

Constructivist Lesson Plan: TOPIC Greek Philosophers	
Teacher Thinking...	Students and Teacher doing...
Lesson Plan Element: Enroll	
How will I hook the students to provide an entry into a deeper experience with the content?	Class discussion: Place photos of famous Greek philosophers on the board and prompt students to discuss what their thoughts are on the photos.
Experience	
What kind of experience can I create for students to have an initial exploration with the content?	<p>Ask students to answer a list of five philosophical questions in writing. Instruct them to answer the questions only; do not specify that they are answering philosophical questions which have no absolute answer.</p> <ol style="list-style-type: none"> 1. What is the most important purpose to life? 2. Will stricter laws make the world better? 3. Are humans themselves a threat to the earth? 4. How do you know when you love someone enough to marry them? 5. Does fate exist? <p>Call on students to share out ideas they had for the questions.</p>
Label	
<p>I have to make sure I tell them what they just did. Also, what kind of information must I provide in a mini-lesson so that students can illustrate understanding of the concept I'm teaching?</p> <p>Emergent Understandings: How are we focused on individualized meaning making?</p>	<p>Explain to the students that they just practiced thinking philosophically. Using an interactive presentation (PowerPoint, Prezi etc.), introduce students to the definition of philosophy, its meaning in the context of ancient Greece, who the famous Greek philosophers were, and the effects of their ideas on everyday life.</p>
Demonstrate	
What ways might students illustrate understanding of the concept I'm trying to teach? What kinds of spaces can I create for students to grapple with the content?	<p>Divide students into 3 groups. Assign each group either Plato, Socrates, or Aristotle. Having prepared several short, informational articles and excerpts of their works, make sure each student receives one writing to work with. Instruct them to read them individually, highlighting and marking important information. After, instruct the groups to confer together and list what they discovered on a large sheet of poster paper.</p>
Review	

<p>How can I formatively assess that students met the learning targets while getting them to capture their thinking?</p>	<p>Have students in the same groups remain together. They should all take part in presenting their posters to their classmates, teaching them what they learned about their philosopher.</p>
<p>Celebrate</p>	
<p>How can I wrap up the lesson and celebrate their learning?</p>	<p>Thank the students for working so hard on the presentation and contributing to the knowledge of their classmates.</p>
<p>Notes: Objective- Students will be able to identify and share the main ideas (and their significance) of each main Greek philosopher by presenting what they learned in the activity to classmates in an informal group presentation over one of the philosophers.</p> <p>Standards: <i>List corresponding standards here.</i> Ohio Social Studies Grade 7 Standard #17 Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.</p> <p>Materials: <i>What materials will you need for the lesson?</i> The presentation, poster paper, computer/projector</p> <p>Time and Space: <i>How long will the lesson take and where will it take place?</i> regular classroom 55mins</p>	