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| **Da Vinci Project Overview** |

**Title of Project: FLASHback to Ancient Rome! Timeframe:** January 13-April 8

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| **The Big Picture** | | |
| **Project Idea**  Students will re-enact scenes from daily life in Ancient Rome as members of different social classes on Exhibition night! Each re-enactment will portray a different aspect of Ancient Rome’s history, from speeches at The Forum to gossiping at Public baths. In order to accomplish this, we need to explore how the Roman Empire came to be, what caused its downfall, and how it still heavily influences life today. In-class activities will facilitate student success in writing scripts for their specific group’s reenactment, planning and creating costumes and props to accurately portray the time period, and connect what they’ve learned to how it continues to influence us today. | | **Driving Question**  Did Rome really fall? |
| ***Learning Goals***  **What should students be able to do? (Interpret, explain, apply) What should students know? (who, what, where, when, why)** | | |
| ***Reading Goals-***  **Key ideas and details:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **Key ideas and details:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  **Key Ideas and details:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  **Craft and Structure**: Assess how point of view or purpose shapes the content and style of a text.  **Integration of Knowledge and Ideas:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  **Integration of Knowledge and Ideas:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | | ***Writing Goals-***  **Text Types and Purposes:**  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  **Production and Distribution of Writing:**  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.    **Production and Distribution of Writing:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **Research to Build and Present Knowledge:** Draw evidence from literary or informational texts to support analysis, reflection, and research.  **Range of Writing:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| ***Social Science & History Goals-***  *Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.*  1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.  2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).  3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.  4. Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.  5. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.  *Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.*  1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).  3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations | | ***Habits of Heart and Mind and 21st Century Goals-***  Exploration  Collaboration  Empathy |
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| ***Culminating Product or Product Components***  ***What are your deliverables?***  (different based on learning goals) | Individual: | Each student will:  -create a timeline depicting order of events that led to the rise and fall of the Roman Empire  -create an individual script for a monologue for the reenactment of their group’s specific scene that outlines the scene in history, and connects the scene to Roman influence today |
| Group: | -Plan and create costumes that accurately portray the scene they are reenacting at Exhibition  -plan and create/gather props that accurately portray the scene they are reenacting at Exhibition  -memorize a “secret script” and perform at Exhibition |
| ***Presentation***  ***How will students show what they know?***  ***Who will they show?*** (may be different for some students based on learning goals) | Individual: | -Perform their monologue at Exhibition |
| Group: | -Perform the secret performance at Exhibition |
| ***Notes, Dates, Comments*** |  | |

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