

Raphael's School Of Athens

Grade Level: Sixth Grade
Presented by: Douglas Dillon, P.S. 124 The Osmond A. Church School
South Ozona Park, New York
Length of Unit: Three Weeks

I. ABSTRACT

This unit introduces the students to Raphael and his painting, *School of Athens*, as found in the *Core Knowledge Sequence* for the Sixth Grade. Students will meet the Great Thinkers of Greece they studied earlier in the year: Plato, Aristotle, Socrates and many others. They will learn to read a work of art, discover how artists express ideas and compare that to what they learned earlier. Later on, students will discover how a previous class created *A New School of Athens*. Then they will meet Great African-American Thinkers like Martin Luther King, Ella Fitzgerald, Langston Hughes, Maya Angelou and many others.

II. OVERVIEW

A. Concept Overview(s)

1. Students will understand how Raphael and artists express ideas through art.
2. Students will recognize the interrelationships and connections among the Great Thinkers.
3. Students will appreciate how Raphael synthesizes the learning of Ancient Greece.
4. Students will recognize that other cultures, societies and races have made great contributions.

B. Content from the *Core Knowledge Sequence*:

1. Art History- The Renaissance and Raphael's *School of Athens* (p.144)
2. Ancient Greece-Socrates, Plato, Aristotle (pp. 138-139)

C. Skills Objective:

1. Students will analyze and interpret the works of Socrates.
2. Students will identify the Great Thinkers.
3. Students will explain how artists convey ideas.
4. Students will compare and contrast the Great Thinkers.
5. Students will compare and contrast specific works of art.
6. Students will ask the "big" questions.

III. BACKGROUND KNOWLEDGE

For Teachers:

1. Cumming, Robert. *Annotated Art*. New York: Dorling Kindersly Publishing Inc., 1995. ISBN 0-56458-848-3
2. Magee, Bryan. *The Story of Philosophy*. New York: New York, DK Publishing Inc., 1998. ISBN: 0-19-28201-2

For Students:

1. Students will have a basic understanding of the Renaissance as a "rebirth" of ideas from Ancient Greece and Rome
2. Students will also have an understanding of linear perspective during the Italian Renaissance (point of view of the viewer).

IV. RESOURCES

- A. Plato, *Apology*

- B. Plato, *The Republic*
- C. Aristotle, *Nichomachean Ethics*
- D. Raphael, *School of Athens*
- E. Friedlander, Dillion & Students, *The New School of Athens*
- F. Mortimer Adler, *The Paideia Proposal*
- G. Robert Cumming, *Annotated Art*

V. LESSONS

Lesson One: Socrates

A. Daily Objective(s)

1. Concept Objective
 - a. Students will recognize the interrelationships and connections among the Great Thinkers.
2. Lesson Content
 - a. Socrates was Plato's teacher. (p. 138)
 - b. For Socrates, wisdom is knowing that you do not know. (p. 138)
 - c. The Trail of Socrates-*The Apology* (p. 138)
3. Skill objectives(s)
 - a. Students will ask the "big" questions.
 - b. Students will analyze and interpret the works of Socrates.

B. Materials

1. Plato's *Apology*

C. Key Vocabulary

1. apology-a defense
2. dialogues-conversations or discussions about great ideas
3. gadfly-a person who annoys or stirs up others from lethargy
4. unexamined-unquestioned, undiscussed
5. tradition-the living ideas of our ancestors passed on and discussed by us
6. justice-giving to others the rights that are theirs

D. Procedures/Activities

DAY ONE

1. Students will listen to the teacher read from Plato's *Apology*
2. Students will summarize Socrates' explanation of why he is the wisest person in Athens because "he knows that he does not know."
3. Students will analyze Socrates method of determining that he was wise.

DAY TWO

4. The teacher will read the passage from The Apology where Socrates Characterizes himself as a "gadfly. Students will listen.
5. Students will interpret Socrates' metaphor.

