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## Grades 9-10 Global History: Enlightenment

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## Social Studies: Censorship During The Enlightenment

Subject: Social Studies/ The Enlightenment/ Censorship

Grade: 9<sup>th</sup> or 10<sup>th</sup>

Lesson Time: 2 Days- 45 minutes a day

New York State Standards:

- Standard 2: World History: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
- Standard 5: Civics, Citizenship, and Government: use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Essential Questions:

1. How did these new ideas affect absolute monarch's power, authority, governance, and law?
2. Why were Europeans moving toward these new assumptions regarding power, authority, governance, and law?

Understandings:

1. Students will understand that absolute monarchs were affected by these new ideas and assumptions of power, authority, governance, and law, and felt that these ideas and assumptions needed to be censored and not spread throughout Europe.
2. Students will understand that Europeans were moving toward these new assumptions regarding power, authority, governance, and law, because absolute monarchs oppressed their rights.

Lesson Preparation: Prior to this lesson, students will have studied Absolute Monarchs (Despots) abuse of power, and how and why the Enlightenment began. Students will also know and understand the many Enlightened thinkers and their philosophies. Students will understand how each philosopher developed their philosophies and why.

Hook: Will show students a clip of a book burning

Grouping: Tiering (By readiness and ability)

Pre-assessment: Short answer questions for students to complete, in order to evaluate students readiness of the topic in general and censorship during this time period.

## Lesson Steps:

### 1) Hook: Show students clip of book burning

- Questioning:
  - What is happening in this clip?
  - Why would people do this?
  - Why would absolute monarchs do this?
  - Go into direct instruction

### 2) Lesson: Direct Instruction

- Present students with information on what censorship is
- Present students with information on how Enlightened thinkers were censored during this time period
- Break students into groups and explain directions:
  - Students must complete 1 written and 1 artistic piece. If they finish early, they should pay attention to their Role, Audience, Format, and Topic. Be aware of the words highlighted, the words in Red are the format and the words in Blue are the topic.

### 3) Tier: RAFT

- Tier 1: Tier one is the lowest group in both ability and readiness and they will receive one level of the RAFT—known as the Absolute Monarchs—they will have to list some rights people are not entitled to, explain why their subjects are not entitled to those rights, and explain what they are going to do to prevent ideas contrary to theirs from coming out.
- Tier 2: Tier two is the middle group in both ability and readiness and they will receive another level of the RAFT—known as the Enlightened Thinkers—they will have to compare absolute monarchs and Enlightened thinkers ideas, critique their ideas, and make them aware of the problems the ideas are causing for absolute monarchs. They will then need to discuss how they will solve the problems caused by Enlightened thinkers, why they will take those actions, and how will those actions solve their problems?
- Tier 3: Tier three is the highest group in both ability and readiness and they will receive the final level of the RAFT—known as the Subjects—they will have to predict why Enlightened thinkers are being censored, which ideas are the most lethal to absolute monarchs and why. Then they will hypothesize a way to avoid censorship and inform them as to why they have no right to censor your ideas.

### 4) Anchor Activities: Students will choose a third option from the RAFT to be completed.

5) Homework: At the end of day 2, when students have completed their RAFT, they will have a homework assignment. Students will need to find an example of censorship in the modern era (from WWII to the present). Feel free to tap all resources including parents, newspapers (both online and print), reliable internet sources, your textbook, the news (may use television), or any other source we have discussed that is reliable (such as encyclopedia, library book, etc...). Bring in a half of a page written, describing the

ensorship, who was censored, who did it, why they did it, and how they went about censoring these people and/or ideas. For extra credit: include the ideas they censored and how those people get/got around the censorship.

**Pre-assessment:** Censorship during the Enlightenment

1) What is censorship?

2) What would you do to censor someone?

3) Can you avoid censorship? Explain why or why not.

4) What were ideas that were problematic for absolute monarchs? Explain why they might have been problematic. (Label the idea to the thinker if you can.)

