

**Social Studies  
Humanities**

**Unit 6: Philosophical Perspectives on Human Origins**

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ The stories presented by Ovid in the Metamorphoses represented the ideas of the major philosophical schools at the time.</li> <li>▪ Ovid believes change to be the universal principle that motivates the world.</li> <li>▪ Ovid’s writings provide an example of myth used as metaphor.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What has been the impact of Ovid’s work on Western art and literature?</li> <li>▪ How are Stoic ideas and principles reflected in the myth of Prometheus?</li> <li>▪ What is the basic nature of man? Is he essentially a good creature who learns evil, or is he essentially an evil creature who learns to be good?</li> <li>▪ How do the ideas presented in Metamorphoses compare to the ideas presented in Genesis?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Ovid presents a philosophical rather than a mythological creation account.</li> <li>▪ The version of creation presented by Ovid was one that was favored by the Stoic philosophers.</li> <li>▪ From the beginning we see change and conflict as an inherent quality of nature, warring elements, earth, air, water, fire, are in collision.</li> <li>▪ In both Genesis and Metamorphoses the creator god imposes a rational design on unruly matter.</li> <li>▪ The underlying conception of warring opposites characterizes western thought</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ mythology, stoicism, invocation, metamorphoses, Lycaon (wolf man in Greek), Deucalion, Delphi, Prometheus, creation ex nihilo, ages of mankind</li> </ul> </li> </ul>
<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Develop critical thinking skills.</li> <li>▪ Apply theory to real-life situations.</li> </ul>

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

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