INTRODUCTION

Overview of *Philosophy: Thinkers, Theories & Questions*

This is a new course for all of your students. The course content is contemporary, of high interest to this age group, and extremely relevant to their lives. The text poses appealing and interesting questions, such as, What is the meaning of life? What is virtue? and What is art? This course relates to adolescents' exploration of themselves and the world around them. This philosophy course also provides an excellent opportunity to teach a variety of skills, integrate a variety of teaching/learning strategies, and incorporate numerous disciplines.

Philosophy: Thinkers, Theories & Questions meets the following criteria:

- It supplies teachers with enough depth that it can be used independently to fulfill requirements, or in combination with any other teaching tool.
- It explores and explains concepts and practices of philosophy and its thinkers—past and present—from a variety of philosophical perspectives.
- It clearly presents the extraordinary contributions made by Canadians to the growth and development of philosophy.
- It uses highly focused, specific, real-world case studies to examine and illuminate the various theoretical perspectives.
- It provides a springboard from which students can make informed, personal decisions on key issues and take action to make changes in their community or the world.
- It incorporates the most current learning theories.
- The visuals support students' learning by significantly correlating with chapter content/details.
- It informs students about philosophy in an engaging and thought-provoking manner.

These goals helped provide the framework for a textbook that offers a fascinating and insightful examination of philosophy, and how the concepts and approaches to philosophical thinking have an impact on our daily lives.

The Introduction to Philosophy provides an overview of philosophy, beginning with the question, What is philosophy? The first unit provides a rationale for, and theoretical approaches to, studying logic and reason. The second unit looks at metaphysics, asking such questions as What is real? What is mind? and Does God exist? The third unit explores different ethical systems of thought while asking students to consider a variety of ethical questions that arise in our daily lives. Unit 4 looks at epistemology, asking such questions as How do we know things? and How can we be certain about our knowledge? Unit 5, The Philosophy of Science, considers philosophical questions raised by scientific theories and the practice of science. The sixth unit explores questions relating to the relationships between people and political institutions and ideal types of government. Together, these questions form social and political philosophy. Finally, Unit 7 looks at aesthetics, exploring questions such as What is art? and What is beauty?

Features provide opportunities for students to investigate philosophical theories, questions, and thinkers in greater depth. Features also challenge students to apply their philosophical reasoning skills throughout the textbook while also connecting philosophical ideas to their daily lives. Appendices provide helpful suggestions for developing research and writing skills.

Features of the Teacher's Resource

This Teacher's Resource is filled with useful tools and important supports that will provide ease and freedom when using the textbook entitled *Philosophy: Thinkers, Theories & Questions* to meet ministry-mandated curriculum. Each component of this document is further explored below.

Introduction

This section of the Teacher's Resource outlines the features of the textbook and the Teacher's Resource. The Introduction explains various teaching/learning strategies, such as addressing multiple intelligences, debating, group learning, using graphic organizers, and using technology. There are clear explanations related to the quality of the learner with added differentiated instruction techniques, integrating literacy skills, developing critical and analytical learners, considering a variety of perspectives, and creating strategic researchers, all in an effort to assist in providing the best possible supports for creating the best learning environment for all learners.

Assessment and Evaluation

This section of the Teacher's Resource provides the concrete suggestions and materials to properly support and evaluate students' learning. It will provide the necessary tools and understanding of how students' learning can be monitored, encouraged, enhanced, and developed to achieve continual improvement and success for each student.

Suggested Teaching Activities

This section explores the layout of each of the suggested activities meant to assist students in understanding course content, while developing the very skills they will be able to use in university and future careers.

Teaching Plans

This section of the Teacher's Resource provides an array of teaching/learning strategies, additional support, and resources that will assist in the delivery of the curriculum for university-bound students, while developing a variety of student skills that will later be applied to various future activities.

CD-ROMs

The CD-ROMs that accompany this Teacher's Resource include

- a complete PDF version of this Teacher's Resource
- all Blackline Masters mentioned throughout the lessons in both PDF and Microsoft Word formats
- all images and figures from the student textbook

Blackline Masters

Blackline Masters accompany and support many of the activities, and assignments throughout the 21 chapters of this course. Culminating activities for each unit have been created as Blackline Masters. Assessment rubrics for culminating activities are included in each culminating activity Blackline Master.

Using the Blackline Masters

The Blackline Masters on the CD-ROM for *Philosophy: Thinkers, Theories & Questions* are presented in two versions: PDF and Microsoft Word. For environmental and practical reasons, print versions of the Blackline Masters are not provided. A tab is provided that lists all of the Blackline Masters. It is also a place where you can keep all of your printed Blackline Masters in the Teacher's Resource Binder.

The Word version enables you to adapt and tailor the Blackline Masters to the particular approach you are using in your classroom and to meet the needs of the students in your classes.

With students who need extra support, for example, you may wish to open the Microsoft Word version of a specific Blackline Master and add labels to a graphic organizer or include more examples on a chart. With students who are able to work more independently, however, you may wish to delete examples from the Blackline Masters before distributing them.

The colour images are included to enable you to enhance your lessons by displaying overhead transparencies, presentation slides, or interactive whiteboard presentations that can be discussed by small groups or the entire class.

Overhead transparencies, presentation slides, and interactive whiteboard presentations can be used in a variety of ways:

- To help activate students' previous knowledge and stimulate discussion as you introduce lessons
- To enhance class discussions by enabling the whole class to view and interact with a particular feature of *Philosophy: Thinkers, Theories & Questions*
- To enable small groups to view and work with particular features
- To enable you to display enlarged versions of particular features as you work with students to develop specific skills (e.g., reading graphs or maps)
- To connect issues that recur as the course progresses
- As a follow-up to or review of lessons

Using the Teacher's Resource

This Teacher's Resource has been designed around the principles of success-based learning. Success-based learning starts with what students are expected to know and do in the curriculum, and describes how teachers will design and implement lessons that ensure students have the requisite skills and knowledge to successfully complete the assigned task. If ample assessment for/as learning is provided, students will develop the peer and self-assessment skills to reflect on their own learning, which will help them develop the skills needed. It will also permit teachers to focus on diagnostic (assessment for learning) and assessment of learning in the rich performance tasks suggested in each chapter.

For the success-based learning environment to be achieved, streamlining of the marking load is also important. If ample formative assessment is to be provided, what is ultimately graded or evaluated needs to be a truly summative demonstration of students' learning. Channelling students' work into a few major and more complex tasks ensures better understanding, leads to a more rigorous curriculum, and allows you to focus on meaningful demonstrations of learning.

This Teacher's Resource has also been enhanced with specific differentiated suggestions, and additional support pieces that go well beyond the basics of ministry curriculum. This enhancement provides an information package that will assist all learners in developing the diverse skills and knowledge that are necessary for success.

Using *Philosophy: Thinkers, Theories & Questions* with a Variety of Learners

There is current knowledge that students arrive in a classroom with a variety of qualities, personalities, and unique gifts that will challenge and enrich the classroom environment. As a teacher, it is extremely important to get to know and understand the diverse qualities and needs of your students. Many educators are very familiar with the multiple intelligences spectrum that was established by Howard Gardner in 1983 that identifies the various qualities students bring to the classroom that makes their level of learning unique and different. With this knowledge, we have adapted lessons and activities to meet these various intelligences. But there are often qualities that are not as clearly addressed or understood by educators. In addition to diverse learning styles, students may also arrive in your classroom with other needs. The following chart summarizes basic teaching tips for accommodating the needs of a variety of students.

Strategies for Supporting the Diverse Needs of Students

Learner Exceptionality	Tips for Instruction
Gifted Students Although no formal definition exists, these students can be described as having above-average ability, task commitment, and creativity. Gifted students rank in the top five percent of their class. They usually finish work more quickly than other students and are capable of divergent thinking. They can also become bored and disruptive, or struggle to respect less gifted students.	• Make arrangements for students to finish selected subjects early and work on independent projects. • Encourage students to express themselves in art forms, such as drawing, creative writing, and acting. • Ask "what if" questions to develop high-level thinking skills. • Establish an environment that is safe for risk taking and creative thinking. • Emphasize concepts, theories, ideas, relationships, and generalizations. • Do not assume these students will make good tutors for others, but encourage the interaction if the student expresses an interest.
Learning Disabilities All students with a learning disability have an academic problem in one or more areas, such as academic learning, language, perception, social-emotional adjustment, memory, or attention.	• Provide support and structure with clearly specified rules, assignments, and duties. • Establish learning situations that lead to success. • Use games and drills to help maintain students' interest and provide frequent practice in necessary skills. • Allow students to record answers on tape and allow extra time to complete tests and assignments. • Provide outlines or tape lecture material. • Pair students with peer helpers and provide class time for the pairs to work together. • Be prepared to work with family members or outside tutors to promote academic achievement.
Physically Challenged Students who are physically challenged fall into two main categories—those with orthopedic impairments and those with other health impairments. Students whose use of one or more limbs is severely restricted will likely be using orthopedic supports, such as wheelchairs, crutches, or braces.	• Openly discuss with the student any uncertainties you have about when to offer aid. • Ensure that you and at least one other student know how to deal with any devices that may be complicated. • Ask parents or therapists and the student what special devices or procedures are needed, and whether any special safety precautions need to be taken. • Ensure the entire class knows how to recognize and deal with an emergency, even if this simply means knowing who to call. • Allow physically disabled students to do everything their peers do, including participating in field trips, special events, and projects, to the extent that it is possible and beneficial for the student. • Help students and adults who are not disabled understand students with physical disabilities.

continued

Learner Exceptionality	Tips for Instruction
Visually Impaired Students who are visually impaired have partial or total loss of sight. Individuals with visual impairments are not significantly different from their sighted peers in ability range and personality, though full or partial blindness may affect cognitive, motor, and social development, especially if early intervention is lacking.	• As with all students, help the student become independent. Some assignments may need to be modified. • Help classmates learn how to serve as guides. • Limit unnecessary noise in the classroom. • Encourage these students to use their sense of touch. Provide tactile models whenever possible. • Describe people and events as they occur in the classroom. • Provide taped lectures and reading assignments. • Team the student with a sighted peer when necessary.
Hearing Impaired Students who are hearing impaired have partial or total loss of hearing. Individuals with hearing impairments are not significantly different from their hearing peers in ability range and personality, though the chronic condition of deafness may affect cognitive, motor, and social development if early intervention is lacking. Speech development may also be affected.	• Seat these students where they can see your lip movement easily and avoid visual distractions. • Avoid standing with your back to a window or a light source. • Use an overhead projector so that you can maintain eye contact while writing. • Seat these students where they can see speakers. • Write all assignments on the board or hand out written instructions. • If the student has an interpreter, both the student and interpreter should select the most favourable seating arrangements.

English-Language Learners

Recent immigrants may speak English as a second language or not at all. In addition, the customs and behaviours of people in the majority culture may be confusing and create conflicts for some of these students. Here are some tips for helping these learners:

- Remember that a student's ability to speak English does not reflect his or her academic ability.
- Talk to knowledgeable colleagues or members of the student's community to gain an understanding of how the student's cultural needs will affect your classroom.
- Try to incorporate the student's cultural experiences into your instruction.
- Include information about differing cultures in your teaching. Avoid cultural stereotypes.
- Encourage students to share cultural information and perspectives.
- Word Wall suggestions are included in each chapter to help all learners, but for ELL students, encourage the use of a glossary.

Differentiated Instruction Techniques

Building on Howard Gardner's (1983) multiple intelligences revolution, educators understand the need for differentiated instruction to meet the diverse needs of all their students. Gardner outlined eight intelligences: linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, and naturalistic. If we accept that students need to talk about and do things themselves to retain what we teach them, and we accept Gardner's findings, then we need a wider range of teaching/learning strategies to discover and tune in to students' rich and varied cognitive capacities. Some of the strategies included in this Teacher's Resource will be further examined below.

Cubing

Cubing is a differentiated instructional strategy that uses a six-sided cube to actively engage students in a topic using a variety of thinking prompts. Six questions about a given topic are linked to the six numbers on the cube and students will be asked to roll the cube and answer the associated question. Most questions require that students describe,

compare, associate, analyze, apply, and argue for or against the topic connected to the given material. This strategy is used in collaborative learning groups so that students build knowledge as well as interpersonal skills.

RAFTing

The purpose of RAFTing is to allow students the ability to explore strengths and develop new writing skills. Specifically, RAFT stands for ROLE, AUDIENCE, FORMAT, and TOPIC. Any written assignment can be approached using a RAFTing format. While students may be asked to perform a writing task, what that task looks like may vary from student to student. RAFTing allows students flexibility while still demanding a quality product that successfully explores the content of the activity or chapter.

Tiering

This strategy allows you to build from the strengths and unique learning position of each student in your classroom. As Gardner discovered, each student learns in slightly different ways. But students are also at different learning levels when they begin the process of understanding the material and formulating knowledge in curriculum content. Tiering takes an activity or assignment and presents it to students at different levels of intensity and structure. Some students will need an assignment clearly organized and laid out step by step, while others will like more freedom to express their understanding in their own way. Some students will be capable of exploring many resources to gather their data, while others may have a difficult time with just one. When tiering any activity or assignment, it is important to consider the level from which all students are working and learning. Once that is established, any one of these teaching/learning strategies or assessment pieces can be presented to students in a way that enhances their ability to think/analyze, understand, communicate, and apply concepts. Bertie Kingore (2006) describes the following factors that must be considered when tiering any activity or assessment piece: degree of assistance and support, degree of structure, required background knowledge and skills, concrete or more abstract process, quantity and complexity of resources, and the complexity of the process or product. Once these considerations have been explored, designing different level learning products is simplified and all students can be presented with materials that will engage their level of understanding and motivation to learn.

Source: Kingore, B., PhD. *Tiered Instruction: Beginning the Process*. Retrieved from http://www.bertiekingore.com/tieredinstruct.htm.

Collaborative Learning Groups

The Importance and Significance of Collaborative Learning Groups

Collaborative learning groups provide students with many skills that will be useful to them in school and later in life. Collaborative learning groups introduce and reinforce skills, such as the ability to work toward common goals responsibly and within a certain time frame, using organizational, leadership, and collaborative skills. Collaborative learning groups also promote academic, personal, and social growth, as well as positive race and ethnic relations.

Collaborative learning group structure enables students to work together, contribute to the group, and learn from others in the group. This interdependence builds a supportive and cohesive environment in which students actively work together. Within the context of a collaborative learning group, students become accountable, and they have responsibilities to both themselves and the group. As a result, students develop initiative and a sense of responsibility toward both their learning and the learning of the other group members.

At the heart of collaborative learning groups lays effective communication. To assimilate and integrate ideas, students must talk them through. In talking, they will develop the ability to explore new and different ideas, clarify their own ideas, and internalize and personalize their own and others' ideas. In communicating and working collaboratively, students reinforce many skills that will benefit them in various situations.

Collaborative Learning Strategies

Informal Groups: In informal groups, students turn to the person beside or behind them to discuss a topic. These small groups may be together for a brief time for a simple activity, or longer for a more detailed activity. You may use these groups at the beginning of an activity or chapter section to brainstorm, gather ideas, raise questions, or simply trigger interest in a new topic. In informal groups, students can discuss their ideas before sharing them with the class or discuss issues not dealt with in the class discussion.

