

Content Standards Addressed:

10.2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Research, Evidence, and Point of View

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Student Skills Addressed:

- Analyzing primary sources
- Analyzing secondary sources
- Analyzing political cartoons
- Analyzing art
- Comparing and contrasting different points of view
- Understanding multiple perspectives
- Justifying answers
- Synthesizing information
- Identifying and creating symbols

Teacher Skills Addressed:

- Conducting a warm-up activity
- Scaffolding analysis
- Holding an equitable discussion
- Holding students accountable for content
- Holding students accountable for the learning process (including classroom norms)
- Debriefing the content of a lesson
- Debriefing the process of a lesson
- Using classroom norms
- Using group roles
- Using multiple abilities

Teacher Instructions:

***** Note: Students should have been introduced to the Enlightenment prior to this lesson and should have an understanding of what a philosopher is. This lesson asks students to delve into the ideas of four key Enlightenment philosophers, but does not give background on the concept or history of the Enlightenment. *****

1. Project the “Great Ideas” transparency (or reproduce it as a handout). Give students five minutes to discuss the cartoon with a partner.
2. Ask students to share out, discussing the cartoon and the questions. Make sure to connect the cartoon to the Enlightenment, and to the risks taken by Enlightenment philosophers.
3. Tell students that they will be working in small groups to understand one of four different Enlightenment philosophers’ beliefs about government. Each group will prepare a poster and a presentation to teach the rest of the class about their assigned philosopher.
4. Tell the class that they will be using roles in their work in groups today: Facilitator, Harmonizer, Materials Manager, and Reporter. Briefly review the Materials Manager and Harmonizer roles with students and then focus the discussion on the Facilitator and Reporter roles. Here are some questions you may wish to use:

Facilitator

- Why is it that the facilitator is the only student who can call the teacher over?
- What kinds of things can the facilitator say to get everyone in the group involved in the discussion?

Reporter

- Why is it important for reporters to set the context?
- What does “setting the context” look like?
- What can reporters say and do to help their group get ready to present their work to the class?

5. Tell the class that they will have to use many different abilities to complete their work today. Write on the board a list of five or six abilities needed to complete today’s work and choose a few to discuss with students. Your list might include the following:

- The ability to interpret political cartoons
- The ability to translate ideas into visual form
- The ability to interpret primary sources
- The ability to create symbolism
- The ability to compare and contrast
- The ability to synthesize information.

Based on the above list of abilities, here are some possible discussion questions:

- Why is it important to study primary sources?
- What role does/can symbolism play in helping us to understand a topic?
- What are some situations in which this ability [*can be used for any of the above abilities*] might be important?

After discussing the abilities, be sure to tell the class that **no one has all of the abilities, but everyone has some of the abilities**, and that’s why they will be working in small groups today (and throughout the

year); by having people with different abilities collaborate on a task, everyone will get more out of it. You may also wish to say that **no one of us is as smart as all of us together**.

6. Tell the class that you will expect them to continue practicing the norms they've practiced previously as well as focus in on a new norm: **make a plan**. You may wish to use any or all of the following questions to discuss making a plan:

- Why is it important to make a plan?
- What are some of the possible consequences of not making a plan?
- What components should be included in your plan? Why?
- How will your group decide who does what?

You will want to encourage students to consider multiple abilities in their plan-making, and want them to move beyond “read the material and answer the questions” to things like, “have the facilitator direct the group in using reciprocal reading strategies to read the text, have each group member contribute his or her ideas as each question is answered, etc.”

7. Tell students that they will have a set amount of time to work with their group (the timing is a judgment call on your part, but should be at least 50 minutes long). Have students move into groups and give each group the Resource Card and Activity Card for their assigned philosopher. Note the end time for the groupwork on the board.

