

Young people tracing the Industrial Revolution

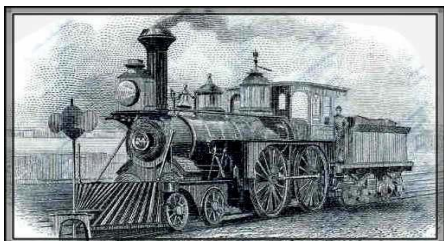
***The Ancien Régime and the
Enlightenment***

COMENIUS PROJECT 2010-2012

***INS ESCOLA INDUSTRIAL I D'ARTS I OFICIS DE
SABADELL.***

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Patricia Martínez Morales
Salvador Orquín Feliu

**TEACHER'S
BOOK**



Our first year Project has just finished and this Clil unit is the outcome of it. It relies on the subsidy received by the European Lifelong Learning Programme, whose aim is to support projects and activities that foster interchange, cooperation and mobility between education and training systems within the EU.

Our project, *Young people tracing the Industrial Revolution*, deals with the idea of studying and comparing the Industrial Revolution period in both countries, Germany and Spain, and specifically, in both cities, Kehl and Sabadell.

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PLANNING TEMPLATE

UNIT TITLE: 18th century society and culture in Europe.

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CLASS/AGE: 3rd ESO.

SUBJECT, LANGUAGE and/or TEACHERS INVOLVED: English. Maria, Patricia & Salvador.

NUMBER OF LESSONS: 8

COE LEVEL: A1 ~ A2

INTRODUCTION TO THE UNIT

This Teaching Unit is in line with the scope of our project *Young people tracing the Industrial Revolution*, so it discusses the 18th century society and culture in Europe.

OBJECTIVES / GOALS

- To value language and communication as a way to understand different cultures as well as their own, so students would be able to be integrated in a plural society.
- To understand oral and written texts in different contexts within academic, social and cultural activities.
- To be competent in foreign languages as a tool for learning different contents.
- To maintain a receptive attitude and be self-confident in language-learning ability.
- To understand instructions, questions and messages produced in class related to the usual activities which happen in class.

DOMAIN or TOPIC RELATED CONTENTS. MAIN TARGET KNOWLEDGE

Brief knowledge of:

- 18th century timeline.
- Daily life in the 18th century.
- Main inventions in the 18th century.
- The Age of Absolutism.

CONTENT OBLIGATORY/ CONTENT COMPATIBLE LANGUAGE

DISCOURSE GENRE (TEXT TYPE)

- Explanation of the concept 'Estates of the Realm'.
- Definition of selected words related to society.
- Description of a video.
- Research project on inventions.

TERMINOLOGY

DOMAIN or TOPIC SPECIFIC

Encyclopédie, James Watt, aristocracy, bourgeoisie, burgher, clergy, commoner, monarch, peasant, royalty, society, working people, piano, steam engine, mercury thermometer, flying shuttle, flush toilet, submarine, power loom, cotton gin, Franklin stove, absolutism, reign, ruler.

GENERAL ACADEMIC

I agree with, I don't agree with, I would do, I would not do, I get along with, therefore, however.

SOCIAL & CULTURAL VALUES and PERSONAL & EMOTIONAL DEVELOPMENT

SOCIAL & CULTURAL VALUES: foreign culture consciousness and respect, learn how to collaborate in groups, respect for classmates with different learning abilities, past traditions (18th century) awareness.

PERSONAL & EMOTIONAL DEVELOPMENT: gaining self-confidence when speaking English.

SUMMATIVE ASSESSMENT

TASK: Everything produced by students is assessed. Examples:

- Power Point presentation about inventions.
- Listening comprehension about inventions.
- Written report on absolutism.
- Pre-assessment test.
- Post-assessment test.

MATERIALS & RESOURCES

MATERIALS: Dossier with learner's materials: videos, powerpoint, worksheets, tests, websites addresses.

RESOURCES: computer, projector, internet access, assistant teacher.

CREDITS

Thanks to the subsidy received by the **European Lifelong Learning Programme**, whose aim is to support projects and activities that foster interchange, cooperation and mobility between education and training systems within the EU.

COMMENTS

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THE PROCESS

LESSON BY LESSON PLANNING OUTLINE

ACTIVITIES AND STEPS TO FOLLOW

SESSION 1: INTRODUCTION TO THE 18TH CENTURY CULTURE AND SOCIETY.

1. Guessing the topic and information about it.
2. Pre-assessment test.

SESSION 2: TIMELINE. THE 18TH CENTURY (I).

1. What a timeline is.
2. Research work: facts and years.

SESSION 3: TIMELINE. THE 18TH CENTURY (II).

1. Revise previous work.
2. Match facts and years in the timeline.

SESSION 4: DAILY LIFE IN THE 18TH CENTURY.

1. Word search.
2. Reading comprehension: Estates of the Realm.
3. Match definitions and words.

APPROXIMATE TIMING and

TYPE OF INTERACTION

SESSION 1: INTRODUCTION TO THE 18TH CENTURY CULTURE AND SOCIETY.

1. T – Class. 15'
2. Ss. 45'

SESSION 2: TIMELINE. THE 18TH CENTURY (I).

1. T – Class. 15'
2. Ss. 45'

SESSION 3: TIMELINE. THE 18TH CENTURY (II).

1. T – Class. 15'
2. Ss. 45'

SESSION 4: DAILY LIFE IN THE 18TH CENTURY.

1. Ss. 15'
2. T – Class 20'
3. Ss. 20'

LESSON BY LESSON PLANNING OUTLINE

ACTIVITIES AND STEPS TO FOLLOW

SESSION 5: *INVENTIONS (I).*

1. Power Point presentation about *inventions*.
2. Video about important inventions.

SESSION 6: *INVENTIONS (II).*

1. Research work.

SESSION 7: *THE AGE OF ABSOLUTISM.*

1. Power Point presentations.
2. Definition, characteristics and famous rulers.

SESSION 8: *FINAL SESSION.*

1. Post-assessment test.
2. Final reflexions.

APPROXIMATE TIMING and

TYPE OF INTERACTION

SESSION 5: *INVENTIONS (I).*

- | | |
|--------|-----|
| 1. T | 25' |
| 2. Ss. | 25' |

SESSION 6: *INVENTIONS (II).*

- | | |
|--------|-----|
| 1. Ss. | 50' |
|--------|-----|

SESSION 7: *THE AGE OF ABSOLUTISM.*

- | | |
|---------------|-----|
| 1. T – Class. | 20' |
| 2. Ss. | 35' |

SESSION 8: *FINAL SESSION.*

- | | |
|--------------|-----|
| 1. Ss. | 45' |
| 2. T – Class | 15' |

KEY COMPETENCES

1. *Communication in the mother tongue.*

Although the language used in the implementation of this unit is English, whenever students have problems to communicate in this language they can use their mother tongue.

