

Explorer's Notebook: Decide among your group: who will be responsible for what? Each individual will be assessed on their own work, the group will be assessed on how effectively you all collaborate and work together.

Your finished Explorer's Notebook will need to include the following nine (9) components:

PRIOR TO SETTING SAIL (use resources from previous lessons as well as research)

1. Public Announcement/Advertisement: This call for a crew will persuade sailors to join the voyage. The information on this poster should include:

- ___ expected length of voyage
- ___ types of jobs on board
- ___ hazards and rewards/payment
- ___ visual appeal (of the public advertisement)

2. Map: Illustrate your voyage from the sponsoring country (specific port city) to the "new" land and back. This should be detailed and large enough for the King/Queen to clearly understand. Be artistic, and include CLOTS (**C**larity - overall neatness and legibility; **L**abels; **O**rientation/Compass; **T**itle; and **S**cale)!

3. Biography: This could come in the form of a resume, cover letter, or formal narrative essay. It needs to include information about:

- ___ captain's early life
- ___ relevant experiences (previous voyages, education, other information that gives credibility)
- ___ personality traits that make him a valuable leader
- ___ reasons why the captain is going on this voyage; *what does he hope to find?*

4. Ship Infographic: This detailed image needs to illustrate the following information:

- ___ parts of the ship (masts, sails, cargo holds, sleeping quarters, captain's quarters and other unique characteristics of the vessel)
- ___ flag or decoration to depict the country for which the captain is sailing
- ___ label all the cargo you'll transport (there and back!)
- ___ title and subheadings to include important general information (ship's name, captain's name, etc)

DURING THE JOURNEY

5. Trip Log/Navigation Log: This needs to detail at least **six** entries during the exploration, dates and illustrations need to be present in each entry. You can choose to write this from the perspective of the captain, or a member of the crew.

- ___ events could include: launching date, weather-related issues, food/crew related issues such as disease or disloyalty/mutiny, false land sightings, or other "mistakes" on board, interactions with natives, etc.
- ___ navigation issues could include: how you're using latitude and longitude, describe the navigational tools you have and how you use them, etc.

6. Field Journal: This tracks specific information about the areas explored. Include observations about plants, physical attributes of the land, climate, animals, minerals, agriculture, natives, and any other phenomena you encounter along the way. Include sketches and bring back samples of anything you can. These observations must be geographically accurate.

AFTER YOU RETURN

7. Formal Letter to the King/Queen: Share your findings and persuade the monarchs to either continue to fund your exploration, or to abandon similar voyages in the future.

GENERAL PRESENTATION

8. Cover and Binding: This should be creative and durable. It needs to include:

- ___ title for your voyage,
- ___ names of captain and crew members
- ___ portrait of captain, and illustrations to depict your exploration

9. Flag of Monarchy: To plant on all land claimed - this needs to be authentic and appropriately colored.

Project-Based Assessment: *The Explorer's Notebook*

This project is built to allow practice of the following skills:

1. Research the historical context and lives surrounding one European explorer.
2. Read a variety of nonfiction text to understand your explorer's journey.
3. Write from multiple perspectives.
4. Collaborate to achieve a common goal with your peers.
5. Continue to strive for excellence as you create high quality work!

Guiding Questions:

- Who was your explorer? What were his motives?

- What is the *story* of his exploration?

- What were the effects of his exploration?

- How can we best present this learning to others?

Task:

You, as an agent for the king and queen of _____, are hereby authorized to make a journey to the New World on behalf of our kingdom. All of our rivals are competing for land, trade and wealth. Whoever wins will be the strongest kingdom in Europe. It is imperative that you succeed.

Your mission: to claim all land for the monarchy, create a new trading route across the ocean, and bring back gold, silver, spices, new plants, and any items deemed valuable. You will be provided with a ship, crew, and all the necessary provisions for an extensive journey to the New World. To verify that you have completed your journey, you must create evidence via an Explorer's Notebook. Thank you -- and Godspeed.

