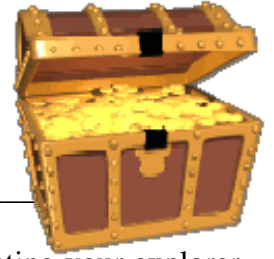


Unit 2 Explorer's Treasure Chest Homework
Independent Six-Week Project Contract
(Long-Term Project Due: Monday, November 30, 2009)



Name _____

Date _____

Project Description: For this assignment, you will be creating a chest full of items representing your explorer. Choose an appropriate presentation style to go along with your Treasure Chest that suits your needs as a learner (PowerPoint, Oral Presentation, Skit, Musical, Movie, or something else you dream up). You will be responsible for working on this project at home, although you will have time in class for some of the research that we glean during our study of Unit 2. You may use your textbook, class computers, home computer, media center and any other resources that will help you find your information. You may make your chests out of paper mache, wood, a shoe box, Styrofoam, etc.

Assigned Explorer: _____

Requirements:

1. **Explorers Chest:** Use a shoe box and/or at home materials to build your chest. This may not be store bought.
2. **Presentation:** Be creative and make sure your presentation is interesting and has audience appeal! Read through the examples listed above or create your own style!
3. **Map:** Create a scrolled map showing the route your explorer took. It must have a weathered look. The map must also include color, a key, the route taken by the explorer, a title and a compass rose. This is to be drawn by you, not created or printed on the computer.
4. **Item:** Include an item that represents the reason for the exploration. For example, if your explorer went in search of gold, include something that represents gold such as a painted rock.
5. **Letter:** Write a friendly style letter that your explorer might have written to someone back home that describes one of the expeditions (use first person point of view). You should include details about who he met, where he traveled, the weather and hardships he experienced, what he ate, and feelings and thoughts about the expedition. This letter will be scored using the six traits rubric (student self-evaluation and reflection and teacher evaluation).
6. **Logbook:** Write one log entry that represents what a daily event log would look like in your explorer's logbook (i.e, see the logbook examples from Christopher Columbus in your textbook → pages 104-107).
7. **Timeline:** Create a timeline of your explorer's journey. Include at least six important dates.
8. **Fact Sheet:** Your fact sheet must include a hand drawn picture of your explorer's face that you have drawn yourself. His name should be in large fancy letters at the top of the sheet on the line. Complete all the information below the picture and answer the questions in **complete sentences** with as much detail as possible. Make sure that your fact sheet is rolled up inside your treasure chest. Do not use it to read from during your presentation – it is a tool for ensuring you include lots of information in your presentation.
9. **Mode of Transportation:** A model or drawing of his sailing ship, caravan, etc. You may choose the materials you want to use to create the model or drawing.
10. **Question & Answer Session:** Create a question and answer session for the class to respond to after you complete your presentation of your project. It can be a PowerPoint, SMARTBoard Game, or any other type of game you would like to create that can be played by 28 students.

Please return this page to class with a parent signature so it can be recorded to indicate the entire group agreement that this project can be completed in the time allotted with available materials from home.

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____



Learning and Working Experience

1. Work on your project over the next six-week period (due 11/30/09).
2. Keep a daily log of progress (Examples: What did you do well? What would you do differently? How much time did you spend today? How did you manage your time to allow for your other activities? Do you think you will finish before your deadline?).
3. Share your progress experiences with the class. This will help others learn about time management strategies you may have learned as well as possible problem-solving techniques when they have similar experiences.
4. Present the project you created and be sure to include information about how it relates to our learning in Unit 2 and the Arizona State Standards we are studying for Unit 2.



Self-Evaluation

5 = Strongly Agree

4 = Agree

3 = Disagree

2 = Strongly Disagree

During my project:	Name: _____
The project held my interest.	
I understood the Learning and Working Experience.	
I worked well independently.	
I asked for help when I needed it.	
I had someone listen to my presentation before giving it to the class.	
This project represents my best effort.	



Project Peer Feedback (This is How You Will Be Evaluated by Your Peers)

5 = Strongly Agree

4 = Agree

3 = Disagree

2 = Strongly Disagree

Presentation to the Class:	Peer Rater Name: _____
Presenter created an interesting question and answer game for the class.	
Presenter was able to explain what they learned to others.	
The presentation had an attention-grabbing beginning.	
The presentation was well-organized.	
Presenter spoke loudly and clearly with good expression.	
Presenter made frequent eye contact with others.	
Presenter held the class's attention during the presentation.	
Presenter answered questions clearly.	

