



**SSH4H2: The student will describe European explorations of North America.**

- a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English.**
- b. Describe examples of cooperation and conflict between Europeans and Native Americans.**

**EQ: Why did the explorers travel to new lands?**

### **Early Explorers Report and Project**

**You have been assigned \_\_\_\_\_**

Answer the following questions: (Paragraph 1)

1. What was his full name?

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2. Where and when was he born?

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3. Tell me any information you found out about his family.

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4. When, where, and how did he die?

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(Paragraph 2)

5. Why did he want to travel to another place?

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6. When did he set sail on one of his voyages?

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7. Where did he sail from and where did he go?

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8. Who paid for the trip? (country/monarchs)

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9. Tell me any other information about the voyage.

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(Paragraph 3)

10. Tell me about the ship your explorer sailed on.

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11. Tell me about the crew that sailed with your explorer.

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12. Tell me about the resources and conditions during the voyage (food, weather, etc.)

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(Paragraph 4)

13. Tell me about examples of cooperation and conflict between your explorer and Native Americans.

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14. Tell me any other information you feel is important.

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Write all information in complete sentences and paragraphs. Do not copy sentences, please write all information in your own words. You may type or write your report.

\*\*\* Show where your explorer traveled on a map of the United States or North and South American continent.

Using Microsoft Word and the template provided, you will create a brochure on your explorer. Make your brochure attractive with clipart and pictures found from the Internet. You can create your draft at home but the published work will be done at school using the lab computers or class laptops.

Use books, magazines, and the website to help you find out all you can about the explorer you have been assigned. You may find a list of helpful links attached. (This list provides information for all of the explorers).

You will give a brief presentation to share some of the information you learn. Do not read your report to the class. Just tell us about something interesting you learned.

Remember there are three parts for this project: paper (report), product (brochure), and presentation.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Explorer's Project is due:** \_\_\_\_\_



## Early Explorers Brochure Project Checklist

**SS4H2: The student will describe European explorations in North America.**

**a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English.**

**b. Describe examples of cooperation and conflict between Europeans and Native Americans.**

**EQ: Why did explorers travel to new land?**

Did you complete the following criteria?	Not Yet 0	Yes 1	Teacher Score
Full name of the explorer and picture			
When and where was the explorer born			
Information about explorer's family			
When, where and how did he die?			
Why did he want to travel to another place?			
When did he set sail on one of his voyages?			
Where did he set sail and where did he go? (Map showing the outline of the explorer's travel)			
Who paid for the trip? (country/monarchs)			
Tell me any information about the voyage.			
Tell me about the ship your explorer sailed on			
Tell me about the crew that sailed with your explorer			
Tell me about obstacles faced on voyage			
Tell me about accomplishment or failure of the voyage			
Describe examples of cooperation and conflict between European explorer and Native Americans			
Tell me any information that you feel is important			

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## Making A Brochure : Early European Explorers

CATEGORY	4	3	2	1	Comment	Total Score
<b>Writing - Organization</b>	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.		
<b>Writing - Grammar</b>	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.		
<b>Content - Accuracy</b>	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.		
<b>Attractiveness &amp; Organization</b>	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure\'s formatting and organization of material are confusing to the reader.		
<b>Knowledge Gained</b>	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.		
<b>Graphics/Pictures</b>	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems \'text-heavy\'.	Graphics do not go with the accompanying text or appear to be randomly chosen.		



## Helpful Websites for Explorer Project

<http://www.cdli.ca?CITE/vikingexplor.htm>  
<http://www.vaca.com/index.htm/>  
<http://www.americanjourneys.org>  
<http://diglibl.amnh.org>  
<http://memroy.loc.gov/ammem/gmdhtmldsxphome.html>  
<http://www.lewsi-clark.org>  
[http://www.education-world.com/a-special/millennium\\_02.shtml](http://www.education-world.com/a-special/millennium_02.shtml)  
<http://ledtech.kennesaw.edu/web/explorer.htm>  
<http://library.thinkquest.org/4034>  
<http://library.thinkquest.org/J002760/>  
<http://www.innchadwick.com/hudson/>  
<http://teacher.scholastic.com/histmyst.index.asp>  
<http://www.mariner.org/age/menu.html>  
<http://www.mariner.org/age/biohist.html>  
[http://www.ucalgary.ca/applied history/tutor/eurvoya/](http://www.ucalgary.ca/applied%20history/tutor/eurvoya/)  
[http://www/42ex\[;pre2/cp,/explorers.htm](http://www/42ex[;pre2/cp,/explorers.htm)  
<http://www.win.tue.nl/cs/fm/engels/discovery/index.html>  
<http://www.bham.wednet.edu/explore.htm>  
<http://www.bham.wednet.eu/land.htm>  
<http://www.EchantedLearning.com/explorers>  
<http://cybersleuth-kids.com/sleuth/History/Explorers>  
<http://web54.sd54.k.il.us/schools/hale/pgraf/explorers99/sld001.htm>  
<http://www.win.tue.nl/cs/fm/engels/discovery/indes.html>  
<http://www.bilbllo.org/expo/1492.exhibit/Intro.html>

### Explorers

<http://www.gwinnett.k12.ga.us/CentervilleES/mholland/Exploration/main%20page.htm>