

“ The Salon”

The Salon was not much different than the modern day coffee shop. It was a place where men and women came together to exchange their views on politics, literature, art and a wide range of other subjects.

You are invited to Marie- Therese Geoffrin (1699-1777) Salon, to express your thoughts, opinions, contributions and ideas on issues that are important to the intellectual, political, social and cultural climate of Europe.

Each student will choose **ONE** thinker or historical figure from unit two: An Age of Enlightenment and Revolution (see below). Students can chose to work in pairs to research their individual. **Please note:** If you chose to work in pairs you will only need to hand in one set of research notes and one symbol /slogan. However, you will individually be responsible for your role in the Salon.

The host of the salon (the teacher- a.k.a.- Marie- Therese Geoffrin) will provide students with time and material to research their historical thinker/ figure in the library. **On the day of the seminar, students will dress and behave appropriately according to the time period and the character chosen.**

I. Thinkers/Historical Figures (Choose ONE):

Francois- Marie Arouet De Voltaire

Cesare Beccaria

John Locke

Thomas Hobbes

Denis Diderot

Adam Smith

Jean- Jacque Rousseau

Catherine the Great

Baron de Montesquieu

Marquis de Condorcet

Frederick the Great

Daniel Defoe

Marie Antoinette

Maximilien de Robespierre

Louis XVI

Jacques-Louis David

Ludwig von Beethoven

Mirabeau

Madame Roland

Walt Whitman Rostow

Jonathan Swift

II. Requirements and Due Dates:

1. Symbol and Slogan: Thursday March 25
2. Research Notes and Bibliography: Thursday March 25
3. Salon Performance: Friday March 26

III. Evaluation:

1. Application: Symbol and Slogan (10 Marks)
 - See below
2. Thinking/Inquiry: Research Notes and Bibliography (10 Marks)
 - See below
3. Knowledge/Communication: Salon Performance (10 Marks)
 - Self Assessment/ Teacher Evaluation
 - See below

Total Assignment: (30 Marks)

I. Symbol and Slogan (10 Marks)- Due Thursday March 25

Students must design a symbol and slogan that best represent the main ideas, points or contributions made by the individual. The student must also explain in approximately 100 words how their symbol and slogan communicate the main ideas, points or contributions made by their historical figure.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none">- The symbol and slogan communicate the ideas and contributions made by their individual with a high degree of clarity and accuracy.- By looking at the slogan and symbol there is no confusion over who their historical figure is; and there is a strong connection between their main ideas, points or contributions and the symbol and slogan.	<ul style="list-style-type: none">- The symbol and slogan communicate the ideas and contributions made by their individual with considerable clarity and accuracy- By looking at the slogan and symbol there is little confusion over who their historical figure is; and there is a good connection made between their main ideas, points or contributions and the symbol and slogan.	<ul style="list-style-type: none">- The symbol and slogan communicate the ideas and contributions made by their individual with some clarity and accuracy- The connection between their historical figures' main ideas, points or contributions and the symbol and slogan are weak causing the viewer difficulty in making the connection.	<ul style="list-style-type: none">- The symbol and slogan communicate the ideas and contribution made by their individual with limited clarity and accuracy- The slogan and symbol poorly represent the main ideas, points or contributions made by their historical figure; there is considerable confusion by looking at the slogan and symbol and who the person is

II. Research Notes (10 Marks): Due Thursday March 25

Students must hand in their research notes and bibliography. Research notes and the bibliography **MUST** be typed. You must have at least **THREE** sources of information. They must include: a biography, secondary sources and at least **ONE** primary source.

Rationale: to help you organize your primary and secondary sources effectively in order for you to be successful in the seminar. The bibliography will be helpful practice for when you write your main paper later on in the term.

Directions: read the questions below **Carefully**. Using your primary and secondary sources, complete the questions below with your partner. This will be submitted as part of your research notes.

Read over the materials you have collected about your character and answer the following questions.

1. How has the personal life of the chosen character shaped their views and thinking? Examine his/her biography in relation to their views and perspectives on issues. Note key dates, events, and people.

