

Performance Assessment Task

In His Majesty's Service: Humanism Revealed

You are living in Renaissance Europe and all around you people are both excited and apprehensive about the new idea called humanism. The king, however, is perplexed. Where is this idea coming from? Who are these humanists? Should he be worried about humanism? The king has asked you, his court spy, to investigate where this new idea is coming from and what humanism will mean for his country. **How will these humanist thinkers and philosophers impact the worldview evolving in western Europe?**

Your mission is to select individuals from three different professions (astronomers, mathematicians, scientists, philosophers, clerics or artists). You decide the most effective way to collect the information is to create a case file examining the beliefs of these three influential individuals. For each individual, you will:

- Use a graphic organizer to collect information to answer the following questions:
 - What key elements of humanism were proposed by this thinker?
 - What motivated this thinker to challenge long held beliefs?
 - What motivated the citizens to seek change?
 - What motivated the people in authority to limit change?
- Synthesize the information you have gathered in order to inform the king about the potential impact of humanistic thinkers on the worldview evolving in Western Europe. Remember to provide specific evidence to support your position. Be sure to prepare speaking notes so that you can present to the king efficiently and effectively.

The king expects that you will provide a polished finished product that is worthy of his time. Not only does the king expect you to present this information orally, he also expects that you will submit all of your written notes so that he can refer to them at a later date.

Graphic Organizer #1: In His Majesty's Service: Humanism Revealed

Thinker 1 _____

| | What key elements of humanism were proposed by this thinker? | What motivated this thinker to challenge long held beliefs? | What motivated the citizens to seek change? | What motivated the people in authority to limit change? |
|--------------------------|--|---|---|---|
| Social Structure | | | | |
| Religion | | | | |
| Politics | | | | |
| Arts and Sciences | | | | |

Graphic Organizer #2: In His Majesty's Service: Humanism Revealed

Thinker 2 _____

| | What key elements of humanism were proposed by this thinker? | What motivated this thinker to challenge long held beliefs? | What motivated the citizens to seek change? | What motivated the people in authority to limit change? |
|--------------------------|--|---|---|---|
| Social Structure | | | | |
| Religion | | | | |
| Politics | | | | |
| Arts and Sciences | | | | |

Graphic Organizer #3: In His Majesty’s Service: Humanism Revealed

Thinker 3 _____

| | What key elements of humanism were proposed by this thinker? | What motivated this thinker to challenge long held beliefs? | What motivated the citizens to seek change? | What motivated the people in authority to limit change? |
|--------------------------|--|---|---|---|
| Social Structure | | | | |
| Religion | | | | |
| Politics | | | | |
| Arts and Sciences | | | | |

Rubric: In His Majesty's Service: Humanism Revealed

Student _____

| Level Criteria | Excellent | Proficient | Adequate | Limited * | Insufficient / Blank * |
|---|---|--|---|--|---|
| Describe factors that shaped worldview (8.2.4.2, 8.2.4.5) | Provides a comprehensive description of the factors that shaped world view. | Provides a substantial description of the factors that shaped world view. | Provides a rudimentary description of the factors that shaped world view. | Provides a undeveloped description of the factors that shaped world view. | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
| Develop and support position (8.S.7.2, 8.S.7.5, 8.S.7.13) | Synthesizes information to develop a perceptive position supported by significant evidence. | Synthesizes information to develop a convincing position supported by relevant evidence. | Synthesizes information to develop a simplistic position supported by general evidence. | Synthesizes information to develop a vague position supported by weak evidence. | |
| Communicate information (8.S.8.1) | Communicates information in a compelling manner to engage the audience. | Communicates information in a purposeful manner to interest the audience. | Communicates information in a straight-forward manner that generally holds the attention of the audience. | Communicates information in an ineffective manner that does little to sustain attention of the audience. | |

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.