

**T1D8 Early European Explorers Group Research /Mini-Lesson Presentation (25 pts):**

Based on the textbook **Ch 2.2 Early Exploration pp 43-49**

You will be picking one of the following subjects, and presenting a **mini-lesson slideshow** today at the end of class!

*Requirements:*

- Make sure to teach / answer the following **about your assigned person**:
  - *What is your person's **name**, when they **lived (birth-death)**, **background**, **history**, etc.?*
  - *What **country** did they represent? What are they **famous for**?*
  - *What is the **impact** of what they did?*
- Include & define **bolded terms**
  - Ex: **strait**, **circumnavigate**, etc.
- Make sure to **include a class activity**, for *at least 1 minute*, of your mini-lesson. Involve your classmates! Have fun!
- At least **1 picture each slide** (*at least 5 slides of good solid info*)
- State the information *in your own words* (we can tell when you cut and paste it); don't include more than a paragraph or two of info on any given slide).
- Include a short 1-2 minute video (or make your activity a bit longer if you don't find a good video)
- 5 minutes each (1 minute prep)
- Don't forget to include a **Works Cited** page

*Persons Available to Research:*

- **Henry the Navigator:**
- **Bartholomeu Dias**
- **Vasco da Gama**
- **Leif Erickson / Vikings**
- **Christopher Columbus**
- **Amerigo Vespucci**
- **Vasco Nunez de Balboa**
- **Ferdinand Magellan**

## Presentation Rubric

Criteria	Accomplished 16-20%	Satisfactory 11-15%	Developing 6-10%	Beginning 0-5%	Score
<b>Context &amp; Accuracy</b>	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas. The product contains at least 7-6 accurate facts about the topic.	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type. The product contains at least 5-3 accurate facts about the topic.	Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general. The product contains some accurate facts about the topic.	No real ideas. Content is murky or unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme. Hardly any accurate facts are included.	
<b>Structure</b>	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	
<b>Message Strength</b>	The message to the viewers is clear, strong, & persuasive; viewer easily understands the message. Answers all of the required questions	The message is clear. Uses several different persuasive techniques to good effect; answers most of the required questions	The message is somewhat clear, but not very powerful or strong. Answers several of the required questions	The message is unclear or weak, and the viewer struggles to understand the point. Doesn't answer the required questions	
<b>Creativity</b>	Student has taken the assignment and completed it in a way that is totally his/her own. The student's personality/voice comes through quite strongly, yet doesn't detract from the information presented.	Student has taken the assignment and has used source material as a starting place. The student's personality comes through in some parts of the presentation.	Student has copied some info straight from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
<b>Presentation &amp; Sources</b>	Info, pictures used, etc., is correctly & fully cited. Presenter(s) fully engaged, excited and follow the time allotted.	Info, pictures used, etc., appear to be mostly cited. Presenter(s) at times seem(s) fully engaged, excited and mostly follow(s) the time allotted.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc. Presenter(s) is polite, but not very enthusiastic and the time frame is only loosely followed.	Sources are not documented at all. Presenter(s) seem(s) not interested in the topic at all, distracted, etc. Time frame is not followed well.	
<b>Comments:</b>					
					<b>Total Score:</b>

### Tips to Make this Assignment Awesome! (25 pts available):

- Use fresh, original ideas; also, ideas should be backed up by accurate examples, illustrations and a variety of support.
- Make sure your message to the reader is clear, strong, persuasive, and easily understood.
- Demonstrate a strong grasp of conventions by using proper punctuation, capitalization, grammar, usage and paragraphing in a way that enhances the message of the paper.
- Make sure your product is neat, well-organized and easy to follow. Use creative illustrations that support your message.
- Take the assignment and complete it in a way that is your own.