**Lesson Plan: Enlightenment: Locke & Montesquieu Date(s):**

**Benchmarks:**

SS.7.C.1.1 – Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law, and how Locke’s social contract influenced the Founding Fathers

**Key Terms:**

Enlightenment | John Locke | social contract | Natural Law & Rights | Baron de Montesquieu | Separation of Powers |Three Branches | philosopher | rights

**Essential Questions:**

* How did Montesquieu’s view of separation of powers influence the Founding Fathers?
* How did John Locke’s ideas on the social contract and natural law influence the Founding Fathers?
* What is the “social contract” and how does it affect citizens?
* What are rights that everyone should have? What are natural rights and where do they come from?

**Objectives:**

After: writing, discussion, read aloud, note-taking, graphic organizer(s), smart-board matching, Q&A, call & response, quiz, cooperative learning, worksheet / video and review activities

WBAT:

 Describe how Montesquieu’s view of separation of powers influence the Founding Fathers

 Describe John Locke’s ideas on the social contract and natural law influence the Founding Fathers

 Define the “social contract” and explain how it works

 Define and use content key terms

 Answer EOC practice questions from these benchmarks

Please check out my YouTube video on this benchmark - [Founding Fathers Influence Locke and Montesquieu](https://youtu.be/_r52-7jMRXA)

**Activities / strategies:**

**Day One:**

**Bell Ringer – 10 – 15 minutes**

Option A: Brainstorming / Writing: Ask students to write five sentences describing what life would be like if there was no government or laws. After five minutes ask students to share their answers. Lead class in a discussion of John Locke’s ideas of Natural Law & Rights / “state of nature”

Option B: Brainstorming: Divide what board into three columns labeled: Legislative, Executive, and Judicial - with instructions asking students to write down the jobs of five people who work for the government. After two minutes ask for volunteers to share their answers. Put their answers down in the appropriate column.

**Lecture / Note taking / graphic organizer – 45 minutes to 1 ½ hours:**

 **Note taking**: Have students create **2-column notes** with key terms and main ideas. Check out this link to see how to set up two column notes.

 **Reading:** Call on students to read-aloud the text on slides.

 **Call and response:** lead students in a call and response of the key terms.

 **Graphic Organizers:** “t-chart” – have students create a chart comparing John Locke’s ideas of social contract, natural rights – life, liberty and property to Thomas Jefferson’s unalienable rights, consent of the governed and life, liberty and the pursuit of happiness

 **Drawing Pictures** of important content. Students can add these to their large right hand column of their notes.

 **Review**: matching smartboard activity, and quiz

**This can be done on Day Two if you run out of time:**

**Review:** Smartboard or paper matching. Open PowerPoint matching slide called “Smartboard Matching Enlightenment.” If you have a Promethean Board import the slide as an “object.” Have students write down 1 – 8 and label them with the letters from the right in their notes. Call on students to come up and draw lines on the smartboard to the correct answer. This can also be done on paper on included word document.

**Review:** attached worksheet can be completed in class if you do not want to use it as a homework assignment.

**Kahoot:** This game is for this lesson and my lesson on [Founation Documents](https://www.teacherspayteachers.com/Product/Foundations-of-Democracy-Documents-that-Influenced-America-2026150) . Play this fun online game with your class. Be sure you make an account at [www.getkahoot.com](http://www.getkahoot.com) and login before using this link: <https://play.kahoot.it/#/k/fed2cc2a-6cae-4bdb-b016-1ed1c6d3bb29>

**Optional Group Activity:** divide class into groups and have them create a short skit – assign one group John Locke’s – Natural Rights, John Locke’s Social Contract, Montesquieu’s Separation of Powers, Montesquieu’s influence on check’s & balances, and Locke’s influence

on Thomas Jefferson. Click here for bio on John Locke to give students. For bio on Montesquieu click here. For article on Jefferson & Locke click here.

**Home Learning: “Flipped Classroom” -** Ask students to complete the attached worksheet entitled “Worksheet Influences of the Enlightenment Locke and Montesquieu” while watching the video entitled Founding Fathers Influence Locke and Montesquieu you can provide them the link on your website or tell them to Google: YouTube Founding Fathers Influence Locke and Montesquieu. (This worksheet can be completed straight from notes without watching the video.)

**Day Two if on block schedule:**

**Quiz:** Provide the attached quiz with practice EOC question

**ESOL / ESE Strategies:**

Read Aloud, Call & response with movements, use of images, graphic organizers, additional time, scaffolding