

## **An Enlightened Gathering**

The Enlightenment was a period and a movement which built on seventeenth-century science, skepticism in matters of religion, and a heightened appreciation for the culture of classical antiquity. Intellectuals of the Enlightenment believed that human behaviour and institutions could be studied rationally, like Newton's universe, and that their faults could be corrected. The participants of the Enlightenment believed that the application of these ideals could make men and women more rational, tolerant, and virtuous. While the Enlightenment had adherents across the Western world, its capital was undoubtedly Paris; its salons in particular hosted the exchange of ideas that eventually formed an ideology of progress and freedom that government censorship could not suppress.

In this activity, you will assume the role of a significant figure of the Enlightenment. In a 17<sup>th</sup> Century Parisian salon – “Maison 221” – you will explain your character's principal ideas and their impact upon the period through an exchange with the other principal thinkers of the day. You must bring with you at least one of your character's works – a primary source – on which you may include points for discussion and exchange. Throughout the salon you are encouraged to circulate and enter into discussion and debate with as many of your contemporaries as possible. You are not, however, to talk to more than two people at any one time.

At the end of the salon you will be given time to complete a reflection questionnaire that you will submit before you leave.

### **Guest List**

#### **Representing the Arts (Literature, Poetry, Drama, Visual Art, Music, & Architecture)**

Jonathan Swift, Daniel Defoe, Samuel Richardson, Fanny Burney, William Wordsworth, Friedrich von Schiller, Jean-Baptiste Poquelin (Moliere), Johann von Goethe, Jacques-Louis David, Theodore Gericault, Francisco de Goya, Jean-Baptiste Greuz, Élisabeth Vigée-Le Brun, Franz Haydn, Wolfgang Amadeus Mozart, Ludwig van Beethoven, Christopher Wren, Jacques-Germain Soufflot

#### **Economics, Politics, & Philosophy**

Adam Smith, John Locke, Baron de Montesquieu, Thomas Jefferson, Francois Voltaire, Jean-Jacques Rousseau, Pierre Bayle, Mary Wollstonecroft, Hapsburg Emperor Joseph II, Denis Diderot, David Hume, Immanuel Kant

## Science & Nature

Francis Bacon, Pierre Bayle, Rene Descartes, Isaac Newton, William Gilbert, William Harvey, Robert Boyle, Madame du Châtelet, Jason Priestly, Antoine Lavoisier, G. L. Buffon, Baron d’Holbach

Prior to the salon you must complete and submit the following:

Prepare and submit a three to four page paper which reviews the ideas of your Enlightenment figure and describes how the person was viewed during the period in which they lived. Begin your paper with the person “stepping out” in Western Civilization and a description of the world in which they lived. DO NOT include background filler (birth, upbringing, etc.) Stick to the individual’s moment in the sun, significant ideas, and subsequent activities. Develop an assessment of the individual’s significance within their period of history. Conclude your paper with a paragraph on the importance of your character in terms of their impact on Western Civilization. Your research should include at least three general references and one recent biography. No more than half of your required sources may from the internet. All of your process work (notes, essay outline, rough draft, good copy, and a formal “Works Consulted” must be included).

- You must select your character on \_\_\_\_\_.
- You must submit your essay on \_\_\_\_\_.
- The salon will take place on \_\_\_\_\_.

The salon will be an authentic experience, meaning that you will be free to move about the room and encouraged to mingle with your fellow guests to exchange ideas about your works and life in the 18<sup>th</sup> Century. Drinks will be provided. You must bring your own mug to accommodate hot cider and coffee.

## Writing Your Essay

When writing the formal essay component of the Salon assignment for it is suggested that you follow the “Keyhole” format for essay writing. The “Keyhole” essay begins with a thesis paragraph which is followed by a series of paragraphs in which you develop an argument in support of the position you have established in the thesis. Finally, you summarize your successful argument in a concluding paragraph.

## Formal Essay

The **thesis paragraph** should introduce your topic, narrow the focus of your paper, and present your thesis. The thesis should establish a very specific topic, the position you will defend throughout your essay, and an area of investigation (see pp. 47-49 of *Research Success @ Your Library*).

Please highlight the thesis in your final copy.

In the **body** of your essay you will develop your argument to defend the position you have established in your thesis. You should take care to order your ideas to make your argument as persuasive as it can be (without sacrificing historical accuracy). It is highly recommended that you follow the point/proof/discuss method of presenting and developing supporting points in your argument. You should also take care to ensure that one paragraph naturally leads into the next. Do not abruptly halt a train of thought to begin another. This impedes the flow of your essay and leaves your audience feeling disjointed.

