What would my life be like in Ancient Rome?

Choose ONE member of Roman society from the list below and research their daily life. You will then use this knowledge to complete two tasks.

| Patrician   | • Senator  
|            | • General  
|            | • Governor |
| Equites    | • Government official  
|            | • Businessman |
| Plebeian   | • Soldier  
|            | • Tribune of the Plebs  
|            | • Poor person |
| Women      | • Upper class Patrician and/or Imperial women  
|            | • Priestess  
|            | • Plebeian poor woman |
| Children   | • Wealthy, educated |
| Slaves     | • Domestic  
|            | • Agricultural  
|            | • Gladiator  
|            | • Freedman/Freedwoman |
Task One: Individual Task 15 marks Due Monday, Week 2, Term 3

Outcomes:
4.3 - Describes the motives and actions of an individual from the past
4.8 – Locates, selects and organises sources when researching
4.10 – Selects and uses appropriate written and/or visual forms to communicate about the past

Describe the everyday life of your chosen member of society. You can present your narrative as a series of 3 (150 word) diary entries or a storyboard/comic strip of 10 scenes (www.storyboardthat.com is great or www.PowToon.com). Check your choice with your teacher.

1 In your description include specific, factual historical detail on at least 3 areas that are relevant to your person:

- Family Life
- Fashion and Food
- Jobs/roles and duties
- Social life, entertainment and leisure
- Living in the city of Rome - housing and hygiene

2 Include empathy in your description (How do they feel in their everyday life? What do they believe/value?)

3 Collect 3 primary sources as you research, which you must integrate into your description of daily life. Print these onto a separate appendix page at the back of your task, Provide a bibliographic reference for each source used. (See diary pg 31)

An appendix: Label each of the sources eg. Source A
Write a one line description of the source
Reference the source in correct bibliography format
Task 2:  Collaborative Performance         5 marks         Due end Week 2, Term 3

Outcomes:
4.3 – Describes the motives and actions of individuals from the past
4.10 – Selects and uses appropriate oral, written, visual and digital forms to communicate about the past

You will be allocated a group by your teacher. You will become the character you have researched and partake in a group performance reflecting different experiences of life in Ancient Rome. You will have 3 lessons to bring together your creative performance of no more than 5 minutes in total. Your audience will be composed of your class together with other classes.

You will need to think about and briefly research how the different individuals within your group would interact and feel about each other. Decide on a scenario to best demonstrate this to your audience. You may like to dress up and use props to make your performance more authentic.

Choose your performance format from one or a combination of the following:

- Drama role play
- Viva Voce (Q and A)
- Podcast
- Film
- Freeze Frames (with Narration)
- Song
Driving Question / Focus: What would my life be like in Ancient Rome?

**Individual narrative task**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Problems to Avoid</th>
<th>Sound</th>
<th>High</th>
<th>Outstanding</th>
<th>Additional goals/strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• Dot points</td>
<td>• Develops a narrative that is structured</td>
<td>• Constructs a well-structured narrative</td>
<td>• Clearly organised and well-structured narrative</td>
<td></td>
</tr>
<tr>
<td>(4.10)</td>
<td>• General statements/pictures</td>
<td></td>
<td>• The text is appropriate for the identified audience</td>
<td>• The text is consistently created in the first person and engages the identified audience</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>• No appendix or bibliography</td>
<td>• Uses evidence from sources to support narrative, however needs to focus on integration and relevancy</td>
<td>• Integrates evidence from sources</td>
<td>• Integrates appropriate evidence from specific historical sources</td>
<td></td>
</tr>
<tr>
<td>(4.8)</td>
<td></td>
<td>• Includes an appendix</td>
<td>• Includes a range of relevant sources</td>
<td>• Includes a wide range of relevant sources to support their narrative</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>• General points about Ancient Rome</td>
<td>• Uses relevant information in regards to your chosen person</td>
<td>• Uses specific and relevant information in regards to your chosen person’s life</td>
<td>• Includes a clear and accurate annotated appendix</td>
<td></td>
</tr>
<tr>
<td>(4.3)</td>
<td></td>
<td></td>
<td></td>
<td>• Includes a bibliography for 3 primary sources that is correctly formatted</td>
<td></td>
</tr>
<tr>
<td>Overall Grade:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Grade          | D | C | B | A |

- D: The text is inconsistent and not structured.
- C: The text is inconsistently created but engages the identified audience.
- B: The text is consistently created in the first person and engages the identified audience.
- A: The text is well-structured and engaging for the identified audience.
Driving Question / Focus
What would my life be like in Ancient Rome?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Problems to Avoid</th>
<th>Sound</th>
<th>High</th>
<th>Outstanding</th>
<th>Additional goals/strengths</th>
</tr>
</thead>
</table>
| Communication (4.10) | • Communication is unclear and therefore can be confusing for the audience to follow | • Communication of general ideas by the characters in the group – Character representation may be uneven
  • Audience feels connected to some characters and ideas but not all. | • Empathetic communication of ideas by most characters of the group
  • Audience feels engaged with the characters and ideas in most parts of the performance | • Clear and empathetic communication of ideas by all characters in the group
  • Audience feels highly engaged with the characters and ideas throughout the performance. | •                                                                 |
| Knowledge (4.3)    | • General points about Ancient Rome                                               | • Knowledge of daily life is demonstrated in aspects of the performance. | • Specific and relevant historical knowledge of different experiences is demonstrated throughout most of the performance | • Detailed, specific and accurate historical knowledge of different experiences in daily life is demonstrated clearly throughout the performance | •                                                                 |

Overall Grade: D C B A