



## INNER PIPELINE PHILOSOPHY FOR CHILDREN WINTER 2011

### **Philosophy for Children**

Thursdays

In this seminar, we will explore various methods for bringing philosophy into K-12 classrooms. The seminar will focus on ways in which to establish philosophical "communities of inquiry" in classrooms, and students will develop a deeper understanding of philosophical dialogue. The emphasis will be on learning by doing. We will form our own community of inquiry in the seminar, and will discuss such philosophical questions as: When do we know something?

What is the self? What is friendship? Why should we be moral?

**Facilitators:** Jana Mohr Lone, David Shapiro, Sara Goering

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#### **SEMINAR TIMES AND LOCATION:**

**Dates:** 1/6, 1/13, 1/20, 1/27,  
2/3, 2/10, 2/17, 2/24, 3/3

**Seminar Time:** 4:00 –  
5:20 pm

**Location:** MGH

**Major Objectives:** This seminar seeks to help students:

- Develop a general understanding of ways to facilitate philosophy sessions in K–12 classrooms
- Gain experience in the K–12 world by tutoring in a Seattle public school classroom
- Develop tutoring skills and experience leading philosophy discussions

## SEMINAR SESSIONS

## TOPICS & ASSIGNMENTS

<p><b>January 6</b></p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduction activity</li> <li>• Course outline, readings, expectations</li> <li>• “What to look for in a classroom”</li> </ul> <hr/> <p><b>Assignments for January 13 seminar on ethics:</b>  “Guiding a Philosophical Discussion,” from Philosophy in the Classroom  Plato’s “Ring of Gyges” from The Republic  “Dragons and Giants,” from Big Ideas for Little Kids by Thomas Wartenberg  “Right and Wrong,” from What Does It All Mean? by Thomas Nagel  “Why Should I Be Moral?” from There Are Two Errors in The The Title of This Book by Robert M. Martin</p>
<p><b>January 13</b></p>	<p><b>Ethics: Why Should I Be Moral?</b></p> <p><b>Assignments for January 20 seminar on animal rights:</b>  Chapter 1, “Can We Both Love Animals and Eat Them?” from Lisa by Mat Lipman  “Reasoning,” from Philosophy and the Young Child by Gary Matthews</p>
<p><b>January 20</b></p>	<p><b>Applied Ethics: Animal Rights</b></p> <p><b>Assignments for January 27 seminar on language:</b>  “Words,” from Dialogues with Young Children by Gary Matthews  “The Meaning of Words,” from What Does It All Mean? by Thomas Nagel  “Knuffle Bunny,” from Big Ideas for Little Kids by Thomas Wartenberg</p>

<b>January 27</b>	<b>Language</b>  <b>Assignments for February 3 seminar on aesthetics:</b> Ch. 14 from Harry Stottlemeier's Discovery by Mat Lipman "Emily's Art," from Big Ideas for Little Kids by Thomas Wartenberg "Cases for Kids: Using Puzzles to Teach Aesthetics to Children," by Margaret P. Battin, from Aesthetics for Young People, edited by Ronald Moore
<b>February 3</b>	<b>Aesthetics: What is art?</b>  <b>Assignments for February 10 seminar on free will:</b> "Magic" by Phil Cam Chapter X of The Little Prince "Free Will" from What Does It All Mean? by Thomas Nagel
<b>February 10</b>	<b>Free Will</b>  <b>Assignment for February 17 seminar on the nature of reality:</b> The Velveteen Rabbit by Margery Williams "Being More Real" in The Examined Life by Robert Nozick
<b>February 17</b>	<b>Metaphysics: the nature of reality</b>  <b>Assignment February 24 seminar on other minds:</b> "Other Minds" in What Does It All Mean? by Thomas Nagel Ch. 6 from Harry Stottlemeier's Discovery by Mat Lipman "On the Verandah" by Phil Cam
<b>February 24</b>	<b>Other Minds</b>  <b>Next Week:</b> Sharing of Lesson Plans
<b>March 3</b>	<b>Sharing of Lesson Plans</b> <b>Evaluation and reflection Activities</b>

### EXPECTATIONS

**THIS IS A CREDIT/NO CREDIT SEMINAR. FOR CREDIT, ALL OF THE FOLLOWING EXPECTATIONS MUST BE MET:**

- √ Attend all seminars and contribute to the group discussion. **As we only meet for 9 sessions, it is really important that you attend all of them!** For an excused absence, let one of us know that you will need to miss the seminar.
- √ Students will be responsible for facilitating at least part of one of our seminar sessions. Assignments for this will be made at the first couple of sessions.
- √ Attend a Pipeline orientation session.

- √ Complete contracted tutoring hours:
  - 2 credits: 2.5 hours tutoring/week (20 hrs tutoring/quarter)
  - 3 credits: 5 hours tutoring/week (40 hrs tutoring/quarter)
  - 4 credits: 7.5 hours tutoring/week (60 hrs tutoring/quarter)
  - 5 credits: 10 hours tutoring/week (80 hrs tutoring/quarter)
- √ Create a lesson plan for a philosophy session, teach it in your classroom, present your lesson plan to the seminar during last class session on March 3, and submit it in electronic form by Wednesday, March 9.
- √ Complete post-seminar online survey (link will be emailed to you).
- √ Keep a tutoring log to be signed by your school contact. Turn in Tutoring Log to the Pipeline Project and complete electronic post-seminar survey (including Reflection paper – see below) by Wednesday March 9, at 5:00 p.m.