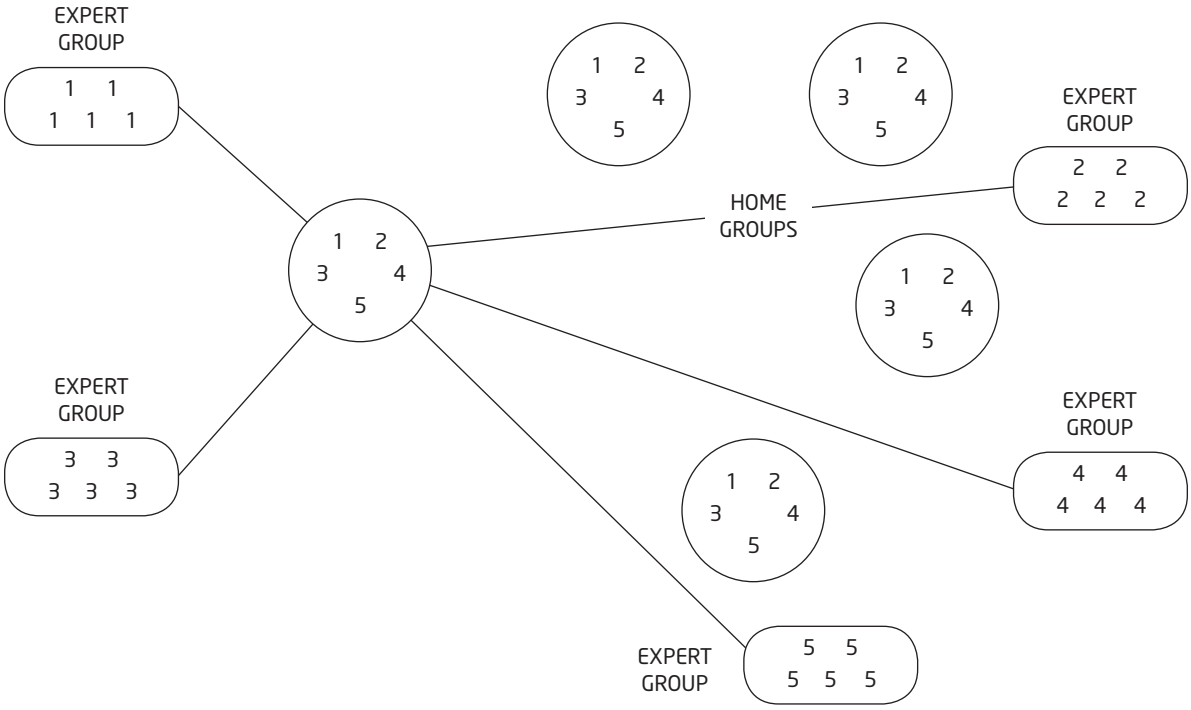
Placemat Activity: This activity lays out a formal process for gathering information from a group of students. A large sheet of paper/placemat and a marker is given to each group member. Students are then instructed to divide the sheet of paper/placemat into sections, with an area in the centre and four separate areas around the centre. The group is asked to label the paper with the topic, such as *Subcultures*. Students are then asked to individually record what they know about this topic. This can be general or more specific, however, the topic needs to be explored. Each group is then asked to discuss their responses and select the top five to record in the centre of placemat and to share with the class. Once group work has been completed, there is an opportunity for class discussion.

Think-Pair-Share: The strategy of think-pair-share is an effective way of introducing informal group learning. In this strategy, each student is initially asked to reflect on an issue or to respond to a question independently. Then students share their thoughts, ideas, and responses with a partner, allowing them to further develop or refine their reflections. Finally, the partners move to groups of 4, 6, or 8, in which they again share and further refine their ideas or responses. In essence, this strategy simply provides structure for the progression from individual independent learning to group learning in a manner that allows students to feel secure in their group learning development. Additional benefits of this natural progression include (a) flexibility, because the strategy may be applied to almost any lesson plan; (b) success-based learning, because students are provided with the opportunity to approach group learning in a step-by-step fashion; and (c) effective evaluation, because both teacher and students can clearly monitor progress.

Heterogeneous and Homogeneous Groups: Each activity and assignment may require that students with either similar qualities or different qualities be grouped together. A heterogeneous group encompasses both genders and a variety of ethnicities, abilities, and personalities. As a result, the group will include a variety of talents and ways of perceiving problems, issues, and solutions. This is a mirror of the real world, where one encounters and appreciates differences of race, ability, personality, and thought. A homogeneous group, in contrast, brings together students with similar qualities, traits, and backgrounds to create a climate of support and understanding. In specific situations, students work more productively with other students that share their approach and personality.

Jigsaw Groups: The jigsaw groups strategy is sometimes referred to as reconstituted, co-operative, small-group learning. It is an excellent method for providing opportunities for students to look at and research issues or events from different perspectives. It allows students to access a broad base of information in a relatively short period of time. It does, however, place a lot of responsibility on individual students in the expert groups (see the following) to do their research and to report on their findings to the home group. The use of home groups and expert groups makes this form of collaborative learning more complex and difficult. We recommend that you do not use this strategy until students understand how to work in co-operative small groups.

Begin with pairs, then groups of three, and gradually work up to jigsaw groups. Begin jigsaw groups by placing students in home groups. Students should number themselves one through four or five. Home groups should have no more than than six students. First, students work on a topic in their home group. Then they move to an expert group, with all the *ones* going to the same expert group, the *twos* to their own expert group, and so on. In the expert groups, students explore or research a particular subtopic, document, idea, issue, theme, or question. Finally, they return to their home group to report on their findings. The home group comes to an understanding of the various findings and completes the required assignment, report, or task.



Three-Step Interview: This form of group discussion is often used to analyze and synthesize new information, but it can serve a variety of purposes. It helps students consolidate their learning by expressing their own ideas and listening actively to the ideas of others. It can also be an effective strategy for encouraging students to think about differing perspectives by playing roles. Divide the class into groups of four and instruct each group to further divide into two pairs. Within each pair, one partner serves as the interviewer and the other as the interviewee. The interviewer asks the interviewee questions related to a topic of study and listens actively to the responses, paraphrasing key comments and details. The partners then reverse roles and repeat the process. Each pair then rejoins their original group of four. Each student summarizes for the group what her or his partner said about the topic.

Carousel Activity: Divide the class into groups and assign areas of the classroom to serve as stations. Each station should include a presentation, question, reading, or activity for students to complete. Groups then rotate from station to station until all the groups have visited and completed the activity at every station. A carousel activity makes an effective organizational structure for engaging students in responding to student activities, such as displays. Beforehand, you might brainstorm with the class to create a list of questions that groups can ask the student who created the display. These questions can help focus students' responses to and assessment of the displays.

Group Work Self-Reflection Checklist

It is important that students take time to create a list of criteria they can use to assess their collaboration and their fellow group members' collaboration in the group activity. When students are proactive in creating their own list, they will be more likely to reflect seriously on their participation. Some of the following criteria could be included in the class checklist:

1. Listens quietly to the other group members
2. Waits for the speaker to finish before speaking
3. Makes comments and offers ideas that are on topic
4. Disagrees with others' opinions without getting angry
5. Tries to meld ideas with others' ideas
6. Encourages other group members
7. Asks questions when unclear about the contribution of another group member
8. Takes part in the problem-solving process
9. Stays on task
10. Keeps the group on track with the time allotted for the activity

These are merely suggestions and students can create other relevant criteria from their experiences of working with group members in the past.

Debates

A debate is an exercise in speaking and reasoning on a single topic presented by opposing sides. The goal is to convince the audience that a point of view is *valid*. A number of debate formats can be used effectively.

Formal Debate: The formal debate may be the most effective way of assessing or evaluating each student's ability to think critically, persuasively, and analytically. The following is one way of organizing a formal debate:

1. Pick a topic and state it in the affirmative (e.g., *Be it resolved that OHIP will fund alternative medicine in addition to mainstream health care).*
2. Form teams of two to four students each.
3. Choose sides. You may assign sides or allow students to choose the side they wish to represent.
4. Instruct students to begin researching the topic. Encourage them to use *Philosophy: Thinkers, Theories & Questions* as the starting point in preparing for the debate. Remind them to make notes. Teams should gather material that can both support and challenge their position. Researching material that challenges their position enables them to prepare to refute the opposing team's arguments.

5. Advise teams to rank their arguments in order of strength. The strongest argument should be stated by the final speaker.
6. Explain the debate format to students. In many formal debates, the structure is broken down as follows:
   - Opening Statements—Each team is allotted a specific time, usually two to five minutes, to present its position.
   - Question-and-Answer Period—Opposing teams are given the opportunity to question the position taken by other teams. A time limit should be imposed on the length of the team's response. The other team is then given a chance for rebuttal. Again, a time limit should be imposed.
   - Closing Statements—Each team either restates its position or acknowledges the superiority of the other side's arguments. Members of the two teams should shake hands.
7. The debate takes place.
8. Students can determine the debate winner in a number of ways. You might, for example, take a vote on the issue before and after the debate. The winning team may be the one with the most votes or the one that convinced the most students to change sides.

Tag Debate: The tag debate lends itself to evaluating or assessing student participation, as no more than four students are involved in the debate at one time. Tag debates are often structured as follows:

1. Divide the class in half. Assign each half an opposing view on an issue.
2. Give students time to use their existing notes or *Philosophy: Thinkers, Theories & Questions* to obtain a fundamental understanding of the issue in the debate.
3. Instruct students to prepare a minimum of five arguments for the position they have been assigned to support.
4. Four students, two from each side, begin to debate. Either side may start, and from this point on, the two sides take turns refuting the position of the opposing side.
5. Once the debate has started, the remaining students may "tag" into the debate circle by touching the shoulder of a participating member of their team. Or you may simply choose to pause at any time and require that a tag take place.
6. After the debate, ask students to reflect on which points were most persuasive and which issues seemed most controversial.

Continuum Debate: This kind of debate enables students to move actively and is usually organized in four steps. It enables students to argue a view and modify this view as the debate progresses.

1. Select 8 to 10 students whose positions represent a range of opinions on an issue.
2. Instruct these students to form a line at the front of the classroom—those with extreme opposing views at each end and those with mixed feelings in the middle.
3. Begin the debate at one of the extremes, alternating sides and working toward the middle. As the debate continues, encourage all students in the line to alter their positions if their opinions change.
4. At the end of the debate, instruct students to collectively identify questions that need further clarification and encourage them to justify their reasons for changing their opinions.

Horseshoe Debate: This activity is similar to a continuum debate, except it organizes students in a horseshoe shape. Those who agree most strongly with the debate statement sit on one side of the horseshoe, and those who disagree most strongly sit on the other side. Those whose positions are in between or who are undecided sit across the top of the horseshoe. The debate progresses in steps similar to those in a continuum debate. Students may alter their positions as they hear persuasive arguments.

Four-Corners Debate: Also similar to a continuum debate, this simple, active strategy helps students focus their thinking about issues. If students take notes during the discussions, this debate can become an effective strategy for helping them prepare to write a supported opinion piece.

1. Before the debate begins, decide on a statement (e.g., *The mind is an immaterial thing or substance*). Then create four signs—*Strongly Disagree*, *Disagree*, *Agree*, and *Strongly Agree*—and place each in a corner of the classroom. In some cases, you may wish to add a fifth sign: *Undecided*.
2. Give students time to consider their opinion, then instruct them to move to the area of the classroom that best represents their position on the statement.
3. Give the groups at each station a few minutes to discuss justifications of their position, then ask one person from each group to share his or her arguments with the class. Encourage students who have been swayed by the arguments to change position. When all the groups have presented their justifications, discuss which arguments persuaded students to change their position.

Triangle Debate: This kind of debate is carried out in small groups.

1. Write a statement on the board (e.g., *Gender roles are rigid*) and divide the class into groups of three. Assign each student in each group the letter A, B, or C to identify their role in the debate. Student A argues in favour of the statement; student B argues against the statement; and student C listens, records, and prepares comments and questions for students A and B.
2. Give students time to prepare for the debate. To help them do this, you might distribute a worksheet similar to the following:

Speaker A	Speaker B	Commenter C
Argument	Argument	Strongest argument for A
Supporting detail 1	Supporting detail 1	Strongest argument for B
Supporting detail 2	Supporting detail 2	Questions for A
Supporting detail 3	Supporting detail 3	Questions for B

   Explain that students A and B should record their response to the statement in the first row of the worksheet, and supporting details in the next three rows. As they do this, student C should record questions that he or she might ask the debaters.
3. Students A and B present their arguments in turn, while the other group members listen or note comments on the arguments. Once the arguments have been presented, student C asks questions of the debaters—and listens carefully to their responses. At the end of this stage, student C decides who won the debate by presenting and defending arguments most effectively.
4. If time allows, you may wish to follow up by organizing a round-table discussion in which student C reports who won the group's debate and which arguments were most compelling.

Student Talk and Class Discussions

In this Teacher's Resource, there are many activities designed for small-group and class discussions. By participating in purposeful talk, students explain, clarify, question, consolidate, amplify, and extend their learning. Talk can motivate students, encourage them to take ownership of ideas, lead to connections with the ideas of others, sharpen their thinking skills, and help them gain confidence in themselves.

The class setting is ideal for synthesizing and drawing conclusions from the reports of small groups. Here, ideas and information can be compared, amplified, summarized, consolidated, and clarified. You and the students can ask questions that will extend the thinking and learning to everyone. However, certain conditions are important to establish an environment conducive to purposeful class discussions:

- Only one person may speak at a time.
- When a group presents a report, everyone in the group helps in the presentation. This way, everyone gets practice at presenting, and everyone takes responsibility for and ownership of the report.
- Students must have ample time to express their ideas or give information.
- Students should listen and respond, rather than simply present information.
- Ask questions and help or encourage students to sort out and clarify what they want to say.
- After asking a question, allow time for students to think before answering. On average, teachers wait less than two seconds for a student to answer. Try to wait a minimum of three seconds.
- Encourage students to listen to others, ask questions of you and their peers, support the ideas of others with facts, make connections between ideas, and summarize points and discussions.

NOTE: It is important to note that discussion can often be of a sensitive nature. Topics may deal with discrimination, bullying, mental health, identity, etc. It is important to stress that students may share private information in class discussions, and that sensitivity and confidentiality must be maintained.

Presentations

Students' presentations can be an invaluable strategy for you, and a tremendous learning experience for students. Presentations, which give students a degree of ownership over their learning and draw on their talents and interests, can be one of the best strategies to achieve content and skills objectives. A good presentation requires students to draw on their research skills, organizational skills, group skills, communication skills, and creative abilities.

Graphic Organizers

Graphic organizers require students to consider information and make decisions about how to reorganize it. Organizers also help students consolidate information in new ways, a strategy that is especially helpful for visual learners. The student becomes a creator of new information rather than a mere copier of words. Graphic organizers can take numerous forms, from a simple two-column comparison chart to a very complicated mind map. Venn diagrams and mind maps are two of the most common types.

Venn Diagrams: A Venn diagram is useful for identifying the similarities and differences between two or more people or events. Each person or event is placed in its own circle. Differences are recorded in the outside sections of the circles, while similarities are recorded where the circles overlap.

Mapping/Mind Map: Concept or mind maps are more complex graphic organizers. The purpose of mind mapping is to graphically organize thinking about a specific topic or issue. Mind mapping has a strong appeal for many learners, especially visual learners, and has been shown to increase memory and motivation. Mind mapping can be an individual or group activity. When it is a group activity, it may take on the form of and rules for brainstorming.

T-Charts: These two-column organizers can be created easily by drawing a large T on a page or folding a page in half lengthwise.

T-charts can be used in a variety of ways. Students might be asked, for example, to record main ideas in the left column and supporting details in the right. Or they may be asked to record the pros of a course of action in one column and the cons in the other.