Project Rubric – Self & Teacher Evaluation

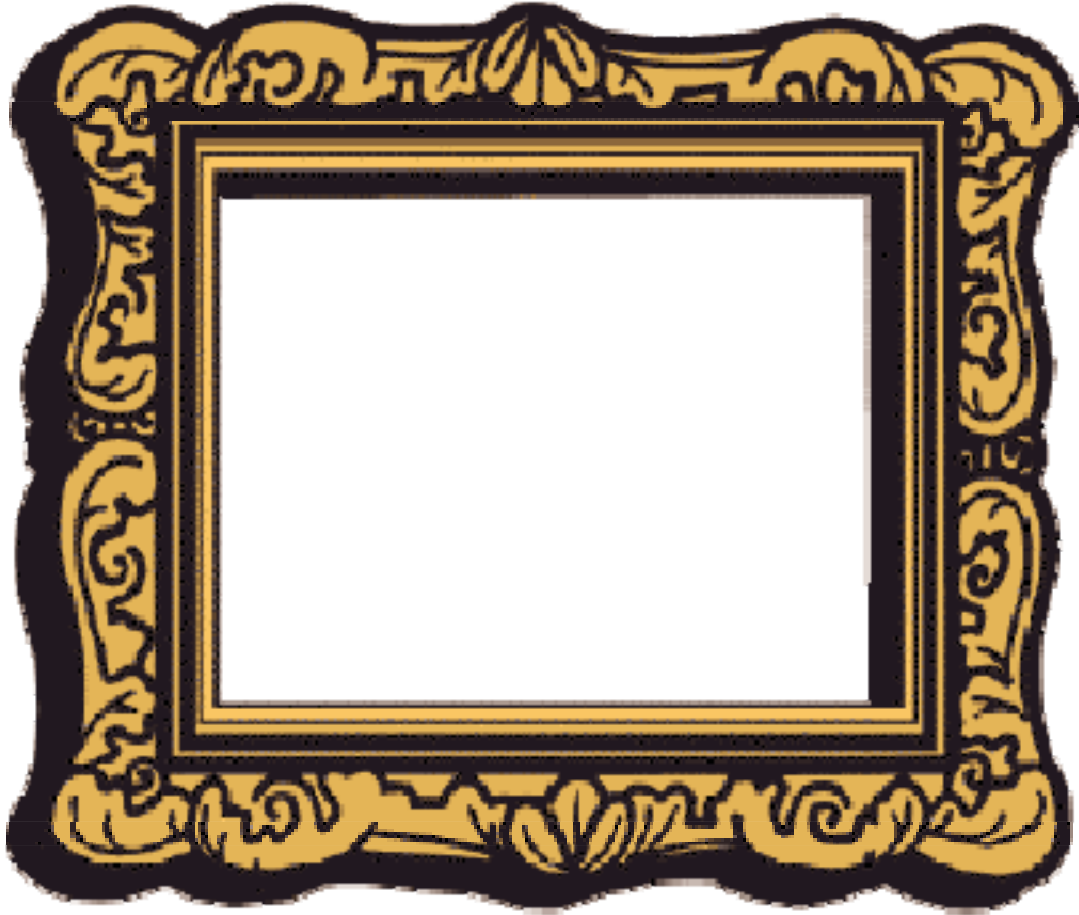


Teacher Name: **Mrs. Wann**

Student Name: _____

CATEGORY	4	3	2	1	Score
Creativity	Totally original design, no element is an exact copy of designs seen in source material.	Most of the project elements are unique, but 1 element may be copied from source material.	Some aspects of the project are unique, but several elements are copied from source materials or other students.	The project is a copy of a project seen in source material or one made by another student (80% or more of elements are copied).	
Craftmanship	The project shows that the creator took great pride in his/her work. The design and construction look carefully planned. The item is neat (free of unwanted bumps, drips, marks, and tears).	The project shows that the creator took pride in his/her work. The design and construction look planned. The item has a few flaws (unwanted bumps, drips, marks, tears), but these do not detract from the overall look.	The design and construction were planned. The item has several flaws (unwanted bumps, drips, marks, tears), that detract from the overall look.	The project looks thrown together at the last minute. It appears that little design or planning was done. Craftmanship is poor.	
Details	Project details are all easily viewed and identifiable from a suitable distance.	Most project details are easily viewed and identifiable from a suitable distance.	Most project details are easily identified when the project is seen close-up.	Many project details are too small or are not clear.	
Durability	The project was built to last through multiple wearings or displays.	Most of the project is sturdy, but there are a couple of pieces that might need extra care when wearing or displaying.	The basic structure of the project is sturdy, but many of the details are fragile. It looks like it would not look good after wearing or displaying it once or twice.	The project is flimsy and falls apart easily. It may not last for one wearing or display.	
Knowledge about Explorer	The student can answer 3 questions correctly about how the project relates to the explorer being studied.	The student can answer 2 questions correctly about how the project relates to the explorer being studied.	The student can answer 1 question correctly about how the project relates to the explorer being studied.	The student does not understand how the project relates to the explorer being studied.	
Knowledge of Project Construction	The student can clearly describe all the steps used to make his/her project including details of why they chose the materials used.	The student can clearly describe the steps used to make his/her project.	The student can describe most of the steps used to make his/her project.	The student has great difficulty describing how his/her project was constructed.	

Explorer's Name: _____



Fact Sheet

Nationality (country born in): _____

Date of Birth: _____

Date of Death: _____

Who paid for your explorer's expedition? _____

My explorer is searching for _____

My explorer sailed for (name of country) _____

My explorer traveled by (ship, caravan, etc.) _____

My explorer traveled with (a crew, alone, etc.) _____

My explorer's destination was _____

My explorer visited (places visited) _____

Important events of the exploration (put in chronological date order)

