

Nomen: _____ Periodus: _____

Roman Gingerbread House Project Packet

This packet contains all of the instructions that you will need to complete your Roman Gingerbread House. Please keep in mind that the following things will be graded as a part of this process:

- Roman House Vocabulary Quiz: Quiz grade: This will be taken online on _____.
- House plans: Classwork Grade. These will be due by halfway through class on _____. Magistra Freeman must okay these plans before you begin building.
- Gingerbread House/PhotoStory: 2 Test Grades. Please use the rubric in this packet to guide your work so that you will be ensured a good grade on this project.
- PhotoStory Script: Quiz Grade: This is due to Magistra Freeman by _____. This is the guide you will use when narrating your PhotoStory.

Specific "I'm Through" Activities Related to this unit (worth double points until the end of the unit):

- Online vocabulary practice with Roman House vocabulary (www.quia.com)
- Bring materials for the gingerbread houses by _____.
- Complete any *Rome the Eternal City*, *Roman Technology 4.1*, or *Pompeii* quizzes.
- Make and print a mosaic on <http://gwydir.demon.co.uk/jo/mosaic/mkmosaic.htm>.
- Add an appropriate and informative Roman Houses website links to the discussion on <http://magistrafreeman.wikispaces.com/>.

Roman Gingerbread House and PhotoStory Project

Materials Needed

- Cardboard for base and inside walls.
- Graham crackers for outside walls
- Hard candies for decoration inside and out—small pieces or small candies work best.
- Tissue paper, small craft supplies.
- Anything that you think will help your group make your house!



Materials Due by
the beginning of
class on

!

Roman Gingerbread House and PhotoStory Project

1. In the Computer Lab, you will have 2 days to research. On the first day (tomorrow!), you will be working by individually. All members of your group will be doing their own research, and you will not be allowed to talk to each other. You need to listen carefully to the instructions about how to cite your sources so that you can do that for your finished project. You should use this day to get all of the information that you need to build a replica of your type of Roman house.
2. On the second day in the lab, you will be allowed to work with other group members to put your research together and begin to design your house. You must have completed house plans by halfway through the next day's class period.
3. Your house plans need to be approved by Magistra Freeman. Include information about how you will decorate your houses and what you will put inside.
4. After your plans have been approved, glue the frame of your house together.
5. You will have 2 full class periods to build your house. Make sure to take plenty of pictures along the way because you will need those pictures in order to make your PhotoStory. Work together to make sure your house is complete. You also need to use this time to write a script that will help you narrate your PhotoStory. On the 2nd building day, you will see a PhotoStory example that will help you see how to make your final product. This example is also on Magistra Freeman's wiki if you need it again! (<http://magistrafreeman.wikispaces.com>). Don't forget to finalize your resource list and download your pictures to your group's folder under "Rm306" and "Freeman." Turn in your script by the end of class on _____.
6. You will have one class period to create your Photostory. If you already have your pictures and script, this will not be difficult. Your Photostory should include:
 - a. Slide 1: Title and Group Members' Names
 - b. Slides 2-6: Pictures of your type of house from the internet...cited correctly!
Narrate some information about the type of house you built.
 - c. Slides 7-13: Pictures of your group building the house—not final product. Narrate the process your group used in building the house.
 - d. Slides 14-18: 5 different pictures of your final house. Narrate what we are seeing!
 - e. Slide 19: Works Cited Slide—include all websites from which you got pictures!
7. Turn in a copy of your completed Works Cited.

How to Write an MLA Works Cited Page

What Goes On Your Works Cited Page?

Anything that you use from a published work in a paper or project must be cited on your works cited paper. This handout gives you an idea of the information that you will need, but you can double check by looking at <http://www.citationmachine.net/index.php?callstyle=1&all>.

1. **Name of author** or other person responsible for the work (editor, translator, etc.).
2. **Article or Essay title** in a larger database or work, in quotation marks.
3. **Main Title** (of book, encyclopedia, magazine, journal) in italicized or underlined.
4. **Name of editor or translator** of a book (unless used earlier), use MLA abbreviation (ed., trans., etc.).
5. **Publication information** (City: Publisher, Year).
6. **Version number** (if applicable and not part of the title); or volume or issue number.
7. **Most recent publication date of posting or updating** (for websites; usually found at the bottom).
8. **Access date** (date you retrieved the information off a website)
9. **Page range** (list the range of pages for the article title in #2).
10. **URL** (in **<angle brackets>** and underlined).

NOTA BENE: If a source does not have information in any of these categories, **skip that step** and move on to the next one.