KWHL Charts/Organizers: These organizers help students break apart their thinking on a specific topic, students are asked to explore three factors before they learn and one after learning has taken place. Prior to the lesson, students would be asked to fill out a chart that answers the following three questions: What do I know about this topic? What do I want to know about this topic? How will I gather the information I want to know? Once learning has taken place, students can be asked to go back and complete their chart by filling in the column that explores the question: What did I learn about this topic? This strategy empowers students to engage in their own learning.

Effective Literacy Skills

Empowering Students to Improve Literacy Skills

The *Philosophy: Thinkers, Theories & Questions* student textbook and Teacher's Resource provide an extensive opportunity for students to engage in the development of literacy while learning the complex interweaving of theory and concepts. Students will continue to develop their skills in reading, writing, speaking, listening, viewing, and representing while engaging in the content of the student textbook and Teacher's Resource but they will also learn how to creatively and critically analyze this curriculum. Many of the teaching/learning strategies presented throughout the lessons of this Teacher's Resource are embedded with the following:

- **Introduce one concept at a time.** Each of the lessons that follow has many important details students must learn and understand. It is important not to move quickly through the material until students have an excellent grasp of the information originally provided. Have students practise different ways of approaching the information until there is understanding.
- **Model specific strategies.** Do not expect all students to be able to apply a strategy they have not seen at work. Make your own thinking explicit. To teach students how to identify bias in a research study, for example, show them an example and model aloud the thinking strategies you would use to raise questions about the study's validity and accuracy.
- **Provide many and varied opportunities for practice.** Do not abandon a strategy once students have learned it. Review and repeat relevant strategies to promote students' engagement and scaffold new learning.
- **Provide continuous feedback.** Throughout the lessons, students are asked to share their thinking with a partner. This kind of *accountable talk* promotes thinking and consolidates learning. Many examples are provided that allow students frequent opportunities for small-group or whole-class discussions or quick teacher-student conferences to ensure that students receive continuous feedback, and you have opportunities to check their understanding.

- **Do not assume prior learning.** Students arrive in your classroom with a wide range of backgrounds and experiences. Though they may know many things that you are unfamiliar with, they may not know things you take for granted. Tools such as anticipation guides, KWHL charts, and brainstorming can help students fill in gaps for themselves and provide you with crucial information.
- **Engage in strategic reading.** Allowing students the opportunity to engage in strategic reading will enhance their understanding of content, concepts, and vocabulary. By making connections, questioning data, inferring based on results, visualizing possibilities, determining significant information, and synthesizing details, students will develop a clearer comprehension of explicit and implicit details that correlate with the curriculum they are learning and the issues they are being empowered to revolutionize.
- **Review layouts.** The complex layout of textbooks, research documents, and Internet sites can overwhelm many students. Navigating their way through this information is a skill that must be taught and practised. Whenever students begin to work with a new resource, or whenever they are likely to encounter new textual features, it is important to build relevant knowledge and skill-development components into any applicable lesson.
- **Review features.** Various print features also help convey information and emphasize the writer's intended message. These features include charts, illustrations, diagrams, photographs, graphs, captions, maps, and type features (e.g., boldface, type size and weight, italics). Print features can be taught as part of a lesson that involves previewing the textbook, but these features can also be taught in the context of the skills needed to understand key concepts in a textbook. You can promote awareness of these strategies by checking regularly to ensure students are using them during lessons, and by modelling strategies through explicit instruction or *think-alouds*.
- **Build vocabulary.** It is important for students to continually recognize the opportunity to learn new vocabulary. The *Philosophy: Thinkers, Theories & Questions* student textbook, and all other research materials students will be using in conjunction with the textbook, provide experience with new vocabulary. The different teaching/learning strategies used by this Teacher's Resource that will enhance the use of this vocabulary are brainstorming, predicting, developing concept charts, creating and exploring definitions as well as
  the continual use of graphic organizers and annolighting skills, which help build a better understanding of context.
- **Make connections.** One of the most important literacy skills for students must incorporate the ability to understand what they are learning and adapt that understanding by applying it to new experiences, and real-life situations. Students can be encouraged to practise this skill by incorporating strategies, such as the following:
  1. **Personal response prompts**—Have students make a personal connection to the topic and material being presented. Use connectors such as: How does this make you feel? What does this remind you of?
  2. **Use checkback and checkforward**—Ask students to infer how this material will be used in the chapters that will follow, or have them make connections to material already covered. A simple use of this concept could be to apply the theories explored in Chapter 1 to concepts taught later in the textbook.
  3. **Comparison charts**—Ask students to compare the past with current research. Many of the chapters in the textbook look at historical contexts and engage in learning from the past as a way to explore the future. Students can be provided these as exemplars of how research builds on research and experiences build on experiences. This will allow a clearer understanding of how everything is connected.

4. **Activate prior knowledge**—The material of the student textbook and Teacher's Resource is intimately connected to the lives of all our students. Many have experiences rooted in the understandings presented by *Philosophy: Thinkers, Theories & Questions*. Helping students draw on these experiences allows them to make deeper connections with the information being presented. This Teacher's Resource offers extensive opportunities to explore the knowledge about issues students bring with them to the classroom.
5. **KWHL charts**—These charts help students make connections to a subject by encouraging them to think about what they already know about it. They also engage students in their own learning by helping them keep track of information as they read.

- **Make inferences.** Making inferences is a complex skill that requires students to read between the lines. During reading, students must build meaning by making inferences in a variety of contexts (e.g., when reading and viewing photographs, maps, legends, advertisements, posters, political cartoons, and other visuals, as well as documents). To make inferences, readers must activate their previous knowledge, ask questions, make predictions, make connections between implicit and explicit messages, and draw conclusions. This Teacher's Resource allows ample opportunity to help students develop this skill by incorporating the following:
  1. **Modelling**—Use the vast number of photos and features provided in the textbook to model and develop inference-making skills.
  2. **Research study intent**—All the abstracts and research studies students will examine are opportunities to infer connections, biases, or conclusions.
  3. **Questioning/predicting**—Encourage students to always question the material they are reading, the results they are investigating, and the conclusions of others. Have them make predictions of the impact that policies, behaviours, or issues could have on the lives of individuals, communities, and society at large.
  4. **Think aloud**—Model for students your thinking about the research process or questioning so that students can "get inside" to understand the skill being developed.
- **Determine important information.** Deciphering important and substantial information from random thoughts and concepts is often a difficult skill for any student when exploring the vast amount of data being presented in textbooks, research studies, Internet sources, and other media venues. Teachers can encourage reading for comprehension by explicitly teaching the following strategies that help students determine the important information in a resource:
  1. **Provide a purpose**—Inform students of the topic being investigated, or hint at the content of the unit so that they can read with an idea already formulating.
  2. **Checkback**—Remind students of the previously explored material that connects in some way to current or future topics.
  3. **Use annolighting techniques**—Demonstrate how to appropriately highlight information and use annotations as ways of pulling out only the important and relevant facts.
  4. **Skim and scan**—Have students skim or scan the resources quickly to discover any important details that jump off the page.
  5. **The 5Ws + H**—Have students answer WHO, WHAT, WHERE, WHEN, WHY, and HOW as a means of narrowing down important details.

- **Synthesize.** Synthesis is a highly complex comprehension strategy that requires readers to merge various sources of information to construct a coherent whole. When readers synthesize, they draw on their background knowledge at the same time they ask questions, make inferences, predict, integrate, generalize, and draw conclusions to create new knowledge. Students can use the following strategies to synthesize information presented in this course:
  1. Check reading and writing assignments
  2. Before, during, and after strategies
  3. Scaffolding
  4. Modelling
  5. Opportunities for practice
- **Use exit cards.** Exit cards are an easy, entertaining way to help students summarize their learning. You can also use exit cards to check students' understanding and identify areas of confusion or difficulty that might require further instruction. At the end of a lesson, give each student an index card. On one side of the card, students write a response to the prompt, "The overall objective of today's lesson is . . . ." On the other side of the card, students write a response to the prompt "One question I have about the textbook is . . . because . . . ." Exit cards can also be used in a variety of creative ways to prompt students to pose questions or to identify issues or concerns.

  Exit slips like the following can also be used in a variety of creative ways to prompt students to pose questions or to identify issues or concerns.

I read . . .	I think . . .
Therefore . . . Name _____ Date _____	

Name _____ Date _____

One big idea I learned from today's lesson is . . .

One question I still have is . . .

- **Ask reflective/focus questions.** Reflective questions allow the teacher to introduce a new topic by engaging students' prior learning. A teacher can introduce a variety of topics. Sensitive issues lend themselves well to this strategy because students can individually reflect on personal experiences that relate to concepts being discussed in class. For example, students may be asked to explore feelings and attitudes around the topic of the impact of homophobia on individuals and families. Responding to questions in different formats assists in the development and improvement of students' writing.

Photograph and Illustration Literacy

When students look at a page of information, they tend to examine the pictures and photographs first. Illustrations have the effect of engaging students and motivating them to read or search for information related to the pictures. Illustrations are also useful for building concepts, making inferences, making generalizations, initiating inquiry, and

formulating hypotheses—all key components of literacy. For students to accurately read visuals, they need to develop two observation skills:

- To observe and describe accurately what they see
- To make an inference from or interpretation of what they observe

Philosophy: Thinkers, Theories & Questions provides students with many opportunities to practise observation and interpretation skills. When students are looking at photos, direct them to look at different parts of the picture: the foreground, the middle ground, the background, and the focal point.

Photo Essay

A photo essay is a way for students to tell a story or explain concepts using images. The photo essay consists of a series of photographs that may contain captions or notes to explain what is happening in the series. The photo essay offers students the opportunity to engage the material using images to convey a variety of concepts in a powerful way. For example, students might use photos to document the various stages of an experiment to illustrate a behaviour or emotion before, during, and after the experiment.

Creating Strategic Readers

Because reading is a thinking activity, teachers can enhance students' understanding of content, concepts, and approaches by promoting strategic reading in the classroom. Five strategies that promote students' engagement in and comprehension of text are as follows:

- Making connections
- Questioning
- Inferring and visualizing
- Determining important information
- Synthesizing

Using these strategies during lessons ensures that students have many opportunities to learn content, practise skills, and develop habits of mind that deepen their comprehension and promote their understanding of issues.

Preview the Textbook

Do not assume that all students arrive in your classroom knowing how textbooks work. Even academic students can have gaps in their knowledge of textbook features. Whenever students begin to work with a new textbook, or whenever they are likely to encounter new textual features, building relevant knowledge and skill-development components into lessons is a sound idea.

Most textbooks share common features, such as a title, a table of contents, headings and subheadings, margin features, a glossary, and an index. By drawing students' attention to these features, you can ensure that they know where to look for information as they read.

A chart like the following can serve as a graphic organizer for students' comments:

Textbook Feature	Strengths	Challenges	My Rating
			1 2 3 4 5
			1 2 3 4 5

Various print features also help convey information and emphasize the writer's intended message. These features include charts, illustrations, diagrams, photographs, captions, and type features (e.g., boldface, type size and weight, italics).

Print features can be taught as part of a lesson that involves previewing the textbook, but these features can also be taught in the context of the skills needed to understand key concepts in a textbook. You can promote awareness of these strategies by checking regularly to ensure that students are using them during lessons and by modelling strategies through explicit instruction or "think-alouds."

Use a Think-Aloud to Teach Features of Print

Pause during the lesson to draw students' attention to a relevant feature of the text, such as boldface type, and model the thought processes that a strategic reader might use. Here is an example:

"When I skim and scan this page, three words jump out at me. For some reason, the writers of this textbook decided to highlight these words in boldface type. So, right away, I know that these words must be important. I'll pay particular attention to these words when I read the passage, checking that I understand their meaning and that I know why they're important to my understanding of this section of the textbook."

Use Previewing to Teach Features of Print

A preview strategy similar to the one used to teach the features of a textbook can be used to teach print features. In *Philosophy: Thinkers, Theories & Questions*, for example, a number of print features appear on the introductory spread of each chapter. Select one or two spreads and ask students to examine them and fill in a chart like the following:

Print Feature	Why Is It Used?	How Does It Help Me Understand the Writer's Message?
Chapter Introduction paragraph		
Key terms		

Teaching Text Structure

Text structure refers to the organizational framework used by a writer. A scientific report, for example, often uses a cause-and-consequence structure. A diary may use chronological sequence, while a memoir might use an episodic structure to organize several events involving various people at different times and in different places. Common text structures include chronological sequence, comparison and contrast, concept and definition, descriptive, episodic, generalization and principle, process, and cause and consequence. Longer works often use a number of text structures at different points.

Students who understand text structure are more likely to be able to locate specific information, make relevant predictions, and comprehend what they read. Students can also use what they have read to help them organize their own writing.

Use Graphic Organizers to Teach Text Structure

Graphic organizers help make text structures visible to students. As they read, instruct students to jot notes on an appropriate graphic organizer. A Venn diagram, for example, can be used to demonstrate a structure that involves comparing and contrasting, while a flow chart can be used to illustrate a chronological or a cause-and-consequence structure.

Building Vocabulary

Students frequently encounter unfamiliar words and terms in content subjects. When conducting a tour of any textbook, always include a visit to the glossary and draw students' attention to features that promote learning. The boldface type in *Philosophy: Thinkers, Theories & Questions* supports the teaching of important conceptual vocabulary.

Other strategies that support vocabulary development include the following:

Strategy	Description
Brainstorm.	Working in pairs or small groups, students recall what they know or think they know about key words, terms, concepts, and phrases. They check their predictions during the learning period and then make revisions to consolidate their learning.
Create a prediction chart.	While students are reading, they use context clues to infer the meaning of key words or phrases (e.g., the term Ultimate reality, p. 98 *Philosophy: Thinkers, Theories & Questions*). Using a T-chart or notepaper divided into two columns, students write the word or phrase and predict its meaning. After reading, students compare their predictions with definitions.
Draw a concept.	Students sketch a concept, term, or phrase taught in class to activate their visual memory and make their thinking explicit.
Create a graphic organizer.	Many kinds of graphic organizers support vocabulary development. A simple word-definition chart provides a built-in personal glossary for students and can be developed as a unit progresses. More complex organizers, such as concept maps, build key vocabulary at the same time as they develop important concepts.

Word Walls

A Word Wall is an organized collection of words displayed prominently in the classroom so that it can be read easily by all students. These walls support vocabulary and concept development by ensuring that key concepts are highlighted and by providing continuing cues to students as they work through a unit of study. These walls can change often, once students show that they have mastered the concepts, definitions, and vocabulary posted. Or you can continue to use the same wall—or use the same wall and add temporary walls for specific purposes, such as mastering vocabulary and key concepts in a particular chapter or unit.

Word Walls can take many different forms, depending on the purpose of the collection. They may include—or combine—the following:

Purpose	Form of Word Wall
Key vocabulary for a forthcoming chapter or unit	Post words in advance so that they can be explicitly taught as a pre-reading strategy. For a particular chapter, this kind of wall might include all the key terms highlighted in boldface in the chapter opener. Remind students that they can also look up these words in the glossary.
A cumulative collection	This might begin with a short list of key words or concepts. Encourage students to identify and add new words or concepts that are important to knowledge of content and understanding of issues.
Key concepts	Start with a list of foundational concepts and terms relevant to a particular area of study. New words and concepts can be added, and the chart can be reorganized as the unit develops. In some cases, a mind map can provide the framework for the developing wall.
Spelling and usage challenges	Brief, contextualized explicit instruction in spelling demons (e.g., "accommodation" in "reasonable accommodation") and usage challenges (e.g., when to use "criterion" and "criteria") can help students become familiar with philosophically-related terms.
Definitions	These can be built using, for example, construction paper folded like a greeting card. In print that is big enough for all students to read, write the word on the front of the card and the definition inside. Students can read the definition by opening the card.

