**Directions: This project has many steps, all of which must be completed individually. Read ALL of the directions required to complete this project.**

**Step One:** Select an aspect of Ancient Rome that you find particularly interesting. A list is provided below of possible topics. If you decide on a topic outside of the list, it must be approved by your teacher.

**Possible Project Topics**

|  |  |  |  |
| --- | --- | --- | --- |
| -The Gracchus Brothers-Marius and Sulla-Optimates v. Populares-Crassus-Julius Caesar-Mark Antony-Augustus-Nero-Hadrian-Marcus Aurelius-Virgil-Boudicca-Attila the Hun   | -The Battle of Zama-Spartacus’s Revolt-The Battle of Actium-The Rise of the Roman  Republic-The Rise of the Roman  Empire -Fall of the Roman  Empire-The Destruction of  Pompeii | -Construction of the  Roman Aqueducts-Roman Diet-Life as a Gladiator-The Circus Maximus-The Roman System of Laws. -Mosaics-Sculpture/Statues-Roman temples | -Etruscan Life-Roman Social Class-Poetry-Roman Weapons-Roman Drama-Roman Houses-The Aeneid-Rome and Science-Roman Geography |

**Step Two:** Create a podcast and a podcast questionnaire about a specific topic on the list that you select.

Goal: Make a podcast and a podcast questionnaire

You will select an aspect of Ancient Rome to research and then create a 5-minute podcast to elaborate about a topic of your choice to the class. For the examples of what a podcast is beyond the version modeled in class, consult your teacher’s website for different examples.

**Your Podcast must cover the following basic elements of the research process**:

* You must use at least 5 different sources for your information

You must fill out a Nooldetools page.

* Works cited must be listed in alphabetical order and done in MLA format and turned in with you and your partner’s Noodletools page.
* You may not use Wikipedia or similar/mirror sites (about.com, etc.).

A. Your Podcast should take a journalistic approach to the topic itself:

 *- Answer the following probing questions-Who? What? When? Why? and How?*

 *- Discuss the following:*

1. *What was the underlying and immediate impact of the topic on Rome? How is this event remembered in conjunction with the decades in which it happened? (Historical Legacy)*
2. *What impact did this topic have on the study of Ancient History? Be historically accurate!*

B. Use the “**Audacity Direction Sheet**” included in this packet to construct your podcast.

 Audacity is found on the PC’s in the Media Center.

* Podcasts can be structured as nightly news segments, real time interviews with important figures, re-enactments of important events, professional talking head style elaboration of content, or a mish mash of different types. Be Appropriate, Be Creative!!!

**Step Three**: Completing the questionnaire and Sharing Your Podcast

* Design a questionnaire to complete the podcast project. The questionnaire should be 5-7 questions based on the content of the podcast you have created. This means your peers must be able to listen to the podcast and complete the questions as written.
* Once completed, your podcast must be saved as n MP3 file and submitted to your teacher via email. Your teacher will then put your group’s podcast on their website for the world to listen to.

**Step Four:** Listening to Other Podcasts

* Once the website has been updated to include the podcasts from your class, you will be assigned other podcast to listen to and the questionnaire to complete. The completion of the questionnaire questions will be a separate grade from the podcast project during the 4th quarter.

Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Skills**

1. The documentary/podcast is the appropriate length-(5 ***minute minimum***) . \_\_\_\_/10

2. Rate of speaking and clarity of speech are appropriate……… ……… \_\_\_\_/10

3. The podcast shows clear evidence of planning and preparation. This includes

 the proper number of sources used, the appropriate types of sources,

 and the creation of the podcast questionnaire …… …………………… \_\_\_\_/10

4. All directions are followed in creating the podcast, and the student’s

 podcast questionnaire are turned in on time.……………………………………….. \_\_\_\_/10

**Content**

5. The podcast and lesson is organized with the following things clearly defined:

 ***Introduction- Who? What?***

 ***Supporting Evidence- When? Why? How?***

 ***Conclusion-Legacy?***…………………………………………………………………….………………….. \_\_\_\_/25

6. The podcast is appropriate in tone, is 100% historically accurate, and focuses

 on enlightening the class to the importance of your topic…… ……………………. . \_\_\_\_/25

7. The podcast questionnaire seeks to enhance your peers understanding of

 several aspects of the documentary material..………… ……………………………………. \_\_\_\_/10

 Total \_\_\_\_\_\_/100