STATE STANDARD: The students will analyze the enduring Greek and Roman contributions and their impact on later civilizations.

INQUIRY QUESTION: Are we a product of our past?

TASKS: You will be creating a visual, digital presentation either using Google Slides, PowerPoint, Prezi or Keynote.

SPECIFICATIONS: Follow these directions:

1. **CHOICES-** You must choose one topic from the list below. Your piece must be Greek. Hint- If it wasn't created from 800 BCE- 146 CE, it's not Greek!

<table>
<thead>
<tr>
<th>Art</th>
<th>Architecture</th>
<th>Literature</th>
<th>Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frescos</td>
<td>Temples</td>
<td>Myths</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Ceramics</td>
<td>Columns</td>
<td>Philosophy</td>
<td>Science and Medicine</td>
</tr>
<tr>
<td>Sculpture</td>
<td>Amphitheaters</td>
<td>Epics</td>
<td>Engineering</td>
</tr>
<tr>
<td></td>
<td>City Centers</td>
<td>Plays</td>
<td>Technologies</td>
</tr>
</tbody>
</table>

2. **SLIDES-** Presentation should be a minimum of 10 slides, and there should be an image on each slide. The following are required slides:
   a. Title Page: name, date, period
   b. Side by Side Images: One slide has a side by side ancient to modern comparison (image)
   c. Analysis Slides: All of the questions within the artifact analysis or literary analysis must be answered within the slides.
   d. Comparison Slide- Discusses the similarities and/or differences between the ancient and the modern
   e. Conclusion: Summarizes the outcomes of your presentations, answering the question; *Are we a product of the past?*
   f. Work Cited: Must contain a MLA formatted works cited page for all reference sources used, including images

3. **Research Questions-** Your project must answer the Essential Question. Come up with three supporting questions that will help you answer the Essential Question.

<table>
<thead>
<tr>
<th>A.</th>
<th>Essential Question: How has your topic influenced our society today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Supporting Question 1:</td>
</tr>
<tr>
<td>C.</td>
<td>Supporting Question 2:</td>
</tr>
<tr>
<td>D.</td>
<td>Supporting Question 3:</td>
</tr>
</tbody>
</table>
4. **ARTIFACT ANALYSIS** - Use this analysis worksheet if your piece is a physical artifact

<table>
<thead>
<tr>
<th>A. Type of Artifact:</th>
<th>Describe the material from which it was made: bone, wood, pottery, metal, stone, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Special Qualities of the Artifact:</td>
<td>Describe how it looks and feels: shape, color, texture, size, weight, movable parts, or anything written on it.</td>
</tr>
<tr>
<td>C. Uses of the Artifact:</td>
<td>a. What might it have been used for? b. Who might have used it? c. Where might it have been used? d. When might it have been used?</td>
</tr>
<tr>
<td>D. What does the artifact tell us?</td>
<td>A. What does it tell us about technology of the time in which it was made and used? B. What does it tell us about the life and times of the people who made it and used it? C. Can you name a similar items today?</td>
</tr>
<tr>
<td>E. Your questions:</td>
<td>Now that you've read and written about this document, what questions do you still have about it?</td>
</tr>
</tbody>
</table>

5. **LITERARY ANALYSIS** - Use this analysis worksheet if your piece is a written literary work

<table>
<thead>
<tr>
<th>A. Who?</th>
<th>Who created this document? Who, if different than the creator, is the speaker or narrator? Whom, if anyone, is quoted in it? Who is the intended audience?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. When and Where:</td>
<td>When and where was the document originally created? What, if anything, do you know about the circumstances under which it was created?</td>
</tr>
<tr>
<td>C. What?</td>
<td>In your own words, what does this document say? What do you think are the most important points in it? What did you learn from it? Cite a quote from the document.</td>
</tr>
<tr>
<td>D. How?</td>
<td>How does the creator of this document get his or her message or ideas across? How would you describe the language and tone of the document?</td>
</tr>
<tr>
<td>E. Why?</td>
<td>Why do you think the document was originally created? Why do you think many consider it important? List 3 things the author said that you think are important.</td>
</tr>
<tr>
<td>F. Your questions:</td>
<td>Now that you've read and written about this document, what questions do you still have about it?</td>
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</tbody>
</table>

**ASSESSMENT** - Please refer to the attached rubric for specific grading considerations. You will be assessed on the criterion **D: Critical Thinking**.

