

## Topic 4: Women in Ancient Rome

### Standards:

1. Students will be able to identify most of the defining attributes of several aspects of Roman culture.
2. Students will be able to explain how the characteristics of one culture are present in the world we live in today.
3. Students will be able to analyze the relevancy of information to a research topic.
4. Students will be able to create an outline for a topic.
5. Students will be able to create proper citations and bibliography.
6. Students will be able to write a thesis on a given research topic.
7. Students will be able to create an ending that supports a closure to a topic.

### Final Product

Prompt: A representative from the Feminist Society of Chicago asked you to write a research paper that compares and contrasts the rights and role of Roman women in both the Republic and the Empire, specifically how their rights evolved from the early Republic to the Empire. Also, they ask you to compare them to women's rights today on at least 3 levels. Below are the questions they want you to answer in your paper, which has to be **3-5 pages** in length. You need **four sources**: two books, one academic journal and one internet source. Here are the topics you need to consider as you write your paper.

- 1) Compare and contrast women's rights and role in society during the Republic and the Empire in these aspects:
  - a) Voting rights and politics
  - b) Property rights
  - c) Marriage and divorce rights
  - d) Public and private, home life (Were they allowed to go to parties? What was the ideal wife? Were they allowed to sit with male guests in their house? How much input did husbands accept from their wives when making decisions? Etc....)
- 2) Compare and contrast women's rights in Ancient Rome to women's rights in the present. Discuss **three** similarities and differences.

## **Formative Assessments**

First Assignment Due \_\_\_\_\_:

- Bring a list of possible sources in an MLA bibliography format. Include an explanation of the authority and relevancy of the sources. Think about why this source is a good source for this project. Refer to the guidelines we covered in class.

Second Assignment Due \_\_\_\_\_:

- Answer question 1 in an outline format (refer to your notes on writing a good outline) and cite your sources for each question according to MLA guidelines.

Third Assignment Due \_\_\_\_\_:

- Write a rough draft of question 1. Make sure you are comparing and contrasting them and not simply writing a list of facts.

Fourth Assignment Due \_\_\_\_\_:

- Answer questions 3 in an outline format (refer to your notes on writing a good outline) and cite your sources for each question according to MLA guidelines. Then, write a rough draft of this question.

Fifth Assignment Due \_\_\_\_\_:

-Write an outline of your introduction and conclusion. Then write a rough draft of your introduction and conclusion.

Sixth Assignment Due \_\_\_\_\_:

Your final paper is due today!

# Final Project Rubric

|                                                         | <i><b>Exemplary</b></i>                                                                                             | <i><b>Accomplished</b></i>                                      | <i><b>Developing</b></i>                                       | <i><b>Beginning</b></i>                                            | <i><b>Score</b></i> |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------|---------------------|
|                                                         | <b>4</b>                                                                                                            | <b>3</b>                                                        | <b>2</b>                                                       | <b>1</b>                                                           |                     |
| <i><b>Research Component - Information Literacy</b></i> |                                                                                                                     |                                                                 |                                                                |                                                                    |                     |
| Quality of Sources                                      | Student found 4 quality sources of the proper type.                                                                 | Student found 3 quality sources of the proper type.             | Student found 2 quality sources of the proper type.            | Student found 0- 1 quality source of the proper type.              |                     |
| Explanation of Sources                                  | Student thoroughly explained the authority and relevancy of all 4 sources based on the guidelines covered in class. | Student explained the authority and the relevancy of 3 sources. | Student explained the authority and relevancy of 2 sources.    | Student explained the authority and relevancy of no or one source. |                     |
| Content Accuracy<br>x2                                  | Student answered all of the questions thoroughly and accurately.                                                    | Student answered 2 of the questions thoroughly and accurately.  | Student answered 1 of the questions thoroughly and accurately. | Student barely gave an answer to any of the questions.             |                     |
| Outline Format                                          | Student followed the outline format well for each question.                                                         | Student followed the outline format well for only 2 questions.  | Student followed the outline format for only 1 question.       | Student barely included an outline for any of the questions.       |                     |
| Citing of sources according to MLA style                | Student cited all sources well in their outline including the academic                                              | Student cited only 3 sources well.                              | Student cited only 2 sources well.                             | Student cited 0-1 source correctly in their outline.               |                     |

|                                                       | journal and internet website.                                                                                                                |                                                                                              |                                                                            |                                                                                |  |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------|--|
| Writing Aspects                                       |                                                                                                                                              |                                                                                              |                                                                            |                                                                                |  |
| Thesis                                                | Fully developed thesis statement. It sets the stage for where the research paper is going.                                                   | Somewhat developed thesis statement.                                                         | Topic ideas included with very little development.                         | Little or no thesis development.                                               |  |
| Comparison of the Roman Republic and the Empire<br>x2 | Student thoroughly compared and contrasted the role of women in the Roman Republic and the Empire.                                           | Student somewhat compared and contrasted role of women in the Roman Republic and the Empire. | Student did a little comparing and contrasting of the role of women.       | Students did very little or no comparing and contrasting of the role of women. |  |
| Comparison to the modern world<br>x2                  | Student compared the Roman women to modern day women thoroughly. He/she thoroughly discussed 3 similarities and differences in each culture. | Student included an explanation for 2 of the similarities and differences.                   | Student included an explanation for 1 of the similarities and differences. | Student barely included a comparison of similarities and differences.          |  |
| Conclusion                                            | The conclusion is fully developed. It wraps up the                                                                                           | The conclusion is somewhat developed. It somewhat wraps up the                               | The conclusion contains little development.                                | The conclusion contains very little or no development.                         |  |

|                      |                                                                                      |                                                                                        |                                                                                                               |                                                                                                  |  |
|----------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--|
|                      | paper.                                                                               | paper.                                                                                 |                                                                                                               |                                                                                                  |  |
| Overall Organization | The entire paper flows well from one time period to the next in chronological order. | Most of the paper flows well from one period to the next.                              | Some of the paper flows in chronological order.                                                               | Paper does not flow well at all and facts are scattered without any chronological order.         |  |
| Mechanics            | The paper is free of grammar and spelling mistakes. It is clear and easy to read.    | The paper contains some grammar and spelling mistakes, but it is still neat and clear. | The paper contains many grammar and spelling mistakes, which take away from the clarity of certain sentences. | The paper contains a lot of grammar and spelling mistakes and it is hard to read and understand. |  |
| MLA Bibliography     | Used standard MLA format for work cited, including electronic sources.               | Used standard MLA format for work cited. Did not include electronic sources.           | Briefly listed titles of sources and some other information.                                                  | Included very little or no bibliography.                                                         |  |