Making Connections

Making connections is a key comprehension skill. Students must connect prior knowledge to new learning, familiar text to a new one, and classroom learning to real-life applications. A number of strategies help students do this.

Personal Response Prompts: Ask students to pause during reading and give them prompts to help them reflect orally or in writing: "This idea reminds me of . . ." or "This event makes me feel as if . . ." The narrative of *Philosophy: Thinkers, Theories & Questions* includes many opportunities to do this.

Making Connections Through Textbook Features: The "Philosophy in Everyday Life" feature asks students to connect philosophical theories and questions to situations found in daily life. As well, the "Making Connections" feature compares philosophical theories put forward by different thinkers in relation to one philosophical problem or question.

Now-and-Then Charts: Comparing current and past views on particular concepts provides highly engaging learning opportunities. You might, for example, help students make connections by comparing how, for example, different philosophers over time have conceived of "mind."

Activating Prior Knowledge

Students' previous knowledge plays a key role in their ability to build new learning. A variety of strategies can be used to help them activate this knowledge.

Two-Column Charts: Instruct students to create two columns in their notebook or to fold a sheet of paper lengthwise. In the left column, tell them to write quotations or facts drawn from the textbook or to note a visual, such as a photograph. In the right column, students record their responses to the item listed in the left column.

Quotation, Fact, or Visual from *Philosophy: Thinkers, Theories & Questions*	**This Reminds Me of . . .**

Oral Responses: Encouraging whole-class or small-group discussions before studying a new topic can activate students' existing knowledge and experience and provide helpful planning and diagnostic information for teachers.

Making Inferences

Making inferences is a complex skill that requires students to read between the lines. During reading, students must build meaning by making inferences in a variety of contexts (e.g., when "reading" photographs, maps, legends, advertisements, posters, political cartoons, and other visuals, as well as documents). To make inferences, readers must activate their previous knowledge, ask questions, make predictions, make connections between implicit and explicit messages, and draw conclusions.

The following strategies can help students improve their inference-making skills:

Strategy	Description
Model your own processes.	Regularly select photographs or other visuals, such as political cartoons and charts, and think aloud to model the processes you use to draw meaning from visuals.
Identify key words and phrases that reveal an author's attitude or intent.	This strategy is particularly important when reading for bias. Think aloud to model the process yourself or encourage a student to model the process.
Point out text structures.	Phrases such as "as a result," for example, can reveal a cause-and-consequence structure, while "then" can reveal a chronological structure. Once the structure is identified, encourage students to identify questions they would ask the author and help them make logical connections.
Question.	Making inferences requires a questioning stance on the part of the reader. Model asking effective questions that develop habits of mind that promote critical thinking.

Directed Reading-Thinking Activity

A directed reading-thinking activity, or DRTA, is a focused reading strategy that encourages students to take risks by making predictions about a passage and then monitoring their own understanding by confirming or rejecting their predictions.

Choose a reading passage and ask students to scan the margin features. Then read aloud the title or subtitle and ask students to predict what they are likely to find out when they read the passage. Elicit as many predictions as possible and note these on the chalkboard.

Tell students to read to a predetermined point in the passage (e.g., the end of the first paragraph or the end of the first two sentences). The chunk selected should include just enough information to enable students to confirm or reject previous predictions. When students reach the predetermined point, pause to discuss what they found out and to check their predictions. Then use the following questions to encourage them to make more predictions before they read to the next predetermined point:

- What do you think you are going to find out next?
- How did you figure this out?

When students finish reading the selected passage, discuss the reading as a whole, talking about the content and their predictions, as well as questions that remain unanswered. If students have trouble making predictions, think aloud to model how you would figure out your own predictions.

DRTAs scaffold the reading process for students and break up longer passages into manageable chunks. They also promote active reading, because students must examine their predictions and draw conclusions or make judgments at various points during the process. Though it is important to pause to check students' predictions, do this only as often as you think necessary. Too many pauses can bog down the process, causing the reading to become choppy rather than reinforcing.

Determining Important Information

When presented with a narrative, students frequently have trouble separating important information from supporting details, supplementary facts, or even irrelevant information. Teachers can encourage reading for comprehension by explicitly teaching strategies that help students determine the important information in a passage.

The following strategies can help students develop their ability to determine important information:

Strategy	Description
Set a purpose for reading.	An important question, such as the questions posed in each Chapter Introduction in *Philosophy: Thinkers, Theories & Questions,* or a problem or puzzle, encourages students to think and make predictions about the reading ahead.
Assess previous knowledge.	Taking time to help students make connections to their previous knowledge of a topic significantly improves their learning. Cue students to ask themselves, "What do I already know—or think I know—about this topic or issue? Have I learned about anything like this before? Based on my previous knowledge, what can I predict?"
Skim and scan.	Skimming involves looking quickly down the page to locate specific items, details, or features. Scanning involves reading quickly to find the main idea of a passage. Both strategies can be used before reading to improve students' concentration during reading and to target important information in the narrative.
Ask the 5Ws+H questions.	Asking the 5Ws+H questions (who? what? when? why? where? how?) helps students identify the main idea and supporting details of a passage.
Annotate the text.	Encourage students to use sticky notes or bookmarks created from strips of paper to indicate important ideas, new or confusing words, and specific details.
Encourage focused talk.	Brief, focused opportunities to talk to others during learning sessions provide students with opportunities to check their understanding, pose questions, and consolidate learning. Think-pair-share activities and small-group discussions can provide these opportunities.
Use visual cues.	For visual learners in particular, the opportunity to sketch or visualize a concept promotes comprehension. Like opportunities to talk in class, opportunities to sketch or visualize an event can be quick, efficient, and effective.

Most Important–Less Important Information Chart

A most important–less important information chart is a simple graphic organizer that helps students read for meaning, take notes, and summarize their thinking.

Select and use pre-reading strategies as you would normally. Then tell students to create a chart like the one shown or to fold a sheet of paper lengthwise to make the chart.

Most Important Information	Less Important Information
My summary statement . . .	

As students read a selected passage, encourage them to pause periodically to record the most important information in the left column and the information they consider less important in the right column. You may wish to check students' understanding and help them consolidate their learning by asking questions or initiating a think-pair-share activity that involves comparing their assessment with that of a partner.

Once students have completed the reading assignment, instruct them to summarize the main idea in a single sentence. Ask students to share their summary statements to check for understanding and to consolidate key concepts.

This strategy can be used regularly to help students take notes and to support tasks such as writing a summary paragraph or news report.

Because many students have trouble separating key ideas from less important details, you may wish to encourage them to work in pairs until they have had plenty of opportunities to practise this strategy. Chunking the text for reading helps students focus on smaller segments. Guide students through a passage by asking them to pause and check with a partner after reading each chunk.

Synthesizing

Synthesis is a highly complex comprehension strategy that requires readers to merge various sources of information to construct a coherent whole. When readers synthesize, they draw on their background knowledge at the same time as they ask questions, make inferences, predict, integrate, generalize, and draw conclusions to create new knowledge. Each culminating activity in *Philosophy: Thinkers, Theories & Questions* requires students to synthesize what they have learned as they respond to the chapter issue question.

The following strategies can help support students' efforts to synthesize information:

Strategy	Description
Chunk reading and writing assignments.	Pause regularly while students are reading or writing to encourage them to check their learning and ask questions. The margin questions in *Philosophy: Thinkers, Theories & Questions* are designed to accommodate this strategy during reading.
Use before, during, and after strategies for all new learning tasks.	Skimming or scanning, DRTAs, exit slips, and a variety of other strategies included in this Teacher's Resource can be combined to provide before-, during-, and after-reading activities that consolidate learning.
Scaffold learning.	Organizational charts such as graphic organizers, most important–less important information charts, and 5Ws+H charts can provide important scaffolds.
Model your own thinking.	Think aloud as you create a sample that students can use as a guide (e.g., model the thinking process you might use when writing an informed opinion).
Provide opportunities for practice.	Provide repeated opportunities for students to summarize their learning in a variety of ways (e.g., think-pair-share activities, mind maps, visual representations, graffiti walls, writing in role, comparison charts, written personal responses).

Creating Strategic Writers and Researchers

Organization in writing is a sophisticated skill that must be learned over time. Teachers can help students develop important organizational skills through explicit instruction and by providing students with opportunities to practise skills, by planning collaborative learning opportunities, and by offering continuous feedback. A few simple strategies, used regularly, can support students' comprehension and improve their writing skills.

Outline Notes and Structured Note-Taking

To teach outline note-taking, select a passage from the pages that formed part of the day's lesson. On the chalkboard or an overhead transparency, use the subheadings on the page to build a framework of points that identify the main ideas. Then ask students to complete the chart by adding points under the main idea. They must express each point in a maximum of five to ten words.

Limiting the number of words students can use helps prevent verbatim copying of passages and ensures that students exercise critical thinking skills to identify the main points.

Here is an example, drawn from page 100 of *Philosophy: Thinkers, Theories & Questions*.

Main idea: **Taoism**

- a Chinese mystical philosophy
- holds that human reason and language cannot grasp the nature of reality
- Chinese sage Lao Tzu outlines Taoism in his book *Tao Te Ching*
- concept of Tao is the main principle of the universe
- the Tao is not a thing, but all things come from it

Structured note-taking involves using graphic organizers. When you begin using this strategy with students, model the use of various graphic organizers, one at a time, giving students many opportunities to practise. Eventually, students will be able to independently match the appropriate organizer to a task.

Read the passage selected for instruction. Select a graphic organizer that matches the learning purpose and model the organizer's use. Then, as the theme progresses, provide students with opportunities to practise in groups, in pairs, and on their own. Graphic organizers often used for structured note-taking include most important–less important information charts, compare-and-contrast charts, Venn diagrams, mind maps, word webs, cause-and-consequence charts, and sequence-of-events charts. A timeline also makes an excellent framework for taking structured notes.

A Summary Paragraph

Summary writing requires students to integrate a number of reading and writing strategies. They need plenty of practice summarizing information and expressing their knowledge clearly and concisely. Students who struggle with either reading or writing need extra time, opportunities, and support to develop these important skills.

Summarizing helps students understand content, develop important study skills, and learn strategies they can use to conduct research and explore topics of relevance and personal interest.

You can help students develop summarizing skills by incorporating the following:

- Modelling, in read- and think-aloud sessions or during shared reading, the strategies you use to identify the main idea of a passage and the key supporting details
- Using graphic organizers (e.g., most important–less important charts, Venn diagrams, mind maps)
- Using text-annotation strategies (e.g., bookmarks, sticky notes) to identify key ideas and supporting details
- Explicitly demonstrating how a summary paragraph works
- Engaging students in informal speaking activities that ask them to relate what they have learned to a partner or small group

A Supported Opinion Piece

Writing a clear, convincing, well-supported opinion statement can be challenging for any writer. It requires students to exercise a high level of critical thinking, take a clear position on an issue, synthesize and organize information, and construct a clear, coherent position statement that makes sense and convinces a specific audience.

To argue persuasively, students must usually consider an issue from various perspectives. They must be able to separate opinion statements from statements of fact and structure an extended piece of writing according to its purpose and audience. In addition, they must make clear transitions between ideas and anticipate possible counter-arguments. Developing these sophisticated skills takes a great deal of practice and considerable support.

Repeatedly practising various opinion-forming and opinion-communicating skills supports comprehension and critical thinking in important ways. The following strategies help students practise their opinion-writing skills in manageable chunks:

Strategy	Description
Two-column opinion–proof charts	Students make two columns by folding a page lengthwise or drawing a line down the middle of a page. In the left column, students write opinion statements. In the right, they jot facts that support their opinion. These facts may be drawn from reading a passage, viewing a video or Web site, or any other learning activity.
Fact-opinion charts	Students use either notepaper or a folded graphic organizer to practise identifying fact and opinion statements they encounter while reading or viewing.
Modelling your own thinking	Think aloud to model how you would analyze, interpret, and evaluate an opinion paragraph.
Oral activities	Activities such as think-pair-share and structured debates can help students think through their opinions and search for facts that support or refute their thinking.
Reading editorials	Students explore different editorials that clearly illustrate opinions on different topics.

Use Point–Proof–Comment Organizers

A point-proof-comment organizer is a structured guide that helps students plan and organize a supported opinion piece. Students begin by recording a point that they believe supports—or challenges—their opinion. They then record a proof to support the point, as well as a comment on the validity, authority, and reliability of the proof.

Point–Proof–Comment Organizer **Issue** _____	
Point	
Proof	
Comment	
Point	
Proof	
Comment	

Writing for Research

Conducting research and communicating the results are challenging tasks for many students. Students can become frustrated when they can't find information—or they can be overwhelmed by too much information. Students often have trouble putting things into their own words, and research sources are often written at a level that is beyond the reading skills of many adolescents.

Nevertheless, research writing also offers opportunities for students to pursue topics they have selected themselves and to become experts on an aspect of the course content. You can help students become more effective researchers by using strategies such as modelling and thinking aloud and by providing plenty of feedback and guided practice.

Writing a research essay is only one way students can communicate research-based learning. Other research-based products include reports, summaries, presentations, opinion paragraphs, graphs and charts, mind maps, learning logs, explanations, brochures, flow charts, diagrams, storyboards, and speeches.

Preparing Research

Developing research skills requires access to models and opportunities to practise. You can model research skills by using think-alouds or a shared writing lesson that explicitly models the steps students can take to locate and record information.

Researching Skills

Philosophy: Thinkers, Theories & Questions enables students to develop researching skills. Students will learn how to research and explore a topic or subject in depth by learning to do the following:

- Define terminology
- Collect data from a variety of sources
- Formulate research questions
- Assess validity of secondary sources
- Select a theoretical perspective
- Select a research method
- Create a research plan
- Use proper citation techniques
- Create a final research product

Evaluating Web sites

The Internet offers student researchers a wealth of interesting and valuable information. But unlike libraries and research institutions, people who create Web sites need no particular qualifications or expertise. As a result, students need additional help when they are working with Web-based resources. Helping students develop a critical approach to Web-based information is an important role for teachers of social studies.

Teach students to ask key questions like the following when they are working with Web-based resources:

Quality	Questions
Authority	Who created the Web site? What are the person's credentials? Is biographical information included? Is the person connected to a university, research institution, government site, or reputable historical organization?
Currency	When was the page last updated? How current is the information?
Support	Does it include links to other sites on the same topic? Are these links connected to reputable organizations? Does the information match what you have read in the textbook? Is it supported by other sources on the same topic?
Purpose and audience	To whom is this Web site directed? Does the Web site communicate a particular political opinion? Does the site seem biased in any way? How do you know?
Accessibility	Is the site easy to use? Do all the links work? Is the language clear? Is the layout logical?

Checking for Bias

Many students have limited experience in considering issues from varying perspectives. Television and other media, for example, do not always provide a balanced view, and talk shows frequently highlight conflict rather than debate. As a result, students may have difficulty understanding bias in writing and how it works.

To foster students' ability to think critically, you can provide explicit instruction in argument and counter-argument. Strategies that encourage students to become aware of bias include the following:

- Concept-attainment charts that use yes and no examples to help students begin to understand the concept. Students then share their hypothesis and thinking. Finally, students add to the list to demonstrate they have an understanding of the concept. Here is an example.