2. *Communication in foreign languages.*

Throughout this unit, students learn to communicate orally in English. The unit also enhances the competences of listening, writing and reading in English. Students also learn how to interact in English.

3. *Digital competences.*

Throughout this unit, students learn how to deal with information, how to find it and transmit it using different ICTs. They get used to dealing with Computer-mediated communication and Computer-supported collaborative learning is enhanced.

4. *Learning to learn.*

In this unit, students are given different resources to discover information about some topics of the unit. In most cases, they do not receive the information directly from the teacher, so they must find it and select it. This is a chance for them to learn how to learn.

5. *Social and civil competences.*

With group work and pair work, they learn how to work and live in society. They also learn how to interact and be respectful with other people. Throughout the implementation of this unit, students must also be responsible for their duties.




6. *Sense of initiative and entrepreneurship.*









As students mostly work in pairs or groups, they are given the responsibility to share tasks and cooperate and collaborate in order to complete collective projects. This unit also gives them the chance to be creative in many projects and the opportunity to learn from self-criticism using self-assessment.

7. *Cultural awareness and expression.*

This unit focuses on the eighteenth century culture and society. Every single task makes the student culturally aware and open-minded to other cultures and people.

SESSION-BY-SESSION OVERVIEW

SESSION	ACTIVITIES	TIMING	INTERACTION	SKILLS	ICT	ASSESSED
1 <i>Introduction to the 18th century culture and society</i>	Guessing the topic	15'	T-Class		✓	
	Pre-assessment test	45'	Ss		✓	✓
2 <i>Timeline. The 18th century (I)</i>	What a timeline is	15'	T-Class			
	Research work: facts and years	45'	Ss		✓	✓
3 <i>Timeline. The 18th century (II)</i>	Revision: previous work	15'	T-Class			
	Match facts and years in the timeline	45'	Ss		✓	✓
4 <i>Daily life in the 18th century</i>	Word search	15'	Ss			✓
	Reading comprehension: Estates of the Realm	20'	T-Class	 		
	Match definitions and words	20'	Ss			✓

5 Inventions (I)	Power Point presentation	25'	T		✓	
	Video about important inventions	25'	Ss		✓	✓
6 Inventions (II)	Research work	50'	Ss	 	✓	✓
7 The Age of Absolutism	Power Point presentations	20'	T-Class		✓	
	Definition, characteristics and famous rulers	35'	Ss	  	✓	✓

SYMBOLS LEGEND



READING ACTIVITY



WRITING ACTIVITY



WORKING WITH COMPUTERS



POWER POINT PRESENTATION



VIDEO

OTHER SYMBOLS RELATED TO THE TOPIC



- ◆ Individual work
- ◆ ◆ Pair work
- ◆ ◆ ◆ Group work

SESSION 1

INTRODUCTION TO THE 18TH CENTURY CULTURE AND SOCIETY

Session number and name: 1 Pre-assessment

Group: 3ESOComenius

Missing pupils:

Date:

Resources: computer, projector

Materials: Pre-assessment test worksheets; Who were these people.ppt

Assessment: active participation in class. Task completion

Activities

Warming-up: ask do you know anything about the 18th century?

Do you know why the 18th century was important for the Industrial Revolution?

Let pupils speak up their opinions and ideas.

Activity 1 Match the words to their definitions

Materials: Pre-assessment test worksheet

Grouping: individual work

Timing: 15'

Interaction: -

Activity development:

Tell students that they are going to work on the Industrial Revolution during the project. Tell them they are going to start with the 18th century antecedents. Comment on the

objectives of the unit.

Explain them how it will be assessed.

Give each student a Pre-assessment test worksheet in order to see their knowledge about basic data about the 18th century.

Activity 2 Find the names

Materials: Pre-assessment test worksheet

Grouping: pair work

Timing: 5'

Interaction: student-student /student-teacher

Activity development:

Ask pair students to get eight names of 18th century important people in the chart. Ask pairs to speak up the names.

Activity 3 Who were these people?

Materials: Who were these people.ppt

Grouping: individual work

Timing: 10'

Interaction: -

Activity development:

Tell students they are going to see pictures of famous people as well as some information about them. Tell them all names are those ones on activity 2.

Tell them that a student each time is going to read the information on the slide.

Ask them to write the name of these people in exercise B in the Pre-assessment test worksheets.

PRE-ASSESSMENT TEST

A.-Match the words to their definitions:

-Absolutism	-Encyclopedia	-Ancien Régime	-Steam engine
-Trade	-Peasant	- Enlightenment	-Liberalism
-Estates of the realm		-Enlightened despotism	

..... Name used to describe the political and social system in France during period of about 100 years before the Revolution of 1789. The system consisted of a set of governmental institutions and a set of social institutions that were closely related.

..... An agricultural worker who generally owns or rents only a small plot of ground.

..... A term used to describe a form of monarchical power that is unrestrained by any other institutions, such as churches, legislatures, or social elites.

..... A term used to describe the actions of absolute rulers who were influenced by the Enlightenment (eighteenth and early nineteenth century Europe).

..... It is a heat engine that performs mechanical work using steam as its working fluid.

..... The era in Western philosophy and intellectual, scientific, and cultural life, centered upon the 18th century, in which reason was advocated as the primary source for legitimacy and authority.

..... The business of buying and selling items. It's also called commerce.

..... The broad divisions of a hierarchically conceived society, usually distinguishing nobility, clergy and commoners recognized in the Middle Ages and in Early Modern Europe.

..... The belief in the importance of individual liberty and equality.

..... The first compendium to realize in a modern form a comprehensive scope of topics, discussed in depth and organized in an accessible, systematic method.

B.- Who were these people?

See the people you are shown and decide who they were according to the names in the chart.



Image 1:

Image 2:

Image 3:

Image 4:

Image 5:

Image 6:

Image 7:

Image 8:

PRE-ASSESSMENT TEST (ANSWER KEY)

A.-Match the words to their definitions:

-Absolutism	-Encyclopedia	-Ancien Régime	-Steam engine
-Trade	-Peasant	- Enlightenment	-Liberalism
-Estates of the realm		-Enlightened despotism	

ANCIEN RÉGIME Name used to describe the political and social system in France during period of about 100 years before the Revolution of 1789. The system consisted of a set of governmental institutions and a set of social institutions that were closely related.

PEASANT An agricultural worker who generally owns or rents only a small plot of ground.

ABSOLUTISM A term used to describe a form of monarchical power that is unrestrained by any other institutions, such as churches, legislatures, or social elites.

ENLIGHTENED DESPOTISM A term used to describe the actions of absolute rulers who were influenced by the Enlightenment (eighteenth and early nineteenth century Europe).

