

### **Wrapping Up: Philosophical Questioning and Argumentation**

**Materials:** paper, markers, *Click Clack Moo, Cows That Type*

**Learning objectives:** Have students continue to practice giving reasons for their thoughts, this time in the form of arguments. Reflect on what we've done throughout the semester, and review what philosophy is.

#### **I. Intro/Wrap-up Survey**

- A. What is something you learned about philosophy?
- B. What was your favorite lesson or activity?
- C. Do you think you will do more philosophy in the future?

#### **II. Question Game**

- A. Philosophy is about asking questions! We're going to play a game where we each say one word in a row that makes a sentence, and try to create the longest question we can! One person starts with the first word of the question like "how/what/why"
  1. Ruth and Zoe demonstrate
- B. Play game
  1. Can we answer this question?
  2. Is this a philosophical question? Is there one answer, or many answers?
    - a) If yes, then why?
    - b) If not, how can we change it to make it a philosophical question?

**\*Movement Break!\***

#### **III. Click Clack Moo!**

- A. Read book (about Cows going on strike)
- B. Do you think this is a good way to get what you want? Will it always work?
- C. Have you heard about this happening in real life?

#### **IV. Arguments, Convince your teacher game**

- A. Philosophy involves a lot of questions, not just asking them, but also answering them. Since these questions have a lot of answers, sometimes we need to argue our point or really try to convince someone of our answer
- B. What are good ways to convince someone with your words?

1. Reasons should apply to a lot of people, think about what someone else might say against your argument
- C. We're going to practice this! What's something that you want for the classroom?
1. Draw it!
  2. Example: Having a snack gives you energy, when you have more energy you can listen to your teacher better, so we should have more snacks at school
  3. Have students volunteer to make an argument to convince us why they should get what they want for the classroom
  4. Ask students for suggestions about how to make each other's arguments more convincing

**V. Conclusion**

- A. What did you learn today? What was your favorite part?
- B. Will you use philosophy in real life?