

**C.L.E.A.R. Thinking:** Enlightenment Think-aloud & Design a Constitution

**PI:** What should society do to promote fairness and justice for people who live within its jurisdiction?

**CQ:** How do the ideals of the Enlightenment affect the world today?

**Topic:** Enlightenment thinkers, their ideas, and their impact on society

**Lesson 1**

**Activities (Suggested Times):**

**10 minutes** Grabber about Rationale Government: Attention getter, a brief review over previously learned information.

**Associated File Name:** Enlightenment Grabber.docx

**20-30 minutes** Key Terms & Concept Notes: Following the Grabber, students will be provided a two-page handout. Page, one starts with a short overview on the Enlightenment and a subsequent overview on the Philosophes. Key terms and people follow to identify individuals and concepts that contribute to the era. Page two checks for student understanding of the information presented on page one. Students are asked to match bolded words from page one with a synonym or definition provided on page two. Bolded words and phrases on page one are used as scaffolds to grab the reader's attention and elevate awareness of significant terms and ideals that will be needed to complete page two and assist them in transitioning to the activities that will follow.

**Associated File Name:** Enlightenment Overview scaffold.docx

**25-35 minutes** Philosopher Jigsaw: After learning about some of the main concepts covered in the lesson, students will be given the “Enlightenment Philosopher DRC” and will be assigned 1 of 4 Enlightenment philosophers (Montesquieu, Hobbes, Locke, Rousseau). In their group, students will have 5-10 minutes to individually complete their assigned reading and section of the DRC. When students are finished with their reading and section of the DRC, they will come together as a group to share their findings and information about their assigned philosopher (10-15 minutes). At the end of this, each student should have each section of the DRC completed.

After completing the DRC, students will complete the questions on the back of the DRC (5-10 minutes). These questions are aimed towards getting them to think about their own perspective on these different philosophies and preparing them for the final essay question that they will be answering.

Discuss and share answers if time permits (5-10 minutes). Students will turn in their completed DRC's and get them back the next day for the next phases of the lesson. *Collect all materials at the end of the day. The Teacher copy indicates the option that historically congruent with the inspiration for the scenario.*

**Associated File Name: John Lock Bio Reading.docx ; Montesquieu & Beccaria Bio Reading.docx ; Rousseau & Voltaire Bio Reading.docx ; Thomas Hones Bio Reading.docx & Enlightenment Philosopher Jigsaw.docx**

**20-30 minutes** Scenarios, Part I: After reviewing the philosophes and their ideas, this activity gets them to think about how a nation is governed and how decisions are made. The scenarios are based on different historical events (American Revolution, French Revolution, and Industrial Revolution) to get them to think about how those events would change the world. Students will have to make decisions in their groups, think about possible consequences, and keep track of how the philosophers influence their actions and which philosophers resonate with them. They will use these scaffolds in the next activity. Pass out the student copy. *The Teacher copy indicates the option that historically congruent with the inspiration for the scenario.*

**Associated File Name: scenario scaffold student copy.docx ; scenario scaffold teacher copy.docx & Situation Response Analysis.docx**

## **END OF DAY 1**

**5-10 minutes** Start to Day 2: ask students to review what they were learning about. Pass back papers from previous day.

**20-30 minutes** Scenarios, Part II: Wrap Up: After reviewing the philosophes and their ideas, this activity gets them to think about how a nation is governed and how decisions are made. The scenarios are based on different historical events (American Revolution, French Revolution, and Industrial Revolution) to get them to think about how those events would change the world. Students will have to make decisions in their groups, think about possible consequences, and keep track of how the philosophers influence their actions and which philosophers resonate with them. They will use these scaffolds in the next activity.

**10 minutes** Scaffold of the preamble.

**Associated File Name: Values and Virtues and how to make a government.docx**

**30-40 minutes** Create-a-Constitution: Using the knowledge they gained about philosophes and types of governments, students will use the handout given to them to draft up a constitution. To encourage some personality and creativity, they are first asked to spend some time creating a name, motto, and drawing a flag for their country. They then must pick a specific type of government that best aligns with their ideals as a group. The handout then asks them to begin considering their country's constitution. They must first reflect on the 3 scenarios they faced earlier and write out how each of those scenarios influence how they want to run their country. Then, it is time for them to begin writing out their constitution. This is broken up into 4 sections: the preamble, articles, bill of rights, and amendment process. After working through that as a group, they each then complete their individual reflection which asks them to agree or disagree with their group's choice of government and justify their answer.

**Associated File Name: Create A Constitution.docx & New govt planning.docx**

**90 minutes** Final Essay (Dialectical): Evidence-based claim-staking essay referencing information learned in this unit and final summary thoughts on philosophers and their contributions.

**Associated File Name: Enlightenment Essay Planning Scaffold.docx Essay Outline.docx**

**Exit Ticket:** Quick response analysis to check students' understanding of the unit learned.

**Possible modifications/accommodations for IEP/ELLs:**

- Use of Extra Time

- Purposeful Grouping

- Use of modeling

- Outline/Skeleton for the Essay

- Use of Google Translate or DeepL (<https://www.deepl.com/en/translator/>)