

Aims:

To test the following hypotheses:

1. Technology can provide a medium in which students can actively make connections between various aspects of the ancient Roman world.
2. The use of programs that present content in different ways can help sensitize students to the needs of varying audiences.
3. Peer-teaching is a type of collaborative learning that can shift responsibility from teacher to learner.

Learning Goals:

1. Students will be able to effectively and efficiently research a topic using print and electronic media.
2. Students will be able to use the HyperCard and PowerPoint programs.
3. Students will be able to comply with current copyright laws.
4. Students will be able to place an Augustan monument/work of art in its appropriate cultural context using information about Roman literature, society, history, and architecture.
5. Students will be able to effectively communicate their thoughts to their peers through oral presentations enhanced by technology.

Assessment Methods:

1. Using the Valparaiso University Library, local resources, and electronic resources, each student will research an Augustan monument/work of art.
2. Using HyperCard, each student will create an interactive stack presenting what he/she has learned about his/her monument/work of art. Each stack will contain images, an interactive quiz, and a bibliography; each stack will comply with the current interpretation of copyright laws.
3. Using PowerPoint, each student will adapt his/her HyperCard stack to create a presentation appropriate for a full-class audience.
4. Using their PowerPoint presentations and their HyperCard quizzes, students will teach their peers about their respective monuments/works of art.
5. Using a self-report questionnaire, students will reflect upon their experiences in order to help evaluate this project and assess its effectiveness in achieving the stated aims.

Time-Line:

**5th six weeks**

During the 5th week, you will select your topic from the following choices and will begin researching in area resources:

Ara Pacis (long sides)  
Ara Pacis (short sides)  
Augustus as Pontifex Maximus  
Augustus Prima Porta  
Basilica Julia  
Curia Julia  
Forum of Augustus (w/o temple)  
Forum of Julius Caesar  
Gemma Augustea  
House of Augustus & House of Livia  
Mausoleum of Augustus  
Pantheon  
Porticus Octaviae  
Temple of Apollo Palatinus  
Temple of Castor & Pollux  
Temple of Concordia  
Temple of Julius Caesar  
Temple of Jupiter Tonans  
Temple of Mars Ultor  
Theater of Marcellus

During the 6th week, we will examine the resources available in the Latin classroom and prepare for moving to an academic library.

**6th six weeks**

During the 1st week, we will examine the on-line catalog for Valparaiso University to select needed materials, then travel to VU for an introduction to the library and to begin researching in an academic library. We will also begin doing research and gathering usable images using electronic resources during this week. We will also begin creating outlines for our HyperCard projects.

During the 2nd and 3rd weeks, we will concentrate exclusively on creating our HyperCard stacks.

During the 4th and 5th weeks, we will focus on finish our HyperCard stacks and adapting our material for use in a PowerPoint presentation.

During the 6th week, we will make our presentations and review for the final exam.

You will have the opportunity to use Power Macintosh Computers during class as many days as I can get access for us. If additional research/computer time is needed, I will give you a pass to the library during your study hall. The library is also open at 6:00 a.m until 8:00 p.m. for precisely these purposes. You may also secure additional time after school in F218 using the scanner, etc. by making arrangements with me. I will make every effort to see that all the computers in the school have the software that you need.

Materials:

You will need to provide your own disks for this project.

Content requirements:

When preparing your materials, you should be sure to include the following information about your monument; you should not limit yourself to this list. Keep in mind that maps, plans, and other visuals are often very helpful to your viewer.

1. Who built it or had it built?
2. When was it built?
3. Where was it located in Rome? (Some maps might be useful.)
4. What other buildings are near it?
5. Why (for what purpose) was it built?
6. How is Augustus associated with this building?
7. Is this building associated with Roman literature in any way?
8. Identifying features, measurements, decorations, inscriptions, etc.
9. What did it look like in ancient Rome?
10. What does it look like now?
11. Is it completely in its original form? Has any restoration been done on any part of it? Is it being used for something now?

Your project should demonstrate a basic facility with both HyperCard and PowerPoint through its design and format and should include content that reflects thoughtful use of print and electronic resources. Creativity is encouraged; however, the aforementioned criteria must still be met. As always, correct spelling and grammatical usage is a *sine qua non*. You will be expected to be attentive and courteous during all presentations. Throughout this exercise, cooperation and collaboration will help every deal with their content and technology issues more effectively.

Grading (for details, see the grade worksheet):

Outlines	=	10 points
Content	=	30 points
HyperCard Format	=	25 points
PowerPoint Format	=	15 points
Quiz	=	10 points
Presentation	=	10 points

(Revised: September 1998)