**NAMES:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block:\_\_\_\_\_\_\_\_**

**Enlightenment Project**

With a partner, students will create a visual presentation on an important intellectual of the Enlightenment.

**Your presentation must include:**

**a) Brief summary of their life** (where they grew up, education, family, social class, death, etc.)

**b) What are some of their most famous works (ideas)?**

**c) How did people react to their ideas?**

(Could be an inference supported by facts)

**d) How did their work contribute to the Enlightenment movement?**

(Could be an inference supported by facts)

**e) How did their ideas contribute to the French Revolution or democracy movement?**

(Could be an inference supported by facts)

**f) Any other special details/interesting facts you discover**

**Note:**

**The format of this visual project is open-ended. You could create a Facebook page, Instagram account, Power Point presentation, poster, video, play, or any other visual representation for your research. BE CREATIVE!!**

**Research Requirements:**

This is a research project so you will need to conduct your research online using reliable sources (NO WIKIPEDIA). You must use at least 3 sources.

Please record all of the resources you used and create a resource list using MLA style of citation (if using Power Point then it will appear on your **last** slide).

**Example of MLA format:**

http://www.easybib.com/guides/citation-guides/mla-format/how-to-cite-a-website-mla/

**Example of online citations:**

**Website with an author:**

Last, First M. “Article Title.” Website Title. Website Publisher, Date Month Year Published. Web. Date Month Year Accessed.

**Website with no author:**

“Website Article.” Website Title. Website Publisher, Date Month Year Published. Web. Date Month Year Accessed.

Reliable Websites:

[www.britannica.com](http://www.britannica.com/) <https://plato.stanford.edu/> [www.oxfordreference.com](http://www.oxfordreference.com/)

[www.philosophybasics.com/historical\_modernera.html](http://www.philosophybasics.com/historical_modernera.html) [www.biography.com](http://www.biography.com/)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | 4 | 3 | 2 | 1 |
| ContentX2 | The presentation was a concise summary of the topic with all questions answered. Comprehensive and complete coverage of information.Inferences and ideas go beyond the obvious.  | The presentation was a good summary of the topic. Most important information covered; little irrelevant info.Inferences and ideas are mostly predictable.  | The presentation was informative but several elements went unanswered. Some of the information is irrelevant; coverage of some of major points.Inferences and ideas are limited to the predictable. | The presentation was a brief look at the topic but many questions were left unanswered. Majority of information is irrelevant and significant points left out.Inferences and ideas are simplistic or random.  |
| Language Use | Language used is meaningful and thought-provoking. | Language used was effective; conveys the intent of the presentation. | Language used conveys main message of presentation, though somewhat generalized and non-specific. | Language is ineffective, vague, or inappropriate; does not convey the intent of the presentation. |
| Delivery | Eye contact, effective body language; complete understanding of material; shows personal interest in material; presentation was animated and enthusiastic; aware of audience and ensured participation and interest of all; Appropriate speaking volume. | Open and clear presentation with generally effective body language conveys solid understanding of material; presentation is interesting and there is a sense of audience appreciation and cooperation; Majority of presenters spoke at a suitable volume. Sometimes glanced at notes or displayed somewhat awkward transitions.  | Presentation is affected by nervousness or bravado of presenter; demonstrates a general understanding of main points of material; audience is mostly willing to listen/view; inconsistencies are evident in clarity and audibility. Often glanced at notes and awkward transitions.  | Presenter lacked confidence and did not understand the material; presenter was stiff, uninterested, or appeared bored; audience was inattentive and uninterested in presentation; inaudible, unclear and confusing. Always read from notes and very awkward disorganized transitions.  |
| Visuals/Pictures/Videos/Costumes | Used a variety of appropriate, high quality aids. Visuals enrich presentation. | Visual aid(s) are effectively used. Visuals enhance presentation. | Use of visual aid(s) is attempted but does not enhance presentation.  | Visual aids were not used. |

**TOTAL: \_\_\_\_\_\_\_\_\_\_/ 20**