## **FINAL PROJECTS**

**1. Lesson Plan:** You will create at least one lesson plan for a philosophy session in your classroom, and teach it to your class at some point during the quarter. You will also develop a seminar presentation which describes the lesson and discusses why you chose it, your planning process, how the actual lesson went over, and what feedback you received from your teacher. You can use the attached Lesson Plan handout and matrix as a format, or create your own. **Please be prepared to present to the seminar on March 3, and then please send it in electronic form, by Wednesday, March 9,** to [jmohrlone@centurytel.net](mailto:jmohrlone@centurytel.net)

You can find ideas for lesson plans on our website, [www.philosophyforchildren.org](http://www.philosophyforchildren.org), as well as on other websites listed in "Lesson Plan Assignment" below.

**2. Inner Pipeline Reflection Paper** (3–4 pages) See guidelines below. You will be asked to paste your response into the electronic post–seminar survey.

### **INNER PIPELINE REFLECTION PAPER GUIDELINES**

We believe we do not learn from doing; we learn from thinking about what we do. After all, "reading (or serving) without reflecting is like eating without digesting" (Edmund Burke).

Please take this time at the end of your Inner Pipeline experience to consider the following questions. Please be thoughtful and reflective in your answers.

#### **Guiding questions to include in your response:**

- Describe your tutoring site (What is the school like? What is the student population like? What surprised you about your site? What 3 adjectives would you use to describe your site?).
- What is one thing you learned from one of the students you worked with this quarter?
- What kind of impact do you think you had on the school/teacher/students/community organization? How did this experience impact you?
- What do you think about the merits of introducing philosophy in K–12 classrooms?
- How can this experience influence your goals or hopes for the future?

## Inner Pipeline: Lesson Plan Assignment

As part of the Philosophy for Children seminar, each of you will be responsible for carrying out at least one philosophy lesson in your classroom.

Be sure to let the classroom teacher know that you need to do this at least once.

You will be sharing the results of your experience with our seminar at our last class.

### Tips on How to Develop a Lesson Plan



To begin, ask yourself three basic questions:

- Where are your students going? (What do you hope your students will get from this lesson?)
- How are they going to get there? (What are the activities and materials needed for your lesson?)
- How will you know when they've arrived? (How will you evaluate the success of your lesson?)

Then begin to think about each of the following categories which form the organization of the plan. While planning, use the questions below to guide you during each stage.

### **Goals and Objectives**

Goals determine purpose and goals for what you and your students will engage in during class time. What do you expect the session to accomplish?

### **Lesson and Materials:**

What will students do during this lesson?

### **Each lesson should include:**

#### **\*● Introduction**

How will you get students' attention and motivate them in order to hold their attention? How can you tie lesson objectives with student interests? What will be expected of students?

#### **\*● Main Activity**

What is the focus of the lesson? How can this material be presented to ensure each student will benefit from the learning experience?

**\*● Closure/Conclusion**

What will you use to draw the ideas together for students at the end? How will you provide feedback to students to correct their misunderstandings and reinforce their learning?

## **Materials**

What materials will be needed? What textbooks or story books are needed?

## **Assessment/Evaluation**

Did the session turn out the way you hoped it would?

This section focuses on ensuring that your students have arrived at their intended destination. You will need to gather some evidence that they did. This usually is done by having a discussion with the students.

## **Resources for Philosophy Lesson Plans**

Northwest Center for Philosophy for Children resources for doing philosophy with young people. <http://www.philosophyforchildren.org>

Gareth Matthews University of Massachusetts website for teaching philosophy to children. <http://www.philosophyforkids.com>

Project of Tom Wartenberg at Mount Holyoke College providing book modules to use in teaching philosophy to children using children's literature. <http://www.teachingchildrenphilosophy.org>

## **General Resources for Lesson Plans**

The GatewaySM Collections List <http://www.thegateway.org/collections.html>

PBS TeacherSource A large collection of lesson plans, teacher guides, and online student activities correlated to 90 sets of state and national curriculum standards. <http://www.pbs.org/teachersource/>

Discovery Channel School <http://school.discovery.com/>

Best of Education World® 2002 [http://www.education-world.com/best\\_of/2002/](http://www.education-world.com/best_of/2002/)

Education World® – Lesson Planning Center [http://www.education-world.com/a\\_lesson/](http://www.education-world.com/a_lesson/)

Education World® – National Standards <http://www.education-world.com/standards/national/index.shtml>

Teaching Tolerance: [www.tolerance.org](http://www.tolerance.org)

**Lesson Plan Matrix for Inner Pipeline (use this is it's helpful)**



**Name:**  
**Lesson Plan:**

**Grade Level for Lesson:**

**Title of**

<b>Goals and Objectives</b>	<b>Lesson (use back if needed)</b>	<b>Materials needed</b>	<b>How will you assess the lesson?</b>
	<p><b>Introduction:</b></p>          <p><b>Main Activity:</b></p>          <p><b>Closing:</b></p>		

What worked well with your lesson?

What didn't work as well?

What would you do differently next time?