

Name:

Date:

Block:

Tasks 1 & 2, Unit 4 – Scientific Revolution/ Enlightenment Thinkers Visual Representation

Engaging Scenario: You are part of a team of museum curators at the High Museum of Art. You have just secured the most sought after traveling exhibit, “The Scientific Revolution and the Enlightenment Thinkers”. Your task is to create a gallery walk for this exhibit. Remember today’s museums are not only visual but auditory as well.

Tasks 1 & 2 are due: _____

Tasks 1 & 2 Student Directions:

Task 1: You will create or print images/pictures of the various enlightenment thinkers that will be featured in their gallery walk. Students must include Galileo, Kepler and Newton as well as Locke, Voltaire and Rousseau. You should choose images (or create images) to include in your visual representation of the above individuals to put on a display. You can print images of your individuals or create your own images of the individuals. Students can print images by accessing links via the course website, [mrcoachholmes.weebly.com](http://users.clas.ufl.edu/ufhatch/pages/03-sci-rev/sci-rev-teaching/03sr-definition-concept.htm), or by going to <http://users.clas.ufl.edu/ufhatch/pages/03-sci-rev/sci-rev-teaching/03sr-definition-concept.htm> for the Scientific Revolution and <http://www.biographyonline.net/people/famous/enlightenment.html> for the Enlightenment. Textbook pages: Scientific Revolution – Ch. 21, Lesson 1 (p. 477-478, 482-483); Enlightenment – Ch. 18, Lesson 2 (p. 416); Ch. 21, Lesson 2 (p. 416, 482-483, 485).

Task 2: You will research the contributions of all of the individuals from “task one” and create a visual display with written captions. Specifically, students will research the scientific thinkers from task one and research “how their scientific ideas changed the European worldview”. Students will then research Enlightenment thinkers from task one and research “what were their major ideas of the Enlightenment and their impact on politics and society”. You will research the selected individuals and describe key ideas that they created and the impact of their discoveries. You will then combine this research with the image creation from Task 1 to create a visual representation of each of your individuals. Your visual representation can be made using poster board displays for each, a 3-D tabletop display or a diorama. Teacher will provide appropriate links, (Enlightenment: <https://www.biographyonline.net/people/famous/enlightenment.html> and Scientific Revolution: <http://users.clas.ufl.edu/ufhatch/pages/03-sci-rev/sci-rev-teaching/03sr-definition-concept.htm>) to academic sites for student research. Students should be putting their images from “task one” onto a poster board or graphing paper, big enough for everyone to see. Students will also use their SSWH13a Scientific Revolution and SSWH13b Enlightenment Graphic Organizers to help guide their research or textbook pages: Scientific Revolution – Ch. 21, Lesson 1 (p. 477-478, 482-483); Enlightenment – Ch. 18, Lesson 2 (p. 416); Ch. 21, Lesson 2 (p. 416, 482-483, 485).

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Performance Task 1 Scoring Guide			
4 Advanced	3 Proficient	2 Basic	1 Below Basic
<p>Task Meets All Proficient criteria plus</p> <ul style="list-style-type: none">• Additional supporting images are included for each Enlightenment thinker• Graphically detailed images are included	<p>Graphic Organizer</p> <p><u>Meets 3 of 3</u> Criteria</p> <ul style="list-style-type: none">• Students have labeled images of all six Enlightenment thinkers• Representation of each individual is authentic• Visuals must be appropriate in size for Gallery Walk	<p>Task Meets at least two (2) of the criteria in the Proficient column</p>	<p>Task Meets fewer than one (1) of the criteria in the Proficient column</p>

Performance Task 2 Scoring Guide			
4 Advanced	3 Proficient	2 Basic	1 Below Basic
<p>Task Meets All Proficient criteria plus:</p> <ul style="list-style-type: none">• Additional key ideas are included for each thinker• Multiple sources are documented to support the statements	<p>Graphic Organizer</p> <p><u>Meets 3 of 3</u> Criteria</p> <ul style="list-style-type: none">• A thorough description (at least one key idea) is provided for each individual• Students provide an answer to the statements above with documented support• Appropriate visual is created utilizing one of the recommended platforms	<p>Task Meets at least two (2) of the criteria in the Proficient column</p>	<p>Task Meets fewer than one (1) of the criteria in the Proficient column</p>