STEAM ENGINE It is a heat engine that performs mechanical work using steam as its working fluid.

ENLIGHTENMENT The era in Western philosophy and intellectual, scientific, and cultural life, centered upon the 18th century, in which reason was advocated as the primary source for legitimacy and authority.

TRADE The business of buying and selling items. It's also called commerce.

ESTATES OF THE REALM The broad divisions of a hierarchically conceived society, usually distinguishing nobility, clergy and commoners recognized in the Middle Ages and in Early Modern Europe.

LIBERALISM The belief in the importance of individual liberty and equality.

ENCYCLOPÉDIE The first compendium to realize in a modern form a comprehensive scope of topics, discussed in depth and organized in an accessible, systematic method.

B.- Who were these people?

See the people you are shown and decide who they were according to the names in the chart.



Image 1: JEAN JACQUES ROUSSEAU

Image 2: LOUIS XIV OF FRANCE

Image 3: MONTESQUIEU

Image 4: DENIS DIDEROT AND JEAN LE RAND

D'ALEMBERT

Image 5: ISAAC NEWTON

Image 6: CHARLES III OF SPAIN

Image 7: VOLTAIRE

Image 8: JAMES WATT

SESSION 2 – 3

TIMELINE: THE 18TH CENTURY (I) & (II)

Session number and name: 2 Timeline: the 18th century I

Group: 3ESO Comenius

Missing pupils:

Date:

Resources: computers with internet connection, projector

Materials: worksheet

Assessment: hard work in class. Task completion. Participation

Activities

Warming-up: ask pupils whether they know what a timeline is or not.

Elicit from pupils what things are included in a timeline.

Timing: 5'

Activity 1 Match facts and years

Materials: Facts and years worksheet

Grouping: Pair work

Timing: 40'

Interaction: student/student

Activity development:

After handing in the worksheet, tell pupils they have to surf on the given websites to know the year or years when the facts happened. The facts which occurred in Catalonia and Spain are easier to get on the Wikipedia website. They should write down the year or years next to each fact.

Activity 2 What type of facts have you found?

Materials: Facts and years worksheet

Grouping: Individual

Timing: 10'

Interaction: teacher/student

Activity development:

10 minutes before finishing the lesson, ask pupils to think about the different types of facts they've found: political, economic, social, cultural...

Ask some volunteers to say their results.

Session number and name: 3 Timeline: the 18th century II

Group: 3ESO Comenius

Missing pupils:

Date:

Resources: computers with internet connection, projector

Materials: worksheets

Assessment: hard work in class. Task completion. Participation

Activities

Warming-up: ask pupils about the work they did in our last lesson.

Elicit possible doubts or/and worries about the task completion.

Timing: 5'

Activity 1 Match facts and years

Materials: Facts and years worksheet

Grouping: Pair work

Timing: 25'

Interaction: student/student - teacher/student

Activity development:

After handing in the facts and years worksheet again, tell them they have to finish it on time. They should write down the missing year or years next to each fact. After that, check answers.

Activity 2 Fill in the timeline

Materials: Timeline worksheet

Grouping: Individual

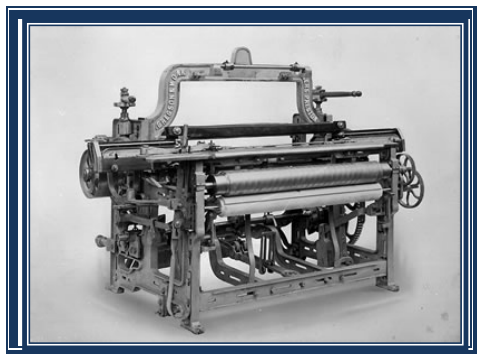
Timing: 20'

Interaction: -

Activity development:

Each student fills in the timeline in the worksheet. He/she must do it carefully as it is going to be considered as a task result.

Timeline: the 18th Century



Write the facts and years on the 18th century timeline. To do this activity you should use the following websites:

Macro history: <http://www.fsmitha.com/time/ce18.htm>

Wikipedia in English: http://en.wikipedia.org/wiki/Main_Page

1. Declaration of Rights of Man and Citizen.
2. The Encyclopédie published.
3. Kay's flying shuttle.
4. Catalan 'Nova Planta' decree.
5. Napoleon's coup d'état.
6. War of Spanish Succession.
7. First Economic Society of Friends of the Country in Spain.
8. James Watt creates a condenser for steam engines.
9. Cartwright's power loom.
10. Montesquieu's The Spirit of Laws
11. An average of 60.000 slaves exported from Africa per year.
12. Charles III becomes king of Spain.
13. Spanish ports allowed to trade with America.
14. United States Declaration of Independence.
15. Treaty of Utrecht.
16. Watt's steam engine.

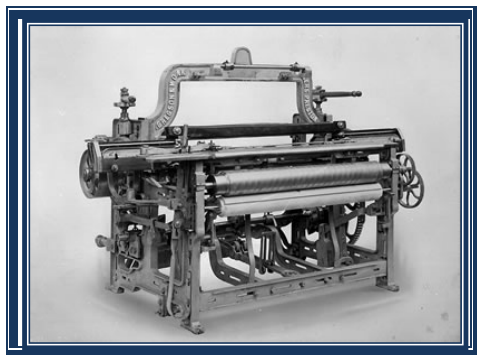
1716 1713 1751 1799 1733

1785 (1707-1716) 1776 1789

1750 1763 1759 1765 1748

1778 1769

Timeline: the 18th century (answer key)



First Economic Society of Friends of the Country in Spain

War of Spanish Succession

Montesquieu's The Spirit of Laws

James Watt creates a condenser for steam engines

Kay's flying shuttle

Charles III becomes king of Spain

Cartwright's power loom Napoleon's coup d'état

1707-1716	1733	1748	1750	1759	1763	1765	1785	1789	1799
1713 1716			1751		1769	1776 1778			

Treaty of Utrecht

The Encyclopédie published

United States Declaration of Independence

Catalan 'Nova planta' decree

Watt's steam engine

Declaration of Rights of Man and Citizen

An average of 60.000 slaves exported from Africa per year

Spanish ports allowed to trade with America

Write the facts and years on the 18th century timeline. To do this activity you should use the following websites: (ANSWERS)

