**Introduction**

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 person from 1450-1750 CE will you research? What kind of project will best represent their achievement?

**Task**

Imagine that you have just been chosen to be part of an important committee. The Smithsonian Museum has just decided to celebrate the period of 1450-1750 CE by creating a museum wing. The new wing will display items that represent the people, events, and themes from this period. 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 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 one of the following people to research for your brochure and project:

Explorers:

Ferdinand Magellan

Amerigo Vespucci

Prince Henry the Navigator

Giovanni Caboto (John Cabot)

Vasco Nunez de Balboa

Ponce de Leon

Hernando Cortes

Hernando de Soto

Reformation:

Ignatius of Loyola and the Jesuits

Johann Gutenberg

Martin Luther

John Calvin

Renaissance and Scientific Revolution:

Nicollo Machiavelli

Leonardo da Vinci

Michelangelo

Petrarch

Dante

Erasmus

Shakespeare

Galileo

Newton

Cervantes

Wu Cheng’en

Leaders:

Henry VIII

Elizabeth I

Peter the Great

Catherine the Great

Sundiata

Suleiman the Magnificent

Akbar

Louis XIV

Kangxi

OR you can propose one of your own. Consider this a starter list. Just clear it with Mrs. Tripp first!

2. Create a brochure about your selected person. Include the items listed below:

* Picture of the person
* Name of person
* 2 pictures of invention, work of art, etc. that represents them and what they accomplished. - You may have more than two pictures
* A map showing the location where the person spent most of their time- You may also use a blank map and then put a dot on the area they lived
* A one paragraph biography - this should include where they were born, education, etc. It may also include short details about family, etc. as appropriate.
* A one paragraph, description of their accomplishment. Be sure to include all three of the following points
  + Why are they important? What did they do that is so significant or important?
  + How did they impact the social, economic, or political world they lived in?
  + What, if any were their artistic, scientific, political, social, or religious contributions to World History? In other words, have they impacted the world today?

3. Use at least two reputable sources for your research. No Wikipedia! You are also strongly encouraged to use your textbooks. If you need help, SEE ME. Cite these on the back of your brochure in MLA. Do NOT just give me a random link – I will take off points, even if I can tell based on said link that it is reputable.

4. Now it is time to choose a project of your person. You need to choose one that will best help you illustrate your person, their purpose, and the results of their work. Here are a few suggestions:

\_ 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 page that includes an interview with your person and a few ads and other newspaper details.

\_ Write a letter from the perspective of your person. Describe your experiences, feelings, hope, worries and problems. This should be at least two pages. Read your letter for your class presentation.

\_ Write and perform a skit about your person. The performance must reflect knowledge of their actual life and achievements. Two to four people may be involved. The skit should not last longer than five minutes.

\*\* This can be also done as a short film and edited.

\_ Make up your own song or create new words for a familiar tune. Use vocabulary words distinctive of the period. 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.

\_ Construct a model item of clay, wood, fabric, etc. that represents your person.

\_ See Me option (Short film, cake map, Lego model, Minecraft model, board game, painting, sewing project, etc)

5. Now it is time to present your brochure and project to the class. Remember, the class will decide

whether your work will be included in the new museum wing.

Rubrics:

Creative Evaluation (Overall) -

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Beginning - 1 | Developing - 2 | Accomplished - 3 | Exemplary - 4 |
| Project Choice | It appears the student chose the project randomly, without thought of their person. | Student chose project with some thought of their person, but other options would have been a better representation. | Student chose project appropriately to represent their person. | Student chose project appropriately to represent their person and every detail was evident of this. |
| Information | 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 project | All required elements are included on the project. | All required elements are included on the project as well as additional information. |
| 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 is put in. |
| Content Knowledge Accuracy | It appears as if the student did minimal research on their person 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. |

|  |  |  |  |
| --- | --- | --- | --- |
| Brochure Rubric | 5 | 3 | 1 |
| * Picture of the person * Name of person * 2 pictures of invention, work of art, etc. that represents them and what they accomplished. - You may have more than two pictures * A map showing the location where the person spent most of their time- You may also use a blank map and then put a dot on the area they lived * A one paragraph biography - this should include where they were born, education, etc. It may also include short details about family, etc. as appropriate. |  |  |  |
| Describe or show in a creative way the following:  A one paragraph, description of their accomplishment. Be sure to include all three of the following points   * + Why are they important? What did they do that is so significant or important?   + How did they impact the social, economic, or political world they lived in?   + What, if any were their artistic, scientific, political, social, or religious contributions to World History? In other words, have they impacted the world today? |  |  |  |
| Organized in a neat, *creative*, and **original** way |  |  |  |
| Spelling and grammar are correct |  |  |  |

**Final Score Breakdown:**

**Evaluation: \_\_\_\_\_ / 20 points x 1 = \_\_\_\_\_ / 20 points**

**Brochure: \_\_\_\_\_ / 20 points x 2 = \_\_\_\_\_ / 40 points**

**Sources: \_\_\_\_\_ /5 points x 2 = \_\_\_\_\_ / 10 points**

**Creative Piece: \_\_\_\_\_\_ / 20 points x 2 = \_\_\_\_\_ / 20 points**

**Project Total: \_\_\_\_\_ / 100 points**