

Roman Generals, Consuls and Emperors - Trading Cards

Create a “trading card” for a personality of Rome. The list of personalities, while not endless, is extensive – I won’t limit your interest or creativity by presenting you a list from which you must chose (nor should you feel you must portray a general, consul or emperor – you may look to gladiators, slaves and non-Romans important to the period). You should note though, that no two students can do the same figure.

You should create your card on card stock paper (widely available and inexpensive) and you should effectively utilize both sides of the card - think those baseball and hockey cards I used to collect when I was young (you can find examples online) – you probably collected ‘Twilight’ cards.



The front of your card should be dominated by the image of the personality you have selected but should not exclude information. Artistically and effectively utilize both graphics and text to convey your personality’s identity and key information.

The reverse of the card should illustrate textually (but need not exclude imagery) the highlights of the individual’s career as they relate to the period of Roman history to which they belong. You can get creative here with interesting and amusing career “statistics” and other ways to illustrate the lifetime achievements of your figure.

- ☑ There are lots of templates online to create trading cards – you can find one here <http://www.wikihow.com/Design-a-Trading-Card>. Just remember your dimensions must be 8.5” x 11”.
- ☑ We’re gunning for authenticity but **do not** burn the edges of your card! The subjects of the cards – Roman Generals, Consuls and Emperors are old – not your card!
- ☑ See the rubric on the reverse.
- ☑ Cards are due in class on April 19th.

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Criteria	Level 4 (80-100%)	Level 3 (70-79%)	Level 2 (60-69%)	Level 1 (50-59%)
<p>Knowledge and Understanding</p> <p>The information presented and developed on the trading card is accurate, complete and conveys clear understanding of the topic's place in the curriculum and its importance to the period examined.</p>	<ul style="list-style-type: none"> demonstrates <i>thorough</i> knowledge of content demonstrates <i>thorough</i> understanding of content 	<ul style="list-style-type: none"> demonstrates <i>considerable</i> knowledge of content demonstrates <i>considerable</i> understanding of content 	<ul style="list-style-type: none"> demonstrates <i>some</i> knowledge of content demonstrates <i>some</i> understanding of content 	<ul style="list-style-type: none"> demonstrates <i>limited</i> knowledge of content demonstrates <i>limited</i> understanding of content
	9.8 9.5 9.2 8.8 8.5 8.2	7.8 7.5 7.2	6.8 6.5 6.2	5.8 5.5 5.2
<p>Thinking</p> <p>The student critically analyze the importance of the chosen topic to the period examined.</p>	<ul style="list-style-type: none"> uses critical/creative thinking processes with a <i>high degree</i> of effectiveness 	<ul style="list-style-type: none"> uses critical/creative thinking processes with <i>considerable</i> effectiveness 	<ul style="list-style-type: none"> uses critical/creative thinking processes with <i>some</i> effectiveness 	<ul style="list-style-type: none"> uses critical/creative thinking processes with <i>limited</i> effectiveness
	9.8 9.5 9.2 8.8 8.5 8.2	7.8 7.5 7.2	6.8 6.5 6.2	5.8 5.5 5.2
<p>Communication</p> <p>The trading card effectively utilizes text and imagery (illustrations, maps, graphs, etc.) to convey the required information and perspectives.</p> <p>All of the conventions of formal academic style and of the discipline are adhered to.</p>	<ul style="list-style-type: none"> expresses ideas and information with a <i>high degree</i> of effectiveness uses conventions, vocabulary, and terminology of the discipline with a <i>high degree</i> of effectiveness 	<ul style="list-style-type: none"> expresses ideas and information with <i>considerable</i> effectiveness uses conventions, vocabulary, and terminology of the discipline with <i>considerable</i> effectiveness 	<ul style="list-style-type: none"> expresses ideas and information with <i>some</i> effectiveness uses conventions, vocabulary, and terminology of the discipline with <i>some</i> effectiveness 	<ul style="list-style-type: none"> expresses ideas and information with <i>limited</i> effectiveness uses conventions, vocabulary, and terminology of the discipline with <i>limited</i> effectiveness
	9.8 9.5 9.2 8.8 8.5 8.2	7.8 7.5 7.2	6.8 6.5 6.2	5.8 5.5 5.2
<p>Application</p> <p>The student effectively employs the strategies for creating an effective trading card on the assigned topic.</p>	<ul style="list-style-type: none"> makes connections within and between various contexts with a <i>high degree</i> of effectiveness 	<ul style="list-style-type: none"> makes connections within and between various contexts with <i>considerable</i> effectiveness 	<ul style="list-style-type: none"> makes connections within and between various contexts with <i>some</i> effectiveness 	<ul style="list-style-type: none"> makes connections within and between various contexts with <i>limited</i> effectiveness
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