8. When time is up, have everyone return to their seats and have each group come to the front of the room, in turn, and present. After each group delivers their presentation and explains their visual, debrief the group. Each debrief should include both a **content** debrief and a **process** debrief. You may wish to use any or all of the following questions in your debrief:

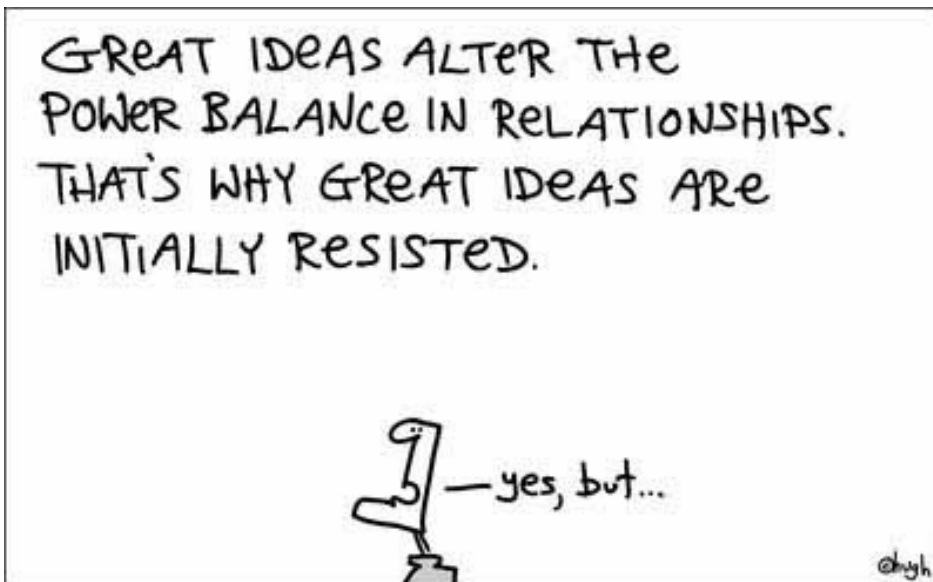
Content/Extension Questions

- *any questions from the Activity Cards*
- Explain how (and/or why) your group decided to use the visual you did.
- Compare and contrast your philosopher's beliefs with those of Thomas Hobbes (or any philosophers presented by other groups prior to their presentation).
- What do you see as some of the pros and cons of your philosopher's beliefs?
- Which of your philosopher's ideas do you like best? Why?
- Which of your philosopher's ideas do you like least? Why?
- What kinds of things did your philosopher encourage people to do?
- Tell us about one of the visuals on your Resource Card and then pretend to be your philosopher and give us his comments on it.

Process Questions:

- What strategies did your group use to access the information on the Resource Card?
- What part of your plan worked? Why?
- What kinds of questions did you and your group members ask each other to prompt one another to give reasons for your suggestions?
- What kinds of questions did you and your group members ask each other to prompt collaborative discussion and decision-making?
- Describe a situation in which you saw a specific ability we talked about at the beginning of class demonstrated during your group's discussion. How did that ability help your group move forward?

Great Ideas



Vocabulary:

alter = change

initially = at first

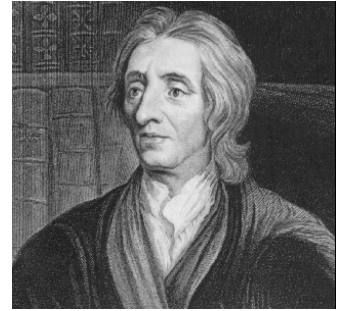
resisted = fought against

Discussion Questions:

1. Explain the two sentences at the top of the political cartoon.
2. What is the message of this cartoon?
3. How does this cartoon relate to the Enlightenment?

Locke Resource Card

John Locke was a British philosopher who lived from 1632-1704. In 1690 Locke published one of his more famous books, *The Second Treatise of Civil Government*. The book addressed many areas including his views on the state of nature, civil society and the dissolution of government. His writings and beliefs greatly influenced many later revolutions including the American and French Revolutions.



