

Title Enlightened

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Key Words Declaration of Independence, Enlightenment, salon

Grade Level 3

Time Allotted 60-75 minutes

Lesson Overview	The principles that were to become the basis of a new government and that supported the colonists' revolution against the monarchy were consistent with the Enlightenment movement begun in 17 th Century Europe and which gained momentum in France in the early part of the 18 th Century. While Jefferson and his contemporaries did not necessarily participate in salons, American colonists were indirectly influenced by the philosophes. In this lesson, students will participate in a salon-like experience in order to help them identify with the ideas fueling the founders' desires to be free of the monarchy and create a republic.
Guiding Question(s)	How did the European Enlightenment set the stage for the American Revolution?

Learning Objectives (SWBAT)

- Evaluate political and philosophical statements related to the principles of American government
- Support or argue statements based on personal experience and opinion
- Relate the statements to the prominent words of the Declaration of Independence

Virginia History and Social Science SOL

3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by

- a) describing the individual rights to life, liberty, and the pursuit of happiness;
- b) identifying the contributions of ... Thomas Jefferson ...

Virginia Studies

VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- a. identifying the reasons why the colonies went to war with England as

expressed in the Declaration of Independence;

- b. identifying the various roles played by Virginians in the Revolutionary War era, with emphasis on ... Thomas Jefferson ...

Essential Historical Skills Taught:

Historical Issues-Analysis and Decision-Making: Analyze the perspectives Enlightenment thinkers interested in government and human rights.

Assessment Tool(s)

- Discussion Participation Rubric (attached to end of lesson plan)
- Writing Checklist (attached to end of lesson plan)

Materials/Resources

- Replica of the Declaration of Independence
- Wordle of the first two paragraphs of the Declaration of Independence (included on page 7 of this lesson plan)
- Chart paper: one sheet per each group of 3-4 students, Salon discussion prompt written at the top (see prompts in this lesson plan)
- One copy per student of Discussion Participation Rubric (page 8 of lesson plan)
- One copy per student of Writing Checklist (page 8 of lesson plan)
- A projected image or printed copy of *In the Salon of Madame Geoffrin in 1755* available at <http://www.wga.hu/frames-e.html?/html/l/lemonnie/geoffrin.html>
- One copy of Salon Prompts (page 9 of this lesson plan)

Modifications (to meet needs of diverse learners)

- If students word process the letter assign at the end of the lesson, the body of their letters can be pasted into Wordle to see what words represent their thinking.
- Add new or unfamiliar words to a classroom word wall. Include a picture or visual cue along with each word. Or have students add new words along with a brief definition and a picture to a personal dictionary.

Instructional Procedures/Process (How will you guide your students through this activity?)

1. Remind students that in the previous lesson, they heard the story (through the song lyrics) of the American colonists' anger with the King of

England which made them decide to create their own government independent of England and King George.

2. Show students the Declaration of Independence, preferably a paper replica. Replicas may be purchased at http://www.amazon.com/544-Declaration-of-Independence/dp/B001V7O1RE/ref=pd_sbs_op_1

Explain that this document was written by Thomas Jefferson with the help of a committee of other men for the purpose of declaring the colonies' independence from England. The document includes a list of reasons for this declaration. Let students know that they will look more carefully at the document in the next lesson.

3. Read the Introduction and the Preamble, the first two paragraphs, of the Declaration. Be dramatic! Or show the YouTube video of celebrities reading it. <http://www.youtube.com/watch?v=ZxTvS-kyHzs>
4. Show the students a Wordle of the first two paragraphs of the Declaration. The teacher may use the transcript from http://www.archives.gov/exhibits/charters/declaration_transcript.html and the Wordle "Create" page <http://www.wordle.net/create> to create the Wordle in front of students. (Be advised that gallery page is unfiltered and may display Wordles with profanity or other content not appropriate for third grade. Begin with the Create page to avoid this.)

The resulting Wordle will look something like this:



5. Explain that Wordle counts the number of times each word is used and the most frequently used words are larger. Further, like any author, Jefferson chose his words carefully to help the reader understand the message he was trying to convey. Ask students which words were used most frequently. Clarify the meaning of unknown words:
Usurpation – taking something without the right to do so
Absolute – with regards to power: unlimited, unquestioned, or unchecked
Ask students to identify other known words in the Wordle. Some of the words that will be most helpful to students in this and the next lesson are the following: *government, right, equal, happiness, and powers*.
6. Explain that the ideas represented by these words were hot topics of conversation in the colonies. Today's objective is to understand where Jefferson and the other signers and colonists who wanted independence from England got their ideas. Explain that in colonial times and earlier there was no TV, radio or Internet. People relied on paper and face-to-face communication. Sometimes people got together to discuss ideas about intellectual matters such as government, nature, and humanity, what it means to be human. In Europe, especially in France, across the Atlantic Ocean, such conversations were organized; a combination of a

social gathering (like a dinner party) and a meeting. They were called salons. Many of the ideas written about in the Declaration would have been discussed in a salon. Show a painting depicting a French salon:

<http://www.wga.hu/frames-e.html?/html/l/lemonnie/geoffrin.html>

Point out the hostess, Madame Geoffrin.