Yes Examples	No Examples
• Textbook • Journals • Magazines • Newspaper articles • Research reports • EBSCO • *Journal of Sociology* • Internet site sponsored by a university or government	• Wikipedia • Internet site sponsored by racist group • Newspaper article that does not provide sources for quotes or statistics • Statistics that do not have a source • Personal website or blog • Celebrity magazines • Sources that are out of date

Source: Bennett, B. and Rolheiser C. *Beyond Monet, The Artful Science of Instructional Integration*. Toronto: Bookation, 2001.

- Pro-and-con charts—Provide a two-column chart or foldable graphic organizer. Encourage students to think through the pros and cons of an action or issue and record the pros in one column and the cons in the other, then to share their thinking with a partner or group.
- Critical literacy questions for reading and writing—Questions like the following can help students develop important critical thinking skills as they read and write:
  - What do you know about the author?
  - How did the author obtain the information contained in the passage? Are the sources reliable?
  - What is the author's purpose in writing? What does the author stand to gain?
  - Who is the audience? What does the author want the audience to do?
  - How are various groups of people (e.g., men, women, Aboriginal groups, immigrants, religious groups, governments) represented in the passage?
  - If the "story" in this passage were told from another point of view, how might it change?
  - How does the information in this passage compare with other things you have read on the same topic? Where could you get information for comparison?
  - Is anyone's side of the story omitted? Why?
  - Does the author use emotional words or phrases, or does the author use thinking words and phrases?
  - How do you feel when you read this text? If you were on the other side of the argument, how would you feel? Why?

You may also wish to refer students to the strategies for reading primary and secondary sources on pages 544-545 of *Philosophy: Thinkers, Theories & Questions*.

Encouraging Critical and Creative Thinking

Philosophy: Thinkers, Theories & Questions and this Teacher's Resource provide teachers and students with strategies to improve thinking skills, carry out research, read for meaning, and analyze information. These are critical skills for students to master. Helping students to become stronger thinkers and lifelong learners is perhaps the most vital contribution teachers can make to students' education and their lives. Armed with effective thinking skills, students will be able to solve complex problems, interpret media, and propose dynamic and innovative solutions to societal challenges. In short,

developing students' ability to think is the cornerstone to their becoming active, thoughtful citizens in society.

Building students' capacity for thinking can be divided into reactive and proactive thinking. Traditionally, it is reactive thinking that receives the greatest attention when thinking skills are taught. Reactive thinking refers to reacting or responding to something. For example, when students are asked to compare two contrasting views on a topic or to look for bias in a source, they are employing reactive thinking skills. Often the term *critical thinking* is used in relation to reactive thinking. Equally important is proactive thinking. Proactive thinking refers to the ability to conceive new ideas to solve problems. When students develop the capacity for both reactive and proactive thinking, they are able to critique information, make reasoned judgments about issues, choose appropriate courses of action, and propose alternative solutions, contribute new ideas, and problem solve by thinking "outside the box."

Infusing Reactive and Proactive Thinking Throughout the Curriculum

If students are to be successful in developing their capacity as effective thinkers, opportunities to practise and refine their thinking skills must be an integral part of the curriculum. The design of the curriculum should be such that students are continually challenged by being required to interpret information and devise new or alternative solutions to an issue or a problem. You will notice the questions and activities in *Philosophy: Thinkers, Theories & Questions* have been created to encourage students to work with the information contained in the chapters of the textbook. In some cases, students are asked to respond to an issue. As you construct your lessons, keep these four questions in mind:

- Are students being challenged in a meaningful way?
- Do the challenges posed for students address the enduring learnings of the curriculum?
- Do the activities designed for students require them to respond through critical analysis or a creative response?
- Have students had the opportunity to acquire and refine the skills necessary to successfully meet the challenge they face?

Effective Thinking Skills

Whether preparing to enter the world of work, or pursue further academic studies, all students benefit from improved thinking skills by perceiving the world around them in new ways. Edward de Bono's CoRT Thinking Program is an excellent guide for teachers who wish to develop thinking skills. Following are three of de Bono's strategies that assist in developing thinking skills.

Divergent Thinking (APC: Alternatives, Possibilities, Choices): Often students feel they must respond to a question with an answer selected from a limited number of correct answers. This problem can be compounded by teachers who too readily accept only one answer and do not allow a variety of possibilities to be explored. The APC strategy encourages students to think about a wide variety of alternatives, possibilities, and choices that go beyond the obvious. By focusing their thinking on the task of developing multiple ideas, students take the most important step toward becoming effective thinkers. To do an APC, put students in groups of four. Give them a scenario that is purposely vague—do not limit them with too many facts. The scenario might be something like: "Even though we all deplore discrimination, it still exists. Why?" Remind students that all ideas are valid, that they should be written down, and that any idea should be accepted.

Critical Thinking (PMI: Plus, Minus, Interesting): Students must learn to think not only more widely, but also more critically about the facts they encounter and the conclusions they draw to ensure their analyses are accurate. The PMI strategy is

designed to have students critically assess the facts they have researched, their ideas, and their conclusions. To do a PMI, sit students in groups of four and ask them to prepare a chart with three columns labelled *Plus*, *Minus*, and *Interesting*. Then have students categorize all the Plus ideas, all the Minus ideas, and all the Interesting ideas. PMIs can be incorporated into this course with examples such as comparing and contrasting different philosophical theories on a question such as What is the best form of government?

Creative Thinking (PO Random Input): The PO Random Input strategy attempts to develop lateral thinking skills in students. It is believed that much of the human brain's capacity remains untapped and that one side of the brain is dominant. Lateral thinking enables students to draw on more of their "brain-power" and use the neglected side of the brain. To do a PO Random Input strategy, select a noun and randomly select another word of no apparent relevance.

The Six Thinking Hats

Problem solving is a very complex task, often complicated by several factors. Students required to respond to an issue may find their emotions in conflict with logic, or that the pursuit of information conflicts with the search for new ideas. When attempting to problem solve, many types of thinking happen simultaneously, complicating the decision-making process or inhibiting the creation of new ideas. Edward de Bono's Six Thinking Hats strategy provides an effective means to focus students' thinking.

The Six Thinking Hats strategy encourages students to respond to an issue by using six different types of thinking, one at a time. Each of the six different-coloured hats represents a different type of thinking. The thinking hats are as follows:

White Hat: For gathering information. Students ask: What information do we have? What additional information do we need to obtain?

Red Hat: Deals with emotions and intuitions. Students ask: How do I feel about this issue?

Black Hat: The hat of caution and judgment. Students ask: Does this view fit the facts? Will this idea work? Is it safe?

Yellow Hat: Examines the advantages and benefits of an idea. Looks for the positive aspects. Students ask: What possible benefits may result? Why is this a good idea?

Green Hat: Develops fertile ideas and new suggestions. Students ask: What are some alternative courses of action?

Blue Hat: For reflecting on the thinking process. Students ask: Have we fairly assessed the information? Have we followed a logical course of action in addressing this problem?

There are several effective ways to integrate the Six Thinking Hats into daily lessons.

1. Have student groups assign each member a thinking hat to "wear" while addressing an issue.
2. Ask each student in the group to spend a few minutes "wearing" only one of the hats. After sufficient time, ask students to change hats.
3. During a Socratic (question-and-answer) discussion, point out to students which hat they have worn in responding to an issue and ask them to consider the issue wearing another hat.
4. Create a six-sided die with one colour on each side. Pose a question on an issue and roll the die to determine which hat is to be worn. After sufficient discussion, roll the die again.

Analytical Thinking

In attempting to complete the tasks assigned by their teachers, students often find themselves floundering before they get started. This usually results from poor analytical (problem-solving) skills. Students who do not naturally think in a logical or sequential manner may find themselves unable to carry out an assigned task because they are uncertain about what is required and what steps need to be taken. The following steps will help students tackle any assignment:

1. Highlight the important words or phrases in the description of your task.
2. Place these key words or phrases in a logical sequence to help you outline the steps needed to complete the task.
3. Look for relationships between the key words or phrases.
4. Use simple charts, diagrams, or matrices to help you complete the task.

Differentiated Instruction

Differentiated instruction is an approach to teaching that differentiates among and accommodates students' preferred learning styles and provides opportunities for students to use the learning styles that best suit their needs. Some major learning styles are summarized in the following chart:

Some Major Learning Styles

Style	Characteristics
Auditory	Students learn by listening
Interpersonal	Students learn by interacting with others
Intrapersonal	Students learn by working alone
Kinesthetic	Students learn by touching, moving, and manipulating objects
Linguistic	Students learn by using language
Logical-mathematical	Students learn by reasoning and using numbers
Visual-spatial	Students learn by responding to images

Individual learning styles are the first variable to assess when meeting a new class. Learning styles are not a reflection of students' ability, and most students are able to learn in a variety of ways, though they also have a preferred style.

Though most teachers already differentiate instruction by taking into account students' strengths and weaknesses when preparing and presenting lessons, developing and giving out assignments, and assessing and evaluating work, each lesson presented in this Teacher's Resource includes a section titled "Differentiated Instruction." This section offers suggestions for differentiating instruction in the classroom.

Differentiation can be achieved in a number of ways—by modifying content, product, and process.

Content

You can differentiate based on content by assigning material that appeals to students' interests. Every chapter of *Philosophy: Thinkers, Theories & Questions* presents many activities, explorations, and questions. Rather than ask all students to complete all these activities, you might encourage them to choose those they are more interested in.

Product

Asking students to develop different learning products is another way of differentiating instruction. A student who learns best through language, for example, may work most successfully on products that involve listening, speaking, reading, and writing. These products may include journals, diaries, magazines, newsletters, newspapers, and puzzles. A student who learns best kinesthetically might develop products such as games, charades, skits, and dances. A visual learner may excel at assignments that involve creating products such as posters, mosaics, models, and videos.

Process

Differentiating by process involves using different means to achieve similar goals. You might, for example, change the complexity of questions to match students' strengths and enable those with varying abilities to participate at their own level. High-level questions ask students to evaluate and synthesize, middle-level questions involve some analysis and application, while lower-level questions ask questions such as how, what, and where.

Diverse Perspectives

A unique and special feature provided by this Teacher's Resource is a deeper exploration of the material from different points of view. Life for individuals is anything but simple. It is a complex interweaving of many correlating factors that contribute to the realities playing out in the lives of all people. With this awareness, it was important to provide you with additional support while teaching the material. Lessons are enhanced with a look into one or more of the following perspectives:

1. **Equity:** Equal and fair treatment of all people at all times has been the cornerstone of global change. There are many indications that we are still working diligently to affect real change in this area. While the world is getting better at recognizing types of inequities, there is still widespread problems that are central to this issue. Throughout this Teacher's Resource, wherever applicable, key fundamental problems that must still be explored and discussed are highlighted. Suggested readings and activities and other resources/videos are presented for your consideration.
2. **Ethnicity/diversity:** "That which makes us different, often sets us apart." The method by which any individual approaches life can often be defined by their ethnic or cultural understanding. Every ethnicity has a unique way of approaching the topics related to individual development. Since our country has become more and more multicultural over the years, and each community has its own dynamic of diversity, it is important that we spend time understanding the unique things that make each of us different. Knowledge of others' attitudes and behaviours helps us become more understanding and compassionate individuals.

Technology and Career Supports

Every year, we are inundated with the new technology that is introduced into our employment and the general population. As an educator, it is important to keep current and up to date with the vast number of resources that assist in the task of educating and empowering today's students. This Teacher's Resource offers several suggestions of how technology can enhance the classroom and engage students in independent learning, as well as collaborative learning.

Types of Technology

Television/DVD/Projector

Much of the information and concepts we explore in the classroom can be applied with a quick observation of some of the sit-coms, television dramas, and movies that are available for viewing. While this is an excellent idea and motivates the visual learners, it is also important to remember copyright legislation. Since every school board has purchased its own particular copyright privileges, please check with your board's resource centre before previewing any of the suggested resources.

Internet

The Internet is a source of immense information that, at times, can be overwhelming for students to navigate. And yet, students will often turn to the Internet as a first source of information. To assist students in assessing the validity and quality of Internet sources, refer them to "Assessing Sources" on page 545 of *Philosophy: Thinkers, Theories & Questions*.

YouTube/TeacherTube and Podcasts

YouTube videos, like television and movies, deal with current issues affecting individuals and families and can be used as a means of identifying and applying theories and concepts. Once again, it is important to inquire about the copyright policy that has been purchased by your board before viewing anything online. There are a variety of podcasts available today that support the curriculum being developed in the classroom. Podcasts are tools that incorporate a readily available technology with the need to create a collaborative learning environment in every classroom.

Interactive Whiteboards

One of the most innovative resources available in classrooms today is the interactive whiteboard. It allows students of all levels to engage in learning and demonstrate their knowledge and understanding in a hands-on, kinesthetic way. This Teacher's Resource provides various activities that can be adopted and utilized via the interactive whiteboard.

Tablets

Interactive platforms such as the iPad® and PlayBook™ provide teachers and students with the opportunity to access resources quickly. Internet access is still required, but they are more portable. Opportunities to take pictures of student work to provide feedback and assess growth over time are one way to make use of these resources.

Assessment and Evaluation

The recent Ministry of Education document entitled *Growing Success* has identified that the "primary purpose of assessment and evaluation is to improve student learning" (p. 6). To this end, the ministry has identified "seven fundamental principles" that will assist teachers in providing a learning environment that is equitable to all students and ensures their academic success. The seven fundamental principles outlined in the above document are as follows:

"[T]eachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning."
  (*Growing Success*, 2010, p. 6)

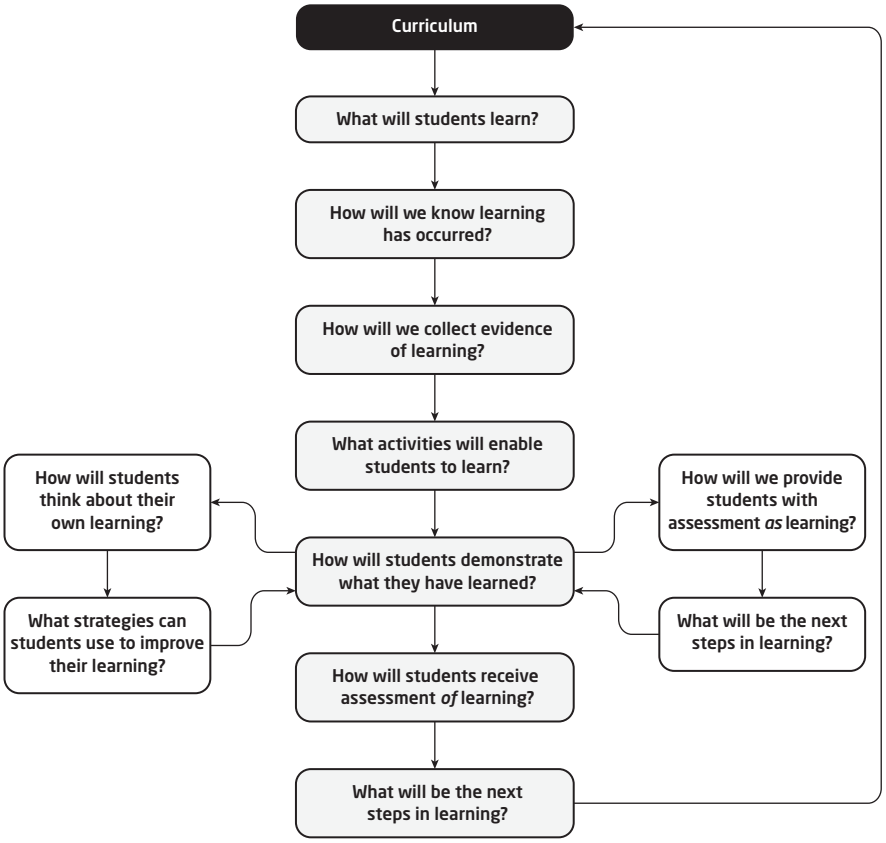
Learning Skills and Work Habits

In its recent document, *Growing Success*, the Ministry of Education outlines the importance of using learning skills to help students and parents improve outcomes. The document stresses that students' grades should not be based on an evaluation of learning skills and work habits. However, the ministry document suggests that where curriculum expectations are closely tied to learning skills and work habits, teachers should make "decisions about whether the demonstration of a learning skill or work habit should be part of the evaluation of a curriculum expectation" (p. 10). *Growing Success* identifies the following learning skills: responsibility, organization, independent work, collaboration, initiative, and self-regulation. This list and sample behaviours can be located on page 11 of *Growing Success*.

