

Warm-up

First, start the session by having students work with a classmate to draw a modern version of an Enlightenment salon. Then, have them consider who would attend, what the salon would include, whether it would be physical or digital, etc. Next, have them get together with another pair and explain the idea behind their salon. They should ponder the feasibility of their ideas. Finally, volunteers should be invited to share them with the rest of the class.

Teaching Tip**For Exercise 2**

First, decide if groups will create videos or have physical salon demonstrations (and the same with the pamphlets). Then, make a checklist of the components needed for their salons and pamphlets. For example, ensure groups have a specific topic for the pamphlet and the salon discussion, a plan for who will speak, etc. Next, circulate, monitor progress, and help throughout this stage. Set a time limit on this stage to avoid overextending the planning phase. Close the task by asking students to reflect on the three most surprising things they learned from the Maker Zone. Then, have them get together in four groups to share their opinions. Finally, elicit ways to use this new knowledge in the future and have students write their ideas on post-it notes and display them around the classroom.

Differentiation Strategy**For Exercise 1**

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 4a.

16

Salons in Action 2.0

When we reflect on the role of salons in eighteenth-century Europe, we see that they provided space for peaceful debate for the revolutionary thinkers of the Enlightenment. These philosophers were given space to present their ideas on ending injustice and creating a more inclusive civil society. One of the loftier goals of social media is to create a digital civil society filled with debate and exposure to reformist ideas to get us there. Sound familiar? Although the tools differ, the goal remains the same: creating a fair society.

Creating strong institutions in an environment of peace and justice requires a safe space to debate the ways and means imagined for improving civil society. In the eighteenth century, this took place in salons, and now, at times, it takes place on social media. The salons provided a space to challenge injustice through peaceful debate, and pamphlets were printed and distributed to reach a wider audience. The salons were reserved for the upper echelon of society, whose goals included participating in the redistribution of wealth and forging a just civil society.

What if you could read those pamphlets and listen to the debates today? In this week's Maker Zone, you and your group will recreate an eighteenth-century salon and print and distribute a pamphlet with your vision for a better society.

DO

**Salons in Action 2.0**

In this Maker, you will work in a group to create a Parisian salon for intellectual debate. In the style of the Enlightenment, you'll also create a pamphlet expressing your ideas about a topic important to you and your school community.

1. Choose a topic to present in the salon and in the pamphlet.
2. Use the tools in the lab to create your salon and design your pamphlet.
3. Make copies of your pamphlet to distribute to the other groups.
4. Practice your salon presentation.
5. Dress appropriately for the salon presentation.



Teaching Tip

For Exercise 2

First, ask students to work in pairs to discuss and compare their experiences. Then, have them share their experiences with the class. Finally, if time allows, discuss the impact of intrinsic vs. extrinsic motivation.

Wrap-up

Close the week by inviting students to share the most challenging task of the week and what they learned from it. First, ask students to write their answer on a piece of paper. Then, if time and space allow, have students create two lines, standing face-to-face to create a talk line, and have them share their answers. Next, say *change* and have the two lines move in opposite directions so students face a different student. Finally, repeat three or four times.



BE Aware of Your Progress

01 It's time for your assessment. First, ask a classmate to help you assess your performance during this week (Peer Assessment). Allow your classmate to provide you with some feedback. Later, assess yourself (Self-assessment) based on how you felt during this week.

VG – Very Good

G – Good

N – Need to Improve

I can...

distinguish the different types of motivation.

categorize celestial bodies in the Solar System.

compare and contrast how ideas were shared and how it is now.

analyze how cinema documented war.

use advanced forms of **Inversion** with phrases with *not, only, no (on no account, under no circumstances), no sooner, hardly...* when, *little, and some frequency adverbs.*

Peer Assessment

Self-assessment



02 Reflect on a time when you felt motivated from within.

- › How did it affect your performance?
- › How would it have been different if you were motivated by outside forces?

Answers will vary.

