Early Modern Europe was a place and time full of transformation, growth, and discovery. The journey out of the Middle Ages, sometimes also known as the Dark Ages, was complex, dangerous, and adventurous. Many new ways of thinking and experimenting developed during this time period and forever changed the way people thought about their lives and their place in the world. These new ways of thinking marked sharp breaks between the medieval world and the modern world. We refer to these thinking changes as “paradigm shifts.” Your goal in this assessment is to study one topic from Early Modern Europe that will help you ultimately answer the Essential Question:

**How did paradigm shifts bring about the modern world?**

<table>
<thead>
<tr>
<th>Details of the Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Step 1: Choose an event, important person, or discovery from Early Modern Europe as your topic.</td>
</tr>
<tr>
<td>• Step 2: Explain/describe your topic using evidence from a Secondary Source.</td>
</tr>
<tr>
<td>o What is the significance of this event/person/discovery?</td>
</tr>
<tr>
<td>o How is this event/person/discovery representative of a major change between the medieval and modern worlds?</td>
</tr>
<tr>
<td>• Step 3: Make a claim about the Essential Question using a primary source.</td>
</tr>
<tr>
<td>o How does that event/person/discovery represent a paradigm shift?</td>
</tr>
<tr>
<td>o <strong>You shouldn’t be able to answer this question without your Primary Source</strong></td>
</tr>
<tr>
<td>• The assessment is due on <strong>WEDNESDAY, DECEMBER 7</strong>. We will be presenting our work in small groups on that day.</td>
</tr>
<tr>
<td>• This assessment is worth: <strong>100 points.</strong></td>
</tr>
</tbody>
</table>
PARADIGM SHIFTS IN THE MODERN WORLD

Unit Three Assessment

Possible Topics
- The printing press
- Gutenberg Bible
- The 95 Theses (Martin Luther)
- John Wycliffe
- Jan Hus
- Desiderius Erasmus
- John Calvin
- Christopher Columbus
- Prince Henry the Navigator
- Galileo Galilei
- Nicolas Copernicus
- The rise of the middle class
- King Henry VIII
- Niccolo Machiavelli
- The Medici Family
- William Shakespeare
- Cartography
- Discovery of microorganisms (Antoni von Leeuwenhook)
- Johannes Kepler
- Isaac Newton’s 3 Laws of Physics
- Discovery of oxygen (Robert Boyle)
- Circulation of blood (William Harvey)
- Vitruvian Man (Leonardo da Vinci)

Rubrics

READING STANDARD
Select Primary and Secondary sources, and evidence within these sources, that connect to research questions.

BENCHMARK

Needs Improvement
- Explain the difference between Primary and Secondary Sources.
  - My explanation of primary and/or secondary Sources is incorrect or incomplete.

Proficient
- I accurately explain the differences between primary and secondary sources.

Highly Proficient
- I add to my explanation of the different types of sources by explaining how and when each type of source should be used.

BENCHMARK

Needs Improvement
- Select relevant texts/sources.
  - I have not chosen sources that will best help me make a claim; or I don’t have the right amount of each type of source.

Proficient
- My sources help me to answer the research questions.

Highly Proficient
- I have found sources that are unique and can help me make a complex claim.

BENCHMARK

Needs Improvement
- Select relevant evidence from the text/source.
  - I have not selected the best, or enough, evidence to help me make a claim.

Proficient
- My evidence helps me make a claim about paradigm shifts in the early modern world.

Highly Proficient
- My evidence selection is highly advanced because I’ve used only the most important part of the text, and I have multiple pieces of evidence used to make my claim.

BENCHMARK

Needs Improvement
- Cite evidence using proper MLA format.
  - My MLA Citation is incorrect.

Proficient
- My MLA Citation contains no errors.
<table>
<thead>
<tr>
<th>WRITING STANDARD</th>
<th>BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create evidence-based claims with clear justification for the connection</strong></td>
<td><strong>Needs Improvement</strong></td>
</tr>
<tr>
<td><strong>between the evidence and the claim.</strong></td>
<td>- I don’t have enough evidence to compare. My comparisons of what I do have are either inaccurate or missing important ideas.</td>
</tr>
<tr>
<td><strong>Benchmark</strong></td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>- I am comparing at least 3 pieces of evidence, and my comparison considers</td>
<td>- My comparison of evidence considers all aspects of the evidence used. I am comparing multiple (at least 4-6 pieces) pieces of evidence.</td>
</tr>
<tr>
<td>all the main points of each.</td>
<td><strong>Highly Proficient</strong></td>
</tr>
<tr>
<td><strong>Benchmark</strong></td>
<td><strong>Needs Improvement</strong></td>
</tr>
<tr>
<td>- My claims are facts about the texts rather than something you can argue;</td>
<td>- My claims are unique and creative, and my reasoning goes beyond the obvious to point out smaller details of the text.</td>
</tr>
<tr>
<td>and/or my claims don’t seem to connect to the evidence I’ve chosen.</td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>- My claims match the evidence I use through sound reasoning.</td>
<td><strong>Highly Proficient</strong></td>
</tr>
</tbody>
</table>

**Unit Three Assessment**

**PARADIGM SHIFTS IN THE MODERN WORLD**