

THE ENLIGHTENMENT

Grade Level: Sixth Grade

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Length of Unit: 13 lessons

I. ABSTRACT

This unit introduces the important philosophers of the Enlightenment as found in the *Core Knowledge Sequence* for the Sixth Grade. Students will examine this time period through researching philosophers, writing a report, and teaching their peers. Throughout the unit students will have an opportunity to improve their understanding of the beliefs during the 1600 and 1700's. In addition, students will be given the chance to sharpen their ability to write thought-provoking essays. The students' knowledge of the philosophers will contribute to the creation of an original newspaper as a culminating activity for the unit.

II. OVERVIEW

A. Concept Objectives

1. The students will recognize the seven major philosophers of the Enlightenment.
2. The students will develop an understanding of the beliefs exemplified during the 1600 and 1700's.
3. The students will understand the impact that the Enlightenment had on the beginnings of the United States.

B. Content from the *Core Knowledge Sequence*

1. The Enlightenment, *Core Knowledge Sequence*, p. 139

C. Skill Objectives

1. Students will learn the events and people involved in the Enlightenment.
2. Students will be able to recite what the project requirements are.
3. Students will know what their essay topic is.
4. Students will collect information on their essay topic.
5. Students will write a five paragraph research essay on the given topic.
6. Students will make corrections to their essay by careful proofreading.
7. Students will create an informative newspaper using their essays.
8. Students will find answers to questions about philosophers other than the ones that they researched.
9. Students will be able to list the important philosophers and their contributions to the Enlightenment.
10. Students will be tested on their knowledge of the Enlightenment.

III. BACKGROUND

- A. Students need to have knowledge of how to write research essays. A review of the major points of essay writing will assist in the successful completion of this unit.

IV. RESOURCES

- A. World Book Electronic Encyclopedia
- B. *What Every Sixth Grader Needs To Know*, E.D. Hirsch

V. LESSONS

Lesson One: An Overview

A. *Daily Objectives*

1. Concept Objectives
 - a. The students will recognize the seven major philosophers of the Enlightenment.
 - b. The students will develop an understanding of the beliefs exemplified during the 1600 and 1700's.
 - c. The students will understand the impact that the Enlightenment had on the beginnings of the United States.
2. Lesson Content
 - a. The Enlightenment
3. Skill Objective
 - a. Students will learn the events and people involved in the Enlightenment.

B. *Materials*

1. Teacher-made *Enlightenment* packet [distributed at session only] one for each student
2. Highlighter
3. Paper and pencil

C. *Key Vocabulary*

1. Enlightenment-the 1600-1700's where philosophers encouraged the use of reason when trying to learn about the truth
2. Philosopher-believed that the scientific method could be used to study human nature; they studied education, law and politics
3. Revolutions-a revolt or movement of change
4. Scientific method-procedure of researching a topic and coming up with a conclusion based on facts
5. Belief-something that you as a person feel is correct
6. Tautologies-statements that are repeated using different words, but without giving any new information

D. *Procedures/Activities*

1. Hand out the teacher-made *Enlightenment* packet.
2. Discuss the meanings to the vocabulary words.
3. Read the packet in a "Round Robin" style.
4. Stop frequently to discuss with the class what is being read.
5. Have students take notes on the important facts mentioned in the packet.

E. *Assessment/Evaluation*

1. Student discussion and amount of notes taken

Lesson Two: The Project

A. *Daily Objectives*

1. Concept Objectives
 - a. The students will recognize the seven major philosophers of the Enlightenment.
 - b. The students will develop an understanding of the beliefs exemplified during the 1600 and 1700's.
 - c. The students will understand the impact that the Enlightenment had on the beginnings of the United States.
2. Lesson Content
 - a. The Enlightenment

