Background
Long, long ago (sometime between the advent of “Sesame Street” and the first season of “Downton Abbey”), VH1 had a mesmerizing show called “Pop-Up Video.” They played old music videos but every few seconds a little bubble appeared on the screen, accompanied by a bubbly noise, with a tidbit of useful information about something that was in the video. Though “Pop-Up Video” no longer exists, alas, we are going to pay homage to it in our first unit project by doing Pop-Up Video-esque maps.

Goals
Your major goals in this project are:
- to show that you understand the historical significance of major developments in the civilizations of the Atlantic world in the 1400s and early 1500s.
- to show how these civilizations interacted with each other.
- to demonstrate a solid grasp on the geography of key places in that time period.

Assignment
Your task is to choose ten important locations in the fifteenth and sixteenth-century Atlantic world on the different continents we have studied during our brief world tour so far. You should choose places that have importance for the history of Atlantic communities.

You should then design a map (or maps) to showcase these locations. If you would like to use multiple, smaller, region-based maps, that is ok, but you should have one map that is zoomed out enough to show all ten locations. How you present your map is up to you: Tour Builder, Powerpoint, Prezi, poster board, a scroll of parchment, 3-d globe, etc. Anything is fair game; just choose a medium that works for you. You are welcome to use pre-existing BLANK maps or to draw your own. You should not be using maps that are already labeled or maps that have modern political boundaries.

Each of your ten locations should be clearly labeled on the map. Each location should also have at least one Historical ID “bubble” with a definition, important factual information, and a description of the location’s significance (see example below). How you do the bubbles is up to you, as long as I can follow them. You can make stick-on bubbles or little trap doors beneath the locations or simple, drawn bubbles, etc. You could even take me on an audio tour of your bubbles. Again, choose a method that works for you.

Most of the “bubble” information about each location should come from the textbook and class notes. However, where additional “bubble” information is needed, you may use facts and figures available to you on the Map Project Lib Guide. You should cite the sources of your additional information by using Easy Bib, which the librarian(s) will show you how to use.

Your main focus should be on content, historical significance, and accuracy. However, if you are an artsy type, there is some space built into the rubric for creativity; if you want to make a full-on, late-medieval-style map, more power to you.

Typing or handwriting is fine—if you have neat handwriting. You’ll have a day to work on this in class, so you can run ideas by me and get some work out of the way.
Some Helpful Hints

- Use the Lib Guide to find good blank maps.
- Diversify. Choose locations from a variety of Atlantic areas.
- Feel free to be as creative as you like but manage your time wisely. Evaluate the amount of time given to you to complete this project, and don’t choose a medium that requires you to put in four hours of work a night.

Some Sample Types of Locations

- Cities or Towns: Constantinople, Tenochtitlan, Genoa, etc.
- Countries, colonies, or empires: the Inca, Ottoman Empire, Songhai, etc.
- Geographic features: The Mediterranean Sea, the Niger River, etc.
- Boundaries: the border between Spain and Portugal, etc.
- Routes: Vasco da Gama’s route, the Silk Road, trans-Saharan trade route, etc.
- Regions: sub-Saharan Africa, the gold coast, Mesoamerica

Sample Bubble Information (from a former student’s pop-up map project)

**Inca Empire:**

- A large, powerful, and complex empire residing in the Andes Mountains of South America.
- After civil war and disease had already weakened the Inca, the Spanish conquistadors killed the newly crowned emperor Atahualpa and brought about the fall of the Empire in 1533.
- Silver attained from the lands of the Inca catapulted Spain into being the wealthiest and most powerful nation in Europe.
- Spain’s new wealth and power made Spain the envy of Europe and created a push for further exploration north by the English and French.

Note: Notice how the student defines the Inca Empire and then gives several factual pieces of information. Finally, the student notes the significance of the location as it relates to the time period we are studying. The significance of the location should fall within the time period. The significance of Columbus’s route, for example, should not be that it led to the founding of the USA.

Grading

Please take a good look at the attached grading rubric; it tells you EXACTLY what is expected and how your project will be graded.

Collaborating

Each of you should be doing your own project. That said, talking through ideas with someone else is an important way to learn. Therefore, while you should brainstorm your locations and do your final work on your own, please feel encouraged to discuss your ideas with your classmates (and me) and to help each other out.