Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ms. Marciano English II

RESEARCH PROJECT ASSIGNMENT - Julius Caesar

**PROMPT**  Before reading the play Julius Caesar, we are going to take a little time to explore Rome and the Roman Empire. This will give you some background information which will help you understand the play better, let you know what happened in the Roman Empire after the action of the play, and will show you how Rome is today.

**ASSIGNMENT** You have been divided into five groups, each with a different topic to explore. During this class period you will research your topic. In the next class period you will create a presentation about your topic to give to your classmates. In the class period after that you will actually make your presentations to the class.

**REQUIREMENTS**

1. Each group member must do research.
2. Each group member must keep a list of sources checked and summary of  information found in those sources.
3. Each group member must make a written report.
4. Each group's presentation must be 8-10 minutes long.
5. Each group's presentation must include visual aids.

**SUGGESTIONS**

 **Group One:** Timeline history of Rome

Divide your work among the group members, giving each member a segment of time to research. (For example, time before the Roman Empire, time during the Roman Empire, time between the fall of the Roman Empire and modern history, and modern history)

Possible sources of information would be books, encyclopedias, periodicals, and films/videos.

Use this class period to gather information. Take notes. In the next class period, bring materials to class to actually make a timeline. Use a roll of fax paper or shelf paper and colored markers to make the timeline. Another way to make it would be to use the overhead projector. Make your timeline in segments and place each segment on the overhead as you make your presentation. (Feel free to improvise to create a visually interesting timeline!)

During your presentation, have each group member give a short report about his/her segment of Roman history. Coordinate the use of your timeline as a visual aid.

**Group Two:** Geographical map(s) of the Roman Empire

There's an old saying, "Rome wasn't built in a day!" The Roman Empire developed, flourished, and declined over a period of hundreds of years. It is your job to show the geographical rise and fall of the Roman Empire.

First, you have to research the history of the Roman Empire. A good encyclopedia article should give you a good outline of the periods in the history of the Roman Empire. Have one group member get the encyclopedia. Find the article, and have one group member read it to the group. One group member should take notes, noting the periods of the Empire. Then assign one period of the Roman Empire's growth to each student in the group. All of this should take less than fifteen minutes. Use the rest of this class period for research. Each group member is looking for specific information about the geographical boundaries of the Roman Empire during the period he/she was assigned.

During the second class period, get together as a group to pool your information. Have each student give a brief report to the group. This is best done in chronological order. Spend the remainder of the second class period making your map(s). There are two ways to do this. The best way is to take a map of that part of the world and make several transparencies of it. Mark on the first transparency the area covered at the beginning of the era of the Roman Empire. Make each subsequent transparency showing the stages of growth (and retreat as the empire fell apart).

During the presentation, show the series of transparencies and give a brief explanation of the ways in which the land was acquired and lost.

**Group Three:** Biography of Julius Caesar

Your task is twofold: to find biographical information about the man Julius Caesar and to find information about the play Julius Caesar. Divide your group in half. Half of you should work on the biography and half of you should work on information about the play. Make full use of your library's resources: books, periodicals, encyclopedias, films/videos, etc. Use the remainder of this first class period to do your research.

During the second class period, plan your presentation. The visual part of your presentation could be photos of Julius Caesar and pictures from a performance of the play, or you may have a group member dress up as Julius Caesar to talk about his life and the play William Shakespeare wrote about his assassination. You could make a family tree for Julius Caesar. Use your imagination to make your 10-minute presentation as interesting as possible.

**Group Four:** Travelogue of modern Rome

Your task is to locate information regarding visual materials about Rome. For example, find materials such as slides/videos or films/filmstrips. Think travel brochure.

In the second class period of this assignment, you should preview the information you have collected and create a way to make a ten-minute presentation using the information you have collected.

**Group Five:** Culture, lifestyle, economics, government of modern Rome

Your assignment is to answer the question, "What is it like to live in Rome today?" Explore basic influences on the people of Rome: What kind of government do they have? What is the basis of their economy? What are current issues there? What do they wear? What do they eat? What is their educational system like? What influence does the church have on their lives? Don't limit yourselves to answering only these questions; they are examples of the kinds of questions your report should answer.

You might begin by brainstorming a list of topics to cover and assigning one (or more) topic(s) to each person in your group. That way, your research won't be duplicated. Be sure to use a variety of sources: books, periodicals, encyclopedias, etc. Use the remainder of this first class period to do your research.

In the second class period of this assignment, get together and pool your information. Decide how you will make your presentation, decide what visual aid(s) you will use and create them or make sure they are available for your use.

**CONCLUDING NOTES**

 Remember your presentation is limited to ten minutes, and you don't have a whole lot of time for your research. That means you only have time to hit the most important highlights of your topic. We're not going for great depth in this assignment; rather, we are looking for an accumulation of a broad range of information. As you do your research and create your presentations, remember not to get too bogged down in minute details. They will eat up your time and energy. Skim articles and books to get to the most important parts. Use the table of contents to go right to the chapters that are most important to you. If one source doesn't seem to have what you need, don't keep looking in it hoping to find a little something; look for another source that may suit your objectives better.

If you find a video for your presentations that will suit the visual requirements of the assignment but doesn't really say what you want it to in the limited time you have, choose a five or ten minute segment of the video that has the most appropriate visuals. Turn the volume off and write your own script that gives all of your group's information.