**CHW3M Julius Caesar Timeline with Attitude**

Timelines with just dates are boring. And they don’t tell you much! A timeline with attitude, one that has a horizontal and vertical axis, tells you so much about how certain events could have been seen or experienced by different groups of people. In other words, who progressed and who declined! Now that is useful information.

Based on the trial of the assassins, you will be creating a timeline with attitude of the events during Caesar’s brief yet impactful rule over Rome.

**Requirements:**

* **# of events:** Your timeline with attitude will feature 5 carefully chosen events from Julius Caesar’s time ruling Rome.
	+ Choose events that were:
		- Significant - you know the criteria for that 😊
		- Controversial or at least interesting
			* Don’t include battles from Gaul or elsewhere (or minimum one)
* **Perspectives:** You will try to see the events from the **view** at least two different groups within Rome
	+ e.g., priests, patricians/Senators, military/veterans, plebeians.
	+ Clearly, the two opposing groups (Populares and Optimates) had differing views on each event. You do not have to cover all views of each event.
* **Written descriptions:** Each event will have a **four-sentence** description that covers the basics about the event and the perspective that would have seen it as you labelled it:
	+ What happened?
	+ Who was involved?
	+ How it shows progress or decline for a particular group in Rome
* **Legend:** Make a label/legend to show (using colour or symbols) from whose perspective each explanation comes from (reminder: you must have at least two different perspectives)
* **Labels:** The X axis of the timeline will be for chronology (time) where you show the date, while the Y axis will be for progress / decline (> or < O). Thus, the more progressive the event for a particular group, the higher it should appear on your timeline. The lower, the more associated with decline. You must create and label a scale for each level on your Y axis.
	+ Use descriptive scale labels (not just +3, -3, etc.)
		- e.g., long-term benefits with positive consequences = +3, long-term harm with negative consequences = -3
* **Notes:** are not required – use the materials from class. If you take notes from outside sources, you must take notes in the usual format (4-column). You may look up dates without citing sources.

**Format:**

Your timeline may be created electronically or by hand. Do not use PPT or slides as the view of the whole timeline should be emphasized. Prezi does a good job of this. A google drawing will also work.

**Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CHW3M Rubric for Julius Caesar Timeline with Attitude**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Score** |
| **Knowledge and Understanding****Knowledge**Writes concise yet accurate descriptions of the chosen events.   | Demonstrates thorough understanding of chosen events Concise yet accurate, showing “big picture” understanding of key events in Rome’s history and key details | Demonstrates considerable understanding of chosen events and their importance in Rome’s history | Demonstrates some understanding of chosen events in Rome’s history | Demonstrates limited understanding of chosen events Too long, vague or inaccurate. Doesn’t seem familiar with the “big picture” of Rome’s historyNo dates or details would be below level 1. |  |
| **Thinking****Thinking** Places well-chosen events on appropriate locations on the clearly labeled scale of progress/decline  | Location on the scale is chosen with a high degree of effectiveness:Insightful choices of events, precise placement on cleverly labeled scale | Location on the scale is shown with considerable effectiveness:Appropriate choices of events, appropriate placement on labeled scale | Location on the scale is shown with some effectiveness:Somewhat useful choices of events, placed on somewhat expected/basic scale  | Location on the scale is shown with little effectiveness:Choices are very basic, similar each time, vaguely or unclearly labelled scale  |  |
| **Application****Application**Uses historical thinking concepts of **continuity and change** (through descriptions of progress and decline) and **historical perspective** (views of different groups of people) | Uses HTCs consistently, thoroughly, accurately and with relevance:Progress and/or decline for group made consistently clear Perspective of groups identified clearly and consistently (how they felt about the event is absolutely clear) | Uses HTCs with considerable success:Progress and/or decline for group mostly made clearPerspective of groups identified (how they felt about events) | Uses HTC with some success:Progress and/or decline for group sometimes identifiedPerspective of groups sometimes shown (some indication of how groups felt about events) | Uses HTCs with little success:Progress and/or decline for group unclear, vague, confusingPerspective of groups not well identified or confusing (unclear how groups felt about the events)Whole civ is the perspective (far too general – unable to show perspectives of different groups within the civ) |  |
| **SScores** | 4++ = 100, 4+ = 95, 4 = 88, 4- = 82, 3+ = 78, 3 = 75, 3- = 72, 2+ = 68, 2= 65, 2- = 62, 1+ = 58, 1 = 55, 1 - = 52. Below level 1 does not meet the expectations for this assignment.  |

Curriculum Expectations:

A1. **Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500;

A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in world history to 1500

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

C3. Identity, Citizenship, and Culture: assess the contributions of various individuals and groups to the development of identity, citizenship, and culture in three or more flourishing societies/ civilizations, each from a different region and a different period prior to 1500