

PROHUMAN CURRICULUM - GRADE 8

OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

UNIT 4: CURIOSITY

LESSON 2: LEARNING ABOUT CURIOSITY FROM A NONFICTION TEXT

SUMMARY:

The Prohuman Grade 8 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

In Unit 4, Lesson 2, “Learning About Curiosity from a Nonfiction Text,” students will develop their reading comprehension skills and learn examples of curiosity by reading a contemporary work of graphic nonfiction, [Introducing the Enlightenment: A Graphic Guide](#), written by Lloyd Spencer and illustrated by Andrzej Krauze. Additionally, students will develop their critical thinking skills by answering questions about the text and advance their academic dialogue skills by participating in a class discussion about the book.

SUGGESTED TIME:

- 1 class period to introduce the book; 1 class period to discuss the book
- If desired, additional class periods can be devoted to in-class silent reading of the book.
- The book, [*Introducing the Enlightenment: A Graphic Guide*](#), written by Lloyd Spencer and illustrated by Andrzej Krauze, is 173 pages. It is a work of graphic nonfiction.
- Suggested reading assignments, to be completed either in class or for homework, are approximately 20 pages per session:
 - Assignment 1: pp. 3- 23
 - Assignment 2: pp. 24-44
 - Assignment 3: pp. 45-65
 - Assignment 4: pp. 66-86
 - Assignment 5: pp. 87-106
 - Assignment 6: pp. 107-27
 - Assignment 7: pp. 128-47
 - Assignment 8: pp. 148-73
- Have students complete the worksheet questions as they read.
- Allow at least 50 min for in-class discussion of the book.

RELATED SUBJECT: English Language Arts

LEARNING OUTCOMES:

- Read a nonfiction text and demonstrate an understanding of the central ideas
- Write answers to questions about the book, demonstrating an understanding of standard English sentence structure and grammar
- Engage effectively in collaborative discussions about the book

REQUIRED MATERIALS:

- Book: [*Introducing the Enlightenment: A Graphic Guide*](#), written by Lloyd Spencer and illustrated by Andrzej Krauze
- Video: [Essential Enlightenment: What was the Enlightenment?](#) by [The Fraser Institute](#) (~2 min)
- Prohuman Grade 8 Unit 4 Worksheet 2: Learning About Curiosity from a Nonfiction Text

ELA COMMON CORE STANDARDS MET

CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓
CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	✓
CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	✓
CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓
CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	✓
CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	✓
CCSS.ELA-Literacy.W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓
CCSS.ELA-Literacy.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓

CCSS.ELA-Literacy.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓
CCSS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓

CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Performance Character A6	Describe a role model who demonstrates a positive attitude, effort, and grit	✓
Intellectual Character A2	Identify individuals, fiction and real, past and present, who exemplify the different intellectual character strengths in a concrete and compelling manner	✓
Intellectual Character A3	Recognize and understand why the intellectual character strengths are not innate (something you are born with) but can be developed with practice and support	✓
Social-Awareness A3	Demonstrate respect for other people's opinions and perspectives	✓
Social-Awareness A5	Practice "perspective taking" as a strategy to strengthen your acceptance of others	✓
Responsible and Ethical Decision-Making A3	Write about and share a principle you want to live by that you learned from a family member, book, movie, or personal experience	✓

LESSON PROCEDURE

Step 1:

- Without providing any information or showing the caption, show students this painting:
<https://www.worldhistory.org/image/18461/salon-of-madame-geoffrin/>
- Ask students what they notice about this painting.
- Ask students what they wonder about this painting.

Step 2:

- Explain that this is an 1814 oil painting by Anocet Lemonnier showing the Parisian salon of Madame Geoffrin (1699-1777). Original title: Une soirée chez Mme Geoffrin. The sitters include Jean-Jacques Rousseau, Denis Diderot, Montesquieu, and Fontenelle. Madame Geoffrin is shown seated in the front row, third from the right.

Step 3:

- Ask students if they have ever heard the term “the Enlightenment.”
- Explain that we will be reading a work of graphic nonfiction about this historical period: [*Introducing the Enlightenment: A Graphic Guide*](#), written by Lloyd Spencer and illustrated by Andrzej Krauze.

Step 4:

- Have students read the book, [*Introducing the Enlightenment: A Graphic Guide*](#), written by Lloyd Spencer and illustrated by Andrzej Krauze, either as a series of in-class reading assignments or for homework.
- Have students write the answers to the worksheet questions while reading the book.

Step 5:

- Set aside a class period to discuss the book. Invite students to a whole-class discussion of the worksheet questions.

GRADE 8 UNIT 4 WORKSHEET 2: LEARNING ABOUT CURIOSITY FROM A NONFICTION TEXT

QUESTIONS TO ANSWER WHILE READING THE BOOK [*Introducing the Enlightenment: A Graphic Guide*](#), written by Lloyd Spencer and illustrated by Andrzej Krauze:

Vocabulary

Intellectual character - Someone who has intellectual character shows the strengths of curiosity, carefulness, intellectual autonomy, intellectual humility, open-mindedness, and critical thinking. Intellectual autonomy means you can think for yourself, especially when it might go against what is popular at the time. Intellectual humility means you recognize that your knowledge is limited and that your beliefs might be wrong. Critical thinking means you question, analyze, interpret, and evaluate what you read, hear, say, or write.

- 1.) How does the author define the Enlightenment?
- 2.) What two revolutions attempted to put the principles of the Enlightenment into practice?
- 3.) What did Voltaire admire about England?
- 4.) Who does the author call the “patron saints” of the Enlightenment?
- 5.) What was Bacon’s main contribution?
- 6.) What was Locke’s idea of the tabula rasa? What was his main contribution to political thought?
- 7.) What were Newton’s main accomplishments?
- 8.) What was Diderot’s major accomplishment?
- 9.) What did Rousseau see as the origin of inequality?

- 10.) What was the main argument in Montesquieu's *Spirit of the Laws*, and who was influenced by it?
- 11.) What does the author emphasize as Hume's major contribution?
- 12.) What were Adam Smith's two major works and ideas?
- 13.) How does the Declaration of Independence build on the ideas of John Locke?
- 14.) How did Kant define Enlightenment, and what does "Sapere aude" mean?
- 15.) What does the author conclude about whether our age is an enlightened one? To what extent do you agree with the author?