Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MUSEUM *MADNESS***

Roman World Project

Honors

150 Points

**DUE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Congratulations! You have been selected as part of a team to propose exhibits for the new Roman World Wing at the Museum of History!

Goal: Your goal for this project is to create a dynamic and engaging museum display for selection in the new museum wing. You will design this exhibit on one aspect of the Roman World that we have studied in Unit One. In order to create your exhibit, you may use information from class notes and handouts, as well as from outside sources. If you take material from outside of class, make sure to include where you got it from.

Role: You are a historian who has been selected to create a museum exhibit for selection in the new wing on the Roman World at the Museum of History.

Audience: You will present your exhibit to the Museum Committee for selection, but your ultimate audience is families who visit the Museum of History.

Situation: You are creating a dynamic, 3-D display about the Roman World and you will be presenting this display for selection. You will need to showcase one aspect of the Roman World AND explain its importance in the study of the Roman World.

Product:

|  |
| --- |
| **Museum of History: Roman World Exhibit Components** |
| **Visual/Audio Component** | Exhibit 3-D Model OR Exhibit Poster Board |
| **Written Component** | Exhibit Write-Up (2-3 pages)The written component will examine and provide information about the chosen topic, and explain why the chosen topic is important to the study of the Roman World. |
| **Presentation Format** | Presenter must speak for 2-3 minutes discussing what their exhibit is about, its importance in the study of the Roman World and how their vision can be seen in the museum exhibit. |

Standards:

|  |
| --- |
| **Museum of History: Roman World Exhibit Rubric** |
| **Visual Component** | 30 points |
| **Written Component** | 50 points |
| **Presentation** | 50 points |
| **Effort** | 20 points |

**So, you want more details???**

**Step-by-Step…**

* Choose a topic to research;
* Research your chosen area of study thoroughly;
* Create a model or poster board for a museum exhibit;
* Write a two – three page essay about your project; and then,
* Present and display your exhibit.

**To begin…**

1. Pick a topic from the list below;
2. Create an accurate, detailed **artifact or posterboard** surrounding that topic and product; and,
3. Create **placards or signs** explaining each part of your exhibit.

Colosseum

Pantheon

Forum

Roman Architecture

Social Classes

Chariot Racing

Gladiators

Education in Ancient Rome

Military

Vergil

Horace

Ovid

Julius Caesar

Augustus

Marcus Aurelius

Nero

Diocletian

Constantine

Cleopatra

Marc Antony

Roman Republic

First Triumverate

Second Triumverate

Judaism

Christianity

Geography of the Roman Empire

Pompeii

Mt. Vesuvius

Sack of Rome (455 AD)

Fall of Rome

Roman Mythology

Ancient Roman Art

Diocletian

Constantine

Cleopatra

Marc Antony

Roman Republic

First Triumverate

Second Triumverate

Judaism

Christianity

Geography of the Roman Empire

Pompeii

Mt. Vesuvius

Sack of Rome (455 AD)

Fall of Rome

Roman Mythology

Ancient Roman Art

**The Exhibit Write-Up…**

You will write a **two-three page essay** examining and providing information about the chosen topic, and explain why the chosen topic is important to the study of the Roman World. Your essay *must* include a works cited, documenting where you got the information from that you used. If you use information without citing it, it is plagiarism and you will receive a 0.

**The Presentation…**

* The exhibits will be presented in 2-3 minutes using a prepared **presentation outline**; and,
* You must be able to explain the exhibit and respond to questions about the exhibit.

**You will be graded based on the following three rubrics – one for each component of the project!**

**Visual Component Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **10 9 8** | **7 6 5**  | **4 3 2**  | **1 0** |
| **Preparation** | Visual component is complete and well done; resources and/or props are outstanding. | Visual component is complete; resources and/or props are appropriate. | Visual component is not fully complete; resources and props are few or inappropriate. | Visual component is incomplete; lacks resources and/or props. |
| **Knowledge / Research** | Visual component shows full knowledge of topic; demonstrates strong research. | Visual component shows that student is adequately knowledgeable of topic; some research has been done. | Visual component shows that student has little to no knowledge of topic; little to no research has been done. | Visual component shows that student has no knowledge of topic; no research has been done. |
| **Visual Mechanics** | Media, graphics and/or props relate to topic, add information, help explain and keep interest. | Media, graphics and/or props relate to topic and add some value or information. | Media, graphics and/or props only have minor value. | Media, graphics and/or props missing or do not add information. |

**Written Component Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **10 9 8** | **7 6 5**  | **4 3 2**  | **1 0** |
| **Preparation** | Written component is complete and well done; thesis is clear and outstanding. | Written component is complete; thesis is appropriate. | Written component is not fully complete; thesis is incomplete or inappropriate. | Written component is incomplete; lacks thesis. |
| **Knowledge / Research** | Written component shows full knowledge of topic; demonstrates strong research (citing 3 or more sources). | Written component shows that student is adequately knowledgeable of topic; some research has been done (citing 2 or more sources). | Written component shows that student has little to no knowledge of topic; little to no research has been done (citing 1 or more sources). | Written component shows that student has no knowledge of topic; no research has been done (no sources have been cited). |
| **Mechanics** | Written component has no significant misspellings or grammatical errors. | Written component has no more than 2 misspellings and/or grammatical errors. | Written component has 3 misspelling and/or grammatical errors. | Written component has 4 or more spelling and/or grammatical errors. |
| **Organization** | Well organized and well written; follows the correct essay format. | Clearly organized and written but not exceptional; may contain structural errors. | Weak organization and writing or unfinished; may only partially follow required format. | Disorganized and poorly written or unfinished; does not follow required format. |

**Presentation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **10 9 8** | **7 6 5**  | **4 3 2**  | **1 0** |
| **Preparation** | Presentation outline is complete and well done; resources and/or props are outstanding. | Presentation outline is complete; resources and/or props are appropriate. | Presentation outline is not fully complete; resources and props are few or inappropriate. | Presentation outline is incomplete; lacks resources and/or props. |
| **Knowledge** | Student demonstrates full knowledge by answering all class questions with explanations and elaboration. | Student is at ease with expected answers to all questions, without elaboration. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student does not have grasp of information; students cannot answer questions about subject. |
| **Organization** | Student presents information in logical, interesting sequence which audience can follow. | Student presents information in logical sequence which audience can follow. | Audience has difficulty following presentation because student jumps around. | Audience cannot understand presentation because there is no sequence of information. |