WebQuest – Influential People of the Enlightenment

Ladies and Gentlemen of World History II – welcome to your Influential People of the Enlightenment WebQuest! For those of you that have not used a WebQuest before the objective is to guide you in your research with directed resources and tasks. At the end of this project you will be creating a presentation to share the knowledge you gained with the rest of the class. Good luck in your quest!

Introduction:

You are a staff writer at an up-and-coming new magazine called *Timeweek*. The editor (ahem, Mrs. Brahe) has called on all of the staff writers at the magazine to nominate people from the Enlightenment Era to compose the cover story for the April 2010 edition of *Timeweek*. The story will focus on the five most influential people of the Enlightenment that helped shape the world in a profound way.

“The Age of Enlightenment was filled with artistic and conceptual creations, discoveries, and revelations that changed people’s view of the universe and their role in it. New political, scientific, philosophical, and artistic theories emerged and established the basis of our modern worldview that is based on rationalism and secularism.” (*World History* textbook)

The cover story of *Timeweek* will focus on the people who helped create these ideas that changed the world to help the public to better appreciate the energy and momentum that fueled the Age of Enlightenment and the Scientific Revolution from 1550 to 1800.

Task:

You may work alone or team up with one or two other staff writers. You will create a “pitch” or presentation in which you will try to convince the editor (and your fellow staff members) that the person you chose belongs on the list of the five most influential people of the Enlightenment. In your “pitch” you must mention the following information about your chosen person: **personal data, accomplishments, impact on the age**. You have time limits for your pitch depending on the size of your team:

One person = minimum: 3 minutes, maximum: 5 minutes

Two people = minimum: 5 minutes, maximum: 8 minutes

Three people = minimum: 8 minutes, maximum: 12 minutes

Your “pitch” can take any form you think will best convince your editor and staff members that your event is most important. This could include a PowerPoint presentation with linked video or sound clips or an interactive poster board with important images and explanations. You might even create the actual layout of the article for the newspaper and explain the details to the group… you have many options!

After everyone has pitched their events to the staff there will be a vote to determine the “Top Five” that will be chosen for the cover story. First place will receive a day off (ha! J/K… in class terms that means a free homework pass!), second place will receive a bonus (aka five extra credit points), and third through fifth will be given a plant for their office (meaning… candy!)

Process:

Now the reality… There will be work time with the mobile lab in the classroom Tues 3/2, Wed 3/3, Thurs 3/4 and Fri 3/5. Since sources have been compiled for you (accessed by clicking the “Resources” link at the top left of the page) the actual research should not take you long. By Friday you should be finalizing and practicing whatever style of presentation you decided on. The “pitches” (presentations) will begin **Monday, March 8th** and continue through Wednesday, when we vote. The project is worth **100 points** total – see the rubric for more information on how you will be assessed.

Resources:

Chapter 17, Section 1

* Nicholas Copernicus
  1. <http://www.blupete.com/Literature/Biographies/Science/Copernicus.htm>
  2. <http://plato.stanford.edu/entries/copernicus/>
  3. <http://scienceworld.wolfram.com/biography/Copernicus.html>
* Galileo Galilei
  1. <http://www.lucidcafe.com/library/96feb/galileo.html>
  2. <http://plato.stanford.edu/entries/galileo/>
  3. <http://inventors.about.com/od/gstartinventors/a/Galileo_Galilei.htm>
* Isaac Newton
  1. <http://www.newton.ac.uk/newtlife.html>
  2. <http://www.lucidcafe.com/library/95dec/newton.html>
  3. <http://news.nationalgeographic.com/news/2010/01/100104-isaac-newton-google-doodle-logo-apple.html>
  4. <http://plato.stanford.edu/entries/newton/>
* Rene Descartes
  1. <http://oregonstate.edu/instruct/phl302/philosophers/descartes.html>
  2. <http://www.lucidcafe.com/library/96mar/descartes.html>
  3. <http://www.utm.edu/research/iep/d/descarte.htm>
  4. <http://plato.stanford.edu/entries/descartes-works/>
* Francis Bacon
  1. <http://plato.stanford.edu/entries/francis-bacon/>
  2. <http://oregonstate.edu/instruct/phl302/philosophers/bacon.html>
  3. <http://www.utm.edu/research/iep/b/bacon.htm>

