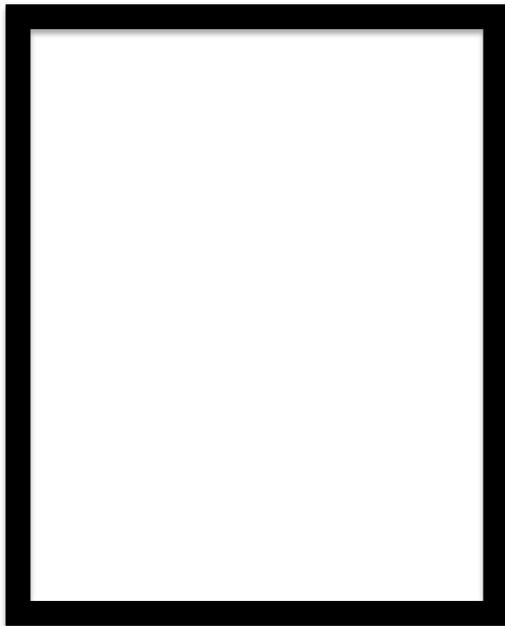


Charting Your Journey: ORBIS

This assignment asks students to use ORBIS to craft a hypothetical journey. After rationalizing the choices made when planning their trip students use a comic strip or travel diary to recount the trials and tribulations of their journey. I first used this with my 7th grade students as I prepared them to take the AP World History exam in the coming years. As part of my drive to explicitly include literacy skills in the curriculum, it coincided with the 7th grade Common Core standards on writing narratives, [real or imagined](#). In addition, it develops the historical skills of contextualization and causation by asking the students to ground their narratives in a place they have already learned about and then justify the steps in their journey. While designed for middle school students, the assignment and attached rubric could easily be adapted for students ranging from elementary school to entry-level undergraduate. The assignment contains a blank comic strip, as well as the [QWANTZ](#) template. Created by Ryan North, QWANTZ uses the same template made up of two dinosaurs, a log cabin, and a car for comics on subjects ranging from birthday parties to gender politics. While there were no dinosaurs in the Roman world, students who use this comic often surprise me with their creativity – John Rosinbum

It's time to explore the Roman world! For this assignment, you will assume the role of a hypothetical Roman traveling between two cities. Below you will identify yourself, your profession, and the reason for your journey. Use the ORBIS (<http://orbis.stanford.edu>) project discussed in class to map your journey. Think carefully about the various options available. You will need to rationalize your choices and think how they might affect your journey. After you have answered the questions below and mapped out your journey you will need to write an account of your trip. Use either of the attached comic strips or create a travel diary.

Your Profile Picture:



Name:

Profession:

Reason for your journey:

Additional Information:

After mapping out your journey record its basic facts below:

Length of Journey:

Distance Travel:

Season of journey:

Mode of journey:

Price in *denarii* per kilogram of wheat (by donkey):

Price in *denarii* per kilogram of wheat (by wagon):

Price in *denarii* per passenger in carriage:

