Character Researched \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Major Content Areas (each student must pick 3 of the required content areas)**

**Religion** - What is your religion and how does it affect your life in Roman society?

**Family life** - How is the family structure organized in your family? Is it a matriarch or patriarch?

**Job** / **Vocation** - How do you make money? What type of work do you do?

**Language**/**Languages** - How many languages do you speak, what are they?

**Traditions** / **Celebrations** - Does your family have any family celebrations or traditions?

**Education** - Do you know how to read or write? Did you go to school?

**Government** / **Laws** - What type of government system is in place? Who is currently in power?

**Minor Content Areas (each student must pick 2 of the optional content areas)**

**Clothing** / **Dress** - What social class are you from and does that effect what you wear?

**Health** - Do you have access to person hygiene or healthcare?

**Housing** - What kind of dwelling do you live in? Does this imply your social status?

**Technology** - How does the current technology affect your life? What is it?

**Entertainment** - What do you do for entertainment and fun?

**Food** - What type of food do you eat? What type of food do you grow?

**Arts** - Are you an inventor or artist or do you just buy and enjoy it?

**Geography** - What part of the Roman Empire did you live? Was it in a city or in the country?

*\* Each group must choose different content topics, no duplication. \**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| IN9.2 – Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education. | There is little or no discussion of geography, culture, language, religion, or education and how they impact worldview. | Student is beginning to make connections between geography, culture, language, religion, or education and how this effects worldview. | Student demonstrates an understanding of worldview, which is evidenced by their discussion of the elements of worldview in their interview. | Student demonstrates a mastery level understanding of world view. Their interview shows critical thinking and deep connections. |
| IN9.3 – Analyze the ways a worldview is expressed in the daily life of a society. | Student has not discussed the aspect of their character’s worldview through daily life examples such as technology, housing, traditions, or food. | Students has provided limited discussion of their character’s worldview through daily life examples such as technology, housing, traditions, or food. | Student understands and has discussed that their character’s worldview is affected by daily life examples. | Student understands and has explicitly discussed that their character’s worldview is affected by daily life examples. |
|  |  |  |  |  |
|  |  |  |  |  |