



Philosophy - Unit 4 - Metaphysics

Unit Focus

Metaphysics is the branch of philosophy which focuses on what is beyond the physical world, or that which is perceived by the 5 senses. Thus, metaphysics focuses on the nature of ideas. In this unit, students will analyze and deconstruct the meanings of various ideas, attributes, and beliefs to arrive at an understanding of their true essence. To that end, students will analyze readings from Plato's Allegory of the Cave, Immanuel Kant, Franz Kafka, and others to engage in discussions on the meaning of liberty, courage, fear, existence, etc. Students will then use this acquired knowledge to defend the essence and meaning of what it means to be a student as a practical application of metaphysics.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
C3 Framework for Social Studies State Standards <i>Social Studies: 10</i> <i>921845 Dimension 1. Developing Questions & PLANNING INQUIRIES</i> <i>921850 Constructing Supporting Questions</i> <i>921851 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...</i> <ul style="list-style-type: none">• D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.• D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. <i>921854 Determining Helpful Sources</i> <i>921855 INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</i> <ul style="list-style-type: none">• D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. <i>921950 Dimension 3. Evaluating Sources & USING EVIDENCE</i> <i>921951 Gathering and Evaluating Sources</i> <i>921952 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none">• D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.• D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. <i>921955 Developing Claims and Using Evidence</i> <i>921956 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i>	<i>Students will be able to independently use their learning to...</i> T1 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose. T2 Create ways of defining reality to enhance life's meaning.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Ideas and Values are significant in adding meaning to our lives, i.e. "The unexamined life is not worth living" (Socrates) U2 There are many meaningful and practical consequences of metaphysics which are debated in everyday life.	<i>Students will keep considering...</i> Q1 What is reality? Q2 What defines the essence of a thing or a concept? Q3 What is the purpose of government? Q4 What are the bioethical responsibilities of human beings? Q5 What is the meaning of life? Q6 Does a higher power exist? What is the nature of God?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<i>Students will know...</i> K1 Gain an understanding of Plato's Allegory of the Cave, and the World of Forms.	<i>Students will be skilled at...</i> S1 Define abstract ideas in tangible terms. S2 Respectfully share ideas of varying points of view.	

Stage 1: Desired Results - Key Understandings

- D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

- D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

921959 *Dimension 4. Communicating Conclusions & Taking INFORMED ACTION*

921960 *Communicating Conclusions*

921961 *INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...*

- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

K2 Understand the philosophies of Aristotle, Aquinas, Kant, Kafka, and other Western philosophers.

K3 Understand the overarching philosophies regarding ontology, which is the study of being, existence, and the meaning of life.

K4 Gain an understanding of political philosophies of Plato, Confucius, Mencius, Hobbes, Locke, Rousseau, Marx, cults of personality, etc.

S3 Use primary source quotes and evidence to substantiate arguments.