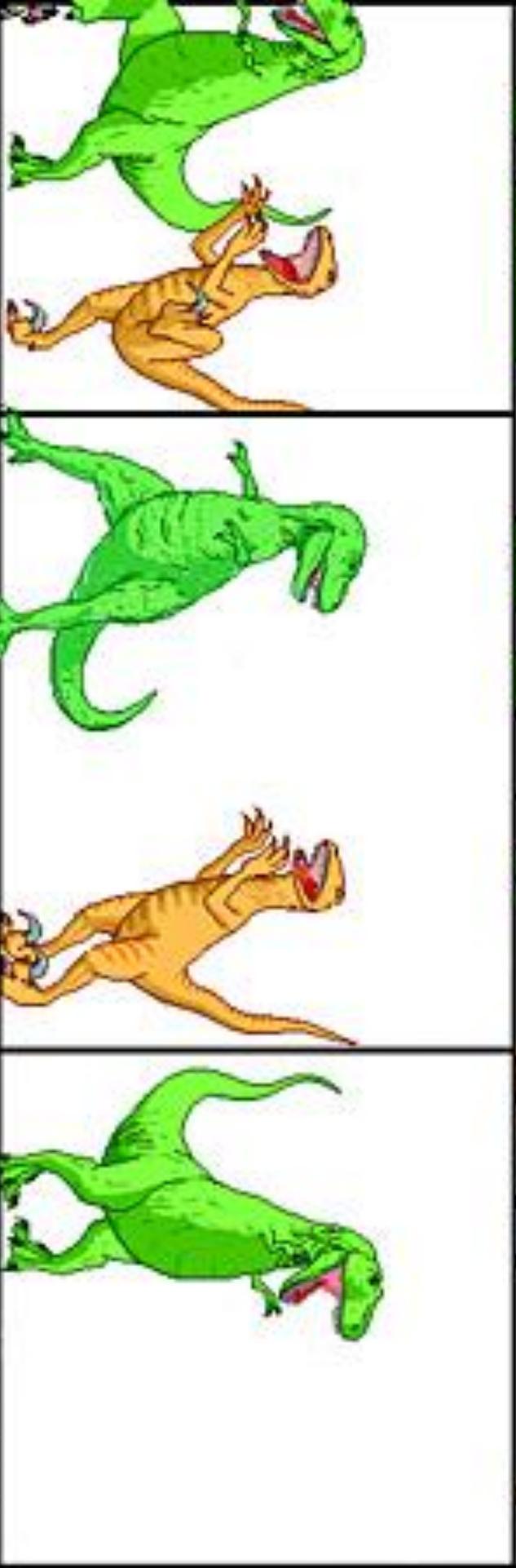
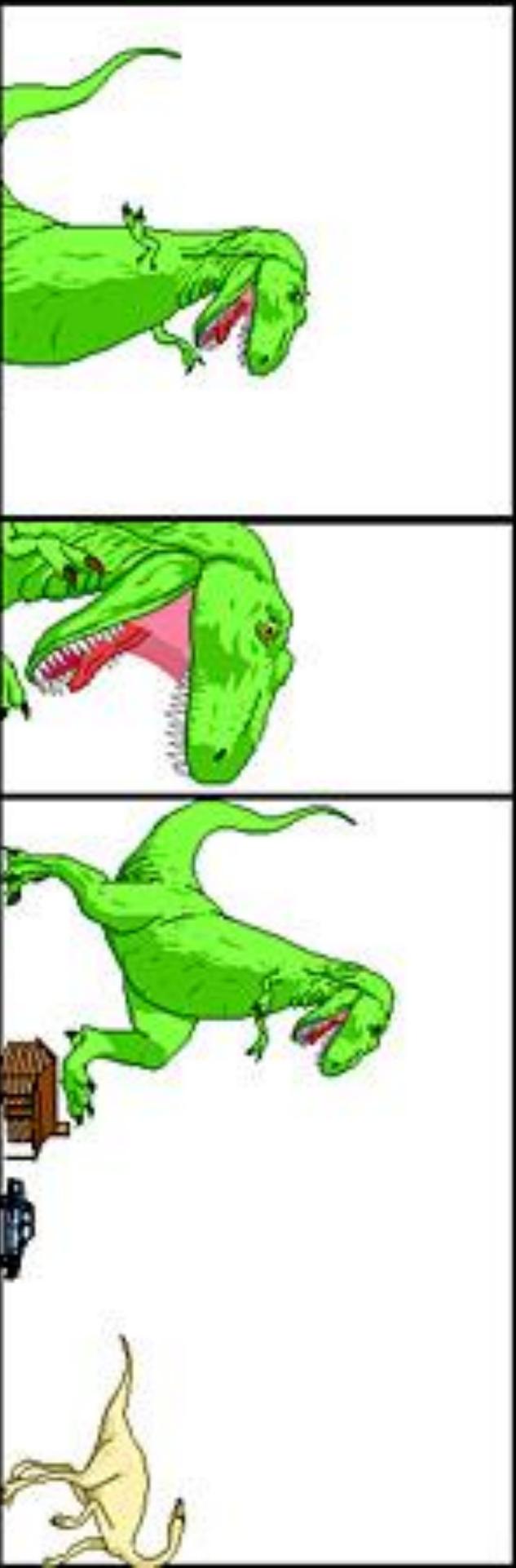
Answer the following questions after mapping out your journey. Be sure to provide solid explanations that are both logical and correspond to what you've learned about the Roman empire during the 3rd century CE.

Why did you choose to travel between the two cities you selected?

Why did you select _____ as the season for your journey?

Why did you choose the fastest, cheapest or shortest option?

What difficulties might you encounter on your journey?



Rubric for Profile and Basic Facts (demonstrating appropriate use of the program and understanding of contextualization)

Profile is incomplete and the information provided does not correspond to what the student has learned about the Roman Empire. 1 point	Profile is complete, but only some information corresponds to what the student has learned about the Roman Empire. 2 points	Profile is complete and the chosen name, rationale and profession correspond with what the student has learned about the Roman Empire. 3 points
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Rubric for Questions (demonstrating understanding of argumentation and contextualization)

Answers lack a logical rationale and fail to connect to the student's knowledge of the Roman empire. 1 point	Answers logically explain the student's choices but do not demonstrate knowledge of the Roman Empire. 2 points	Answers logically explain the student's choices and demonstrate knowledge of the Roman Empire. 3 points
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Rubric for Comic Strip/Travel Diary (demonstrating understanding of narrative, historical causation and contextualization)

The comic strip/travel diary demonstrates little understanding of narrative, as the journey's completion is not logically connected to the events depicted. 2 points	The comic strip/travel diary demonstrates an incomplete understanding of narrative by relaying a sometimes-illogical progression of events that culminates in the successful completion of the journey. 4 points	The comic strip/travel diary demonstrates understanding of narrative by providing a logical progression of events that culminates in the successful completion of the journey. 6 points
The comic strip/travel diary demonstrates little understanding of historical causation. The events of the journey are rarely inspired by the time period and events depicted in preceding panels/diary entries. 2 points	The comic strip/travel diary demonstrates an incomplete understanding of historical causation. Only parts of the journey are inspired by the time period and, when appropriate, the events depicted in preceding panels/diary entries. 4 points	The comic strip/travel diary demonstrates an understanding of historical causation as each portion of the journey is clearly inspired by the time period and, when appropriate, the events depicted in preceding panels/diary entries. 6 points
Comic strip/travel diary demonstrates little understanding of the historical context of the narrative by relying on events and details inappropriate for the era. 2 points	Comic strip/travel diary demonstrates an incomplete understanding of the historical context of the narrative by occasionally using events and details inappropriate for the era. 4 points	Comic strip/travel diary demonstrates an understanding of the historical context of the narrative by using events and details appropriate for the era. 6 points

Total Points: ____/24

A score of zero is possible on any row of the above rubrics if the student does not meet the standards asked for in the first column.