DAY THREE

6. The teacher will read the passage from Plato's Apology where Socrates expresses his view of philosophy as examining life, as questioning life.
7. Students will interpret Socrates' statement that, "The unexamined life is not worth living."

DAY FOUR

8. The teacher will read Plato's Apology when Socrates discusses "Life After Death" or the next life where Great Thinkers are not put to death for discussing great ideas.
9. Students will discuss Socrates' idea of meeting the great Odysseus in the After Life.

E. Assessment/Evaluation

1. Students will write an essay on Socrates, the Father of Philosophy.

Lesson Two: Plato

A. Daily Objective(s)

1. Concept Objective(s)
 - a. Students will recognize the interrelationships and connections among the Great Thinkers.
2. Lesson Content
 - a. Plato was Socrates' student; he agreed and disagreed with him; he discussed ideas and argued with him.
 - b. Plato decided to keep Socrates' idea of conversation and questioning but also to write down the conversations, in spite of Socrates' objection.
 - c. Plato created the Academy.
3. Skill Objectives
 - a. Students will compare and contrast

B. Materials

1. Plato's *Apology*

C. Key Vocabulary

1. Academy-

D. Procedures/Activities

1. Students will recall Socrates' story about "being wise" and observe that Plato wrote the story down, thus disagreeing with Socrates.
2. Students will respond to questions about Plato having discussions with Socrates. They will conclude that Plato's *Dialogues* are a written record of their conversations.

E. Evaluation/Assessment

1. Students will create a "double-bubble thinking map" comparing Plato and Socrates.

Lesson Three: Aristotle

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will recognize the interrelationships and connections among the Great Thinkers.
2. Lesson Content
 - a. Plato was Aristotle's teacher
 - b. They agreed that reason and philosophy should rule our lives, not emotion and rhetoric.
 - c. They disagreed where true reality is. Plato says reality is beyond physical things in ideas (cf. "Allegory of the Cave"); Aristotle says reality is the concrete physical things of the world we see.
3. Skill Objectives:
 - a. Students will compare and contrast

B. Materials

1. Plato's *Republic*
2. Aristotle's *Nicomachean Ethics*

C. Key Vocabulary

1. allegory-a story with symbolic meaning to convey truths about being human
2. rhetoric-the art of effective communication; using words to instruct, delight, or persuade

3. reason-the ability to think clearly and accurately, to infer, to analyze
4. philosophy-a love of wisdom, a comprehensive view
5. idea-a formulated thought
6. emotion-a strong feeling of agitation

D. *Procedures/Activities*

DAY ONE

1. The teacher will read Plato's *Allegory of the Cave* in *The Republic*
2. The teacher will create a thinking map of the characters and elements in the story to help students identify everyone and understand the story.
3. Students will listen and respond to questions about symbolic elements in the story. The Cave is the world of appearance while the world of the sun is the ideal world.

DAY TWO

4. The teacher will show Aristotle's *Nichomachean Ethics* to students and Summarize Aristotle's ideas on Happiness as ALL THE GOODS (Totum Bonum not the summum bonum). All the Goods include physical goods, intellectual and social goods.
5. Students will discuss how Aristotle is a concrete thinker who insists that ideas come from the senses, not from the separate world of ideas.

E. *Assessment/Evaluation*

1. Students will create a thinking map, a double-bubble map comparing Plato And Aristotle.

Lesson Four: Raphael's School of Athens

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how Raphael and artists express ideas through art.
 - b. Students will appreciate how Raphael synthesizes the learning of Ancient Greece.
2. Lesson Content
 - a. Socrates, in Raphael's painting, is the "Father of Philosophy," creator of the question and answer method of education.
 - b. Plato is the creator of the Dialogue Method of Learning; he told the famous *Allegory of the Cave* to explain the world of ideas.
 - c. Aristotle is the Great Common Sense Thinker of the *Nichomachean Ethics*.
3. Skill Objective(s)
 - a. The students will ask questions about the two main characters in the Center of the School of Athens-Plato and Aristotle.
 - b. Students will compare and contrast Plato and Aristotle by observing their hands, dress and books.
 - c. Students will make connections between reading a text and reading a painting.

