CHRONO QUEST
MAKE HISTORY

Quest: Enlightenment
Objective: Students will be able to explain how The Enlightenment led to major change in various nations.

Enlightenment Timeline

1686	Isaac Newton, "Pricipia Mathematica"
1689	John Locke, "Essay Concerning Human Understanding"
1697	Mary Astell, "Serious Proposal to the Ladies"
1751	Diderot, "Encyclopedia"
1758	Voltaire, "Candide"
1775	American Revolution
1776	Declaration of Independence
1784	Immanuel Kant, "What is Enlightenment?"
1789	French Revolution
1794	The Age of Reason

Day 1: Explore Timeline

Divide students into groups to explore the events and writings on the timeline. Each student in the group should choose a different primary source to close read to become their group's expert on the text. Pay close attention to the Questions each author poses. *Suggested: Reading for Critical Analysis*

Day 2: Group Analysis

Students convene into their groups from Day 1. Each expert shares with their group the Key Questions the author of their primary source poses throughout the text. As a group, consider what was happening in the author's nation to cause people to ask those questions; what happened as a result? *Suggested: Cause and Effect worksheet*

Day 3: Hack History

Each group will be challenged to create an updated timeline. With Day 2's discussion and worksheet as a reference, students will use the ChronoMaker to add the preceding events as well as the outcomes of The Enlightenment to explain how these learnings led to change in respective nations. As a class, students will do a gallery walk of each group's findings. Discuss the learnings as a class. *Suggested: Gallery Walk Activity*

Extensions (E) and Modifications (M)

Write an essay connecting the Enlightenment authors to the American and/or French Revolutions (E)
Teacher-guided Chronos creation with a bank of before and after events (M)

Standards Addressed

CCSS ELA Reading: Integration of Knowledge and Ideas CCSS ELA Reading: Range of Reading and Level of Text Complexity CCSS ELA Writing: Research to Build and Present Knowledge CCSS ELA Speaking & Listening: Comprehension and Collaboration CCSS ELA Speaking & Listening: Presentation of Knowledge and Ideas	ISTE Empowered Learner 1a, 1b, 1c, 1d ISTE Digital Citizen 2b, 2c ISTE Knowledge Constructor 3a, 3b, 3c, 3d ISTE Innovative Designer 4a, 4b ISTE Creative Communicator 6a, 6b, 6c, 6d ISTE Global Collaborator 7a, 7b, 7c, 7d

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Reading for Critical Analysis

Text: Author(s): Country of Origin:	
Key questions posed by the author	
Key quotes in the text	
Key concepts in the text	
Author's point of view on the subject	
Change the author thinks should occur	
Current events at the time text was written	
Consequences & Implications of this work/text	
Notes	

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Cause & Effect

1	What was happening in the world when this text was being written?	Title/Author/Country	What was happening in the world after this text was written?
	How did the events of the nation help to cause the author to write this text? How did this text influence what happened next in history?		

2	What was happening in the world when this text was being written?	Title/Author/Country	What was happening in the world after this text was written?
	How did the events of the nation help to cause the author to write this text? How did this text influence what happened next in history?		

3	What was happening in the world when this text was being written?	Title/Author/Country	What was happening in the world after this text was written?
	How did the events of the nation help to cause the author to write this text? How did this text influence what happened next in history?		

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Lesson Activities

	What was happening in the world when this text was being written?	Title/Author/Country	What was happening in the world after this text was written?
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	How did the events of the nation help to cause the author to write this text? How did this text influence what happened next in history?		

Gallery Walk Activity Protocol

1. Each group sets up their laptop stations with the necessary panels of the ChronoQuest timeline displayed on the screen(s).
2. Groups post their Enlightenment Channel name at their laptop station.
3. Students walk around from station to station observing each group's timeline using the Aurasma app on their handheld devices. (Note: Students will have to follow the channel of the group's timeline they wish to see.)
4. At each station, students will add a green post-it note with one thing on the timeline that they appreciate.
5. Students will add an orange Post-It® note with one thing they learned from this timeline.