Quotes from Locke's Works

- *All mankind...being all equal and independent, no one ought to harm another in his life, health, liberty [freedom] or possessions [things they own].*
- *The end [purpose] of law is not to abolish [end] or restrain [hold back], but to preserve [protect] and enlarge freedom.*
- *[A] ruling body [government] if it offends against natural law must be deposed [removed].*
- *For he that thinks absolute power purifies men's blood, and corrects the baseness [immorality] of human nature, need read but the history of this, or any other age, to be convinced of the contrary [opposite].*



In 1830 Eugène Delacroix created a huge painting *Liberty Leading the People* to commemorate the July Revolution of the same year. His painting has become the symbol of the revolutions that ended feudal rule in France and is now regarded as the symbol of the French Revolution of 1789.



Locke Activity Card

Instructions: *Discuss the Discussion Questions with your group, making use of the Resource Card. Once your group has discussed the questions, move on to complete the Task, making sure to follow the Task Evaluation Criteria.*

Discussion Questions

1. Describe Locke's beliefs.
2. What did Locke believe the role of government should be?
3. How do each of the two visuals support or challenge Locke's beliefs?
4. What might life be like today had Locke never written about nor promoted his beliefs?

Task

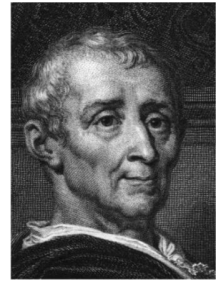
Create a book cover for the collected works of Locke. Your book cover must reflect Locke's beliefs about government as shown in the Locke quotes you read. Your book cover must include an appropriate title for the collected works of Locke, the author's name, and a key quote that best symbolizes his beliefs about government.

Task Evaluation Criteria

- Book cover accurately represents Locke's beliefs about government as shown in the Locke quotes you read.
- Book cover includes an appropriate title for the collected works of Locke, the author's name, and a key quote that best symbolizes his beliefs about government.
- Book cover makes use of symbols and color.

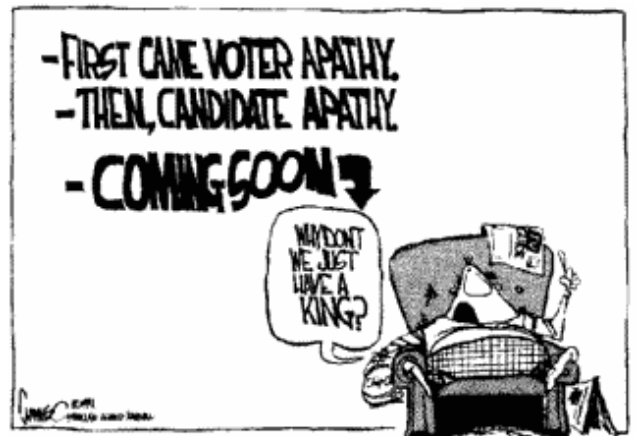
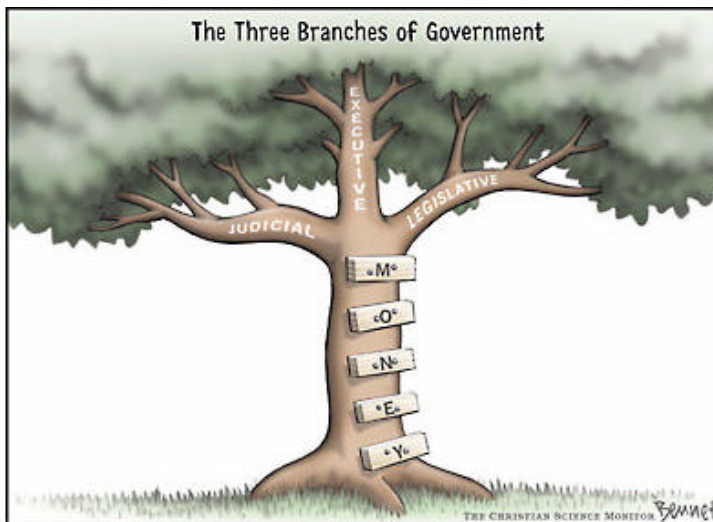
Montesquieu Resource Card

Charles Louis de Secondat, the Baron de Montesquieu, was a French philosopher who lived from 1689-1755. *The Spirit of the Laws*, his master work, was originally published anonymously in 1748 and quickly rose to a position of enormous influence. In France, it met with an unfriendly reception from both supporters and opponents of the government. The Roman Catholic Church banned *The Spirit of the Laws*, but from the rest of Europe, especially Britain, it received the highest praise. Montesquieu's ideas greatly influenced the American Revolution.



