**Enlightenment Salon**

**Title:** Tea and Philosophy

**Lesson Length:** Three class periods (50 minutes each)

**Standards:**

Nevada –

* Content Literacy: Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formulating thesis statements that examine why as well as how.
* Historical Interpretation & Analysis: Apply social studies (content & skills) to real life situations.
* Civic Participation: Collaborate effectively as a member of a group.
* H1.[9-12].14 Identify the influence of the Enlightenment on the Western World, i.e., philosophy, science, fine arts, government, and literature.

Common Core –

* CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
* CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts
* CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
* CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Objectives:**

* SWBAT express their own opinions about major philosophical issues by discussing and debating them within a small group.
* SWBAT explain the major beliefs of the most important figures of the enlightenment by researching and impersonating an Enlightenment philosopher.

**Materials:**

* 40 blank belief sheets
* 6 belief briefs for each philosopher (36 all together)
* 6 Philosophical question handouts (1 for each group)
* Hot water for drinks
* Tea, hot chocolate, hot cider
* Tea party snacks
* Tablecloths, electric candles, centerpieces etc. (as elaborate or simple as you want to get)

**Procedures:**

Day 1

* Introduction
	+ Ask students the following question for their starter:
		- “What are 2 enlightenment beliefs that you agree with? What are two you disagree with?”
	+ Give students 5-10 minutes to complete the starter.
* Salon prep
	+ Pass out the blank belief pages.
	+ Have students sign up for which philosopher they want to research and impersonate
		- Make sure to limit the number of each philosopher. You want even groups with all 6 philosophers in each group. If you have 15 of John Locke that won’t work.
			* You can either put them into groups of 6 and have each person chose a different philosopher, or you can say no more than 4 or 5 people can sign up for each one (first come first served)
	+ Pass out the belief brief for each philosopher.
	+ Students should spend the rest of class reading their belief brief and filling out their blank belief page.
		- They should summarize their philosopher’s beliefs in their own words, then write their own beliefs on the back.

Day 2

* Introduction
	+ Have students complete the following starter for the first 5-10 minutes of class:
		- Who is your philosopher? What is their most important belief? Why?
* Salon Prep
	+ Have students continue to work on their belief sheets. They must finish both sides in order to participate in the salon the next day
* Closing
	+ Remind students that they must finish their belief sheets (front and back) to participate tomorrow. Tell them they are encouraged to dress up and are welcome to bring in snacks for the salon.

 Day 3

Be sure to prep the room before students come in – put desks together in tables of 6, cover with tablecloths. Place candles/centerpieces on tables. Put out hot water and drink accoutrements.

* Introduction
	+ Have students get into groups of six, each with all 6 philosophers represented.
	+ Give them 5-10 minutes to get their drinks and snacks.
	+ During this time, the teacher should check to see that each discussion sheet is complete.
		- Any student that did not complete the beliefs sheet should sit off to the side to complete it. When they finish they can join their group for discussion.
	+ Students should greet each other with a “Bonjour!” then introduce themselves as their character.
* Discussions
	+ Students will have 8 minutes to discuss each category.
		- They must spend 4 minutes discussing in character as their philosopher.
		- The other 4 minutes they should discuss their personal opinions.
	+ Students will have 4 questions to choose from for each topic. They can spend all 8 minutes on the same question, or they can discuss multiple questions. The teacher should walk around the room monitoring conversations and giving participation points for quality insights and thoughtful responses.
* Closing
	+ After we have gone through every question, students should thank their group for a pleasant debate. If there is time, they should tell each other at least one thing someone in their group said that they thought was interesting or insightful.

**Evaluation and Assessment: Students will be evaluated by their completed belief sheets and by the quality of their discussion. The teacher should rove the room and award points for thoughtful insights.**