2. What is the significance of this individual?
 - a) How did they impact the climate (eg- could be political, social, cultural or intellectual climate) of their time?
 - b) How did their thoughts or contributions impact society?

3. Identify **four to five** main points of concern according to the chosen character. (This may require some extrapolation)

Criteria	Level 4	Level 3	Level 2	Level 1
A. Research <i>Thinking/Inquiry</i>	- Exceptional research that includes more than three resources of information. Research material includes a biography, secondary sources (textbooks, journals etc) and primary sources (documents, quotes etc)	- Research includes three sources of information. Research material includes a biography, secondary sources (textbooks, journals etc) and primary sources (documents, quotes etc).	- Simple sources of information were used. Research material includes a biography, secondary sources (textbooks, journals etc) and primary sources (documents, quotes etc).	- Research lacks depth. Did not include the three sources of information that were required. Did not extend past a cursory level of research.

<p>KNOWLEDGE/UNDERSTANDING</p> <p>#1 Analyses the impact of a minimum of 10 key dates/events/ people and offers sophisticated insight on how these shaped views and perspectives</p> <p>#2a Provides significant evidence which demonstrates the impact they had on specific philosophes</p> <p>#2b Provides significant evidence which demonstrates the impact they had on specific segments of society</p>	<p>#1 Analyses the impact of a minimum of 10 key dates/events/ people and offers insight on how these shaped views and perspectives</p> <p>#2a Provides evidence which demonstrates the impact they had on specific philosophes</p> <p>#2b Provides evidence which demonstrates the impact they had on specific segments society</p>	<p>#1 Analyses the impact of a minimum of 10 key dates/events/ people and suggests how these shaped views and perspectives</p> <p>#2a Provides evidence which demonstrates the impact they had on philosophes</p> <p>#2b Provides evidence which demonstrates the impact they had on society</p>	<p>#1 Analyses the impact of a minimum of 10 key dates/events/ people and links to views and perspectives</p> <p>#2a/b Provides evidence which demonstrates their impact</p>
<p>THINKING/INQUIRY</p> <p>#3 Demonstrates critical reading skills in identification of 4 to 5 key points and uses quotes to show their root causes</p>	<p>#3 Demonstrates critical reading skills in identification of any 4 points and uses quotes to show their root causes</p>	<p>#3 Demonstrates critical reading skills in identification of 3 points and explains their root causes</p>	<p>#3 Demonstrates critical reading skills in identification of a minimum 2 points and shows their root causes</p>

III. Salon Performance (10 Marks)- Friday March 25

On the day of the seminar, students will dress and behave appropriately according to the time period and the character chosen.

Topic of Discussion for Seminar:

“How is Progress defined? How does one improve society?”

Evaluation

The evaluation will be 50% self-evaluation and 50% teacher evaluation. The rubric below will help students know what is expected of them.

SALON RUBRIC : Performance

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>COMMUNICATION</p> <p>*highly effective communication: volume, fluency, enunciation and physical expression using sophisticated language</p> <p>*extremely convincing: so good it does not appear to be a role, excellent choice of attire</p>	<p>*good communication: volume, fluency, physical expression using mostly sophisticated language</p> <p>*very convincing: stays in role, good choice of attire</p>	<p>*communication effective in some ways: volume, fluency, physical expression using some sophisticated language</p> <p>*sometimes/somewhat convincing, attire appropriate to some degree</p>	<p>*communication effective in limited ways: volume, fluency, physical expression attempting sophisticated language</p> <p>*convincing in a limited way, attire a little appropriate</p>
<p>APPLICATION</p> <p>*participates meaningfully in response to others 4 times</p> <p>*utilizes knowledge of theory in the conversations skillfully</p>	<p>*participates 4 times attempting meaningful participation</p> <p>*utilizes knowledge of theory in the conversations</p>	<p>*participates 3 times attempting meaningful participation</p> <p>*attempts to utilize knowledge of theory in the conversations</p>	<p>*participates 3 times</p> <p>*knowledge of theory is rarely evident in</p>

Sources Cited:

Ms. C. Mobilos Seminar Assignment “The Salon”