correct			

Comments: Score: _____ / 20

Final Score Breakdown:

Evaluation: _____ / 28 points x 2 = _____ / 56 points

Brochure: _____ / 20 points x 2 = _____ / 40 points

Sources: _____ / 2 points x 2 = _____ / 4 points

Project Total: _____ / 100 points

Overall Comments:

Conclusion
Congratulations on completing your museum projects! By completing your brochure and project you have learned important things about the exploration of the New World. You have also learned how to create projects that represent important facts. <u>Next time you visit a museum,</u> look at the displays and think about why the museum staff decided to include it in the museum. What period of history does it represent? What important facts does it try to convey? Do you think you would like to work in a museum? Why or why not?