Macro history: <http://www.fsmitha.com/time/ce18.htm>

Wikipedia in English: http://en.wikipedia.org/wiki/Main_Page

- | | |
|--|--------------------------------------|
| 15. Declaration of Rights of Man and Citizen. 1789 | 15. Treaty of Utrecht. 1713 |
| 16. The Encyclopédie published. 1751 | 16. Watt's steam engine. 1769 |
| 17. Kay's flying shuttle. 1733 | |
| 18. Catalan 'Nova Planta' decree. 1716 | |
| 19. Napoleon's coup d'état. 1799 | |
| 20. War of Spanish Succession. 1707-1716 | |
| 21. First Economic Society of Friends of the Country in Spain. 1763 | |
| 22. James Watt creates a condenser for steam engines. 1765 | |
| 23. Cartwright's power loom. 1785 | |
| 24. Montesquieu's The Spirit of Laws. 1748 | |
| 25. An average of 60.000 slaves exported from Africa per year. 1750 | |
| 26. Charles III becomes king of Spain. 1759 | |
| 27. Spanish ports allowed to trade with America. 1778 | |
| 28. United States Declaration of Independence. 1776 | |

1716 1713 1751 1799 1733

1785 (1707-1716) 1776 1789

1750 1763 1759 1765 1748

1778 1769

SESSION 4

DAILY LIFE IN THE 18TH CENTURY

Session number and name: 4 Daily life in the 18th century

Group: 3ESO Comenius

Missing pupils:

Date:

Resources: computers with internet connection, projector

Materials: worksheets

Assessment: hard work in class. Task completion. Participation

Activities

Warming-up: Students start working with a word search with words related to the different divisions in the 18th century society.

Timing: 10'

Activity 1 Reading comprehension

Materials: *Estates of the realm* reading text.

Grouping: Whole class

Timing: 20'

Interaction: teacher /student

Activity development:

Students read the whole text, paying special attention to the underlined words. These words are related to the different divisions of society in the 18th century. Students make sure they understand all the words.

Activity 2 Match words with definitions

Materials: *Estates of the realm* text + definitions

Grouping: Pair work

Timing: 20'

Interaction: Student/student

Activity development:

Using two websites (www.merriam-webster.com; www.thefreedictionary.com), students try to match the definitions with the underlined words in the text.

Activity 3

Materials: Definitions and text

Grouping: Whole class

Timing: 10'

Interaction: Student-Teacher-Student

Activity development:

Activity correction.

DAILY LIFE IN THE 18TH CENTURY



ACTIVITY 1. WARM-UP. *Wordsearch*

Society in the 18th century

O	X	E	H	A	J	K	J	Y	J	Z	O	O	E	X
K	L	E	V	U	K	U	G	H	U	B	Q	L	Y	X
C	R	O	F	N	H	X	H	P	A	L	P	C	T	W
O	C	C	O	M	M	O	N	E	R	O	A	F	E	V
C	G	P	J	S	G	M	K	H	E	R	F	F	B	Z
R	O	Y	A	L	T	Y	C	P	C	L	U	U	O	V
T	T	V	W	Y	V	R	G	O	H	P	D	E	U	E
E	H	S	Y	L	A	N	T	P	H	X	C	H	R	U
R	H	N	A	N	I	S	E	X	C	E	F	E	G	A
W	A	O	O	K	I	A	C	M	L	J	H	O	E	C
J	W	M	R	R	S	V	K	O	E	G	T	R	O	U
V	G	O	A	A	G	Q	X	P	R	H	A	J	I	Z
Y	W	X	N	R	D	Y	U	U	G	S	M	I	S	A
Q	O	T	D	B	H	B	B	D	Y	X	N	H	I	Z
T	K	L	Y	T	E	I	C	O	S	B	U	Y	E	H

ARISTOCRACY
BOURGEOISIE
BURGHER
CLERGY

COMMONER
MONARCH
NOBILITY

PEASANT
ROYALTY
SOCIETY
WORKING PEOPLE

www.puzzlemaker.com



ACTIVITY 2



Read the following text regarding the society of the 18th century and then match the underlined words with the definitions below.

Use the following websites: <http://www.merriam-webster.com/>

<http://www.thefreedictionary.com/>

Estates of the realm

The **Estates of the realm** were the broad divisions of society, usually distinguishing nobility, clergy, and commoners recognized in the Middle Ages and later in some parts of Europe. While various realms inverted the order of the first two, commoners were universally tertiary, and often further divided into burghers (also known as bourgeoisie) and peasants, and in some regions, there also was a population outside the estates. An estate was usually inherited and based on occupation, similar to a caste.

Legislative bodies or advisory bodies to a monarch were traditionally grouped along lines of these "estates", with the monarch above all three estates.

In France

France under the "Ancien Régime" (before the French Revolution) divided society into three estates: the **First Estate** (clergy); the **Second Estate** (nobility); and the **Third Estate** (commoners). The king was considered part of no estate.

The First Estate comprised the entire clergy, traditionally divided into "higher" and "lower" clergy.

The Second Estate was the French nobility and royalty, other than the monarch himself, who stood outside of the system of estates.

The Third Estate was the generality of people which were not part of the other estates.

It comprised all those who were not members of the aristocracy or the clergy, including peasants, working people and the bourgeoisie.

In Catalonia

The members of the parliament of Catalonia were organized in the Three Estates Catalan:

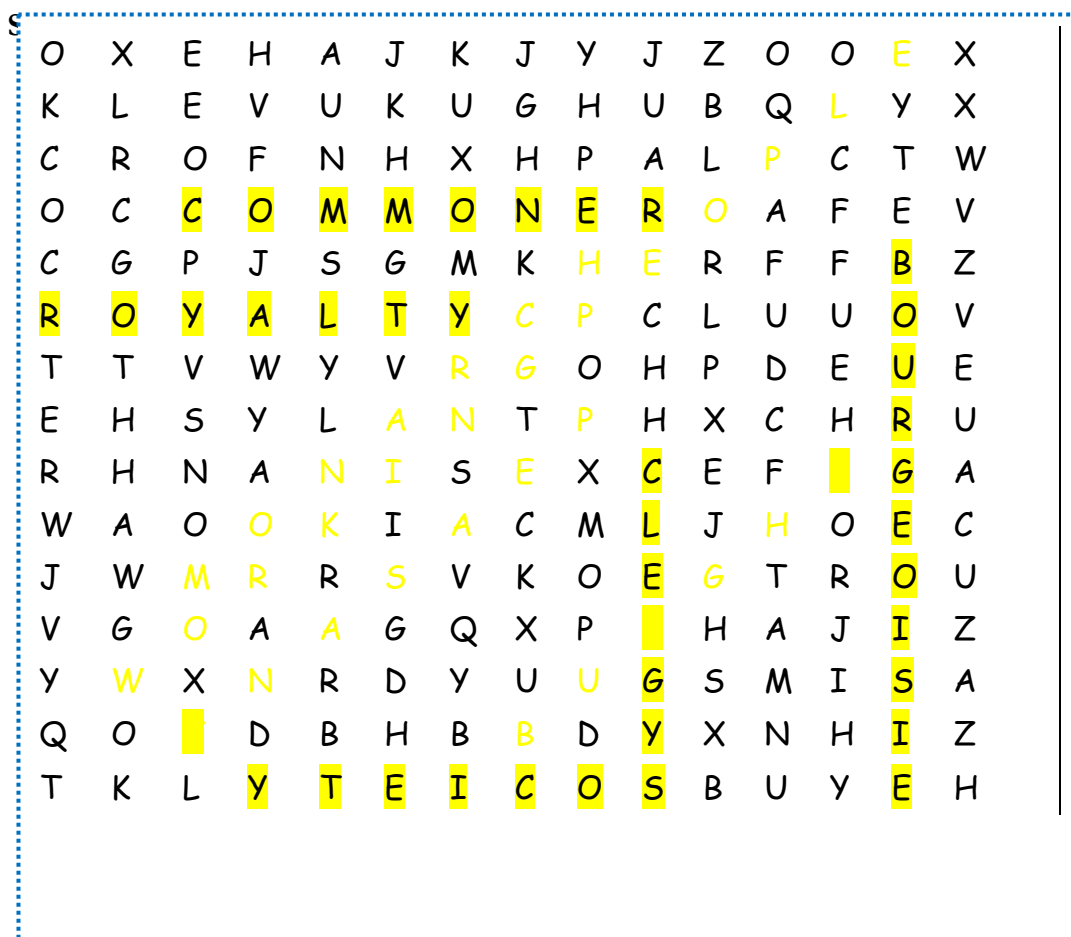
- the "military estate", with representatives of the feudal nobility
- the "ecclesiastical estate", with representatives of the religious hierarchy
- the "royal estate", with representatives of the free municipalities under royal privilege