Chapter 17, Section 2

* Baron de Montesquieu
  1. <http://plato.stanford.edu/entries/montesquieu/>
  2. <http://www.notablebiographies.com/Mo-Ni/Montesquieu.html>
  3. <http://www.knowledgerush.com/kr/encyclopedia/Baron_de_Montesquieu/>
* Voltaire
  1. <http://www.lucidcafe.com/library/95nov/voltaire.html>
  2. <http://www.kirjasto.sci.fi/voltaire.htm>
  3. <http://plato.stanford.edu/entries/voltaire/>
* Denis Diderot
  1. <http://www.kirjasto.sci.fi/diderot.htm>
  2. <http://history-world.org/diderot.htm>
  3. <http://people.brandeis.edu/~teuber/diderotbio.html>
* Adam Smith
  1. <http://www.lucidcafe.com/library/96jun/smith.html>
  2. <http://www.econlib.org/library/Enc/bios/Smith.html>
  3. <http://www.victorianweb.org/economics/smith.html>
* Jean-Jacques Rousseau
  1. <http://www.lucidcafe.com/library/96jun/rousseau.html>
  2. <http://www.utm.edu/research/iep/r/rousseau.htm>
  3. <http://www.kirjasto.sci.fi/rousse.htm>
  4. <http://www.historyguide.org/Europe/rousseau.html>
* Mary Wollstonecraft
  1. <http://www.historyguide.org/intellect/wollstonecraft.html>
  2. <http://www.philosophypages.com/ph/woll.htm>
  3. <http://www.spartacus.schoolnet.co.uk/Wwollstonecraft.htm>
* John Wesley
  1. <http://www.ccel.org/w/wesley/>
  2. <http://www.brycchancarey.com/abolition/wesley.htm>
  3. <http://www.infoplease.com/ce6/people/A0851873.html>

Chapter 17, Section 3

* Johann Sebastian Bach
  1. <http://www.baroquemusic.org/bqxjsbach.html>
  2. <http://www.let.rug.nl/Linguistics/diversen/bach/map.html>
  3. <http://www.enchantedlearning.com/music/bios/bach/>
  4. <http://classicalmusic.about.com/od/classicalcomposers/p/bach.htm>
* George Frederick Handel
  1. <http://www.8notes.com/school/history/Handel.asp>
  2. <http://www.classicalarchives.com/composer/2669.html#tvf=tracks&tv=about>
  3. <http://www.baroquemusic.org/bqxhandel.html>
* Wolfgang Amadeus Mozart
  1. <http://www.8notes.com/biographies/mozart.asp>
  2. <http://www.mozartproject.org/biography/index.html>
  3. <http://www.studio-mozart.com/mozart/index.htm>
  4. <http://www.classicalarchives.com/mozart.html#tvf=tracks&tv=about>
* Frederick the Great
  1. <http://www.hyperhistory.com/online_n2/people_n2/persons6_n2/frederick.html>
  2. <http://german-history.suite101.com/article.cfm/frederick_the_great>
  3. <http://www.historynet.com/frederick-the-great-the-first-modern-military-celebrity.htm>
  4. <http://nevermore.tripod.com/king.html>
* Empress Maria Theresa (and her successor Joseph II)
  1. <http://departments.kings.edu/womens_history/mariatheres.html>
  2. <http://www.pinn.net/~sunshine/whm2001/maria.html>
  3. <http://www.biography.com/articles/Maria-Theresa-9398965>
* Catherine the Great
  1. <http://nevermore.tripod.com/CGREAT.HTM>
  2. <http://www.nndb.com/people/575/000078341/>
  3. <http://www.mnsu.edu/emuseum/history/russia/catherine.html>
  4. <http://www.alexanderpalace.org/palace/catherine.html>

Evaluation:

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|  | Points Possible |
| **Content** (includes personal data, accomplishments, impact on the age – 15 pts each) | 45 |
| **Creativity** (interesting and innovative “pitch”) | 15 |
| **Craftsmanship** (great visuals, use of time and effort) | 15 |
| **Presentation** (eye contact, volume, professional, equal involvement of team – cohesive) | 15 |
| **Time Requirement** (meets time restrictions – min and max) | 10 |

CREDITS:

Textbook: *World History*, Spielvogel, Glencoe, 2005.