

**Social Studies**  
**Humanities**  
**Unit 2: Idealism and Realism**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ The major features of the two philosophical schools of Idealism and Realism are represented in the writings of Plato and Aristotle.</li> <li>▪ These two schools form the basis of Western Philosophy and subsequent modes of inquiry were just variations on a theme until Hume began publishing.</li> <li>▪ Platonism, as expressed in St. Augustine's writings, was the dominant form of philosophical and theological inquiry from the Patristic period until the emergence of Scholasticism.</li> <li>▪ Aristotelianism, as expressed in the writings of St. Thomas Aquinas, was the dominant form of philosophical and theological inquiry during the scholastic period.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What is Idealism and how can we see it expressed in Plato's <i>Allegory of the Cave</i>?</li> <li>▪ What is Realism and how can we see it expressed in Aristotle's <i>Nicomachean Ethics</i>?</li> <li>▪ How does the fact that both of these writers used a teleological, or purposive, argument impact their views?</li> <li>▪ Can you now define what Jefferson really meant when he wrote, "Life, Liberty and the Pursuit of Happiness"?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ The first and foremost difference between Aristotle and Plato in their metaphysics is the problem of ideals. Plato contended that they were real in and of themselves. Aristotle maintained that they were real only as they were actualized in material objects.</li> <li>▪ The theological argument is generally used to prove the existence of God based upon the observation of the regularity or beauty of the universe.</li> <li>▪ St. Thomas Aquinas, a disciple of Aristotle, maintained that many aspects of the natural world exhibit an orderly and purposive nature that would be most naturally explained by the intelligent design of an intelligent creator.</li> <li>▪ David Hume debates this notion pointing out that we have no experience of universe formation and supposed inferences into its causes are unwarranted.</li> <li>▪ Darwin's theory of natural selection offers an alternative, non-teleological account of biological adaptations</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>: (Defined in their context as philosophical terms and not in their modern connotations.) <ul style="list-style-type: none"> <li>○ idealism, realism, teleological argument, logos, Ergon, virtue, happiness</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Develop critical thinking skills.</li> <li>▪ Apply theory to real-life situations</li> </ul>

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<p style="text-align: center;"><b>Related Maine Learning Results</b></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"><li>a. Develop research questions related to a current social studies issue.</li><li>b. Select and apply research methods that are appropriate for the purpose of the inquiry.</li><li>c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.</li><li>d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.</li><li>e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.</li><li>f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.</li><li>g. Develop a clear well-supported position.</li><li>h. Present and defend a well-supported position to a variety of audiences using a prescribed format.</li><li>i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills.</li><li>j. Access and present information ethically and legally.</li></ol> <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"><li>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.</li><li>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.</li></ol>
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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and Patterns</p> <p>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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</li> </ol> <p>E2. Individual, Cultural, International, and Global Connections in History</p> <p>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"> <li>a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.</li> <li>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.</li> </ol>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Didactic classroom presentation of Greek Philosophy</li> <li>▪ Critical thinking and conclusions by students as demonstrated through classroom discussion and essays</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Evaluation of student performance in class discussions</li> <li>▪ Essay response</li> </ul>

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<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ Aristotle, <u>Excerpts From the Nichomachean Ethics</u></li><li>○ Plato, <i>The Allegory of the Cave</i>, excerpted from The Republic</li><li>○ Falcone, Vincent. <i>Great Thinkers, Great Ideas: An Introduction to Western Thought</i></li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ <u>The Maltese Falcon</u></li></ul></li></ul>
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