

Good Life vs/and Happiness



Task:

- 1) In partners research a philosopher's views on the questions:
 - a) What is a good life?
 - b) What is happiness?
 - c) Are happiness and a good life the same thing?

- 2) Provide a one page handout (by Friday, November 20th @ the end of class) that:
 - a) Summarizes your philosopher's thoughts on the questions
 - b) Includes at least one quotation that further exemplifies the topic

- 3) Teach the class (in about five minutes) your philosopher's views on the questions:
 - d) What is a good life?
 - e) What is happiness?
 - f) Are happiness and a good life the same thing?



Philosophers: Plato, Aristotle, Epicurus, Lao-Tzu, Confucius, Kierkegaard, Nietzsche

Partner: _____

Philosopher: _____

Schedule

		<u>Wed. Nov. 18th</u> Assignment given. Classroom work period with materials provided.	<u>Thurs. Nov. 19th</u> Library work periods on netbooks.	<u>Fri. Nov. 20th</u> Library work period on netbooks. Handout to Ms. Schad by end of period.
<u>Mon. Nov. 23rd</u> Presentations.				

Success Criteria

	Level 4	Level 3	Level 2	Level 1
Knowledge/ Understanding <ul style="list-style-type: none"> - Content: Have you gathered reliable and complete information on the philosophers' views regarding a good life and happiness? 	Demonstrates thorough knowledge of the philosophers views regarding a good life and happiness	Demonstrates considerable knowledge of the philosophers views regarding a good life and happiness	Demonstrates some knowledge of philosophers views regarding a good life and happiness	Demonstrates limited knowledge of philosophers views regarding a good life and happiness
Thinking <ul style="list-style-type: none"> - Have you fully and coherently explained the philosophers views on a good life vs/and happiness? 	Applies knowledge of a good life and happiness with a high degree of effectiveness	Applies knowledge of a good life and happiness with considerable effectiveness	Applies knowledge of a good life and happiness with some effectiveness	Applies knowledge of a good life and happiness with limited effectiveness
Application <ul style="list-style-type: none"> - Have you demonstrated an understanding of the concepts of a good life and happiness 	Applies the concepts of happiness and a good life to their philosopher in the form of a presentation and handout	Responds to why it is important to student the residential school system with a considerable effectiveness	Responds to why it is important to student the residential school system with some effectiveness	Responds to why it is important to student the residential school system with limited effectiveness
Communication <ul style="list-style-type: none"> - Visual/Handout: Does your handout contain the key information, is it easy to follow, and free of errors - Visual/Presentation Aid: Is it clear and easy to see, does it contain only key points - Oral: Do you speak clearly, enunciate, and make eye contact 	Communicates visually and orally with a high degree of effectiveness Uses conventions, vocabulary, and terminology with a high degree of effectiveness	Communicates visually and orally with considerable effectiveness Uses conventions, vocabulary, and terminology with considerable effectiveness	Communicates visually and orally with some effectiveness Uses conventions, vocabulary, and terminology with some effectiveness	Communicates visually and orally with limited effectiveness Uses conventions, vocabulary, and terminology with limited effectiveness