

Enlighten Me

Introduction to the Enlightenment

Brayden Stone, Laura Halstied, Cody Sivertsen
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level	10th Grade	**Time Frame**	50 minutes
Subject	Social Studies	**Duration**	1 class period
Course	World History		

Essential Question

How do principles brought about during the Enlightenment relate to and influence the modern world?

Summary

This lesson is a single-day introduction to key vocabulary terms and central ideas of the Enlightenment period. Students engage in a discussion about general concepts raised by philosophers of the time, sort terms into common themes, and begin to make connections between Enlightenment ideas and the modern world of today.

Snapshot

Engage

Students discuss five statements related to the Enlightenment and determine whether they are always, sometimes, or never true.

Explore

Students organize a Honeycomb Harvest composed of Enlightenment vocabulary.

Explain

Students independently justify the connections they made between terms in the Honeycomb Harvest activity.

Extend

Students make connections between vocabulary words and life today.

Evaluate

Students complete revisit statements from earlier in the lesson by connecting them to the Enlightenment period.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

ORG 302: A score in this range indicates that the writer is able to: -Provide a basic organizational structure are grouped locally

Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))

WH.2.7: Analyze the impact of the Enlightenment on modern government and economic institutions, including the theories of Hobbes, Locke, Voltaire, Rousseau, Montesquieu, and Adam Smith.

Oklahoma Academic Standards SOCIAL STUDIES (Modern World History)

MWH.C.3.3: Analyze the impact of the Enlightenment on modern government and economic institutions.
MWH.C.3.3.A: Explain how the major ideas of enlightened philosophy influenced the concepts of natural rights and consent of the governed.
MWH.C.3.3.B: Describe the contributions of major Enlightenment thinkers (e.g., Locke, Montesquieu, Voltaire, Rousseau), contrasting the views of Thomas Hobbes regarding the divine right theory.
MWH.C.3.3.D: Examine the impact of Adam Smith's theories, as presented in The Wealth of Nations, on modern economic thought and free enterprise.

Attachments

- Always, Sometimes, or Never True—Enlighten Me - Spanish.docx
- Always, Sometimes, or Never True—Enlighten Me - Spanish.pdf
- Always, Sometimes, or Never True—Enlighten Me.docx
- Always, Sometimes, or Never True—Enlighten Me.pdf
- Enlightenment Hexagons—Enlighten Me - Spanish.docx
- Enlightenment Hexagons—Enlighten Me - Spanish.pdf
- Enlightenment Hexagons—Enlighten Me.docx
- Enlightenment Hexagons—Enlighten Me.pdf
- Food Hexagons—Enlighten Me - Spanish.docx
- Food Hexagons—Enlighten Me - Spanish.pdf
- Food Hexagons—Enlighten Me.docx
- Food Hexagons—Enlighten Me.pdf
- Honeycomb Harvest Justification—Enlighten Me - Spanish.docx
- Honeycomb Harvest Justification—Enlighten Me - Spanish.pdf
- Honeycomb Harvest Justification—Enlighten Me.docx
- Honeycomb Harvest Justification—Enlighten Me.pdf
- Lesson Slides—Enlighten Me.pptx

Materials

- Lesson Slides (attached)
- Always, Sometimes, or Never True handout (attached; optional; one per student)
- Food Hexagons handout (attached; optional)
- Enlightenment Hexagons handout (attached; one per group)
- Honeycomb Harvest Justification handout (attached; one per student)
- Poster boards or sticky easel pads
- Sticky notes
- Scissors
- Highlighters
- Permanent markers

- Glue sticks

10 minutes

Engage

Use the attached **Lesson Slides** to facilitate the lesson. Transition through **slides 1–4** to introduce the title of the lesson, the essential question, and the learning objectives.

Move to **slide 5** and share the Always, Sometimes, or Never True strategy. Designate three areas of the room to represent the “always,” “sometimes,” and “never” options.

Transition to **slide 6** and read the first statement on the slide. Have students move to the area of the room that indicates whether they believe the statement to be always true, sometimes true, or never true. Have students discuss their choice with others in the same area of the room. Invite one volunteer from each area of the room to share out. Repeat this process with all five statements.

Alternative Activity

Instead of having students move to different areas of the room, consider using the attached **Always, Sometimes, or Never True** handout to have students reflect.

If using this option, have students read each statement in the left column of the handout, circle “always,” “sometimes,” or “never” in the middle column, and explain their thinking in the right column.

20 minutes

Explore

Optional Practice Activity

This phase of the lesson invites students to engage in the Honeycomb Harvest strategy. If you would like to have students practice the strategy before this phase, print the attached **Food Hexagons** document and cut apart the hexagons. Have students organize the hexagons according to the strategy to practice it in a low-stakes setting.

Organize students into groups of four to five. Move to **slide 7** and pass out one copy of the attached **Enlightenment Hexagons** handout to each group. Share the Honeycomb Harvest strategy and have students cut out the hexagons and arrange them based on the connections they have with one another. Provide each group with a piece of poster board and have students glue their hexagons onto it.

10 minutes

Explain

Pass out one copy of the attached **Honeycomb Harvest Justification** handout to each student and move to **slide 8**. Have students individually choose three terms and write them in the first three hexagons on the handout. Between the terms, have students explain how the terms are connected. Have students repeat this with five more terms.

If time permits, allow a few students to share their rationale.

5 minutes

Extend

Transition to **slide 9**. Have students work together as a group to identify three terms that connect to life today. Have them highlight these terms on their posters. Invite students to discuss these terms with their groups. Then, have them come up with rationale to support their choices. Have them write their rationale on sticky notes.

Have students place the sticky notes next to the terms on their posters. Ask a few groups to share out the terms they chose to highlight and their explanations.

5 minutes

Evaluate

Display **slide 10**. Share that the statements on the slide are the same from the ones they read at the beginning of the lesson. Tell students they should now complete an Exit Ticket relating these phrases to what they learned.

Give each student a sticky note. Have students select one of the statements and explain how it relates to the ideas of the Enlightenment. Have students write their responses on their sticky notes and place them in a common location such as the classroom door or whiteboard as they leave class. These sticky notes can serve as a formative assessment of the lesson.

Resources

- K20 Center. (n.d.). Always, sometimes, or never true. Strategies. https://learn.k20center.ou.edu/strategy/145
- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Honeycomb harvest. Strategies. https://learn.k20center.ou.edu/strategy/61