

Essential Understandings	<ul style="list-style-type: none"> ▪ A number of different philosophies concerning the concept of love, or Eros, permeated the thoughts of the ancient Greeks. ▪ The concepts developed by Plato elevated the idea of love beyond the physical and into the metaphysical realm. ▪ Plato's ideals were readily absorbed by early Christian writers and thinkers and now neo-Platonism fused some of its ideas into the writings of the Church Fathers such as St. Augustine.
Essential Questions	<ul style="list-style-type: none"> ▪ What is the major contribution of pre-Socratic philosophers such as Empedocles to the study of Love? ▪ What did the Epicurean school, epitomized by Lucretius, think of the idea of Love? ▪ How does Plato differ from other Greek thinkers in his ideas on Love? ▪ What is a Symposium?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Empedocles defines Love as the force which originally held all the matter in the universe together. Strife drove it apart. Eventually it will all collapse in on itself again. ▪ Lucretius believed that Love is a disease and wrote a book on how men could avoid this catastrophe. ▪ Plato outlines his ideas on the soul's ascent to beauty in his Symposium. <ol style="list-style-type: none"> 1. One beautiful body 2. The beauty of all bodies 3. The beauty of souls 4. The beauty of laws, activities and customs 5. The beauty of knowledge, ideas and theories 6. Beauty in itself
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms</u>: <ul style="list-style-type: none"> ○ symposium, ataraxia (stoic tranquility), Eros, Diotima, beauty, forms, platonic love
Essential Skills	<ul style="list-style-type: none"> ▪ Develop critical thinking skills. ▪ Develop critical reading skills. ▪ Utilize analytical writing skills.

<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none"> a. Develop research questions related to a current social studies issue. b. Select and apply research methods that are appropriate for the purpose of the inquiry. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. g. Develop a clear well-supported position. h. Present and defend a well-supported position to a variety of audiences using a prescribed format. i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills. j. Access and present information ethically and legally. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ol style="list-style-type: none"> a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and Patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Didactic classroom presentation on the origins of philosophy.

Sample Classroom Assessment Methods	<ul style="list-style-type: none">▪ Evaluation of student performance in class discussions▪ Essay response
Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>The Symposium</u> - Plato