

# Becoming a historian: Discovering explorers!

My name: \_\_\_\_\_

My explorer: \_\_\_\_\_

Presentation date: \_\_\_\_\_



**Task:** *Research my given explorer, who travelled by sea and/or land between the 1200s and the 1800s. Present my discoveries to the class in a presentation of 2-3 minutes.*

- Use secondary sources to share what I learn, writing interesting facts using my own words.
- Reference all the places I find my information from.

**Data to include either in DOT POINTS or full sentences – in my own words:**

1. Explorer name
2. of birth and death
3. Dates of major exploration/s
4. Map of world showing where the explorer travelled
5. Reasons for exploration (ie. WHY were they travelling, WHAT were they hoping to find)
6. Outcome of exploration (ie. WHAT did they discover? Was it surprising and, if so, why?)
7. Who did they travel with
8. What was/were the name of their ship/s?
9. One fun or quirky fact about the explorer.
10. Any other interesting information you wish to include.
11. Main reason you believe they are still famous today.
12. A picture, photograph or drawing of the explorer
13. A second picture of their ship or an example of an artefact or artefacts from their journeys.

**Presentation:** poster, book, diorama, PowerPoint.

Criteria	Bravo!	High ranking	Solid	Adequate	Unexplored
Major dates (2, 3)					
World map with journeys/pictures (4,12,13)					
Facts about their journeys and discoveries (5-11)					
Using own words					
References					

# How to reference the books, magazines and websites I use:

## Books:

**Author of book. Title of book (in italics or underlined).  
Date published.**

**Eg.**

Roland Derries. *Marco Polo's travels*. 1995.

## Websites:

[www.famousexplorers.com/flinders](http://www.famousexplorers.com/flinders)

**Also reference the websites or books you take maps and pictures from.**

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## ***Australian Curriculum* focus for my History project**

*Students explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past.*

*Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They develop questions about the past and locate, collect and sort information from different sources to answer these questions. They analyse sources to detect points of view.*

*Students develop and present texts, including narrative recounts, using historical terms.*

- Pose questions to investigate people, events, places and issues
- Sequence information to pose questions about people's lives and events
- Locate and collect information and data from different sources, including observations
- constructing maps, graphs or tables to display data and information
- Examine information to identify different points of view and distinguish facts from opinions
- Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms
- showing historical and geographic information on maps