- a.: a community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interests.
- b.: a member of a European class of persons tilling the soil as small landowners or as laborers; *also* : a member of a similar class elsewhere.
- c.: a person of royal Rank.
- d.: a group ordained to perform pastoral or sacerdotal functions in a Christian church. The official or sacerdotal class of a non-Christian religion .
- e.: a member of the middle class: a prosperous solid citizen.
- f.: a person who reigns over a kingdom or empire: as *a* : a sovereign ruler *b* : a constitutional king or queen.
- g.: a governing body or upper class usually made up of a hereditary nobility.
- h.: a social order dominated by bourgeois.
- i. : the body of persons forming the noble class in a country or state.
- j.: one who is not of noble rank.

DAILY LIFE IN THE 18TH CENTURY (ANSWER KEY)



ACTIVITY 1. WARM-UP. *Wordsearch*



ARISTOCRACY
BOURGEOISIE
PEASANT

BURGER
CLERGY
ROYALTY

COMMONER
MONARCH
SOCIETY

WORKING PEOPLE

www.puzzlemaker.com



ACTIVITY 2



Read the following text regarding the society of the 18th century and then match the underlined words with the definitions below.

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The First Estate comprised the entire clergy, traditionally divided into "higher" and "lower" clergy.

The Second Estate was the French nobility and royalty, other than the monarch himself, who stood outside of the system of estates.

The Third Estate was the generality of people which were not part of the other estates.

It comprised all those who were not members of the aristocracy or the clergy, including peasants, working people and the bourgeoisie.

In Catalonia

The members of the parliament of Catalonia were organized in the Three Estates Catalan:

- the "military estate", with representatives of the feudal nobility
- the "ecclesiastical estate", with representatives of the religious hierarchy
- the "royal estate", with representatives of the free municipalities under royal privilege

- a.**SOCIETY**.....: a community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interests.
- b.**PEASANT**.....: a member of a European class of persons tilling the soil as small landowners or as laborers; *also* : a member of a similar class elsewhere.
- c.**ROYALTY**.....: a person of royal Rank.
- d.**CLERGY**.....: a group ordained to perform pastoral or sacerdotal functions in a Christian church. The official or sacerdotal class of a non-Christian religion .
- e.**BURGHER**.....: a member of the middle class: a prosperous solid citizen.
- f.**MONARCH**: person who reigns over a kingdom or empire: as *a* : a sovereign ruler *b* : a constitutional king or queen.
- g.**ARISTOCRACY**.....: a governing body or upper class usually made up of a hereditary nobility.
- h.**BOURGEOISIE**.....: a social order dominated by bourgeois.
- i.**NOBILITY**.: : the body of persons forming the noble class in a country or state.
- j.**COMMONER**..: one who is not of noble rank.

SESSION 5 – 6

INVENTIONS (I) & (II)

Session number and name: 5 18th century inventions (I)

Group: 3ESO Comenius

Missing pupils:

Date:

Resources: computers with internet connection, projector

Materials: worksheets

Assessment: hard work in class. Task completion. Participation

Activities

Warming-up: Students start revising what they learnt in the last session: the different divisions of the 18th century society.

Timing: 10'

Activity 1 Power Point presentation

Materials: *Power Point presentation. Worksheet*

Grouping: Whole class

Timing: 25'

Interaction: teacher / student

Activity development:

Students pay attention to the power point presentation. They have to match the nine images (all related to different inventions) to numbers 1-9. Then, in pairs and using the net, they have to look for the inventor of each invention.

Activity 2 Watching a video

Materials: *Video + worksheet*

Grouping: Individual work

Timing: 25'

Interaction: Student/teacher

Activity development:

Students are going to watch a video about an American teacher talking about the importance of some of the 18th century inventions. First, they watch the video trying to understand it as a whole; then, we will listen twice and they will try to complete the transcript with the words in the box.

Session number and name: 6 18th century inventions (II)

Group: 3ESO Comenius

Missing pupils:

Date:

Resources: computers with internet connection, projector

Materials: worksheets

Assessment: hard work in class. Task completion. Participation

Activities

Warming-up: Students start revising what they learnt in the last session: inventions of the 18th century

Timing: 10'

Activity 1 Research

Materials: *Internet + worksheet*

Grouping: Pair work

Timing: 50'

Interaction: teacher / student

Activity development:

Research and find out information about all the inventions seen in the previous activity.

18th century inventions

It may be surprising how many important objects were created in the 18th century. Next time you use your indoor toilet or turn on your light, be thankful for an inventor who was creative in the 18th century when advanced technology was sought by many countries.

While some of the inventions of the 18th century may seem more important than the others, each invention has made a timeless impact on our [society](#) today.



A. What is this and who invented it?



● Image 1:

● Image 2:

● Image 3:

● Image 4:

● Image 5:

● Image 6:

● Image 7:

● Image 8:

● Image 9:

Piano
engine

mercury thermometer
flush toilet

submarine
Franklin stove

flying shuttle
power loom

steam
cotton gin

Bartolomeo Cristofori

Alexander Cummings

Gabriel Fahrenheit

David Bushnell

Eli Whitney

John Kay

Benjamin Franklin

James Watt

Edmund Cartwright



B. Let's research.



Research and find out information about all the inventions seen in the previous activity.
Try to answer the following questions:

- Who invented it? Where is he/she from?
- When was it invented?
- Why was it important?
- Was this invention important in the 18th century?