Role	Audience	Format	Topic
Absolute Monarch (Despot)  <b>Absolute Monarchs</b>	Subjects	1) Written <ul style="list-style-type: none"> <li>• Public Address</li> <li>• Poem</li> <li>• Speech</li> </ul> 2) Artistic <ul style="list-style-type: none"> <li>• Song/ Rap</li> <li>• Political Cartoon</li> <li>• Advertisement</li> </ul>	Censorship: 1) List some rights people are not entitled to 2) Explain why your subjects are not entitled to those rights 3) Explain what you are going to do to prevent contrary ideas from coming out
Absolute Monarch (Despot)  <b>Enlightened Thinkers</b>	Enlightened Thinker	1) Written <ul style="list-style-type: none"> <li>• Debate</li> <li>• Journal</li> <li>• Speech</li> </ul> 2) Artistic <ul style="list-style-type: none"> <li>• Lyrics</li> <li>• Comic</li> <li>• Interview (Role Play)</li> </ul>	Censorship: 1) Compare your ideas 2) Critique their ideas and make them aware as to why and how their ideas are causing you problems 3) How will you solve your problem? Why will you take those actions? How will these actions solve your problem?
John Locke/ Adam Smith/ Baron de Montesquieu/ Jean-Jacques Rousseau  <b>Subjects</b>	Absolute Monarch (Despot)	1) Written <ul style="list-style-type: none"> <li>• Short Book</li> <li>• Short Essay</li> <li>• Proposal</li> </ul> 2) Artistic <ul style="list-style-type: none"> <li>• Slogan/Jingle</li> <li>• Book Illustrations</li> <li>• Play/ Skit</li> </ul>	Censorship: 1) Predict why you are being censored, which ideas are the most problematic to these despots and why 2) Hypothesize a way to avoid censorship 3) Inform them as to why they have no right to censor your ideas

## Absolute Monarchs

Role	Absolute Monarch (Despot)
Audience	Subjects
Format	1)Written: a) Public Address b) Poem c) Speech 2)Artistic: a) Song/ Rap b) Political Cartoon c) Advertisement
Topic	Censorship: 1) List some rights people are <u>not</u> entitled to 2) Explain why they are not entitled to those rights 3) Explain what you are going to do to prevent ideas contrary from yours from coming out

### DIRECTIONS:

1) Create a **public address** (1page), **poem** (1/2 page), or **speech** (1page) where you are the absolute monarch (despot), and you are addressing your subjects. In your public address, poem, or speech you must **list** to your subjects some rights people are not entitled to, **explain** why they are not entitled to these rights, and **explain** what you are going to do to prevent ideas contrary to yours from coming out to them.

2) Create a **song/rap** (1/2 page/30seconds), **political cartoon** (1/2 page), or **advertisement** (1page) where you are the absolute monarch (despot) and you are addressing your subjects. In your song/rap, political cartoon, or advertisement you must **list** to your subjects some rights people are not entitled to, **explain** why they are not entitled to these rights, and **explain** what you are going to do to prevent ideas contrary to yours from coming out to them.

3) If you finish these two tasks early, please choose a third of your choice to complete and submit.

## Enlightened Thinkers

Role	Absolute Monarch (Despot)
Audience	Enlightened Thinker
Format	1)Written a) Debate b) Journal Entry c) Speech 2)Artistic: a) Lyrics b) Comic c) Interview
Topic	Censorship: 1) Compare your ideas 2) Critique their ideas and note why and how his ideas are causing you problems 3) How will you solve your problem? Why will you take those actions? How will these actions solve your problem?

### DIRECTIONS:

1) Create a **debate** (1-2 pages), **journal entry** (1-2 pages), or **speech** (1-2 pages), where you are the absolute monarch (despot), and you are addressing an Enlightened thinker. In the format of a debate, journal entry, or speech you must **compare** the ideas of an absolute monarchs to those of an enlightened thinker, **critique** the enlightened thinkers ideas, and **make him aware** why and how his ideas are causing you problems. Also, let him know how you will **solve** your problems, why you will take those actions, and how those actions will **solve** the problems you have mentioned above.

