

Theory of Knowledge

teacher Zoom link

Mr. Rigler's Zoom Classroom: <https://us02web.zoom.us/j/9960557668>

preferred contact method

Students and parents/guardians should email me at isaac@silveroakmontessori.org if they have any questions or concerns. I will respond at my soonest possible availability during normal school hours.

essential understanding

Students will examine the essential questions of existence through a survey of Western and Eastern philosophical traditions with a thematic focus on exploring answers to the questions: “*What is reality?*”, “*What is the self?*”, “*Do we have free will?*”, and “*What does it mean to live a good life?*”



overview

This first semester of this course will explore the essential questions of human existence through the study of diverse philosophical traditions and themes. This course serves to expand students' knowledge of how questions we all ponder at some time, such as “what is the true nature of reality?” and “what is the meaning of life?”, have been explored historically and how these questions continue to be explored today. Major topics explored in this course include *epistemology*, *metaphysics*, *theology*, *free will*, *ethics*, and *aesthetics*. Students will be challenged to develop skills in cognitive and creative exploration as well as critical and logical thinking. Embracing multiple perspectives, students will engage in dialogue, observation, and academic research.

Guiding Question 1: What is philosophy?

lessons

- _____ Defining Philosophy
- _____ The Foundations of Philosophy
- _____ Reason & Epistemology

group work

Due Date: Sept. 28th/29th

Minutes for Completion: ~120

_____ **Logical Fallacies** - In groups students will choose one logical fallacy from the list below, which they will present to the class in a 4-6 minute presentation. Each group must pick a different logical fallacy. Groups will use any accessible digital medium (Google Slides, Prezi, Padlet, etc...) to present their logical fallacy. Groups must also incorporate into their presentation an example of the logical fallacy through *an artistic medium, skit, performance or other kinetic demonstration*. All presentations must at minimum include the following three components

- a. Description/Definition - the group's own definition of the fallacy
- b. Example - shown through an artistic medium, skit, performance, or other kinetic demonstration
- c. Analysis - share your group's thoughts about the significance of this fallacy of logic or reasoning in the real world.

Logical Fallacies

- | | |
|------------------------|------------------------|
| - Ad Hominem | - Straw Man |
| - Appeal to Ignorance | - Red Herring |
| - Begging the Question | - Hasty Generalization |
| - Equivocation | - False Cause |
| - False Dichotomy | - False Analogy |

individual work

Due Date: Sept. 3rd/4th

Minutes for Completion: ~90

_____ **"A Beautiful Question"** - Students will decide on a philosophical question they feel merits investigation and present their chosen question to an assigned group. The only two parameters groups must consider in the selection of their question is that their question begins with the word "Why?" and that

it be motivated by sincere curiosity, thirst for knowledge, and a love of wisdom. All presentations must include:

- a. The question the group chose
- b. An explanation why that question was chosen
- c. An artistic/creative medium to accompany the presentation (make a drawing/painting, create a meme in photoshop, put together a dramatic performance, etc.)

Due Date: Sept. 18th by 11:59PM

Minutes for Completion: ~180

_____ **“Origins of Philosophy”** - Students will complete *one of two* assignments below.

1) **Allegory of the Cave**- Students will read an excerpt from Plato’s ‘Allegory of the Cave’ and will create a *non-written piece* (visual, auditory or kinesthetic) to demonstrate their understanding of the metaphysics examined in this reading. Students will also write a two paragraph reflection or record a 3-4 minute oral presentation on their understanding of the reading and an explanation of their non-written piece that includes a summary of the “Allegory of the Cave” and how their non-written piece connects to this topic.

OR

2) **Tao Te Ching** - Students will read an excerpt from Lao Tzu’s “Tao Te Ching” and will create a *non-written piece* (visual, auditory or kinesthetic) to demonstrate their understanding of the metaphysics examined in this reading. or record a 3-4 minute oral presentation on their understanding of the reading and an explanation of their non-written piece that explains some chosen highlights from the “Tao Te Ching” and how their non-written piece connects to this topic.

assessments

Due Date: Every Friday by 11:59PM Weekly

Minutes for Completion: ~15 per week

_____ **Weekly Exit Ticket**– Beginning on September 4th, weekly throughout the quarter students will submit a written OR audio recorded lesson takeaway as that week’s exit ticket consisting of at minimum a couple sentences reflecting on what stood out most to them during that week’s lectures, readings, activities, or assignments and why.

readings

Lawhead, William F. The philosophical journey: An interactive approach. 5th ed. New York, NY: McGraw-Hill Education, 2011.

Lao-tzu, et al. *Tao Te Ching*. Vintage Books, 1997.

links

Internet Encyclopedia of Philosophy - <https://www.iep.utm.edu/>

Stanford Encyclopedia of Philosophy - <https://plato.stanford.edu/>