Sincerely,
The Monarchy

Explorer's Notebook Final Assessment Sheet

Explorer: _____

Crew Members: _____

<p>1. Public Announcement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages others to join your voyage with both words and visuals <input type="checkbox"/> Includes clear information on expected length of voyage, types of jobs on boards, potential hazards, rewards, payments and long-term benefits to coming on trip 	<p>_____/10</p>
<p>2. Map</p> <ul style="list-style-type: none"> <input type="checkbox"/> Map traces the voyage from the sponsoring country to the new land and back <input type="checkbox"/> Details are large enough for royalty to see clearly <input type="checkbox"/> Includes color, accurate labeling and spelling, and artistically appealing design 	<p>_____/10</p>
<p>3. Biography/Background Information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes explanation of captain's early life, his past experiences, and his traits/characteristics that make him a particularly valuable leader <input type="checkbox"/> Includes why the captain is exploring and what he is expecting to find <input type="checkbox"/> References any previous voyages the captain might have been a part of 	<p>_____/10</p>
<p>4. Ship Infographic</p> <ul style="list-style-type: none"> <input type="checkbox"/> This detailed image needs to illustrate the following: <ul style="list-style-type: none"> <input type="checkbox"/> parts of the ship (masts, sails, cargo holds, sleeping quarters, captain's quarters and other unique characteristics of the vessel) <input type="checkbox"/> flag or decoration to depict the country for which the captain is sailing <input type="checkbox"/> label all cargo you'll transport (there and back) <input type="checkbox"/> title and subheadings to include important general information (ship's name, type, captain's name, etc.) 	<p>_____/10</p>
<p>5. Trip Log/Navigational Log</p> <ul style="list-style-type: none"> <input type="checkbox"/> Details at least 6 entries during the course of expedition <input type="checkbox"/> Dates and illustrations (with clear labels) need to be present for each entry <input type="checkbox"/> You may choose to write this from the perspective of the captain or another member of the crew <input type="checkbox"/> Events could include <ul style="list-style-type: none"> <input type="checkbox"/> launching date <input type="checkbox"/> weather-related issues <input type="checkbox"/> food/crew related issues such as disease or disloyalty; false sightings or other mistakes on board <input type="checkbox"/> real land sightings and landings <input type="checkbox"/> interactions with natives people <input type="checkbox"/> return dates <input type="checkbox"/> Navigational issues could include <ul style="list-style-type: none"> <input type="checkbox"/> how you are using latitude and longitude <input type="checkbox"/> description of what navigational tools you are using and how you are using them 	<p>_____/10</p>

6. Field Journal <ul style="list-style-type: none"> <input type="checkbox"/> Details at least 6 major findings about the areas explored <input type="checkbox"/> Include observations about plants, physical attributes of the land, climate, animals, minerals, agriculture, native people, and any other phenomena you encounter along the way <input type="checkbox"/> Explain how these observations could be valuable to the country funding journey <input type="checkbox"/> Include labeled and clearly drawn sketches of what you have observed <input type="checkbox"/> Bring back samples of all you can to show the royalty 	_____/10
7. Formal Letter to the King/Queen <ul style="list-style-type: none"> <input type="checkbox"/> Share you findings and persuade the monarchs to either continue to fund your exploration or to abandon similar voyages in the future 	_____/10
8. Cover and Binding <ul style="list-style-type: none"> <input type="checkbox"/> This should be creative and durable and needs to include <ul style="list-style-type: none"> <input type="checkbox"/> title or your voyage <input type="checkbox"/> name of captain and crew members <input type="checkbox"/> portrait of the captain and illustrations to depict your exploration 	_____/10
9. Flag of Monarchy <ul style="list-style-type: none"> <input type="checkbox"/> Needs to be authentic to time period and colored appropriately and neatly 	_____/10
10. Presentation to Monarchs <ul style="list-style-type: none"> <input type="checkbox"/> All crewmembers participate equally in presentation <input type="checkbox"/> Presentation is known well enough that it does not need to be read from notes or the notebook <input type="checkbox"/> Evidence is presented to the Monarchs to investigate during presentation <input type="checkbox"/> Presentation and evidence is convincing and accurate <input type="checkbox"/> Costumes are accurate and represent each role of crew and the time period 	_____/30
11. Attention to Detail <ul style="list-style-type: none"> <input type="checkbox"/> Accuracy of information presented in notebook <input type="checkbox"/> writing is in own words and not copied from source material <input type="checkbox"/> Artwork and artifacts are complete, neat and effective 	_____/10
12. Effective Collaboration <ul style="list-style-type: none"> <input type="checkbox"/> Equitable distribution of notebook responsibilities <input type="checkbox"/> Members come to class with research/work done in advance so class time was spent consulting with each other about how to make notebook even better <input type="checkbox"/> Time in class used effectively (for example: conversations kept on task about this project as opposed to non-related topics) <input type="checkbox"/> Worked respectfully with each other, listening to and building off other's ideas <input type="checkbox"/> Group members feel positive about the experience of working together 	_____/10
Total	_____/140

Teacher Observations/Notes:

Explorer's Notebook

“Helpful Hints” for your journey on the high seas:

Each individual, pair, or group will choose a different explorer about whom to research and create an Explorer’s Notebook. If done in groups, assign each member of the team a role. Useful roles could be:

1. Explorer/Captain

Task #3 - Biography

Task #7 - Formal Letter to Monarchs

2. Navigator

Task #2 - Map

Task #4 - Ship Infographic

Task #5 - Trip/Navigational Log

3. Scientist

Task #6 - Field Journal

Task #6 - Drawings and samples

4. Ambassador

Task #1 - Public Announcement

Task #8 - Cover and Binding

Task #9 - Flag of Monarchy