C. About inventions of the 18th century.

There were many inventions in the 18th century that were critical to the development of the United States, and these inventions included the cotton gin, the Franklin stove and the steam engine. Find out why Eli Whitney's cotton gin was so important to plantation owners with help from an American history teacher in this free video on the 18th century.

http://www.ehow.com/video_4908396_inventions-18th-century.html

Here you are the video transcript. After having listened to it twice, try to complete it with the words below.

"We're coming now to the eighteenth century and there were a lot of (1)..... at that particular time, things that become critically important to the development of the United States. Probably the most important would be the (2) by Eli Whitney. This allowed the great plantation owners to actually pick out the little pieces of the (3)..... and they were just absolutely difficult to do. So they would (4)..... the (5)..... and get out the dark seeds to make the cotton more (6) And this was a thing at that time usually done by (7)..... So it was a key invention to developing the South and the cotton, the development of cotton and the (8)..... Then we have Benjamin Franklin who we know was constantly inventing, and one of his great inventions was the (9)..... Houses were terribly (10)..... and cold especially those with the stone base. And he devised a metal stove that would (11)..... an entire room. And it was forged and made out of (12)..... and it had a place on the inside where you could open the door and go and put in more (13)..... But he takes full credit for that particular invention and he did have one in his house and in the kitchen. So the Franklin stove, which by the way is still, there are still Franklin stoves used today in housing. It's environmentally pure they say, and they stick out in to your room. We have several friends that have a Franklin stove. So that's an interesting side point. Then we have James Watt. And James Watt invented the (14) Now there is a very vital invention and this one that revolutionized the cotton looming weaving industry, that's going to go, it's going to really burst in to making the New England colonies, especially those with water power, in to areas where the (15)..... and (16)..... is going to rear its ugly head. They're going to be able to (17) and the young children would be paid maybe a penny a day and they would run the large looms and oftentimes, their hair was long and pulled back and oftentimes they would get their hair entangled in the loom and they would be killed because their hair literally was scalped off. So the steam engine did a lot of positive things but it also did set up the beginning of child labor. Now there's lots of inventions that came around at that time."

Loom	heat	chilly	logs	seed	pure	
	invention	slaves	exportation	steam engine		looming
	Franklin stove		child labour	iron	gin	
	cotton gin	cotton				

18th century inventions (Answer key)

It may be surprising how many important objects were created in the 18th century. Next time you use your indoor toilet or turn on your light, be thankful for an inventor who was creative in the 18th century when advanced technology was sought by many countries.

While some of the inventions of the 18th century may seem more important than the others, each invention has made a timeless impact on our [society](#) today.



A. What is this and who invented it?



- Image 1: The Cotton Gin – Eli Whitney
- Image 2: Piano – Bartolomeo Cristofori
- Image 3: Mercury thermometer – Gabriel Fahrenheit
- Image 4: Flying shuttle – John Kay
- Image 5: Steam engine – James Watt
- Image 6: Franklin Stove – Benjamin Franklin
- Image 7: Flush toilet – Alexander Cummings
- Image 8: Submarine – David Bushnell
- Image 9: Power loom – Edmund Cartwright

Piano	mercury thermometer	flying shuttle	steam
engine	flush toilet	power loom	cotton gin
	submarine		
	Franklin stove		

Bartolomeo Cristofori	Gabriel Fahrenheit	John Kay	James Watt
Alexander Cummings	David Bushnell	Edmund Cartwright	
	Eli Whitney	Benjamin Franklin	



B. Let's research.



Research and find out information about all the inventions seen in the previous activity.
Try to answer the following questions:

- Who invented it? Where is he/she from?
- When was it invented?
- Why was it important?
- Was this invention important in the 18th century?



C. About inventions of the 18th century.

There were many inventions in the 18th century that were critical to the development of the United States, and these inventions included the cotton gin, the Franklin stove and the steam engine. Find out why Eli Whitney's cotton gin was so important to plantation owners with help from an American history teacher in this free video on the 18th century.

http://www.ehow.com/video_4908396_inventions-18th-century.html

Here you are the video transcript. After having listened to it twice, try to complete it with the words below.

"We're coming now to the eighteenth century and there were a lot of (1).....INVENTION..... at that particular time, things that become critically important to the development of the United States. Probably the most important would be the (2) ...COTTON GIN..... by Eli Whitney. This allowed the great plantation owners to actually pick out the little pieces of the (3)...SEED..... and they were just absolutely difficult to do. So they would (4)...GIN.... the (5)...COTTON..... and get out the dark seeds to make the cotton more (6) ...PURE..... And this was a thing at that time usually done by (7)...SLAVES.. So it was a key invention to developing the South and the cotton, the development of cotton and the (8)...EXPORTATION..... Then we have Benjamin Franklin who we know was constantly inventing, and one of his great inventions was the (9).....FRANKLIN STOVE... Houses were terribly (10)...CHILLY..... and cold especially those with the stone base. And he devised a metal stove that would (11)...HEAT..... an entire room. And it was forged and made out of (12)...IRON..... and it had a place on the inside where you could open the door and go and put in more (13)...LOGS..... But he takes full credit for that particular invention and he did have one in his house and in the kitchen. So the Franklin stove, which by the way is still, there are still Franklin stoves used today in housing. It's environmentally pure they say, and they stick out in to your room. We have several friends that have a Franklin stove. So that's an interesting side point. Then we have James Watt. And James Watt invented the (14) ...STEAM ENGINE..... Now there is a very vital invention and this one that revolutionized the cotton looming weaving industry, that's going to go, it's going to really burst in to making the New England colonies, especially those with water power, in to areas where the (15).....LOOMING... and (16)...CHILD LABOUR.. is going to rear its ugly head. They're going to be able to (17) ...LOOM... and the young children would be paid maybe a penny a day and they would run the large looms and oftentimes, their hair was long and pulled back and oftentimes they would get their hair entangled in the loom and they would be killed because their hair literally was scalped off. So the steam engine did a lot of positive things but it also did set up the beginning of child labor. Now there's lots of inventions that came around at that time."

Loom	heat	chilly	logs	seed	pure	
	invention	slaves	exportation	steam engine		looming
	Franklin stove		child labour	iron	gin	
	cotton gin	cotton				

SESSION 7

THE AGE OF ABSOLUTISM

Session number and name: 7. The Age of Absolutism.

Group: 3ESO Comenius

Missing pupils:

Date:

Resources: computers with internet connection, projector

Materials: worksheets

Assessment: hard work in class. Task completion. Participation

Activities

Warming-up: Teacher asks students if they know the meaning of the word 'absolutism'.