Date and event #1 _____

Date and event #2 _____

Date and event #3 _____

Date and event #4 _____

Date and event #5 _____

Date and event #6 _____

My explorer met or came in contact with the following people _____

My explorer made the following discoveries _____

My explorer collected the following artifacts during his exploration _____

Interesting facts about my explorer _____

My explorer is known today for _____

My 3 best sources are (book title, web site, article, encyclopedia, etc.)

1. _____

2. _____

3. _____

Anything else that you found and want to share about your explorer _____

Map Rubric

Criteria	3	2	1	Score
Color & Appearance	Map is neatly done, color enhanced and aesthetically pleasing.	Fairly neat with color enhancement.	Little evidence of effort to create an appealing map. Lacks color. Limited or no use of color	
Routes (arrows & dates included)	All explorer's routes are drawn and include arrows, dates, and labels.	Most explorer's routes are drawn and include arrows, dates, and labels.	Explorer's routes lack important details such as arrows, dates, and labels.	
Labels	At least 90% of items labeled and located correctly. Includes: countries, oceans, routes, lakes, mountains, etc. Labels are very easy to read.	75% of items labeled and located correctly May be missing: countries, oceans, routes, lakes, mountains, etc.	Fewer than 75% labeled and located correctly. Missing several of the following: countries, oceans, routes, lakes, mountains, etc.; more than 1/2 of labels are difficult to read	
Compass Rose	Compass rose includes cardinal and ordinal (intermediate) directions.	Compass rose includes cardinal but is missing ordinal (intermediate) directions.	No compass rose included.	
Key/Legend	Includes many symbols for cities, routes, water, mountains, borders, etc.	Includes some symbols for cities, routes, water, mountains, borders, etc.	Includes few symbols for cities, routes, water, mountains, borders, etc.	
			Total	

Timeline Rubric

Criteria	4	3	2	1	Score
Documentation of Events	At least six (6) significant events are present. This includes date and description.	At least five (5) significant events are present. This includes date and description.	At least four (4) significant events are present. This includes date and description.	At least three (3) significant events are present. This includes date and description.	
Accuracy	All dates indicated on timeline are correct and are sequenced in the proper order.	At least 1 of the dates or sequences is not in the proper order.	At least 2 of the dates or sequences are not in the proper order.	At least 3 of the dates or sequences are not in the proper order.	
Appearance (Spelling, Mechanics, Grammar, Neatness)	Your timeline is has been thoroughly checked for spelling, mechanics, and grammar errors. It is colorful, well organized and includes graphics which enhance its content.	Your timeline has 1 or 2 spelling, mechanics, or grammar errors. It is fairly colorful, organized and includes graphics that usually enhance its content.	Your timeline has 3 or 4 spelling, mechanics, or grammar errors. It is somewhat lacking in color and could be better organized. The graphics do not work well with the content.	Your timeline has several spelling, mechanics, or grammar errors. It is cluttered and/or difficult to read. Has too many or too few graphics.	
				Total	