Unit 5: Greek Philosophy

Content Area: **Social Studies**
Course(s): **Humanities**
Time Period: **Week 17**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, students will review many of the works of Plato, in addition to several works of Pre-Socratic philosophers and Aristotle, with an aim to understand the foundational questions and ideas of Western philosophy

Standards

CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
SOC.6.2.8.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
SOC.6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

Essential Questions

- What is the good life?
- What makes a person happy?
- How do we come to know things?
- What is the ideal form of government?
- What is love?
- What is literature?

Application of Knowledge: Students will know that...

- Aristotle mostly wrote about the natural world, including metaphysical properties underlying it
- Plato, a student of Socrates, often wrote his philosophical works in the form of a dramatic dialogue
- Plato's Republic discusses the form of the ideal state, but he also discusses his philosophy on how people come to know things (called "epistemology")
- Pre-Socratic philosophers focused on two subjects: the underlying structure of nature and the characteristics of a life well-lived
- Socrates was put to death through a democratic process for "corrupting the youth" and "atheism," and was later remembered for the Stoic manner in which he faced his death

Application of Skills: Students will be able to...

- Define philosophical terms like epistemology, metaphysics, and ethics
- Determine validity of a philosophical construct
- Evaluate arguments given by various characters in a dialogue
- Outline the philosophical arguments of Plato
- Rehearse a discussion using the Socratic method

Assessments

- Informal observations of class discussion
- Written reflections or rebuttals on arguments of Plato
- Presentations on the works of Plato
- Quiz over philosophical terms and Plato's ideas
- Information from this unit will be included on a locally developed, end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment

Suggested Activities

- Journal entries reflecting on excerpts from Pre-Socratic philosophers
- Perform Plato's *Apology* as a drama
- Round-robin reading of Plato's *Republic*
- Role-play different arguments made in Plato's *Symposium*

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Student choice, choice of easier/shorter Platonic dialogues
    - Oral assessment of learning about reading

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: epistemology, metaphysics, dialectic, philosophy

Differentiation to extend learning for gifted students may include:

- Student choice, choice of more difficult/longer Platonic dialogues
- Supplementary readings on Pre-Socratic philosophers, works of Aristotle

Integrated/Cross-Disciplinary Instruction

Social Studies: social science ideas, epistemology and anthropology

ELA: interpreting drama, analysis of tone, voice, and the unreliable narrator

Math/Science: history of ideas/natural philosophy,

Health: living a balanced life

Resources

Plato, *Apology* (character), *Republic* (civics), *Symposium* (love), *Cratylus* (epistemology), *Gorgias* (rhetoric), *Euthyphro* (piety). *Crito* (justice), *Phaedo* (immortality of the soul), *Meno* (belief vs. knowledge), *Timaeus* (natural philosophy)
Aristotle, *Poetics, Nicomachean Ethics*

http://plato.stanford.edu/entries/presocratics/#XenColHerEph

http://www.heraclitusfragments.com/Fragments.html

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.