Timing: 10'

Activity 1 Power Point presentation

Materials: *Power Point presentation*

Grouping: Whole class

Timing: 20'

Interaction: teacher / student

Activity development:

Students watch and analyze a power point presentation about the age of Absolutism. Then, they have to complete the chart with the definition and the main characteristics.

Activity 2 Research word

Materials: The Age of Absolutism + Famous absolute rulers

Grouping: Pair work

Timing: 20'

Interaction: Student/student

Activity development:

Using the Internet, students have to look for the period and the characteristics of the reign of two rulers, Charles III of Spain and Louis XIV. Then, they have to complete the chart with another famous ruler.

THE AGE OF ABSOLUTISM

DEFINITION

CHARACTERISTICS




FAMOUS ABSOLUTE RULERS

PERIOD

CHARACTERISTICS OF HIS REIGN

 Charles III of Spain

 Louis XIV



THE AGE OF ABSOLUTISM (ANSWER KEY)

DEFINITION

- **Absolutism** can be defined as *a form of government in which a ruler has no limits on his authority*.
- The Age of Absolutism lasted from 1600-1789.

CHARACTERISTICS

- End of feudalism
- Consolidation of the power of the monarch
- Raise of nation-states
- Unification of legal code
- Decrease of influence of church
- Decrease of influence of nobles
- Raise of professional armies
- Growth of professional bureaucracy
- Growth of professional middle class

FAMOUS ABSOLUTE RULERS

PERIOD

CHARACTERISTICS OF HIS REIGN

✚ Charles III of Spain 1716-1788

- Charles III, king of Spain (1759–88) and king of Naples (as Charles VII, 1734–59), was one of the “enlightened despots” of the 18th century, who helped lead Spain to a brief cultural and economic revival.
- Characteristics of his reign;
 1. Defense of Catholicism. The Church was the most important thing for them.
 2. Hierarchical society

✚ Louis XIV 1643-1715

- ❖ Destroyed the power of the nobles with the middle class bureaucracy.
- ❖ Wars of expansion
- ❖ Louis' lavish lifestyle.

Louis constructed the largest and grandest palace in all of Europe, the **Palace of Versailles**.

- Versailles became the home to the French nobility, whom Louis brought in to be close to him....dependent upon him for favor and power.
- Versailles is a classic example of **Baroque** art and architecture.

SESSION 8

FINAL REFLEXIONS

Session number and name: 8 Post-assessment & final reflexions

Group: 3ESOComenius **Missing pupils:**

Date:

Resources: computer, projector

Materials: Post-assessment test worksheets; Who were these people.ppt

Assessment: active participation in class. Task completion

Activities

POST – ASSESSMENT TEST

Activity 1 Match the words to their definitions

Materials: Post-assessment test worksheet

Grouping: individual work

Timing: 15'

Interaction: -

Activity development:

Give each student a Post-assessment test worksheet in order to see their knowledge about basic data about the 18th century.

Activity 2 Find the names

Materials: Post-assessment test worksheet

Grouping: pair work

Timing: 5'

Interaction: student-student /student-teacher

Activity development:

Ask pair students to get eight names of 18th century important people in the chart. Ask pairs to speak up the names.

Activity 3 Who were these people?

Materials: Who were these people.ppt

Grouping: individual work

Timing: 10'

Interaction: -

Activity development:

Tell students they are going to see pictures of famous people as well as some information about them. Tell them all names are those ones on activity 2.

Tell them that a student each time is going to read the information on the slide.

Ask them to write the name of these people in exercise B in the Post-assessment test worksheets.

Activity 4 Final reflexions

Grouping: individual work

Timing: 10'

Interaction: -

Activity development:

Ask them to write what they have learnt throughout the unit. They can write words, sentences or they can draw pictures. They should write it in English.

POST-ASSESSMENT TEST

A.-Match the words to their definitions:

-Absolutism	-Encyclopedia	-Ancien Régime	-Steam engine
-Trade	-Peasant	- Enlightenment	-Liberalism
-Estates of the realm	-Enlightened despotism		

..... Name used to describe the political and social system in France during period of about 100 years before the Revolution of 1789. The system consisted of a set of governmental institutions and a set of social institutions that were closely related.

..... An agricultural worker who generally owns or rents only a small plot of ground.

..... A term used to describe a form of monarchical power that is unrestrained by any other institutions, such as churches, legislatures, or social elites.

..... A term used to describe the actions of absolute rulers who were influenced by the Enlightenment (eighteenth and early nineteenth century Europe).

..... It is a heat engine that performs mechanical work using steam as its working fluid.

..... The era in Western philosophy and intellectual, scientific, and cultural life, centered upon the 18th century, in which reason was advocated as the primary source for legitimacy and authority.

..... The business of buying and selling items. It's also called commerce.

..... The broad divisions of a hierarchically conceived society, usually distinguishing nobility, clergy and commoners recognized in the Middle Ages and in Early Modern Europe.

..... The belief in the importance of individual liberty and equality.

..... The first compendium to realize in a modern form a comprehensive scope of topics, discussed in depth and organized in an accessible, systematic method.

B.- Who were these people?

See the people you are shown and decide who they were according to the names in the chart.



Image 1:

Image 2:

Image 3:

Image 4:

Image 5:

Image 6:

Image 7:

Image 8:

POST-ASSESSMENT TEST (ANSWER KEY)

A.-Match the words to their definitions:

-Absolutism	-Encyclopedia	-Ancien Régime	-Steam engine
-Trade	-Peasant	- Enlightenment	-Liberalism
-Estates of the realm		-Enlightened despotism	

ANCIEN RÉGIME Name used to describe the political and social system in France during period of about 100 years before the Revolution of 1789. The system consisted of a set of governmental institutions and a set of social institutions that were closely related.

PEASANT An agricultural worker who generally owns or rents only a small plot of ground.

ABSOLUTISM A term used to describe a form of monarchical power that is unrestrained by any other institutions, such as churches, legislatures, or social elites.

ENLIGHTENED DESPOTISM A term used to describe the actions of absolute rulers who were influenced by the Enlightenment (eighteenth and early nineteenth century Europe).

STEAM ENGINE It is a heat engine that performs mechanical work using steam as its working fluid.

ENLIGHTENMENT The era in Western philosophy and intellectual, scientific, and cultural life, centered upon the 18th century, in which reason was advocated as the primary source for legitimacy and authority.

TRADE The business of buying and selling items. It's also called commerce.

ESTATES OF THE REALM The broad divisions of a hierarchically conceived society, usually distinguishing nobility, clergy and commoners recognized in the Middle Ages and in Early Modern Europe.

LIBERALISM The belief in the importance of individual liberty and equality.

ENCYCLOPÉDIE The first compendium to realize in a modern form a comprehensive scope of topics, discussed in depth and organized in an accessible, systematic method.

B.- Who were these people?