3. Skill Objectives
 - a. Students will be able to recite what the project requirements are.
 - b. Students will know what their essay topic is.
- B. *Materials*
 1. Create a Newspaper project sheet [distributed at session only] one for each student
 2. Newspapers for examples
 3. Blank paper
 4. Pen/pencil
- C. *Key Vocabulary*
 1. Will be different for each student based on his or her topic.
- D. *Procedures/Activities*
 1. Hand out the Create a Newspaper project sheets.
 2. Assign each student a topic and a group number.
 3. Read and discuss the project sheets.
 4. Hand out real newspapers, or examples from another year.
 5. Discuss the parts of a newspaper and what makes them attractive.
 6. Have each student start an outline on their topic
 7. Check off each outline as it is completed.
- E. *Assessment/Evaluation*
 1. A completed outline

Lessons Three and Four, The Research

- A. *Daily Objectives*
 1. Concept Objectives
 - a. The students will recognize the seven major philosophers of the Enlightenment.
 - b. The students will develop an understanding of the beliefs exemplified during the 1600 and 1700's.
 - c. The students will understand the impact that the Enlightenment had on the beginnings of the United States.
 2. Lesson Content
 - a. The Enlightenment
 3. Skill Objective
 - a. Students will collect information on their essay topic.
- B. *Materials*
 1. Note cards
 2. Computers
 3. Electronic Encyclopedia CD
 4. Library (or books pulled on the Enlightenment)
 5. Completed outlines
- C. *Key Vocabulary*
 1. Vocabulary will be different for each student based on his or her essay topic.
- D. *Procedures/Activities*
 1. Each student should begin researching his/her topic.
 2. Observe the research and assist if, as a teacher, you are needed.
 3. Students should be writing the information they find on note cards.
 4. Check to make sure a reasonable amount of note cards has been completed each day.

- E. *Assessment/Evaluation*
 - 1. The completion of at least 20 note cards

Lessons Five and Six, Writing the Essay

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The students will recognize the seven major philosophers of the Enlightenment.
 - b. The students will develop an understanding of the beliefs exemplified during the 1600 and 1700's.
 - c. The students will understand the impact that the Enlightenment had on the beginnings of the United States.
 - 2. Lesson Content
 - a. The Enlightenment
 - 3. Skill Objective
 - a. Students will write a five paragraph research essay on the given topic.
- B. *Materials*
 - 1. Completed note cards
 - 2. Paper
 - 3. Pencil/pen
 - 4. Notes from language class on how to write an essay
- C. *Key Vocabulary*
 - 1. Vocabulary will be different for each student based on his or her essay topic.
- D. *Procedures/Activities*
 - 1. Demonstrate to the students how to take the information on their note cards and turn it into sentences.
 - 2. Allow students to independently work on their essays.
 - 3. Assist the students as necessary.
- E. *Assessment/Evaluation*
 - 1. A completed rough draft by the end of the second class period of working on it.

Lesson Seven: Proofreading

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The students will recognize the seven major philosophers of the Enlightenment.
 - b. The students will develop an understanding of the beliefs exemplified during the 1600 and 1700's.
 - c. The students will understand the impact that the Enlightenment had on the beginnings of the United States.
 - 2. Lesson Content
 - a. The Enlightenment
 - 3. Skill Objective
 - a. Students will make corrections to their essay by careful proofreading.
- B. *Materials*
 - 1. Rough-draft form of the essay
 - 2. A red pen
 - 3. A copy of the commonly used proofreading marks
 - 4. Dictionary

- C. *Key Vocabulary*
 - 1. Vocabulary will be different based on the topic of the essay that each student is reading.
- D. *Procedures/Activities*
 - 1. Review the commonly used proofreading marks.
 - 2. Have the students trade papers with a classmate.
 - 3. Reading the classmate's essay, each student should proofread the essay. Also, they should make any needed corrections.
 - 4. Repeat the proofreading by trading papers with a second classmate.
 - 5. Students should discuss their essay and the corrections needed with either the teacher or classroom aide.
 - 6. Homework: Have students type the final copy of their essay and be sure to include a bibliography.
- E. *Assessment/Evaluation*
 - 1. Each student should have signed the two different essays that they proofread. The signatures will be checked off.