Introduction

To teach effectively in this assessment culture it is essential to understand and embrace the paradigm shift in assessment and evaluation. Assessment and evaluation is the process of collecting, analyzing, interpreting, and reporting information to improve student learning. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. Assessment serves two general purposes: ***assessment for (diagnostic)*** students' learning (ability, attributes, or achievement) and ***assessment as learning (formative)*** (the continuous process of gathering information on student progress to inform teaching and learning). Assessment is the process of gathering evidence from a variety of sources (including observations, conversations, and products) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Conceptual Framework



How to Use This Section

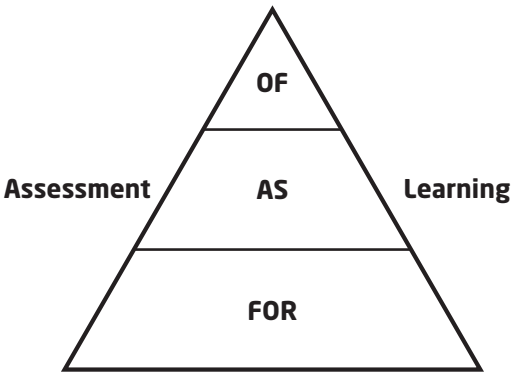
This section provides a guide to a variety of assessment and evaluation strategies and tools, photocopy-ready assessment masters, and ideas about how to record assessment data. This section also addresses the following:

- Discusses the different types of assessment and their purposes
- Describes the principles and practices of assessment for learning
- Offers suggestions for recording assessment data and for consolidating data to provide information for reporting purposes

Assessment FOR Learning, Assessment AS Learning, and Assessment OF Learning

Assessment works best when its purpose is clear and when it is carefully designed to fit that purpose. There are three different purposes of assessment:

1. Assessment for learning
2. Assessment as learning
3. Assessment of learning



"A different kind of balance in our assessment practice … emphasizes assessment for and as learning. In this scenario, assessment of learning has a role to play when decisions must be made that require summative judgments, or when teachers and students want to see the cumulative effect of their work, but this role is relatively small. The major focus is on classroom assessment that contributes to student learning, by the teacher (for learning) and by the student (as learning)."

(Earl, Lorna (2003). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Thousand Oaks, CA: Corwin Press.)

Assessment for Learning

Assessment for learning is: "The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction, and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002.)" (*Growing Success*, 2010, p. 144.)

Diagnostic refers to exercises carried out prior to instruction for the purpose of determining students' attitudes, prior knowledge, and/or skill level. This will help to determine the nature of instruction. This is a form of assessment, not evaluation.

Formative refers to assessment (not evaluation) designed to support students' improvement in performance by giving feedback and guidance.

Assessment as Learning

Assessment as learning involves students becoming active participants in their learning journey. Students come to understand the purpose of their work, generate personal learning goals that align to the curriculum standards they are working toward, actively reflect on their progress, and regularly engage in self- and peer assessment.

Self-assessment is the process by which students gather information about and reflect on their own learning. It may involve tools such as the following:

1. Probing questions
   - What did I do?
   - How did I do it?
   - How can I improve upon it?
2. Recording templates
   - Three stars (what I did well) and a wish (how I'd like to improve)
   - Participation pie (group members show their relative participation)

Peer assessment is a reflective activity that requires students, individually or in groups, to reflect upon and make informed comments about the performance of one or more peers. It may involve responding to questions such as the following:

- What do you think the piece of work shows that your partner can do?
- What do you think is good about your partner's work sample?
- What do you think your partner learned?
- What is one thing your partner might change next time?

Assessment of Learning

Assessment of learning is: "The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning" (*Growing Success*, 2010, p. 144).

Summative is generally evaluative in nature and occurs at the end of a period of instruction. The purpose is to measure students' end performance and to provide data for grading purposes.

Success Criteria

Success criteria is included in *Growing Success* 22 times. It is defined in the glossary (p. 155) as: "Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students, that are used to determine to what degree a learning goal has been achieved. Criteria describe what success 'looks like,' and allow the teacher and student to gather information about the quality of student learning."

"As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses" (*Growing Success*, 2010, p. 28).

Identifying Success Criteria

"Assessment *for* learning and assessment *as* learning also require that students and teachers share a common understanding of what constitutes success in learning. Success criteria describe in specific terms what successful attainment of the learning goals looks like. When planning assessment and instruction, teachers, guided by the achievement chart for the particular subject or discipline … identify the criteria they will use to assess students' learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool, such as a checklist, a rubric, or an exit card (i.e., a student's self-assessment of learning)" (*Growing Success*, 2010, p. 33).

Each chapter provides a possible assessment of learning opportunity with the success criteria built in for students to understand how to meet the expectations. The criteria are then transferred into the rubric for teachers to evaluate. Teachers may wish to provide samples of student work (exemplars) to help students understand what constitutes success and provides a basis for informed co-construction of the success criteria (*Growing Success*, 2010, p. 33).

Involving Students in Setting and Using Criteria

When we ask students what is important in creating a graph, doing a research report, or presenting to a small group, they get a chance to share their ideas. When teachers involve students in setting criteria, they learn more about what students know, and students come to understand what is important as they're learning. When students are engaged and involved, it builds ownership and helps teachers identify the needs of the group so that they can tailor the next teaching steps.

Increasing Specific, Descriptive Feedback

The more specific, descriptive feedback students receive while they are learning, the more learning is possible. Descriptive feedback provides opportunities for the learner to make adjustments and improvements toward mastery of a specified curriculum expectation. Strategies to provide more specific descriptive feedback to students can include the following:

- Involve students in setting criteria and provide opportunities for students to give themselves feedback.
- Provide models, samples, or exemplars to show what success looks like. Sometimes teachers show a range of quality by providing samples that show what the journey to quality looks like and other times they show only samples that illustrate quality.
- Ask students to peer assess in relation to criteria and models. The quality of peer assessment increases dramatically when it is informed by clear criteria and models.

Engaging Students in Self-Assessment

Self-assessment encourages students to take the time to process—to learn—during teaching time. Self-assessment ensures that the focus stays on learning. Self-assessment teaches students how to self-monitor, especially when it is informed by clear criteria and samples. Students who self-monitor are developing and practising the skills needed to be lifelong, independent learners.

What do teachers gain from student self-assessment?

- They have an opportunity to learn what students are thinking, and the kinds of understanding that are developing.
- They can listen to students and use their ideas as starting points for lessons.

Collecting Evidence of Learning

In the spirit of assessment for learning, teachers aim to collect a variety of evidence from multiple sources over time to ensure validity and reliability. This evidence includes both qualitative and quantitative data. Sources might include observations (what we see our students doing), conversations (what we hear our students saying), and products.

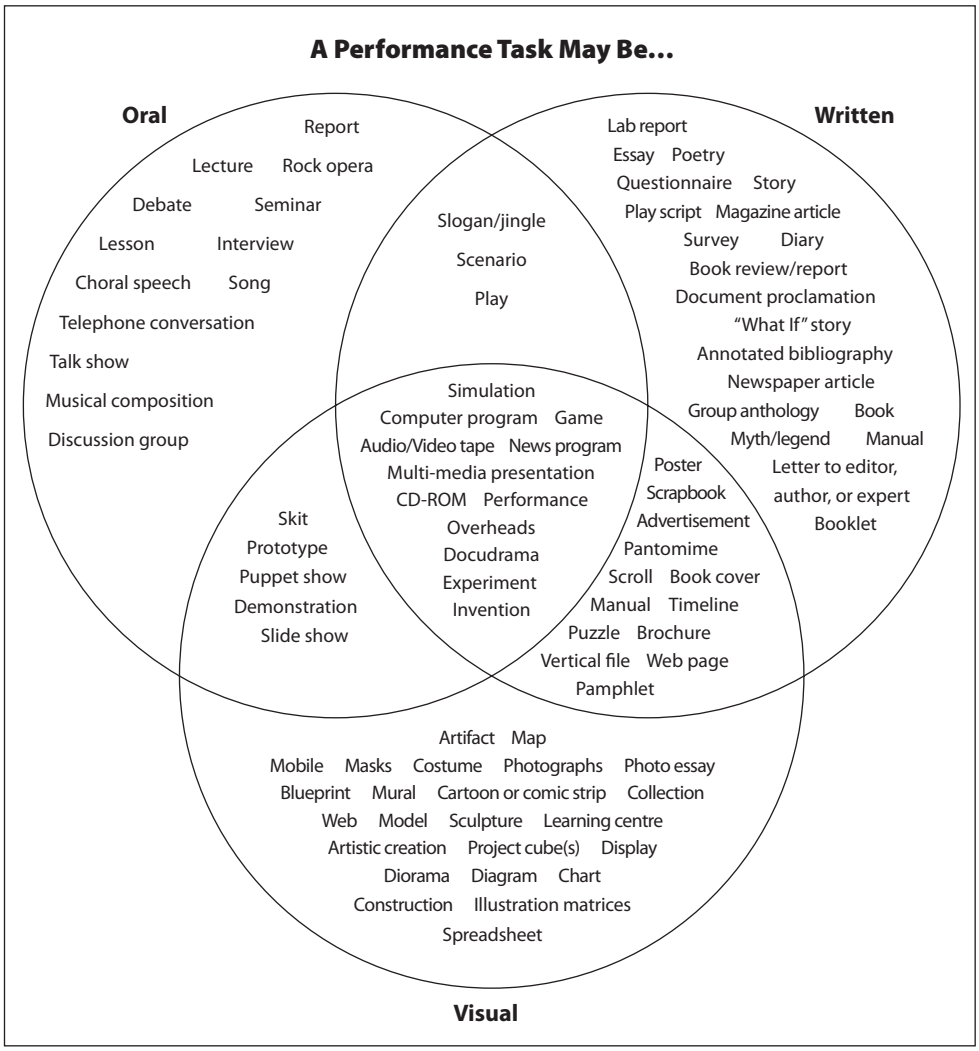
Performance Assessment and Authentic Assessment

A balanced assessment plan is the goal of all teachers. Performance assessment and authentic assessment are classroom assessment practices that honour different types and levels of learning.

Current emphasis in assessment is on authentic assessment and holistic assessment. Authentic learning emphasizes learning that is relevant to students and their experiences in the world outside the classroom; it is concerned more with process than with product, and students are assessed in the same manner as they were taught.

Performance Tasks

What exactly is a performance task? The current emphasis on authentic assessment might suggest a realistic problem-solving situation. But performance tasks can and do encompass a very broad variety of activities, as illustrated in the figure that follows. Like formative and summative assessment, whether a task is or is not a performance task often depends on the context and the intent of the task.



Source: O'Connor, Ken. (1999). *The Mindful School: How to Grade for Learning* (SkyLight Training and Publications, Illinois).

Examine the figure above. Select several tasks that you have never used and think about how you might use them. Note especially tasks that are suitable for English-language learners and other students for whom reading might be difficult.

How can you develop or improve the performance tasks you use in your classroom? You need first to know exactly what characterizes a performance task and then follow some clear steps, as discussed on the following pages.

Defining a Performance Task

A performance task should

- be aligned with the specific expectations in the curriculum;
- provide students with opportunities to communicate their thinking and understanding and not just provide a single answer;
- provide an opportunity for an evaluation of the processes involved in the task;
- be realistic, interesting, and thought-provoking;
- be representative of the specific expectation being evaluated so that generalizations can be made about a student's achievement;
- stress depth more than breadth, and mastery more than speed;
- be more open-ended than tightly structured;
- be divergent (that is, not have one clear path of action specified at the beginning);
- raise other questions or lead to other problems.

The following steps will help you develop an effective performance task.

1. Be clear about the skills and knowledge students will be expected to demonstrate.
2. Ensure that you know the traits and key concepts of a strong performance. (For example, what moves a piece of writing from *fully meets expectations* to *exceeds expectations?*)
3. Create a context for the task that will make it more meaningful and engaging.
4. Write a short description of the task.
5. Rewrite the task in a clear, concise manner.
6. Assign the task to the students.
7. Develop success criteria and a step-by-step work plan.
8. Provide work samples to show students what *fully meets expectations* looks like.
9. Provide instruction.
10. Score the task and then make the necessary revisions for its use another time.

What Should Performance Assessment Do?

Current practice is shifting the focus of assessment from the exclusive use of written tests to a more balanced and realistic assessment of performance, an assessment that will help teachers deal effectively with the new curriculum expectations. In thinking about performance tasks, keep in mind the following ideas.

Performance assessments should

- be introduced by using some simple but useful tasks;
- focus on specific expectations;
- be used at all grade levels;
- involve natural extensions of sound methodology for teaching science;
- not be complex or difficult to implement;
- be an integral part of the assessment process;
- engage teachers in discussing the specific expectations and how to achieve them;
- lead to the development of sets of various assessment tasks that are aligned with the specific expectations;
- develop ongoing criteria to evaluate performance tasks;
- allow students a realistic way to show their in-depth understanding of a subject.

Authentic assessment requires the use of performance tasks, but it is not always possible to use them—they aren't always appropriate. It is important to add performance tasks to your existing array of tests rather than try to force performance tasks to assess situations in which they do not work.

Assessment Methods

Assessment Method	Description of Use	Skills Addressed	Examples from *Philosophy: Thinkers, Theories & Questions*
Mind's on/hook	Check prior knowledge/ understanding	• Diagnostic • Assessment for learning	See Teacher's Resource for suggestions.
Philosophy notebooks	Used to express preferences, take notes about topics, assess strengths and weaknesses	• Communicating, applying knowledge/ understanding, predicting • Assessment for/as learning	Section questions
Observations	Used in text-reading strategies, before and during activities, student presentations, and to monitor progress	• Learning skills • Observing • Classifying • Assessment for/as learning	See Teacher's Resource for suggestions.
Paper and pencil quiz	Focus on knowledge or application of concepts	• Knowledge/understanding • Assessment as learning	Section questions and Chapter Review
Interviews/conferences	• Used to monitor progress • Used during large projects, portfolio work, and other work in progress	• Communicating • Knowledge/understanding • Application • Learning skills • Assessment as learning	During assessment of learning (see Teacher's Resource for suggestions.)
Text features such as Chapter Review	Apply skill	• Application • Assessment for/as learning	See Teacher's Resource for suggestions.

Assessment Tools

Just as there are several strategies that help you assess what your students know, can do, and can articulate, there are also a number of assessment tools. These include anecdotal records, checklists, rating scales, and rubrics.