2) Create **lyrics** (1 page/ 1minute), **comic** (1/2 page-1 page), or an **interview (role play)** (5 minutes) where you are the absolute monarch (despot), and you are addressing an Enlightened thinker. In the format of lyrics, comic, or interview you must **compare** the ideas of an absolute monarchs to those of an enlightened thinker, **critique** the enlightened thinkers, ideas and **make him aware** why and how his ideas are causing you problems. Also, let him know how you will **solve** your problems, why you will take those actions, and how those actions will **solve** the problems you have mentioned above.

3) If you finish these two tasks early, please choose a third of your choice to complete and submit.

## Subjects

Role	Enlightened Thinker: 1) John Locke 2) Adam Smith 3) Baron de Montesquieu 4) Jean-Jacques Rousseau
Audience	Absolute Monarch (Despot)
Format	1)Written: a) Short Book b) Short essay c) Proposal to other Enlightened Thinkers 2) Artistic: a) Book Illustrations b) Slogan/ Jingle c) Play/ Skit
Topic	Censorship: 1) Predict why you are being censored, which ideas are the most problematic to these despots and why 2) Hypothesize a way to avoid censorship 3) Inform them as to why they have no right to censor your ideas.

### DIRECTIONS:

1) Create a **short book** (5 pages), **short essay** (2 pages), or **proposal** (2 pages), where you are an Enlightened thinker, either John Locke, Adam Smith, Baron de Montesquieu, or Jean-Jacques Rousseau, and you are addressing an Absolute Monarch (Despot). **Predict** why you are being censored, which ideas are the most problematic to these despots and why. Then **hypothesize** a way to avoid censorship on your ideas and writings, and **inform** the monarch as to why they have no right to censor your ideas in the first place.

2) Create **illustrations for a book** (5 illustrations), **slogan/ jingle** (1/2-1 page/ 30 seconds-1 minute), or **play/ skit** (5-10 minutes long), where you are an Enlightened thinker, either John Locke, Adam Smith, Baron de Montesquieu, or Jean-Jacques Rousseau, and you are addressing an Absolute Monarch (Despot). **Predict** why you are being censored, which ideas are the more problematic to these despots and why. Then **hypothesize** a way to avoid censorship on your ideas and writings, and **inform** the monarch as to why they have no right to censor your ideas in the first place.

3) If you finish these two tasks early, please choose a third of your choice to complete and submit

## Writing: Censorship

Teacher Name: **Ms. Kupersmith**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Flow & Rhythm (Sentence Fluency)	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.

### Illustrations: Censorship

Political Cartoon/Advertisement/Comic/Book Illustrations

Teacher Name: **Ms. Kupersmith**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Content - Accuracy	All facts displayed within the illustration are accurate.	All but 1 or 2 facts displayed within the illustration are accurate.	3 or more facts displayed within the illustration are not accurate.	All facts displayed within the illustration are inaccurate.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.

## Interview/Role Play: Censorship

Teacher Name: **Ms. Kupersmith**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Accuracy	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	No facts are reported Or most are inaccurately reported.

**Musical: Censorship**  
Song/Rap/Lyrics/Slogan/Jingle

Teacher Name: **Ms. Kupersmith**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Overall Performance	The composition was creative, clean/easy to read, musical presentation flowed well, and included all required elements.	The composition was somewhat creative, musical presentation flowed well, and was legible. Most of the required elements were included.	The composition was very basic, musical presentation flowed somewhat and somewhat legible to read. At least half of the required elements were included.	The composition was not complete, musical presentation was choppy, and very difficult to read. Under half of the required elements were included. Project will need to be revised.
Content Accuracy	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	No facts are reported OR most are inaccurately reported.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Mechanic	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.

All Rubrics created on rubistar: <http://rubistar.4teachers.org/index.php>