Course Title – Humanities Seminar
Implement start year – 2017-2018
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Unit #4 - Man and Self
Transfer Goal –   Students will be able to independently use their learning to comprehend, analyze, and evaluate the various contributions of historical figures, philosophers, and writers as they express a man's relationship with "self."

Stage 1 – Desired Results

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Established Goals

2014 NJCCC Standard(s), Strand(s)/CPI #
(http://www.state.nj.us/education/cccs/2014/ss/standards.pdf)

6.2.12.D.2.d
Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.1.12.A.1.b
Analyze how gender, property ownership, religion, and legal status affected political rights.
6.1.P.D.1
Describe characteristics of oneself, one's family, and others.

Common Core Curriculum Standards for Math and English
(http://www.corestandards.org/)
CCSS.ELA-Literacy.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-Literacy.RH.11-12.3

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21st Century Themes
(www.21stcenturyskills.org)

_x__ Global Awareness
___Financial, Economic, Business and
   Entrepreneurial Literacy
_x__Civic Literacy
_x__Health Literacy
___Environmental Literacy

21st Century Skills

Learning and Innovation Skills:
_x__Creativity and Innovation
_x__Critical Thinking and Problem Solving
_x__Communication and Collaboration

Information, Media and Technology Skills:
_x__Information Literacy
_x__Media Literacy
_x__ICT (Information, Communications and
   Technology) Literacy

Life and Career Skills:

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Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	_x__Flexibility and Adaptability _x__Initiative and Self-Direction _x__Social and Cross-Cultural Skills _x__Productivity and Accountability _x__Leadership and Responsibility

Enduring Understandings:

Students will understand that . . .

EU 1
Philosophy helps people think about themselves and their relationship to reality.

EU 2
Biological, social, and cultural factors motivate behavior and influence emotion.

EU 3
Humans develop enduring patterns of behavior and personal characteristics that influence how others relate to them.

Essential Questions:

EU 1
- Why is it so difficult to experience reality objectively?
- What is the nature of man?
- Do human beings have free will?

EU 2
- Can self-actualization be achieved and maintained?
- Does intrinsic or extrinsic motivation shape behavior more than the other?
- How do biological and psychological needs interact to shape behavior throughout the course of one's life?

EU 3
- Does nature or nurture have a bigger influence on the traits that make up personality?
- How has the development of technology affected conceptions of self and others?

	● How do the unique characteristics of individuals either attract or repel others?

Knowledge: *Students will know . . .*	Skills: *Students will be able to . . .*
EU 1 ● The Justification of Knowledge Triangle (Justified, True, Belief). ● Plato's Cave Allegory. ● Basic philosophical theories of self (Plato, Descartes, etc.). ● Views of human nature (rationalism, determinism, etc.). *EU 2* ● Maslow's hierarchy of needs. ● The theories and impacts of Darwin. ● Different theories of motivation. ● Different theories of emotion. *EU 3* ● Theories of conformity and nonconformity. ● The id, ego, and superego and how they influence personality and behavior. ● Freud's defense mechanisms. ● Carl Jung's theories of the collective unconscious and archetypes. ● Humanistic views of personality according to Maslow and Rogers. ● The most common factors in choosing friends and romantic partners. ● Results of studies about technology and its impact on the self and society.	*EU 1, 2, 3* ● Research historical and current sources in order to find facts and arguments about man and "self". ● Apply the Justification of Knowledge Triangle to an object or situation in their environment. ● Compare and contrast philosophical theories of self. ● Accumulate evidence for and against free will. ● Analyze differing views of human nature. ● Identify examples of archetypes in literature and the media. ● Compare and contrast the different theories of motivation and emotion. ● Self-assess personality type and characteristics. ● Identify the role of the id, ego, and superego in various situations. ● Apply Freud's defense mechanisms in different scenarios. ● Explain the implications of Darwinian theory for human behavior. ● Explore the effects of theories of self on the individual's interaction with others. ● Examine expressions of selfhood through art. ● Research and apply theories and data about the effects of technology on the self and relationships.

Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- tests
- projects
- quizzes
- group work
- worksheets
- discussion/debate
- dialogues

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements.*
Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

This is a list of possible activities to be implemented in the humanities classroom. Not every teacher will include every activity in his or her learning plan.

- Teacher notes and PowerPoint presentations on various aspects of the self (A).
- Participate in philosophical experiments both individually and in large groups--i.e., The Trolley Problem (A, M).
- Attempt to prove that people are not living in a simulation using philosophical theories such as the Justified True Belief triangle (A, M, T).
- View "Inception" and/or "The Matrix" and discuss views of reality (A, M).
- Apply conceptions of self to artificial intelligence. (M, T).
- Find an example of humor and analyze why and how the humor is effective (A, M).
- Keep a journal of behaviors and decisions, then analyze it using theories of self (A, M, T).
- Watch the short film "The Wave" and discuss its implications for conformity and human behavior (A, M).
- Debate the ethics of psychological experiments such as the Milgram Experiment and the Stanford Prison Experiment (A, M).
- Take a personality inventory such as the Myers-Briggs, evaluate the results, and determine how it could be applied(A, M, T).
- Read Dunbar's poem "The Mask" and create a mask showing both how others perceive them and their true selves (A, M, T).
- Study self-portraits by various artist and in different art forms, examining each for insights into self (A, M, T).
- View excerpts from "Her" and discuss the effects of technology on human relationships (A, M).
- Freud's defense mechanisms skits- students are assigned two different defense mechanisms, in groups of three or four and they have to create an original skit to be performed in front of the class. The class guesses what defense mechanism is being portrayed based on the role play. (M)
- Students fast from technology--cell phones, Internet, etc.--for a period of time, while keeping a journal reflecting on the experience (A, M, T).
- Debate the benefits and detriments of social media on perceptions of self (A, M, T).
- Read a short story, play, various poems by authors whose fiction focuses on love and relationships (A).
- View clips of "Catfish" and discuss misrepresentations of the self (A, M).
- Examine attempts throughout history by governments and other entities to control nonconformists (A, M).