Quotes from Montesquieu's Works

- *The tyranny [harsh rule] of a prince in an oligarchy [government in which power is held by a few people] is not so dangerous to the public welfare [well-being] as the apathy [lack of interest] of a citizen in a democracy.*
- *When the legislative [law-making] and executive [decision-making] powers are united in the same person...there can be no liberty [freedom]...Again, there is no liberty, if the judiciary [judging] power be not separated from the legislative and executive.*
- *In the state of nature [without or before the existence of government] ...all men are born equal, but they cannot continue in this equality. Society makes them lose it, and they recover it only by the protection of the law.*



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Montesquieu Activity Card

Instructions: *Discuss the Discussion Questions with your group, making use of the Resource Card. Once your group has discussed the questions, move on to complete the Task, making sure to follow the Task Evaluation Criteria.*

Discussion Questions

1. Describe Montesquieu's beliefs.
2. What did Montesquieu believe the role of government should be?
3. How do each of the two visuals support or challenge Montesquieu's beliefs?
4. What might life be like today had Montesquieu never written about nor promoted his beliefs?

Task

Create a book cover for the collected works of Montesquieu. Your book cover must reflect Montesquieu's beliefs about government as shown in the Montesquieu quotes you read. Your book cover must include an appropriate title for the collected works of Montesquieu, the author's name, and a key quote that best symbolizes his beliefs about government.

Task Evaluation Criteria

- Book cover accurately represents Montesquieu's beliefs about government as shown in the Montesquieu quotes you read.
- Book cover includes an appropriate title for the collected works of Montesquieu, the author's name, and a key quote that best symbolizes his beliefs about government.
- Book cover makes use of symbols and color.

Rousseau Resource Card

Jean Jacques Rousseau, a Swiss-born French philosopher, lived from 1712-1778. While Rousseau authored novels and opera, he is most well-known for his political writings in his 1762 work *The Social Contract*. Rousseau's views were not popular with French and Swiss authorities, so he fled to Prussia and then to England. He later returned to France under an assumed (false) name. Rousseau's political writings greatly influenced later revolutions, including the French Revolution.



Quotes from Rousseau's Works

- *Man was born free, and he is everywhere in chains.*
- *No man has any natural authority over his fellow men.*
- *Only the general will can direct the energies of the state in a manner appropriate to the end for which it was founded, i.e., the common good.*
- *I prefer liberty with danger to peace with slavery.*
- *The English think they are free. They are free only during the election of members of parliament.*



Be fruitful and multiplq...



Now divide.

Rousseau Activity Card

Instructions: *Discuss the Discussion Questions with your group, making use of the Resource Card. Once your group has discussed the questions, move on to complete the Task, making sure to follow the Task Evaluation Criteria.*

Discussion Questions

1. Describe Rousseau's beliefs.
2. What did Rousseau believe the role of government should be?
3. How do each of the two visuals support or challenge Rousseau's beliefs?
4. What might life be like today had Rousseau never written about nor promoted his beliefs?

Task

Create a book cover for the collected works of Rousseau. Your book cover must reflect Rousseau's beliefs about government as shown in the Rousseau quotes you read. Your book cover must include an appropriate title for the collected works of Rousseau, the author's name, and a key quote that best symbolizes his beliefs about government.