**Criterion D: Critically Thinking**
<table>
<thead>
<tr>
<th>Level</th>
<th>Level descriptor</th>
<th>Task-specific clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>

5

The student:
- analyses concepts, issues, models, visual representation and theories to a limited extent
- summarizes information to a limited extent to make arguments
- describes a limited number of sources/data in terms of origin and purpose and recognizes nominal value and limitations
- identifies different perspectives and minimal implications.

The student:
- **Questions**: Few questions are answered on the analysis worksheet.
- **Analysis**: There is no analyses and evaluation and no range of sources/data in terms of origin and purpose, recognizing value and limitations.
- **Little** synthesis of information to make valid, well-supported arguments.
- **Interpretation**: Little to no interpretation and no range of different perspectives and their implications.
- **Sources**: There is no works cited slide.

6–7

The student:
- analyses concepts, issues, models, visual representation and theories
- summarizes information to make arguments
- analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some value and limitations
- interprets different perspectives and some of their implications.

The student:
- **Questions**: Some questions are answered on the analysis worksheet
- **Analysis**: Somewhat effectively analyses and evaluates a range of sources/data in terms of origin and purpose, sometimes recognizing value and limitations. Sometimes synthesizes information to make valid, well-supported arguments.
- **Interpretation**: Interprets a range of different perspectives and some of their implications.
- **Sources**: A works cited page is present, but not in correct MLA format.

8–9

The student:
- discusses concepts, issues, models, visual representation and theories
- synthesizes information to make valid arguments
- effectively analyses and evaluates a range of sources/data in terms of origin and purpose, usually recognizing value and limitations
- interprets different perspectives and their implications.

The student:
- **Questions**: All questions are usually answered on the analysis worksheet
- **Analysis**: Sometimes analyses and evaluates a range of sources/data in terms of origin and purpose, recognizing value and limitations.
- **Sometimes** synthesizes information to make valid, well-supported arguments.
- **Interpretation**: Sometimes interprets a range of different perspectives and their implications.
- **Sources**: All sources are written in MLA format in a works cited slide.
The student:
  i. completes a detailed discussion of concepts, issues, models, visual representation and theories
  ii. synthesizes information to make valid, well-supported arguments
  iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, recognizing value and limitations
  iv. thoroughly interprets a range of different perspectives and their implications.

The student:

Questions - All questions are answered on the analysis worksheet

Analysis - Effectively analyses and evaluates a range of sources/data in terms of origin and purpose, recognizing value and limitations. Synthesizes information to make valid, well-supported arguments.

Interpretation - Thoroughly interprets a range of different perspectives and their implications.

Sources - All sources are written in MLA format in a works cited slide

Criterion: Investigating

<table>
<thead>
<tr>
<th>Level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 5     | The student:
  i. formulates a research question that is clear or focused and describes its relevance
  ii. formulates a limited action plan to investigate a research question or does not follow a plan
  iii. collects and records limited information, not always consistent with the research question
  iv. makes a limited evaluation of the process and results of the investigation. | The student
  1. Does not answer the essential question
  2. Does not formulate and answer three clear supporting questions
  3. Most research questions are not answered
  4. No sources are listed |
| 6-7   | The student:
  i. formulates a research question that is clear and focused and describes its relevance in detail
  ii. formulates and somewhat follows | The student
  5. Answers the essential question
  6. Formulates three clear supporting questions
  7. Answers some of the analysis questions
  8. Presentation uses information from three sources not including images; but sources are not cited in the proper format |
<table>
<thead>
<tr>
<th>Score</th>
<th>The student:</th>
<th>The student</th>
</tr>
</thead>
</table>
| 8     | i. formulates a clear and focused research question and explains its relevance in detail  
      ii. formulates and follows a substantial action plan to investigate a research question  
      iii. uses research method(s) to collect and record appropriate, relevant information  
      iv. evaluates the process and results of the investigation. | 9. Answers the essential question  
 10. Formulates and answers three clear supporting questions  
 11. Answers most of the analysis questions  
 12. Presentation uses information from three sources not including images |
| 9-10  | The student:  
      i. formulates a clear and focused research question and justifies its relevance  
      ii. formulates and effectively follows a comprehensive action plan to investigate a research question  
      iii. uses research methods to collect and record appropriate, varied and relevant information  
      iv. thoroughly evaluates the investigation process and results. | The student  
 13. Answers the essential question  
 14. Formulates and answers three clear supporting questions  
 15. Answers all of the analysis questions  
 16. Presentation uses information from three sources not including images |