Assessment Tool	What Is It?	Skills Addressed
Anecdotal records	• Capture and describe student performance • Provide information on specific "look fors" that have been co-constructed by teacher and students • Enable the teacher to observe students in action • Should be dated and recorded accurately during an event or shortly thereafter	• To make observations that might not necessarily be obtained through other assessment tools • To have a written record of students' strengths, interests, and areas of need • To be used as part of an ongoing file for a student
Rating scales	• Assess performance on a point scale that may be numeric (1–5) or descriptive (low to high)	• To judge the quality of a single performance • To provide diagnostic information • To assess the extent to which specific skills, facts, attitudes, and/or behaviours are observed in students' performance
Checklists	• Provide a record of the presence or absence of a skill, process, attitude, or concept • Provide a list of criteria for the completion of the task	• To judge the process or product of students' performance
Rubrics	• Include a description of specific, observable criteria in the four achievement chart categories • Include brief statements based on criteria that describe the level of achievement	• To assess a complex task in a detailed specific manner linked to the four achievement chart categories

An assessment checklist can be an effective means of involving students in their own assessment. Design an assessment checklist that details the specific things you feel a student needs to demonstrate in order for you to assess his or her ability. Then have students complete the self-assessment section.

To make the transition from informal assessment checklists to rubrics, develop rubrics with the checklists in mind, and tailor the rubrics to your own and your school's needs. There is nothing absolute about assessment; it is an evolving process in which you, your students, and your school ought to participate. Make use of the Assessment Rubrics, which are part of the General Blackline Masters included in this Teacher's Resource. (Modify them as you see fit. They are available in a modifiable digital format on the accompanying CD.) Whatever you decide to do, share your ideas with colleagues from your own school and others. The more you can work with and refine the rubrics, the more precise and useful they become. Once you get into the habit of working with rubrics, you will quickly see their advantages. Rubrics are not abstract numbering systems; they are classification systems that provide specific assessment guidelines for teachers and students alike. They help clarify for everyone what is being assessed and why one sample of work is better than another. They also help students assess their own work. If you and a student disagree on the evaluation, the rubric provides a framework that each of you can use in discussing a fair grade. You can also use the rubrics as backup when discussing your student evaluations during parent–teacher meetings.

Benefits of Using Rubrics for Evaluation

There are two issues to think about here. First, instead of your evaluation of student work being based on a comparison with the work of other students, it will be based on the expectations and performance standards presented in the curriculum. In other words, your evaluation will be criterion-referenced. With the help of your colleagues and your students, you will come up with exemplars against which the work of students can be measured, and against which they can measure their own work. By using the rubric, it should be clear to you and to your students how a piece of work was evaluated.

The second issue is subjectivity. How can you modify your rubrics so that they can be used by anyone and be fair to your students? Developing appropriate and useful rubrics takes time and experience. This is where teamwork comes in. As you work with existing rubrics, or begin developing them, you and your colleagues use, react to, and modify them until you have rubrics that work for all of you. Your students will understand why they received the marks they did.

Tips for Developing Great Rubrics

Reference to success criteria leads to rubric criteria.

- Refer to success criteria so students understand how the criteria relates to the performance task.
- Use clear, concrete terms to clarify examples—avoid use of *nice, good, many, more,* and *appropriate* without actual examples to clarify.
- State criteria in positive terms (e.g., *Used eye contact 50% of the time*).
- Use criteria that are observable—avoid use of terms such as *appreciate, value, believe,* and *enjoy*.
- Use checklists for criteria that are expected, "the givens" (examples of this are the length of the project, and the number of words and spelling errors).
- When at all possible, show students examples of what is expected.

Record Keeping and Reporting

Recording Student Work

As mentioned previously, you will need to collect a wide variety of exemplars so that you and your students are clear about what is expected. You might want to have students keep a folder of ongoing work, such as essays or projects that have been handed in.

Recording Tools

As you begin to use alternative forms of assessment, your record-keeping methods will need to be adapted accordingly. You will need more than a mark book. You might want to consider the following:

- Card file, with one (or perhaps several) card(s) for each student
- Binder page for each student, with the page divided into different categories
- Folder for each student, containing marks, anecdotal comments, checklists, etc.
- Database

Reporting

As noted earlier, the most consistent level of achievement should be reported. The standard software program to calculate average marks will probably not be adequate. Use software or other means that address the most consistent level of achievement.

Assessment data consist of formative and summative data, numeric and anecdotal data, and percentages and levels. Work to develop consistent plans for combining these in a percentage mark.

The Achievement Chart

The Achievement Chart is a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. The Achievement Chart provides the framework from which you can design your assessment and evaluation activities. The overall and specific expectations provide you with an outline of the knowledge and skills students are expected to demonstrate, and help you to define the course of study, units, and ultimately your lesson plans. For example, while the overall and specific expectations help to define the focus of a lesson, student achievement will be evaluated according to the four areas of the Achievement Chart. You are not expected to assess and/or evaluate each individual expectation. Rather, clusters of expectations should be assessed and evaluated using the four areas: knowledge and understanding, thinking, communication, and application. Assessment of learning should include all areas of the Achievement Chart. Each chapter provides a sample to use or adapt.

The statement "Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories" (from the *Program Planning and Assessment* document) does not mean students are to be given multiple opportunities to demonstrate each individual expectation. Rather, it means when evaluating students' broader knowledge and understanding of curriculum expectations, students' grades should be determined by their most consistent level over the duration of the course. In summary, the Achievement Chart defines the evaluation activities (i.e., ensures that activities, individually or collectively, address all four areas of the Achievement Chart), while the overall and specific expectations define the learning activities (in the Teaching Plans).

Assessment Rubrics

Specific Rubrics

A rubric is a blueprint that defines levels of performance based on standard criteria. This Teacher's Resource provides sample rubrics on Blackline Masters that can be used to evaluate each student's unit culminating activity.

Using rubrics has many advantages. They enable you to clearly communicate—to students, parents and guardians, and the community at large—expectations about the quality and quantity of work required to achieve specific levels of performance. More important, however, rubrics lay the foundation for effective assessment and evaluation by informing students—ahead of time—what they are expected to achieve and how they are expected to achieve it.

This Teacher's Resource suggests that you distribute an evaluation rubric to students when you discuss the culminating activities at the beginning of each unit. Providing rubrics before students start a task helps them complete the assignment with the evaluation criteria in mind. This enables students to set specific goals and strive to achieve them. As students work on the task, they can use the rubric as a checklist to assess their performance—and revise their work accordingly. Assessment feedback from teachers and their peers, who are also aware of the criteria, also helps students revise their work in preparation for the final evaluation.

Effective rubrics can become the basis of a developmental continuum that guides students through the learning process. As students use rubrics, a great deal of incidental learning takes place. Students become self-motivated, reflective assessors of their own learning. They develop confidence, self-esteem, and the motivation to succeed because the criteria guiding their performance as they create the work are the same criteria the teacher will use to evaluate their work.

Making Assessment Rubrics Part of the Learning Process

Learning is a process that evolves over time and requires the development of many supporting skills. As students mature as learners, they begin to recognize precisely what these skills involve. Among the many skills are the need and value of setting standards for quality work or performances. All learners realize that to achieve any set goal, they must first become effective self-evaluators; they must, in essence, become creators of their own rubrics. Like all other skills, the ability to devise rubrics for assessment purposes is a skill that needs to be practised to encourage successful development. A rubric is a blueprint that defines various levels of performance, based on a particular set of standard criteria. For example, here is a rubric for an assignment in which students are to conduct primary research and compile the results of their data.

Criteria	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
Thinking: demonstrates a clear research process, selecting appropriate and relevant sources, which are cited using correct style	Is beginning to demonstrate the research process, with limited selection of appropriate sources, and beginning to cite sources using correct style.	Offers some demonstration of the research process, with some selection of relevant and/or appropriate sources. Some sources are cited using correct style and a list of works cited is included. May have formatting errors.	Offers considerable demonstration of the research process, selecting appropriate and relevant sources. Most sources are cited using correct style and a list of works cited is included.	Offers impressive demonstration of the research process, selecting a wide variety of appropriate and highly relevant sources. All sources are cited using correct style and an impressive list of works cited is included.
Communication: communicates in writing in formal essay style using paragraphs, and proofreading is evident	Is beginning to communicate in writing in a formal essay style, with limited use of paragraphs and minimal proofreading evident.	Demonstrates some communication in formal essay style, with some use of paragraphs and some proofreading evident.	Communicates in writing in a formal essay style using paragraphs with proofreading evident.	Communicates effectively and persuasively in a formal essay style using paragraphs, and shows thorough proofreading.

Students begin their task by responding to the expectations set out before them in a first attempt. By revisiting these expectations, initially with the guidance of teacher assessment, students can take the opportunity to improve on their performance while at the same time learn how to effectively use the performance criteria to assess their own work. As students continue to revise their work, rubrics are used as a periodic checklist to see if their efforts are meeting the established criteria and to determine the level at which they are performing. Rubrics, if properly constructed, provide the basis for a developmental continuum that guides students through the learning process. Inadvertently, students are learning how to be self-motivated, reflective, and self- and peer assessors. Students develop the confidence, self-esteem, and motivation to succeed. As it is the same criteria that are guiding their performance and being used by teachers to evaluate their work, success is also typically the resulting outcome. Reminder: Level 3 (70–79%) is the provincial standard for all students.

Culminating Activities

This Teacher's Resource has provided culminating activities for every unit that clearly incorporate all the areas of assessment as well as the chapter content. A list of culminating activities can be found below.

Culminating Activities Per Unit

Unit 1: The Logic Skit
Unit 2: Metaphysical News Report
Unit 3: Personal Statement of Ethics
Unit 4: Film Project: Approaches and Issues in Epistemology
Unit 5: Philosophy of Science Debates
Unit 6: Utopia Project
Unit 7: Essay, PowerPoint Presentation, or Short Film

Note: It is extremely important to realize that this Teacher's Resource has been infused with an immense number of opportunities to assess student work, in both a formative (assessment for/as learning) and summative (assessment of learning) nature. While following this Teacher's Resource will ensure you meet all the ministry-mandated curriculum expectations, it is also possible to do so without having students complete every task suggested. Students' success requires that you also be aware of the number of required assignments, and be realistic and reasonable about what students can accomplish.

Suggested Responses to Textbook Questions

There are several features in the textbook that have questions accompanying them. To provide extra support for you, this Teacher's Resource provides the answers for the accompanying questions in each TR chapter.

Section and Chapter Review Questions

Each of the chapter section (reflect and respond) questions and Chapter Review questions provided in the textbook makes a direct connection to the ministry achievement categories of knowledge and understanding, thinking, communication, and application. These questions have been designed so that they will meet the requirements of the Philosophy 12 course.

Please note the answers to all textbook feature questions follow each Teaching Plan's teaching activities. The answers to Chapter Review questions follow the final Teaching Plan of each TR chapter.

Note: It is important to understand that students cannot be expected to complete all chapter section questions alongside of all other assignments and lesson expectations. It is important to select the ones you feel support the assessments you will be evaluating.

Features of *Philosophy: Thinkers, Theories & Questions*

Philosophy: Thinkers, Theories & Questions includes several major features designed to help students explore, interpret, analyze, and evaluate issues in greater depth. In many cases, these features provide insights into specific examples that crystallize issues and provide differing perspectives. Each unit also features "Your Unit Challenge," which challenges students to develop a question relevant to the unit that they would like answered. They propose an answer to their question and then re-answer it after completing the unit.

Unit Opener

These pages (e.g., pp. 86-87, *Philosophy: Thinkers, Theories & Questions*) set the stage for each unit by providing unit expectations that correlate with ministry-required curriculum, a mini table of contents that allows a preview of the related chapters, images that capture the essence of the unit, and an engaging controversy question that sets the stage for discussion before you start the unit.

Chapter Opener

This two-page spread (e.g., pp. 88-89, *Philosophy: Thinkers, Theories & Questions*) begins with the individual chapter expectations that are students' learning goals. It provides a list of key terms used throughout the chapter that will become part of the required philosophy vocabulary. The Chapter Introduction outlines the content that is explored within the chapter. An image captures the main theme of the chapter. And a timeline displays the key philosophers and thinkers whose ideas are explored in the chapter.

Viewpoints

This feature (e.g., p. 170, *Philosophy: Thinkers, Theories & Questions*) is an examination of the positions of major philosophers and schools of thought on the big questions covered in the chapters. Many Viewpoints contain relevant images and questions to help students develop their thinking.

Thought Experiment

This feature provides "what if" scenarios that require students to reconsider commonly held beliefs (e.g., p. 104, *Philosophy: Thinkers, Theories & Questions*). A relevant image and questions are included.

Philosophers on Philosophy

An exploration of how different philosophers have viewed key issues and questions and how some philosophers have influenced, or have been influenced by, other philosophers (e.g., pp. 128-129, *Philosophy: Thinkers, Theories & Questions*).

Making Connections

Compares different philosophical theories and questions in relation to other areas of philosophy and how one area of philosophy draws upon and impacts others (e.g., p. 223, *Philosophy: Thinkers, Theories & Questions*).

Philosophy in Everyday Life

Explores theories and questions posed by philosophers in the context of our everyday lives (e.g., p. 372, *Philosophy: Thinkers, Theories & Questions*).

Youth Voices

This feature includes discussions with students about the effect of philosophical world views and topics on their lives (e.g., p. 308, *Philosophy: Thinkers, Theories & Questions*).

World Views Across Time

This feature explores the writings of historical and contemporary thinkers from around the world (e.g., pp. 504-505, *Philosophy: Thinkers, Theories & Questions*).

Philosophical Reasoning in Context

This feature provides explorations of different types of fallacies, which provides a connection between each area of philosophy and the Foundations of Reason and Logic unit (e.g., p. 311, *Philosophy: Thinkers, Theories & Questions*).

Profiles

These brief margin features provide biographical information about key philosophers and thinkers (e.g., p. 381, *Philosophy: Thinkers, Theories & Questions*).

Margin Quotes

These brief margin features include quotations from key thinkers that provide additional context to the topic being studied (e.g., p. 332, *Philosophy: Thinkers, Theories & Questions*).

Margin Questions

These brief margin features provide thought-provoking questions to promote discussion and debate about a topic within the context of what is being studied (e.g., p. 377, *Philosophy: Thinkers, Theories & Questions*).

Section Questions (Reflect and Respond)

These questions that appear at the end of a chapter section are designed to encourage students to think critically about the material they have read, and which provide an opportunity for student self-assessment as well as teacher assessment (e.g., p. 515, *Philosophy: Thinkers, Theories & Questions*).

Chapter Summary

This paragraph-long summary of key ideas and thinkers covered in the chapter appears at the end of each chapter (e.g., p. 515, *Philosophy: Thinkers, Theories & Questions*).

Chapter Review

This end-of-chapter spread (e.g., pp. 182-183, *Philosophy: Thinkers, Theories & Questions*) includes questions under the headings Knowledge and Understanding/Thinking, Thinking/Communication, Communication/Application to enable students to recall, inquire, research, and apply what they have learned throughout the chapter in various forms of communication.

Research and Inquiry Skills

Appendix 1 on pp. 544-547, *Philosophy: Thinkers, Theories & Questions*, summarizes the research and inquiry skills students will use throughout the Philosophy 12 course and this textbook in particular.

The Philosophy Essay

Appendix 2 on pp. 548-553 of *Philosophy: Thinkers, Theories & Questions* provides students with a detailed outline of the process for writing an academic philosophy essay.

Photographs and Other Visuals

Photographs, illustrations, and their captions provide important information concepts, philosophers, and issues and add new dimensions to the narrative, providing students with a better understanding of the ideas, people, and events. Many of the captions include questions that encourage students to consider ideas from a different perspective.