Today students will experience salon conversations in small groups. The topics will be similar to those discussed in colonial times and during the Enlightenment in France. Students may base their comments on their own life experience and background knowledge – that is they do not have to say what they think the salon participants of the 17th or 18th century might have said.

7. Divide students into groups of 3-4. One student plays the role of hostess. One student is the note taker – may be done during or after discussion. One student will report a summary of the group's notes with the class. The hostess is responsible for reading the discussion prompt and making sure that each of the other participants (philosophes) has opportunities to talk and share ideas. It may be helpful to model this process with a group of students while the others watch. Take time for questions and clarification before dismissing groups.

Prompts for Salon Conversations

- When one person makes all the rules and that same person decides if the rules have been broken and what the punishment should be, there is no freedom or fairness for those that must obey the rules.
- To be respected by others and to be a leader you should not think that or act like you are better than everyone else.
- No one has the right to hurt another person's life, freedom, or belongings.
- Every child has the right to decide what to be when he grows up and must be able to go after opportunities that will help him become what he chooses. This should not be decided for you by others because of who your parents are, where you live, or what you look like, etc.
- All people are created equal.

Post these questions to guide the discussion.

- What do you think this means?
- What would be the opposite of this idea?
- Do you agree with what it says or disagree? Why or why not?

- Can you think of some examples in your life (on the playground, at school, at home, etc.) that support your thinking?
 - Can you think of some exceptions or challenges to your thinking? Ask, “What if...?” questions.
8. Each group will discuss one prompt. A table of prompts and their Enlightenment foundations is attached. Copy and cut on the solid lines. Fold on the dotted line. Give one prompt to the hostess of each salon group. Prompts may be randomly assigned. Tell students that they will be asked to write about their discussion so they should participate in both the sharing of ideas and listening to the ideas of others. Each group should summarize the main points discussed on a piece of chart paper. The chart paper should have the prompt written at the top. This could be done in advance to save time.
- During the salon, circulate and, if necessary, facilitate the conversation by asking probing or clarifying questions. It may also be useful to use the Discussion Participation Rubric to assess students, keeping track of comments and ratings on a class roster.
9. Students should take a few minutes to complete the Discussion Participation Self-Assessment.
10. Each group’s reporter shares the group’s notes.
11. Refer students to the Wordle. Discuss the connection between the conversations and the words of the Wordle. Tell students that tomorrow they will examine the whole Declaration of Independence. In thinking about their salon conversation and the Wordle, they should generate some predictions and questions about text of the Declaration. List these ideas on the board or a chart.

Closure (How does this come back to the guiding question?)

12. One of the ways that salon ideas were communicated beyond the group of people who participated in the salon was through letters. Sometimes after a salon a participant would write a letter to a relative, a friend or even the world expressing their ideas and opinions. Colonial Americans may have read similar ideas expressed in letters or heard about them while visiting Europe or from friends, teachers or relatives who read them. In America, the ideas may have been discussed among families, friends and neighbors or written about and distributed in pamphlets. Students should summarize their conversations by writing a letter to a friend or

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family member. Give each student a copy of the Writing Checklist to use as a guide and self-assessment tool.

13. As a class, review, add to and/or modify the posted insights and questions from the end of the previous lesson based on student input.



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Name _____

Date _____

Discussion Participation Rubric
Self-Assessment

	1	2	3
Consideration of Others	I needed occasional reminders to be sensitive to the feelings of others	I showed sensitivity to the feelings of others	I showed and expressed sensitivity to the feelings of others; I encouraged the participation of others
Contribution of Ideas	I contributed to the discussion only when prompted	I contributed to the discussion with occasional prompting	I consistently contributed to the discussion without prompting
Active Listening	I occasionally “tuned out” and needed reminders to listen and follow the discussion	I physically engaged (eye contact, body language, face expression) in listening and occasionally related my comments to those of others	I consistently related my comments to those of others students

Name _____

Date _____

Writing Checklist

- ☐ I have stated my idea or belief.
- ☐ I have included at least three supporting details: reasons for my belief or examples.
- ☐ My words make sense.
- ☐ I wrote in complete sentences.
- ☐ I used proper capitalization and punctuation.

Cut on solid lines. Fold on dotted line.

Prompts for Salon	Related Enlightenment Thought
When one person makes all the rules and that same person decides if the rules have been broken and what the punishment should be, there is no freedom or fairness for those that must obey the rules.	<i>When the [law making] and [law enforcement] powers are united in the same person... there can be no liberty.</i> Charles de Montesquieu
To be respected by others and to be a leader you should not think that or act like you are better than everyone else.	<i>To become truly great, one has to stand with people, not above them.</i> Charles de Montesquieu
No one has the right to hurt another person's life, freedom, or belongings.	<i>All mankind... being all equal and independent, no one ought to harm another in his life, health, liberty or possessions.</i> John Locke
Every child has the right to decide what to be when he grows up and must be able to go after opportunities that will help him become what he chooses. This should not be decided for you by others because of who your parents are, where you live, or what you look like, etc.	<i>The individual person has the natural right and the rational power to determine his own way of life. You are not born into a particular idea or station.</i> Jean-Jacques Rousseau
All people are created equal.	<i>...That equal right which every man hath, to his natural freedom, without being subjected to the will or authority of any other man.</i> John Locke