Formatting the Works Cited Page

1. **Alphabetize** each entry according to the first letter of the entry (last name of author or first main word in the article title if there is no author posted).
2. Place a **period** after each piece of information.
3. **Indent** all entries 1 inch from the left and right margins.
4. Any entry that goes onto a second line should be **indented an additional ½ inch**.
5. Title your page: **Works Cited**.
7. **Double-space** your Works Cited Page.

Nomemes: _____ Type of House: _____

Roman Gingerbread House Project Rubric—PhotoStory

	Exemplar—3 points	Developed—2 points	Limited—1 point
Preparation Process			
	<p>Primary or relevant sources used definitely abundant varied and relevant</p> <p>Extensive preparation tasks completed (e.g. in-depth research, note-taking, mind mapping, scripting, story boarding, image/sound lists etc.)</p> <p>Collaboratively self-managed teams demonstrated shared leadership of tasks / group management / problem-solving with little intervention needed to complete quality tasks while working well with other members</p> <p>Information vivid, revealing and accurate details - comes alive!</p> <p>Evidence of genuine learning - others find message from this product useful and beneficial</p>	<p>Primary or relevant sources used varied, mostly relevant but limited in number</p> <p>Limited preparation tasks completed</p> <p>Collaboration (AKA Cooperative Groups) formally structured for team through assigned individual responsibilities - some team intervention needed to complete quality tasks and work well with other members</p> <p>Information basically accurate and interesting.</p> <p>Evidence of learning for author but not developed as useful / beneficial for others</p>	<p>Primary sources used weak, lacking in variety, relevancy and/ or communication too dependent on secondary sources</p> <p>Significant preparation tasks missing or weak</p> <p>Collaboration and/or Cooperative skills missing or weak - team consistently needed intervention to complete their tasks and work with other members</p> <p>Information needed to understand topic seriously lacking or missing</p> <p>New learning for author not evident- also not developed as useful / beneficial for others</p>
Format Structure			
	<p>Overall structure naturally flows as a well-economized, coherent & organized piece</p> <p>Sources thoroughly documented and credited</p>	<p>Overall structure organized, coherent but economizing or natural flow not consistently sustained</p> <p>Sources mostly documented and credited</p>	<p>Overall structure lacking or missing organization, economizing, or natural flow</p> <p>Documentation and credits for sources weak or missing</p>
	Exemplar—3 points	Developed—2 points	Limited—1 point
Voice/Sound Communication			
	<p>Significant, enriching contribution and relevancy extending the topic's meaning</p> <p>Quality of volume/diction/fluency/flow is high.</p>	<p>Relevant to topic but adds little extended value to meaning</p> <p>Quality of volume/diction/fluency/flow is acceptable.</p>	<p>Not relevant to topic - use appears mostly as "decoration"</p> <p>Quality of volume/diction/fluency/flow is not acceptable.</p>
Image Communication			
	<p>Significant, enriching contribution extending relevancy and meaning to the topic's message</p> <p>Images highly engaging for content/audience</p>	<p>Relevant and supportive of topic's message</p> <p>Images appropriate to content/audience</p>	<p>Not relevant to topic - use appears mostly as "decoration"</p> <p>Images detracts or inappropriate for content/audience</p>

Rubric created using www.digitales.us

Roman Gingerbread House Project Rubric—Gingerbread House

	3	2	1
Construction -Materials	Appropriate materials were selected and creatively modified in ways that made them even better.	Appropriate materials were selected and there was an attempt at creative modification to make them even better.	Appropriate materials were selected.
Construction - Care Taken	Great care taken in construction process so that the structure is neat, attractive and follows plans accurately.	Construction was careful and accurate for the most part, but 1-2 details could have been refined for a more attractive product.	Construction accurately followed the plans, but 3-4 details could have been refined for a more attractive product.
Overall Appearance	The house is outstanding and clearly shows a lot of effort and attention was paid in creating it.	The house is neat and clearly shows a lot of effort.	The house shows the “general idea” but is not neat and carefully constructed.
Class Time used Appropriately	Group members were consistently stays focused on the task and what needs to be done. Very self-directed.	Members focus on the task and what needs to be done most of the time. Group members can count on each other.	Members focus on the task and what needs to be done some of the time. Group members or teacher must sometimes nag, prod, and remind to keep some members on-task.
Use of Tools and Work Area	Tools, glue guns, etc., were always put away and work areas were always cleaned up.	Most of the times tools, glue guns, etc., were put away and work areas were cleaned up.	Some times tools, glue guns, etc., were left out and work areas were cleaned up.

Rubric created using www.rubistar.4teachers.org.

Out of 48 total points--

The grades from these rubrics will be added together and the resulting grade will count as 2 test grades!