How to Use the Teacher's Resource

The *Philosophy: Thinkers, Theories & Questions* Teacher's Resource will assist you in developing the following:

1. A pedagogical foundation that supports teaching.
2. Teaching/learning strategies that can help students successfully meet the course expectations.
3. Skills in manipulating Blackline Masters and creating unique assessment activities.
4. Tools to help you assess and evaluate students' learning.
5. A thorough understanding of the requirements of the ministry curriculum and the extent of correlation with the textbook content.

This Teacher's Resource is easy to follow and provides everything to allow teachers the confidence to teach the curriculum effectively with limited stress.

Suggested Teaching Activities

The suggested teaching activities included in this Teacher's Resource are presented in 21 chapters that correspond to the 21 chapters of *Philosophy: Thinkers, Theories & Questions*. All the teaching plans and materials provided have been grouped to enable you and students to cover the course in a total of 85–88 days. Many suggestions have been provided and can be adapted and manipulated to change the number of classes it requires to complete the curriculum expectations. You are encouraged to always consider the needs and skills of your students and adapt the suggested activities as you see fit.

Teaching Plans

The teaching plans in each chapter of this Teacher's Resource have been developed to support textbook content for the Grade 12 course Philosophy: Questions and Theories. The teaching/learning strategies include a variety of activities to support students' learning, foster discussion, and encourage critical thinking skills. To help students achieve success, each teaching plan is organized as follows:

Timing: Each teaching plan is designed to be completed during two to four 75-minute classes. The number of classes that are required is stated in each teaching plan. You will need to adapt the teaching plans and activities to meet the time constraints imposed by students' timetables at your school, as well as the needs, interests, abilities, and learning styles of the students in your classes.

Resources Needed: List of things you need to do ahead of time to prepare for each teaching plan. These things may include photocopying Blackline Masters, gathering articles, reserving the computer lab, assigning pages to read prior to class, previewing a PowerPoint lecture, and preparing overhead transparencies or presentation slides from the images on the CD-ROMs. It may include Web sites, books, videos, and other resources that may be useful references for you or students.

Assessment Opportunities for Chapter Questions and Assessment (For/As Learning) Charts: The Assessment Opportunities for Chapter Questions chart summarizes assessment opportunities for selected chapter questions. The chart also includes the type of assessment (for/as/of) that is suitable to the chapter question as well as a suggested assessment tool. The Assessment (for/as Learning) chart suggests a selection of for/as assessment opportunities that will arise throughout the chapter. This chart also references applicable student textbook pages and BLMs, where appropriate.

Prior Learning Needed: This sets out the previous learning that students will draw from and build on as they complete the activities in each teaching plan.

Possible Assessment of Learning Task: Each chapter includes at least one, usually two, suggestions for an assessment of learning task. These suggestions are listed in the teaching plans of each chapter.

Teaching/Learning Strategies: These strategies provide step-by-step instructions for using various strategies, such as a four-corners debate or a think-pair-share activity, to guide students through the chapter and help them prepare to engage in discussions, answer questions, and complete curriculum expectations.

Differentiating Instruction Techniques: The techniques include suggestions for accommodating the needs of students with a wide range of interests, abilities, and learning styles. Some suggestions are designed to support struggling students, while others may be used for enrichment or deeper exploration of the content covered in that lesson.

How to Use the Teaching Plans

The suggested teaching activities in the teaching plans may be used effectively in a variety of ways. Many of the teaching plans include more teaching/learning strategies than you and students will reasonably be able to complete in the time available. As a result, the activities are suggestions only. You will need to tailor the teaching plans to suit the needs, interests, abilities, and learning styles of the students in your classes, as well as the constraints imposed by the timetable at your school.

For example, you may wish to do the following:

- Work your way, step by step, through the activities
- Choose the strategies you find most appropriate
- Mix and match strategies from a number of teaching plans
- Use selected Blackline Masters and draw on the teaching/learning strategy suggestions to design your own activities, as well as assessment and evaluation tools
- Adapt various teaching/learning strategies and Blackline Masters, as well as assessment and evaluation activities, to suit students' needs, interests, abilities, and learning styles

Quick Teaching Plan Planner

1. The time designated for each teaching plan is an estimate only. You will need to adapt the activities to match timetables at your school and the needs, interests, abilities, and learning styles of students in your class.
2. Each teaching plan is presented with a learning goal and the estimated time required.
3. The teaching/learning strategies provided in each teaching plan are suggestions and can be manipulated and altered to meet the unique needs, abilities, and dynamics of your class.
4. Many teaching/learning strategies are enhanced with differentiated instructional techniques, unique perspectives to consider, and additional support. Once again, these are all merely suggestions to ignite creativity and provide ideas for how to present the information to students and enhance learning and success for all students.

Teaching Plan	Learning Goal	Timing
Chapter 1 **Teaching Plan 1**	Students will be introduced to some general laws and principles of reasoning: law of identity, law of the excluded middle, law of non-contradiction, principle of sufficient reason, and Ockham's razor. Students will also be introduced to the basic structure of an argument.	150 minutes (two 75-minute classes)
Chapter 1 **Teaching Plan 2**	Students will be introduced to three basic types of arguments used in our reasoning processes: deduction, induction and abduction. Starting with Francis Bacon's four idols, the chapter concludes with acknowledging, and briefly describing, some ways in which our reasoning is distorted or biased. The idea here is that the more we are aware of types of distortion in our thinking, the more we may be able to guard against them.	150 minutes (two 75-minute classes)
Chapter 2 **Teaching Plan 1**	Students will be introduced to informal logic and understand how this kind of logic is used to assess arguments for cogency.	150 minutes (two 75-minute classes)
Chapter 2 **Teaching Plan 2**	Students will practise identifying each of the fallacies introduced in Teaching Plan 1 in order to consolidate their comprehension of these fallacies and become adept at recognizing them in arguments.	225 minutes (three 75-minute classes)
Chapter 3 **Teaching Plan 1**	Students are introduced to formal logic, categorical syllogisms, and Venn diagrams. Students are also introduced to propositional logic, logical connectives, and valid and invalid forms of argumentation.	225 minutes (three 75-minute classes)
Chapter 3 **Teaching Plan 2**	Students will consolidate and extend their understanding of formal logic. To accomplish this, they will discover more rules of inference and replacement, develop their ability to translate arguments into symbolic form and, through further practise, become more adept at using the rules to prove that various arguments are valid. These exercises are technical and theoretical and should be done as enrichment only, not as part of the core curriculum.	225 minutes (three 75-minute classes)
Chapter 4 **Teaching Plan 1**	Understanding the main theories of metaphysics as presented by some major philosophers, and critically analyzing these theories. Analyzing Plato's "Allegory of the Cave" and understanding Plato's metaphysics (theory of Forms). Beginning to develop the ability to communicate some of these ideas through a poster or slide (Prezi) presentation.	225 minutes (three 75-minute classes)

continued

Teaching Plan	Learning Goal	Timing
Chapter 4 **Teaching Plan 2**	Students will become familiar with further explanations of reality: Buddhist, Taoist, Spinoza's substance, and Heideggerian existentialism.	225 minutes (three 75-minute classes)
Chapter 5 **Teaching Plan 1**	Students will gain an appreciation of the diversity of metaphysical thought on what constitutes the human mind, consciousness, the self, and the soul.	300 minutes (four 75-minute classes)
Chapter 5 **Teaching Plan 2**	Students will explore the similarities and differences between humans and machines, investigating materialist philosophies and computer theories of the human mind.	150 minutes (two 75-minute classes)
Chapter 6 **Teaching Plan 1**	Students familiarize themselves with the major systems of thought about the presence or absence of a divine being, investigating various proofs and rebuttals developed throughout history and across many cultures.	225 minutes (three 75-minute classes)
Chapter 6 **Teaching Plan 2**	Students will investigate many schools of thought on what constitutes the good life or what defines the meaning of life. They will work to locate their own views within the variety of explanations offered by philosophers across time, including answers to how we cope with hardship and face death.	225 minutes (three 75-minute classes)
Chapter 7 **Teaching Plan 1**	Students are introduced to the field of ethics and will become aware of the vexing problem of ethical relativism. In the process they will develop the vocabulary for discussing such ethical problems.	225 minutes (three 75-minute classes)
Chapter 7 **Teaching Plan 2**	Students will become familiar with different ways of providing a foundation for normative ethics, gaining exposure to the main approaches or schools of thought in ethics.	225 minutes (three 75-minute classes)
Chapter 8 **Teaching Plan 1**	Students explore the major schools of normative ethics– deontology, consequentialism, and virtue ethics–and begin to identify the one(s) informing or aligning with their own decision making on moral dilemmas.	225 minutes (three 75-minute classes)
Chapter 8 **Teaching Plan 2**	Students broaden their understanding of ethics by exploring less prominent, but no less important theories of ethics, such as emotion-based and pragmatist ethics. Students also discover ways in which feminist philosophers have approached ethics.	225 minutes (three 75-minute classes)
Chapter 9 **Teaching Plan 1**	Exploring applied ethics by investigating a range of issues pertaining to technology, academic honesty, economic life, and various professions.	225 minutes (three 75-minute classes)
Chapter 9 **Teaching Plan 2**	Students will apply ethical thinking to global problems of conflict and the environment, examining their moral relationships to distant peoples, animals and themselves.	225 minutes (three 75-minute classes)
Chapter 10 **Teaching Plan 1**	Understanding the different roles of perception and mathematical reasoning in the attainment of knowledge, and critically analyzing these ways of knowing, while starting the process of developing an ability to communicate these ideas through audio-visual techniques (film-making).	150 minutes (two 75-minute classes)
Chapter 10 **Teaching Plan 2**	Students will become familiar with the main schools of thought in epistemology, differentiating between rationalism and empiricism. They will discover Kant's fusion of these two approaches and pragmatism's avoidance of such dichotomies through practice-based inquiry.	300 minutes (four 75-minute classes)

continued

Teaching Plan	Learning Goal	Timing
Chapter 11 **Teaching Plan 1**	Students will critically appraise the strengths and weaknesses (virtual health) of traditional forms of epistemology, as a sub-field of philosophy, considering seriously Charles Taylor's claim that epistemology is "in a bad way" or that we "stand over its grave." Students will also begin to better appreciate the role language plays in knowledge formation (the so-called *linguistic turn* in philosophy) by learning about feral children and language acquisition in primates (e.g., chimpanzees).	225 minutes (three 75-minute classes)
Chapter 11 **Teaching Plan 2**	Students will gain insight into modern theories of knowledge, which abandon the search for a foundation and instead focus on our practices of knowing or acting with certainty. In this process of inquiry, students will encounter how philosophers address the problems of relativism, referring to our "agreement" or "solidarity" with others instead of being "objectively true."	225 minutes (three 75-minute classes)
Chapter 12 **Teaching Plan 1**	Students reflect on the origins of their education system and consider recent alternatives to how we group students according to learning styles, gender, and race.	300 minutes (four 75-minute classes)
Chapter 12 **Teaching Plan 2**	Students will be able to differentiate *propositional knowledge*, such as what we learn in science when we say "I know that the Sun is 150 million kilometres away," from *personal knowledge* we may rely upon without even being able to articulate it, such as how to ride a bike home or pick out a suitable friend.	150 minutes (two 75-minute classes)
Chapter 13 **Teaching Plan 1**	Students will be able to distinguish the philosophy of science from either science or natural philosophy, and will also arrive at criteria for distinguishing science from non-science and pseudo-science.	225 minutes (three 75-minute classes)
Chapter 13 **Teaching Plan 2**	Students will develop their own perspective on how science progresses, and come to understand Thomas Kuhn's model of paradigm shifts.	225 minutes (three 75-minute classes)
Chapter 14 **Teaching Plan 1**	Students will gain a deeper appreciation of the role induction plays in scientific thinking, as well as awareness of its limitations. They will also better understand the metaphysical and epistemological problems associated with science and religion, and scientific realism and constructivism, as they expand their survey of schools of thought in the philosophy of science.	300 minutes (four 75-minute classes)
Chapter 14 **Teaching Plan 2**	Students obtain a deeper appreciation of the problems of scientific realism and constructivism, questioning what a scientific theory is and whether it mirrors nature.	150 minutes (two 75-minute classes)
Chapter 15 **Teaching Plan 1**	Students will critically re-examine the boundaries between science and non-science, applying the question of demarcation to alternative-medicine healing practices.	225 minutes (three 75-minute classes)
Chapter 15 **Teaching Plan 2**	Students will explore the political dimensions of scientific progress and apply their insights to the questions of public-regulation science funding.	225 minutes (three 75-minute classes)
Chapter 16 **Teaching Plan 1**	Students will come to understand the different philosophical positions on the political spectrum, ranging from conservatism to liberalism, and also be able to locate Marxism, fascism, and anarchism on the extremes of this scale between individual autonomy and government control of the economy and affairs of the people.	225 minutes (three 75-minute classes)
Chapter 16 **Teaching Plan 2**	Students will better understand the rights and responsibilities of citizens, as well as the principle of equality among citizens, drawing on various philosophical positions along the political spectrum.	225 minutes (three 75-minute classes)
Chapter 17 **Teaching Plan 1**	Students will deepen their understanding of the ideal state and explore the foundations of philosophical liberalism, questioning different approaches to distributive justice in society.	225 minutes (three 75-minute classes)

continued

Teaching Plan	Learning Goal	Timing
Chapter 17 **Teaching Plan 2**	Students will become familiar with alternative approaches to the problems of equality in society. Students will question whether an ideal state is one that achieves consensus among its members or one that permits open disagreement. Additionally, students consider perspectives on the duties or obligations of citizens.	225 minutes (three 75-minute classes)
Chapter 18 **Teaching Plan 1**	Students will understand how history has influenced political philosophy. They will also explore different approaches to retributive and restorative justice.	225 minutes (three 75-minute classes)
Chapter 18 **Teaching Plan 2**	Students will learn about forms of non-violent disobedience as a way of bringing about social change. They will also explore issues of global disparity and human rights as fundamental issues of justice. Students also explore how individuals come to critical awareness of their own exploitation or misrepresentation of other cultures.	225 minutes (three 75-minute classes)
Chapter 19 **Teaching Plan 1**	Students gain an appreciation of the diversity of art forms and different perspectives on what makes something a work of art.	225 minutes (three 75-minute classes)
Chapter 19 **Teaching Plan 2**	Students gain a deeper appreciation of the meaning of "beauty" and "taste," and explore different approaches to judging aesthetic beauty in works of art.	225 minutes (three 75-minute classes)
Chapter 20 **Teaching Plan 1**	Students will connect philosophers to (and deepen their understanding of) the four theories of art introduced in Chapter 19: formalism, representationalism, expressionism, and institutionalism.	300 minutes (four 75-minute classes)
Chapter 20 **Teaching Plan 2**	Students will explore the role of art in the advancement of civilizations, considering whether art serves a social and even moral purpose or is conducted for its own sake, as a form of play.	150 minutes (two 75-minute classes)
Chapter 21 **Teaching Plan 1**	Students will become aware of the belief that music has a powerful influence on character, and then consider whether it should be regulated by authorities. They then discover scientific and mathematical bases of art, and question whether these subjects inform or define our concept of beauty.	225 minutes (three 75-minute classes)
Chapter 21 **Teaching Plan 2**	Students will better appreciate the role of art in society, probing further the questions that opened the chapter, such as: When is it right or wrong to alter or reproduce another artist's work of art? Does the state have a right or obligation to govern art that is produced within its borders?	225 minutes (three 75-minute classes)