Lessons Eight and Nine - Creating the Paper

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The students will recognize the seven major philosophers of the Enlightenment.
 - b. The students will develop an understanding of the beliefs exemplified during the 1600 and 1700's.
 - c. The students will understand the impact that the Enlightenment had on the beginnings of the United States.
 - 2. Lesson Content
 - a. The Enlightenment
 - 3. Skill Objective
 - a. Students will create an informative newspaper using their essays.
- B. *Materials*
 - 1. Essays
 - 2. Construction paper
 - 3. Newsprint paper
 - 4. Computers
 - 5. Glue
 - 6. Scissors
 - 7. Other supplies may vary based on what each group chooses to do
- C. *Key Vocabulary*
 - 1. No new vocabulary
- D. *Procedures/Activities*
 - 1. Students should meet with their group members.
 - 2. Together they need to create a newspaper using their essays.
 - 3. Assist and monitor as needed.
- E. *Assessment/Evaluation*
 - 1. A group grade will be given based on the outcome of each group's newspaper.
 - 2. An individual grade will be given based on each individual essay.

Lessons Ten and Eleven, The Scavenger Hunt

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The students will recognize the seven major philosophers of the Enlightenment.
 - b. The students will develop an understanding of the beliefs exemplified during the 1600 and 1700's.
 - c. The students will understand the impact that the Enlightenment had on the beginnings of the United States.
 - 2. Lesson Content
 - a. The Enlightenment
 - 3. Skill Objective
 - a. Students will find answers to questions about philosophers other than the ones that they researched.
- B. *Materials*
 - 1. Completed newspapers from all groups.
 - 2. Scavenger hunt packet [distributed at session only] one for each student
- C. *Key Vocabulary*
 - 1. No new vocabulary
- D. *Procedures/Activities*
 - 1. Hand out a scavenger hunt packet to each student.
 - 2. Set the newspapers around the room in different locations.
 - 3. Break the students into groups (or use their newspaper groups).
 - 4. Have the groups each find one newspaper (not their own) to start at.
 - 5. Allow each group approximately 20 minutes to read the newspaper and answer questions in their packet.
 - 6. Ring a bell to signal the switching of newspapers.
- E. *Assessment/Evaluation*
 - 1. The completion of the scavenger hunt packet

Lesson Twelve, Review

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The students will recognize the seven major philosophers of the Enlightenment.
 - b. The students will develop an understanding of the beliefs exemplified during the 1600 and 1700's.
 - c. The students will understand the impact that the Enlightenment had on the beginnings of the United States.
 - 2. Lesson Content
 - a. The Enlightenment
 - 3. Skill Objective
 - a. Students will be able to list the important philosophers and their contributions to the Enlightenment.
- B. *Materials*
 - 1. Scavenger Hunt Packets
 - 2. Notes
- C. *Key Vocabulary*
 - 1. New vocabulary at this time will depend on what the students' research topics were.

- D. *Procedures/Activities*
 - 1. Review the answers to the scavenger hunt packet.
 - 2. Discuss any important information that was left out of the students' essays.
 - 3. Play a review game for the test.
- E. *Assessment/Evaluation*
 - None

Lesson Thirteen- The Test

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The students will recognize the seven major philosophers of the Enlightenment.
 - b. The students will develop an understanding of the beliefs exemplified during the 1600 and 1700's.
 - c. The students will understand the impact that the Enlightenment had on the beginnings of the United States.
 - 2. Lesson Content
 - a. The Enlightenment
 - 3. Skill Objectives
 - a. Students will be tested on their knowledge of the Enlightenment.
- B. *Materials*
 - 1. The Enlightenment Test
- C. *Key Vocabulary*
 - 1. No new vocabulary
- D. *Procedures/Activities*
 - 1. Hand out the test.
 - 2. Allow 45 minutes to take the test (most will finish early).
 - 3. Make any accommodations for special needs students.
- E. *Assessment/Evaluation*
 - 1. The test score (the number each student gets correct over the total number of points)

VI. CULMINATING ACTIVITY

None

VII. HANDOUTS/STUDENT WORKSHEETS

[Distributed at session only]