B. *Materials*

1. A large copy of Raphael's *School of Athens*
2. Many small copies of Raphael's painting.

C. *Key Vocabulary*

1. depicted-portrayed in words
2. symmetry-beauty of form arising from balanced proportions

- D. *Procedures/Activities*
1. The teacher asks the students to identify the main characters in the painting and explain their choice.
 - a. Teacher will direct students to carefully observe and study Raphael's painting to locate and identify Socrates, Plato and Aristotle.
 - b. Students will understand why Raphael has Socrates dressed in a brown robe, discussing and disagreeing with his students, using his fingers to enumerate his argument.
 - c. Students will understand why Raphael has Plato holding his dialogue, Timaeus, in his left hand, while pointing to the heavens with his right hand.
 - d. Students will understand how Raphael has Aristotle holding Ethics in his left hand while pointing out and down with his right hand.
 2. Ask students to describe and characterize Plato and Aristotle
 3. Divide the class into cooperative groups and create double-bubble thinking Maps comparing Plato and Aristotle.
 4. Create another thinking map comparing Socrates with Plato and Aristotle.
- E. *Assessment/Evaluation*
1. Students will create an essay on Raphael, Creative Artist, explaining how He expresses his ideas.

Lesson Five: Other Great Thinkers

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how Raphael and artists express ideas through art.
 - b. Students will appreciate how Raphael synthesizes the learning of Ancient Greece.
 2. Lesson Content
 - a. Zeno is the great Greek mathematician who insisted that "zero" was a real number in opposition to all other Greek mathematicians who rejected it as irrational.
 - b. Pythagoras is the Great Greek Mathematician who discovered "musical" numbers, triangular numbers and square numbers and who believed in "the music of the spheres".
 - c. Euclid is the father of geometry the great systematic mathematician who wrote the classic work, Elements.
 - d. Ptolemy is the cosmologist whose geocentric view of the universe was accepted for 1400 years until finally disproved by Copernicus and Galileo.
 - e. Heraclitus is the Greek philosopher/physicist who insisted that everything changes like fire and energy.
 - f. NOTE: When Raphael created his masterpiece, he set out to show two things. First he wanted the world to know how great the Greeks were. Second, he wanted to show that the Italians were also great thinkers. He did this in truly an imaginative way. When he painted Plato, he put Leonardo da Vinci's face on him. He also used Michelangelo's face and body when he painted Heraclitus. He also used the body of a friend and architect, Bramante, to stand for Euclid.
 3. Skill Objective(s)
 - a. Students will observe Raphael's creative way of expressing his ideas and of

Identifying the Great Thinkers. They will notice Pythagoras' mathematical language in the book and on the slate board. They will recognize Euclid using a compass and Ptolemy and Zoraster holding globes.

B. Materials

1. A copy of Raphael's painting *School of Athens*
2. A globe
3. A compass

C. Key Vocabulary

1. compass-an instrument for making circles
2. theorem-a proposition or statement in math deduced from other propositions
3. theory-a general principal to explain phenomena; it applies a greater likelihood of truth than a hypothesis
4. geocentric-earth centered

D Procedures/Activities

1. Students will discuss Zeno's idea of "zero", its relation to infinity, and its mysterious quality.
 - a. Students will carefully observe Raphael's painting to draw inferences and make connections about various other groups of Great Thinkers.
 - b. Students will recognize Zeno (in his green hat), the mathematician of "zero", and Epicurus on the far left.
 - c. Students will observe two other groups of thinkers on the far right mathematicians surrounding Euclid and the scientists (cosmetologist), Ptolemy and Zoraster.
 - d. Students will recognize the artist himself, Raphael, on the far right and the great Heraclitus, leaning on a marble slab.
2. Students will brainstorm about the meaning of Pythagoras' idea of "the music of the spheres".
 - a. Students will locate Pythagoras surrounded by math students
3. Students will discuss why Ptolemy's geocentric universe lasted so long.
4. Students will create a bubble-thinking map characterizing Raphael as Imaginative, noting how he connected Plato and Leonardo, Heraclitus and Michaelangelo., and Euclid and Bramante.