The **conclusion** of your essay should summarize your main points and illustrate the success of your argument. The summary should take place without repeating the thesis and should not read like a checklist of accomplishments. While your thesis paragraph began by introducing the topic in general terms your conclusion should begin by focusing in on the specific – that is, the successful defence of your thesis.

*Start with a general introduction to your topic. Move on to a more specific 'look' at your topic matter. End with a very specific sentence that you will devote the rest of your essay to defending.*

*In your thesis be sure that you use powerful and persuasive language – don't engage in hyperbole but don't sit on the fence either.*

*Remember: No 'Organizational Principles'*

*It's here that you get to 'show off'. Remember that the real purpose of this paper is to illustrate how much you've learned in the first half of the course and how you can draw on that information to respond to the question.*

*At this level essay-writing becomes a bit of an 'art'. Try to link the point and each of your 'proofs' effectively and to transition from paragraph to paragraph smoothly.*

*Remember also that your purpose is to persuade – you need to present the best possible evidence to support your thesis that you can to convince the audience that yours is the best possible position to take.*

*If I can't stop thinking about the argument you made (for all the right reasons) then you've succeeded in setting yourself apart from all of the other essays I'll read.*

## Formatting Your Essay

For the purpose of this essay you will NOT use a Title Page as such. Instead – see the example below.

<p>Brad Stuart 308395 Mr. Dingwall CHY4U1 December 7, 2015</p> <p style="text-align: center;">Were the Witch-Hunts in Premodern Europe Misogynistic?</p> <p>Begin thesis paragraph here ...</p> <p style="text-align: right;">... end of first page.</p>
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Beginning on the second page of your essay, your name and the page number should appear in the upper right hand corner of the page. Any ideas that are not your own should be footnoted.

<p style="text-align: right;">Stuart 2</p> <p>Be sure to use 2.5 centimetre margins, size twelve font, and ...</p> <p>“... you must tell readers that you have borrowed the material, and from where you have borrowed it.”<sup>1</sup></p> <p style="text-align: center;">... double-space your work throughout your essay.</p> <p><small><sup>1</sup>Gauntley, Tim, et al. <i>Research Success @ Your Library: A Guide for Secondary Students</i>. (Toronto: Toronto District School Board, 2005) 56.</small></p>
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Your ‘Works Consulted’ page should present all of the sources (with the exception of reference materials) used in your research in alphabetical order following the format established on pages 73-78 of *Research Success @ Your Library*.

<p style="text-align: right;">Stuart 14</p> <p style="text-align: center;">Works Consulted</p> <p>Bender, Peter. <i>Secrets of Power Presentations</i>. Toronto: The Achievement Group, 1991.</p> <p>Lipson, Charles. <i>How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper</i>. Chicago: University of Chicago Press. 2005.</p>
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**Formal Essay - An Enlightened Figure**

<b>Categories</b>	<b>Level 4 80-100%</b>	<b>Level 3 70-79%</b>	<b>Level 2 60-69%</b>	<b>Level 1 50-59%</b>
<p><b>Knowledge &amp; Understanding</b> The essay reflects thorough knowledge of the figure examined.</p> <p>The essay reflects thorough understanding of the person's contribution to the ideas and ideals of the Enlightenment.</p>	<p>-demonstrates thorough knowledge of content</p> <p>-demonstrates thorough understanding of content</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-demonstrates considerable knowledge of content</p> <p>-demonstrates considerable understanding of content</p> <p>7.8 7.5 7.2</p>	<p>-demonstrates some knowledge of content</p> <p>-demonstrates some understanding of content</p> <p>6.8 6.5 6.2</p>	<p>-demonstrates limited knowledge of content</p> <p>-demonstrates limited understanding of content</p> <p>5.8 5.5 5.2</p>
<p><b>Thinking</b> The final product is the result of careful planning and revision.</p> <p>Appropriate evidence is effectively selected to support the argument.</p>	<p>-uses planning skills with a high degree of effectiveness</p> <p>-uses critical thinking processes with a high degree of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-uses planning skills with considerable effectiveness</p> <p>-uses critical thinking processes with considerable effectiveness</p> <p>7.8 7.5 7.2</p>	<p>-uses planning skills with some effectiveness</p> <p>-uses critical thinking processes with some effectiveness</p> <p>6.8 6.5 6.2</p>	<p>-uses planning skills with limited effectiveness</p> <p>-uses critical thinking processes with limited effectiveness</p> <p>5.8 5.5 5.2</p>
<p><b>Communication</b> The student's ideas are effectively organized and the argument is convincingly supported using the point/proof method.</p> <p>All of the conventions of formal academic style and of the discipline are adhered to.</p>	<p>-expresses and organizes ideas and information with a high degree of effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-expresses and organizes ideas and information with considerable effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness</p> <p>7.8 7.5 7.2</p>	<p>-expresses and organizes ideas and information with some effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with some effectiveness</p> <p>6.8 6.5 6.2</p>	<p>-expresses and organizes ideas and information with limited effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with limited effectiveness</p> <p>5.8 5.5 5.2</p>
<p><b>Application</b> The student's thesis paragraph effectively introduces the topic and develops a position, the thesis contains all of the required elements, and the conclusion effectively illustrates a successful argument.</p> <p>All research is effectively implemented and cited according to Chicago Style guidelines.</p>	<p>- applies knowledge and skills in familiar contexts with a high degree of effectiveness</p> <p>-transfers knowledge and skills in familiar contexts with a high degree of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>- applies knowledge and skills in familiar contexts with considerable effectiveness</p> <p>-transfers knowledge and skills in familiar contexts with considerable effectiveness</p> <p>7.8 7.5 7.2</p>	<p>- applies knowledge and skills in familiar contexts with some effectiveness</p> <p>-transfers knowledge and skills in familiar contexts with some effectiveness</p> <p>6.8 6.5 6.2</p>	<p>- applies knowledge and skills in familiar contexts with limited effectiveness</p> <p>-transfers knowledge and skills in familiar contexts with limited effectiveness</p> <p>5.8 5.5 5.2</p>

