**Enlightenment, Society, and Literature Project – Maners/Morales 1-5 Block**

In class we have been learning about the social and political development and destruction cycles of Europe leading up to the Enlightenment. Your job is to become scholars of a facet of pre-Enlightenment society, understand what your specific Philosophe was trying to change, and then analyze Dickens and/or Bronte’s (summer reading) commentary about your area of expertise in pre-Enlightenment society.

You need to work to become experts on both pre-Enlightenment society and your specific author(s). We will then come together as a class to have an “Enlightenment salon” to celebrate and deeply understand the roots of social and political issues and their respective commentary.

As a group you will produce the following:

—A visual representing your researched element of pre-Enlightenment society and explanation of how it relates to your summer reading. (ex: poster, tri-fold, slides…)

—A brief ½ page note sheet that you can handout to your classmates (submit to turnitin.com).

—Text evidence from summer reading that clearly dis/agrees with your Philosophe, followed by brief explanation.

—A 3-5 minute presentation—done at table groups in a gallery walk—explaining your work and findings.

You will receive a group grade for this work. You will be assessed on the following criteria:

**Enlightenment, Society, and Literature Project Rubric**

Name: Class: Project title:

Group members:

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| **Historical Content**  **(15)** | Clear, detailed research, depth, understanding, and analysis that strongly ties to literature and utilizes multiple, good sources. **(15 pts.)** | Clear research showing understanding and analysis that mostly ties to literature. Research may not be detailed or use many sources. **(13 pts.)** | Somewhat clear research with some understanding and analysis. Not deep enough and may not tie well to literature. **(11 pts.)** | Little research and clear analysis. Not deep with little comprehensive understanding. Does not tie to literature. **(9 pts.)** | Historical content absent.  **(0 pts.)** |
| **Literary Analysis**  **(15)** | Clear, detailed analysis how language is informed by context that ties to pre-Enlightenment society. **(15 pts.)** | Clear analysis showing understanding of language and context. Ties to pre-Enlightenment society. May lack some depth. **(13 pts.)** | Somewhat clear analysis with some understanding. Little use of language and context. Lacks depth and tie in. **(11 pts.)** | Little analysis & clarity. Not deep, little understanding of language & context. Does not tie to history. **(9 pts.)** | Literary analysis absent.  **(0 pts.)** |
| **Visual (10)** | Educational & aesthetically pleasing presentation. Clear and conducive to note taking and learning. **(10 pts.)** | Education presentation displaying information in a clear manner. May be too cluttered to be conducive to learning. **(8 pts.)** | Somewhat clear and conducive to learning. Lacks depth or appropriate detail and tie in. **(7 pts.)** | Unclear, messy and teaches very little. Lack depth and detail. **(6 pts.)** | Visual presenta-tion absent. **(0 pts.)** |
| **Total**  **40** |  |  |  |  |  |

**Properly formatted MLA works cited page /5**

**TOTAL SCORE\* /45**

*\*You will also be receiving a 5-point Participation Grade for your participation in the market and contribution to your group.*

**Enlightenment, Society, and Literature Project Groups**

1. Your project will involve research on the philosopher Cesare Beccaria (Italian, 1738-1794) and the relationship between crime, justice, and punishment in pre-Enlightenment society.
2. Your project will involve research on Michel de Montaigne (French, 1533-1592) and the relationship between exploration, European society, and the native societies they encountered.
3. Your project will involve research on Mary Wollstonecraft (English, 1759-1797) and the beginnings of the women’s rights/liberation movement.
4. Your project will involve research on Baron de Montesquieu (French, 1689-1755) and the use/abuse of governmental power in pre-Enlightenment society.
5. Your project will involve research Voltaire (French, 1694-1778) and the relationship between tolerance, antisemitism, and daily life in pre-Enlightenment society.
6. Your project will involve Jean-Jacques Rousseau (Swiss, 1712-1778) and the relationship and role of a government to its people and vice versa in pre-Enlightenment society.
7. Your project will involve Thomas Jefferson (American, 1783-1826) and the impact and use of violent and non-violent rebellion and its consequences in pre-Enlightenment Europe.
8. Your project will involve Thomas Paine (English, 1737-1809) and the influence of the church in pre-Enlightenment European society.
9. Your project will involve David Hume (Scottish, 1711-1776) and the role of education across classes of pre-Enlightenment society.
10. Your project will involve Immanuel Kant (German, 1724-1804) and theories on the importance or lack thereof of personal freedom for the average peasant prior to the Enlightenment.
11. Your project will involve John Locke (English, 1632-1704) and the theory of natural rights and laws as it impacted pre-Enlightenment European society.
12. Your project will involve Thomas Hobbes (English, 1588-1679) and concepts of Divine Right and absolute monarchy prior to the Enlightenment.
13. Your project will involve Galileo Galilei (Italian, 1564-1642) and the tension between science, education, and the church in pre-Enlightenment society.
14. Your project will involve Francis Bacon (English, 1561-1626) and the role of science in understanding the world in pre-Enlightenment European society.
15. Your project will involve Baruch Spinoza (Dutch, 1632-1677) and the beliefs about the impact of free will vs predestination (religious liberty) in pre-Enlightenment society.