E. Assessment/Evaluation

1. Students will compose an essay showing how Raphael honored both the Greeks and the Italians.

Lesson Six : The New School Of Athens

A. Daily Objectives

1. Concept objective(s)
 - a. Students will recognize that other cultures, societies and races have made great contributions.
2. Lesson Content
 - a. Introduce students to the Great African-American Thinkers in The New School of Athens created by the students of P.S. 124, Mr. Dillion and the artist, Hal Friedlander.
 - b. Review and identify and characterize Great African-American Female Thinkers such as: Ella Fitzgerald, Maya Angelou (Grade 6), Sojourner Truth (Grade 4), Harriet Tubman (Grade 2), Rita Dove, Toni Morrison, Jackie Joyner Kersee and Marion Anderson.
 - c. Review and identify and characterize Great African-American Male Thinkers, such as:

Martin Luther King Jr. (Grade 2), Frederick Douglas (Grade 5), Langston Hughes (Grade 1 & 6), W.E.B. DuBois, Thurgood Marshall and Paul Lawrence Dunbar.

3. Skill Objective(s)
 - a. Students will ask questions about various thinkers in the *New School of Athens*.
 - b. Students will connect African-American Thinkers to European Thinkers
 - c. Students will compare the different thinkers.
- B. *Materials*
 1. The Original Painting of P.S. 124's *New School of Athens*
 2. Copies of students' original artwork- *The New School of Athens*
- C. *Vocabulary*
 1. Civil Rights Leader-someone who fights for the rights of personal liberty in the 13th and 14th amendments of the U. S. Constitution
 2. Non-violent gadfly-a person who annoys or stirs up others from lethargy in a peaceful way
 3. sojourner-someone on a journey
 4. poet laureat-poet appointed to represent a country
 5. Supreme Court Justice-one of the nine judges on the highest court in the U. S.
 6. chiaroscuro-the arrangement of light and dark parts in a painting
- D. *Procedures/Activities*
 1. Students will listen to the teacher tell the story of the *New School of Athens* And how it was a collaborative effort among many groups: Project Arts, Children's Museum of Manhattan (CMOM), the students, teachers and administration of P.S. 124 Q.
 2. The teacher will discuss the steps that went into creating the painting, the *New School of Athens*-drawing on graph paper, transferring drawings to a five foot by two foot canvass, and using the chiaroscuro technique.
 3. The teacher and students will discuss how African-American Thinkers were chosen with special attention paid to the selection of Ella Fitzgerald.
 4. Students will make connections with different Great Thinkers: Ella Fitzgerald And Plato, Martin Luther King Jr., and Aristotle.
 5. Students will use their imaginations to see or make other connections with Great Thinkers.
 6. Students will create a bubble-thinking map of the *New School of Athens*
 7. Students will create a double bubble-thinking map of Raphael's *School of Athens* and P.S. 124's *New School of Athens*.
- E. *Assessment/Evaluation*
 1. Students will write an essay on The New School of Athens, stressing its significance in today's society.

VI. CULMINATING ACTIVITY

1. Students will bring Raphael's School of Athens to life by selecting a Great Thinker to research report on.
2. Students will dress up as a Great Thinker, introduce themselves and discuss their ideas.
3. While students are making the Great Thinkers "Real", several students can videotape the entire production.

VII. BIBIOGRAPHY

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