A student whose achievement is below Level 1 has failed to meet the expectations for this assignment.

Comments:

**Presentation In Role - The Enlightenment Salon**

<b>Categories</b>	<b>Level 4 80-100%</b>	<b>Level 3 70-79%</b>	<b>Level 2 60-69%</b>	<b>Level 1 50-59%</b>
<b>Knowledge &amp; Understanding</b> <i>The student displays knowledge of the individual's accomplishments and achievements.</i>  <i>The student displays understanding of individual's contribution to the Enlightenment.</i>	-demonstrates <i>thorough</i> knowledge of content  -demonstrates <i>thorough</i> understanding of content	-demonstrates <i>considerable</i> knowledge of content  -demonstrates <i>considerable</i> understanding of content	-demonstrates <i>some</i> knowledge of content  -demonstrates <i>some</i> understanding of content	-demonstrates <i>limited</i> knowledge of content  -demonstrates <i>limited</i> understanding of content
	9.6 9.2 8.8 8.5 8.2	7.8 7.5 7.2	6.8 6.5 6.2	5.8 5.5 5.2
<b>Thinking</b> <i>Appropriate evidence is selected to support the student's portrayal of an enlightened thinker.</i>	-uses planning skills with a <i>high degree</i> of effectiveness	-uses planning skills with <i>considerable</i> effectiveness	-uses planning skills with <i>some</i> effectiveness	-uses planning skills with <i>limited</i> effectiveness
	9.6 9.2 8.8 8.5 8.2	7.8 7.5 7.2	6.8 6.5 6.2	5.8 5.5 5.2
<b>Communication</b> <i>The student assumes the role of the individual that they are portraying.</i>  <i>All of the conventions of oral discourse and of the discipline are adhered to.</i>	-communicates for in role with a <i>high degree</i> of effectiveness  -uses conventions, vocabulary, and terminology of the discipline with a <i>high degree</i> of effectiveness	-communicates in role with <i>considerable</i> effectiveness  -uses conventions, vocabulary, and terminology of the discipline with <i>considerable</i> effectiveness	-communicates in role with <i>some</i> effectiveness  -uses conventions, vocabulary, and terminology of the discipline with <i>some</i> effectiveness	-communicates in role with <i>limited</i> effectiveness  -uses conventions, vocabulary, and terminology of the discipline with <i>limited</i> effectiveness
	9.6 9.2 8.8 8.5 8.2	7.8 7.5 7.2	6.8 6.5 6.2	5.8 5.5 5.2
<b>Application</b> <i>Student establishes the impact of the individual's ideas on the Enlightenment and to the Western Tradition.</i>	- makes connections within and between various contexts with a <i>high degree</i> of effectiveness	- makes connections within and between various contexts with <i>considerable</i> effectiveness	- makes connections within and between various contexts with <i>some</i> effectiveness	- makes connections within and between various contexts with <i>limited</i> effectiveness
	9.6 9.2 8.8 8.5 8.2	7.8 7.5 7.2	6.8 6.5 6.2	5.8 5.5 5.2

A student whose achievement is below Level 1 has failed to meet the expectations for this assignment.

Comments: