

Project # 1 Model of a Caravel



In this project students will focus on the first New World explorer's mode of transportation, the Caravel. Research will need to be conducted on the history of this style of ship and what sets it apart from other vessels of the 15th and 16th century. Students will learn the unique qualities that make up this ship by building a scale model of a Caravel. Students will need to be able to share the following information with the class:

1. Why were these first built?
2. What makes them unique from other ships?
3. What is the history of this type of ship?

****PURPLE – YOU ARE CREATING A MODEL OF A CARAVEL****

Project # 2 Nationality Flag and Accomplishments



In this project students will need to choose from one of the many countries who participated in the Age of Exploration, by sending out explorers, and conduct research on the accomplishments of that countries exploration. Students will show their choice of country by creating a large flag and listing the following information on the back in order to share with the class:

Choose one of the following (British, French, Portuguese, Spanish, Dutch, Vikings, Chinese)

1. What did they discover?
2. What was the purpose of their voyages?
3. Who were some of their explorers?

****PINK – YOU ARE LISTING IMPORTANT FACTS, IDENTIFYING CAUSES AND REMEMBERING KEY INFORMATION****

Project # 3 Interviews with Explorers

Can be done with a partner



In this project students will select an explorer from the Age of Exploration and conduct research to discover details about the life and accomplishments of the explorer. After research is completed, students will generate 5 questions to ask the explorer that they can provide the answers to. Students will then use costumes and video recording equipment to film a live interview with the explorer that will be shown to the class to convey the following information:

1. Where are they from?
2. What is their background?
3. What did they do that was important?

****YELLOW – INTERVIEW A FAMOUS PERSON FROM THIS ERA****

Project # 4 Explorers Journal



In this project students will select an explorer from the Age of Exploration and conduct research to discover details about the life and accomplishments of the explorer. After research is completed, students will assume the role of the explorer by writing a series of journals from their travels. Writing in the first person of the explorer, the group will generate 8 journal entries with sketches that show what the explorer is seeing. The journals need to represent the following information:

1. Where the explorer is from and their background?
2. The country they are exploring for?
3. What major discoveries/accomplishments did they make?
4. What lasting impact did they have of the Age of Exploration?

****YELLOW – ROLE PLAY****

Project #5 Explorer Memorial



In this project, students will choose an explorer from the age of discovery (1400's – 1600's) and design a memorial to the explorer. Imagine the memorial is a miniature version of a memorial that would be placed in a city of the land the explorer discovered. Your group will research their background, explain their discoveries and accomplishments, and explain why they should be remembered.

1. Choose an explorer
2. Research their background
3. Explain what their accomplishments and discoveries were
4. Create a model of a memorial

****GREEN – ANALYZE THE INFORMATION AND BREAK IT DOWN TO EXPLAIN THEIR IMPORTANCE****

****PURPLE – CREATE A MODEL OF A MEMORIAL (DIGITAL OR PHYSICAL)****

Project #6 Graphic Novel of a Conquest



In this project students will research one of the main conquests of Native Americans by the European powers. To help the students better understand the reason for the conquistador's successes, they will have to research some of their tactics and compare them with the native populations' technologies. The graphic novel will take the reader from the beginning of the expedition in Europe, through their conquest, and then concluding back in Europe. The graphic novel must include the following:

1. Choose one of the following conquistadors: Francisco Pizarro, Hernan Cortes, or Pedro de Alvarado.
2. At least 20 detailed and colored pictures with dialogue including the conquistador
3. Major events of their conquest
4. Outcomes of their life, and their impact on the native populations

****PURPLE – CREATE A GRAPHIC NOVEL****

Project #7 Columbus Talk Show Debate

Can be done with a partner



In this project students will discuss the debate over whether Christopher Columbus should be considered a hero, or a villain. Some historians state that Columbus should be considered as a successful man who helped to colonize and enrich the New World. Other historians assert that he was the biggest mass-murderer of all time. Students will research both sides of this story and create debate between two historians hosted by a moderator. A successful project will include the following:

1. Written, and detailed research about both sides of this argument
2. A concise summary of each arguments strong points and weaknesses
3. A display of the debate, either as a presentation, or in video format.
4. A final, written editorial describing what your group believes should be the general opinion of Columbus.

ORANGE – You are justifying the actions of Christopher Columbus