See the people you are shown and decide who they were according to the names in the chart.



Image 1: JEAN JACQUES ROUSSEAU

Image 2: LOUIS XIV OF FRANCE

Image 3: MONTESQUIEU

Image 4: DENIS DIDEROT AND JEAN LE RAND

D'ALEMBERT

Image 5: ISAAC NEWTON

Image 6: CHARLES III OF SPAIN

Image 7: VOLTAIRE

Image 8: JAMES WATT

ASSESSMENT CHART














SESSION	ACTIVITIES	TIMING	TOOL	CRITERIA
1. Introduction to the 18 th century culture and society	Pre-assessment test	45'	Rubric	Comprehension of general and specific information about the topic
2. Timeline: the 18 th century (I)	Research work	45'	Teacher observation	<ul style="list-style-type: none"> - General and specific comprehension of oral, written and audiovisual texts. - Production of written or audiovisual texts within a register appropriate to the reader. <p>Use of different kinds of reference materials, audiovisual documents and new technologies</p>
3. Timeline: the 18 th century (II)	Facts and years	45'	Rubric	<p>General and specific comprehension of oral, written and audiovisual texts.</p> <p>Production of written or audiovisual texts within a register appropriate to the reader.</p> <p>Interest in collaborating with group work</p>
4. Daily life in the 18 th century	Word search	15'	Rubric	Identification and use of common linguistic elements in a language
	Estates of the Realm	20'	Teacher observation	General and specific comprehension of oral, written and audiovisual texts.
	Definitions & words	20'	Rubric	<p>Production of written or audiovisual texts within a register appropriate to the reader.</p> <p>Interest in collaborating with group work</p>

5. Inventions (I)	Video: Inventions	25'	Rubric	General and specific comprehension of oral, written and audiovisual texts, of different types
6. Inventions (II)	Research work	50'	Teacher observation	General and specific comprehension of oral, written and audiovisual texts. Production of written or audiovisual texts within a register appropriate to the reader. Use of different kinds of reference materials, audiovisual documents and new technologies Interest in collaborating with group work
7. The Age of Absolutism	Definition, characteristics & famous rulers	35'	Rubric Teacher observation	General and specific comprehension of oral, written and audiovisual texts. Production of written or audiovisual texts within a register appropriate to the reader. Use of different kinds of reference materials, audiovisual documents and new technologies Use of ICT's to present information
8. Final reflexions	Post-assessment	45'	Rubric	Comprehension of general and specific information about the topic

ANNEXES


ANNEX 1. IMAGES REFERENCE

REFERENCE	IMAGE	SOURCE
<i>Image 1</i>		http://upload.wikimedia.org/wikipedia/commons/thumb/b/b7/Jean-Jacques_Rousseau_(painted_portrait).jpg/200px-Jean-Jacques_Rousseau_(painted_portrait).jpg
<i>Image 2</i>		http://3.bp.blogspot.com/_Y_VW1n5Z54A/S9gQu4o9TmI/AAAAAAAACRs/70R3z0NhZSM/s1600/LouisXIV.jpg
<i>Image 3</i>		http://upload.wikimedia.org/wikipedia/commons/7/7e/Montesquieu_1.jpg
<i>Image 4</i>		http://4.bp.blogspot.com/-DCOAo2FSjr4/TVferND63fI/AAAAAAAACI8/HaIqn_BzuiM/s200/dalembert%2B1717.bmp
<i>Image 5</i>		http://www.biografiasyvidas.com/biografia/d/fotos/diderot.jpg
<i>Image 6</i>		http://www.biografiasyvidas.com/biografia/n/fotos/newton.jpg
<i>Image 7</i>		http://upload.wikimedia.org/wikipedia/commons/archive/6/6f/20091210190708!Charles_III_of_Spain.jpg
<i>Image 8</i>		http://www.biografiasyvidas.com/biografia/v/fotos/voltaire.jpg
<i>Image 9</i>		http://2.bp.blogspot.com/_g0cqPbwJr0Q/R1QFPLc_osI/AAAAAAAAY/0kzm0pn0_zw/s1600-R/Watt_sm.jpg
<i>Image 10</i>		http://www.glogster.com/media/4/32/16/94/32169413.jpg

<i>Image 11</i>		http://www.freewebs.com/msgitp/loomfull.jpg
<i>Image 12</i>		http://www.glogster.com/media/5/26/71/92/26719242.jpg
<i>Image 13</i>		http://www.pianoworld.com/gallery/cristofori.jpg
<i>Image 14</i>		http://blogs.mccanntech.org/steinerchemistry/files/2010/09/mercury_thermometer.jpg
<i>Image 15</i>		http://1.bp.blogspot.com/-OnYLecCHeGo/TVnYth940JI/AAAAAAAAAU/sbXaoMb6IwQ/s1600/s-pinningshuttlekay.jpg
<i>Image 16</i>		http://www.champaignschools.org/central/business/johnson/3rdsp2010/cmason/SE.jpg
<i>Image 17</i>		http://public-domain.zorger.com/samantha-at-the-worlds-fair/cartoon-people-walking-up-ramp-into-giant-furnace-franklin-stove-hot-burn.png
<i>Image 18</i>		http://4.bp.blogspot.com/_mxVROcKNmCI/TKz650DqO0I/AAAAAAAGk/0vYodRqIDZw/s1600/82+Antique+Toilet.jpg
<i>Image 19</i>		http://www.robduarte.com/images/big_turtle_right.jpg
<i>Image 20</i>		http://www.freewebs.com/msgitp/loomfull.jpg
<i>Image 21</i>		http://upload.wikimedia.org/wikipedia/commons/archive/5/5c/20100118231348!Palace_of_Versailles.jpg
<i>Image 22</i>		http://www.visitingdc.com/images/versailles-palace-picture.jpg
<i>Image 23</i>		http://www.britannica.com/blogs/wp-content/uploads/2009/04/versailles2.jpg?a14544

<i>Image 24</i>		http://1.bp.blogspot.com/_rGF8JwBE5qA/S94Z99C1D4I/AAAAAAAAB7I/2q9sOZQN0nE/s1600/versailles.jpg
<i>Image 25</i>		http://travelblog.viator.com/wp-content/uploads/2010/05/versailles1.jpg
<i>Image 26</i>		http://www.marxist.com/images/stories/history/treaty_of_versailles_2.jpg
<i>Image 27</i>		http://www.wayfaring.info/wp-content/uploads/2007/04/palace-of-versailles-3.jpg
<i>Image 28</i>		http://www.bbc.co.uk/radioassets/photos/2007/6/4/21195_2.jpg
<i>Image 29</i>		http://www.smh.com.au/ffximage/2006/07/10/de_nom_wideweb__470x337,0.jpg

ANNEX 2. CREATIVE COMMONS LICENSE


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