Task Evaluation Criteria

- Book cover accurately represents Rousseau's beliefs about government as shown in the Rousseau quotes you read.
- Book cover includes an appropriate title for the collected works of Rousseau, the author's name, and a key quote that best symbolizes his beliefs about government.
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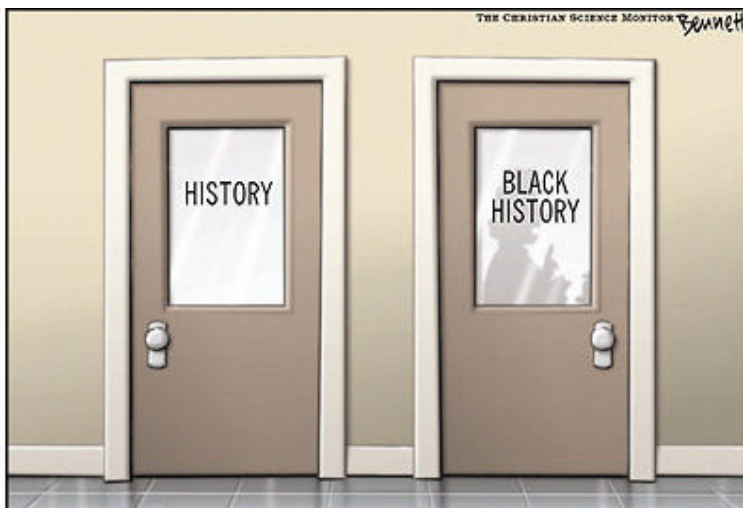
Voltaire Resource Card

Francois Marie Arouet, who took the pen name Voltaire, was a French philosopher who lived from 1694-1778. Voltaire spent several years in exile in England, and was influenced by his experience there as well as by his French background. In his early twenties he spent eleven months in the Bastille for writing satiric verses about the aristocracy. Voltaire's ideas greatly influenced revolutions, including the French Revolution and the American Revolution.

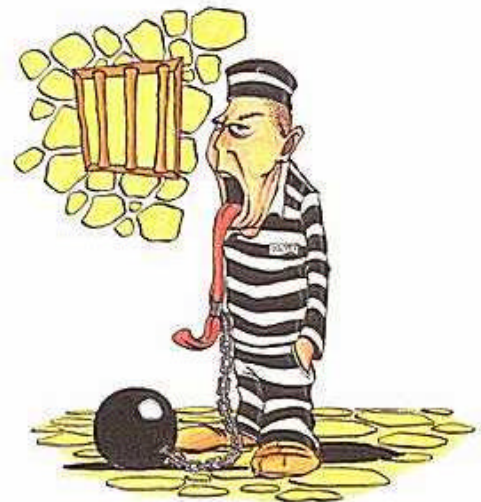


Quotes from Voltaire's Works

- *It is dangerous to be right in matters on which the established authorities are wrong.*
- *I detest what you write, but I would give my life to make it possible for you to continue to write.* (Letter to Monsieur le Riche, 1770)
- *Liberty of thought is the life of the soul.* (from Essay on Epic Poetry, 1727)
- *The way the English run their country is excellent. This is not normally the case with a monarchy [government ruled by a king or a queen], but because there is a parliament [elected body of representatives, also known as a legislature], English people have rights. They are free to go where they wish; they can read what they like. They have the right to be tried properly by law, and all individuals are free to follow the religion of their choice.*
- *I say that we should regard all men as our brothers. What? The Turk my brother? The Chinaman my brother? The Jew? The Siam? Yes, without doubt; are we not all children of the same father and creatures of the same God?*



'Today we'll learn about segregation in America.'



Stamets

Voltaire Activity Card

Instructions: *Discuss the Discussion Questions with your group, making use of the Resource Card. Once your group has discussed the questions, move on to complete the Task, making sure to follow the Task Evaluation Criteria.*

Discussion Questions

1. Describe Voltaire's beliefs.
2. What did Voltaire believe the role of government should be?
3. How do each of the two visuals support or challenge Voltaire's beliefs?
4. What might life be like today had Voltaire never written about nor promoted his beliefs?

Task

Create a book cover for the collected works of Voltaire. Your book cover must reflect Voltaire's beliefs about government as shown in the Voltaire quotes you read. Your book cover must include an appropriate title for the collected works of Voltaire, the author's name, and a key quote that best symbolizes his beliefs about government.

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