

Name: _____ Period: _____ Date: _____

Ch. 15: Explorer Biography Dinner Party Project

Workdays: January 7-12, 2015

Due to Canvas: Tuesday, January 13, 2015 at 6pm

Due in Class: Wednesday, January 14, 2015

The dictionary defines an explorer as **a person who travels in search of geographical or scientific information**. People have been in search of new lands and unknown regions for centuries. History is paved with changes because of new discoveries! Many scholars and wise men thought for a long time that the earth was **flat** and that if you sailed far enough out, you'd just fall off the edge of the earth, where large monsters awaited to gobble you up. It took an explorer named Magellan, in 1522, to circumnavigate the globe and reaffirm that the earth was round.

In this project you will research a popular Eurasian explorer, create a resume of the explorer, and plan for a dinner party. The specific directions for each component are below. This project has individual points and group points.

Background Content (Reasons for Exploration):

- Spices of the Orient:** Trading had been commonplace during the Middle Ages between Europe and Asia via the Silk Road. All land routes to the Orient were threatened by thieves, which lay in wait upon unsuspecting travelers with a full load of goods for trade. Japan and China had several items that the Europeans desired, some of which were their spices – such as cinnamon, cloves, nutmeg, ginger, and peppercorns.
- Gold and Riches:** Countries found power in wealth and were convinced that gold was to be found in far off lands. The name “Argentina”, for example, comes from the Latin term argentum, which means silver. The Europeans were fascinated by the gifts of silver that the natives offered.
- Land to conquer:** Where some countries found power in wealth, others found power in land. Kings who desired to conquer new areas to colonize and civilize sponsored many explorers. The Age of Exploration led to a competition between several of Europe’s countries for land in the New World.
- Spread of Christianity:** Christian explorers, missionaries, and priests desired to share the message of salvation with people who had obviously never heard of Jesus Christ. Also, the spread of Christianity was a strategic move against the advance of Islam, a forceful religion that rejected Jesus.
- Adventure:** Many explorers and travelers had a desire to find what was on the other side of the world. They loved life on the sea and were intrigued by the thought of new culture and new discovery. It’s amazing to think that voyages of so long ago were able to survive long journeys at sea.

Research/Resume Flyer: (75 points)

Each student will research about one explorer of the Age of Exploration and create a **resume flyer**. This resume flyer will be posted to Canvas to share with peers (must be as a PDF for upload to the Discussion section). Each student will bring a printed version of this resume flyer to the dinner party and will turn it in at the end of the dinner. Use the available library databases and provided information on Canvas for your research.

Required information for the Resume Flyer:

- Name of explorer
- Picture (drawing/painting) of explorer
- Birth/Death years
- Map of major voyages
- Country of origin
- Country of funding/sponsoring (and story behind sponsorship)
- Areas of exploration and major findings (i.e.: what the explorer is credited with “discovering” or doing?)
- Nature of interactions with natives
- Significance of explorer (i.e.: how did he make this top list of explorers?)

FLYER	Unsatisfactory	Satisfactory	Good	Excellent
Organization	Cannot understand sequence of information	Difficulty following information because the layout jumps around	Information was presented in a format that was easy for readers to understand and absorb	Information in layout was presented in a logical, interesting sequence
Content	Poor grasp of information; required topics missing	Some grasp of information but struggles to answer the required topics	Grasp of information but does not elaborate on required topics	Full knowledge and understanding - elaborates on required topics

Images	No images	Some images but they may not relate to required content	Images are present and related to the required content	Images enhance and reinforce the required content
Mechanics	4 or more mistakes in grammar or spelling	3 mistakes in grammar or spelling	1-2 mistakes in grammar or spelling	No mistakes in grammar or spelling
Neatness/ Creativity	Superficial analysis and creation; End product is messy and unappealing	Product is well constructed and demonstrates basic knowledge of technology	Product is well produced and demonstrates competency with technology	Product is innovative and creative; Product demonstrates proficiency with technology
Attitude	Student has a poor attitude concerning his/her work	Student struggles to keep a positive attitude concerning his/her work	Student has a good attitude about his/her work	Student demonstrates positive attitude that amplifies the positive attitude of his/her peers

Seating Chart/Dinner Party: (50+10 points)

Each class period must construct a **seating chart** using the template on Canvas *and* submit a **1-paragraph explanation (10 points)** of how and why the seating chart was constructed in its form. (Hint: the paragraph should explain the rationalization of how people were placed at the table – was it by region of origin, region explored, etc. – and how you dealt with any weird situations.) The **printed** seating chart and explanation will be turned in at the start of the dinner party. The group should coordinate the bringing of any dinnerware, utensils, napkins, and cleanup.

For the dinner party, each student will ‘dress’ as their explorer with a **nametag (10 points)** on her/his shirt.

Each explorer will bring an approved **food dish (15 points)** to share with the entire class period with foods from one of the areas (regions) explored by her/his explorer (for example: if explored Central America could bring corn). (Note: please see your teacher for help on quantity expectations.)

Each explorer must also bring **5 questions** (each question written on a separate notecard) to ask the fellow explorers during the dinner party. These notecards are due at the end of the dinner party with the resume flyer. These questions should be more in-depth and thought-provoking than “where did you explore” or “did the natives hate you”. Students should be prepared to *answer* the questions of peers for credit in this assignment (**25 points**).

DINNER	Unsatisfactory	Satisfactory	Good	Excellent
Effectiveness	Demonstrates ineffective sharing of information on required topics; point-of-view struggled in stay in character; food was inappropriate or missing	Demonstrates rudimentary sharing of information on required topics with no elaboration; point-of-view was sometimes in character; food was not appropriate for region	Demonstrates effective sharing of information on required topics; point-of-view was often in character; food was appropriate for region	Demonstrates proficiency and ease in sharing of information on required topics; point-of-view were consistently in character; food was appropriate for region
Oral Presentation	Student cannot explain facts of explorer, has little to no eye contact, and does not contribute to the conversation at hand and/or does not listen respectfully to peers	Student struggles to explain the facts of explorer, has little eye contact and has difficulty entering the conversation and/or listening to peers	Student explains the basic facts of explorer with help from notes, has eye contact with peers, and enters the conversation while listening to peers	Student thoughtfully and effectively explains the facts of explorer without help from notes, has exceptional eye contact and delivery of information, and balances conversation with listening to peers
Nametag	No nametag	Nametag is difficult to read and/or is poorly constructed	Nametag is readable, well constructed, and neat	Nametag is effectively constructed and easily visible to peers
Cooperation	Student does not play well with others	Student struggles to play well with others	Student plays well with others	Student demonstrates ability to both lead and follow with ease