

**Title: Fakebook and Major Figures of Philosophy**

**Course: HZ3B0**

<b>Time:</b> 3-4 classes (75 min. each)	<b>Unit:</b> Applicable to all units	<b>Topic:</b> Fakebook as a tool for assessment ( <i>for learning</i> )
<p style="text-align: center;"><b>DESCRIPTION</b></p> <p>Fakebook is an online, educational resource created to simulate the experience and interface of social media platforms like Facebook. The resource has been used by teachers worldwide, primarily as an assessment tool. Fakebook allows users to create profile pages for fictional or historical figures, providing ample space for background information, theories, ancestry, influences and more. After creating a page, students are then given the opportunity to communicate with other user pages via the character or figure they have created a page for.</p> <p>The following lesson is to be used as a guideline for using Fakebook for <i>formatively assessing</i> students in the Philosophy classroom (the lesson plan can also be used for <i>assessment of learning</i>). This lesson can take place during any core content unit (e.g., epistemology, metaphysics, ethics, etc). The lesson allows teachers to assess students' knowledge of what they have been learning in class, and also allows them to gain a more comprehensive understanding of a philosopher. It is ideally used before writing a paper or working on a project.</p> <p>Since a Fakebook profile requires students to input content relevant to the figure they wish to represent, students will have to make use of research and information they learned in class in order to properly represent the figure. When they have finished their Fakebook profile, they will have a better understanding of the thinkers they have chosen to represent.</p> <p><i>Important note: Students should be reminded before class to bring any web-friendly technology they wish to use for the lesson, and teacher's ought to book library time or a computer pod to give students access to the web.</i></p>		
<p><b>LEARNING GOALS:</b></p> <p><b>By the end of this lesson, students will be able to:</b></p> <p>Communicate the ideas and theories of historical figures in Philosophy</p> <p>Communicate the perspective of a philosopher with content relevant to the philosopher they have chosen to represent</p> <p>Research historical thinkers and theories</p>	<p><b>AGENDA:</b></p> <ol style="list-style-type: none"> <li><b>1. Review materials covered in the unit.</b></li> <li><b>2. Explain the assignment to the students.</b></li> <li><b>3. Explain how to create a Fakebook page.</b></li> <li><b>4. Allow students class time to create their page.</b></li> <li><b>5. Provide time for students to communicate with each other using their Fakebook page.</b></li> </ol>	<p><b>MATERIALS AND RESOURCES:</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Devices that allow students to connect to the internet (laptops, smart phones, tablets, desktop computers)</li> <li>• The internet</li> <li>• Power point, an overhead projector, a whiteboard, and marker, to be used for explaining the assignment to students.</li> <li>• Worksheets (the assignment).</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Fakebook (includes instructions) <a href="http://www.classtools.net/FB/home-page">http://www.classtools.net/FB/home-page</a></li> <li>• Video instructions on how to create a Fakebook page <a href="https://www.youtube.com/watch?v=NmBS_G2kHd4">https://www.youtube.com/watch?v=NmBS_G2kHd4</a></li> <li>• Internet Encyclopedia of Philosophy (an online resource for researching philosophers and theories) <a href="http://www.iep.utm.edu/">http://www.iep.utm.edu/</a></li> </ul>

- Stanford Encyclopedia of Philosophy (an online resource for researching philosophers and theories)  
<http://plato.stanford.edu/>

**CURRICULUM EXPECTATIONS****Core Content***Philosophical Foundations:*

- Identify philosophers and philosophical traditions (B2.1, B2.2)
- Define terms and concepts within the major branches of Philosophy (B3.1, B3.2).

*Philosophical Skills:*

- Develop philosophical responses and apply philosophical reasoning while communicating about philosophical figures and theories (C3.1, C3.2)

**Research and Inquiry Skills**

- Investigate, process, communicate and reflect on major philosophical ideas and thinkers (A1.1, A1.2, A2.2, A3.3, A4.2)

**PLANNING NOTES****Suggested Prior Reading for Teachers**

- An overview of how Fakebook can and has been used in social studies classrooms:

<http://web20edu.com/2011/09/29/fakebook-projects-in-the-social-studies-classroom>

ASSESSMENT	TIME	LESSON DESCRIPTION
x Assessment FOR Learning (AfL) <input type="checkbox"/> Assessment AS Learning (AaL) <input type="checkbox"/> Assessment OF Learning (AoL)		<b>CLASS 1</b>
	<b>25 minutes</b>	<b>BEFORE</b> <ul style="list-style-type: none"> <li>• Begin class by reviewing the thinkers and theories you have been discussing in your unit. For example, if you have been teaching a unit on epistemology, you might review the views of Descartes, Plato, Hume, and Kant. This may be supplemented by handouts or a power point presentation.</li> </ul>
	<b>20 minutes</b>	<b>DURING</b> <ul style="list-style-type: none"> <li>• Handout the assignment and explain to students that they will be creating a 'Fakebook Page' for one of the figures they have been discussing in the unit. Tell students that the assignment is designed to support the research they will do for a future paper (i.e., culminating assignment for the unit). Explain that the Fakebook assignment is a chance for them to learn more about course content.</li> <li>• Show students the following video. It outlines how to navigate the Fakebook environment:</li> </ul>

Assessment FOR learning: circulate the classroom, observing students as they work on their assignment. Assess students' research, communication skills, and understanding of the task.	25 minutes	<p><a href="https://www.youtube.com/watch?v=NmBS_G2kHd4">https://www.youtube.com/watch?v=NmBS_G2kHd4</a></p> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>Direct students attention to online resources they can use to get started on their Fakebook page. Demonstrate on the board/overhead how students might start a page. Brainstorm thinkers, ideas and theories with the students in order to get students thinking about their profile. Give students the remainder of the class time to brainstorm the historical figure they wish to use.</li> </ul>
	10 minutes	<p><u>CLASS 2</u></p> <p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>Begin class by reminding students of the task at hand. Answer any questions students might have. Direct students to the online resources you provided in the previous class again.</li> </ul>
	50 Minutes	<p><b>DURING</b></p> <ul style="list-style-type: none"> <li>Give students the entire class period to work on their Fakebook profile (you may wish to give students another class period if they do not finish during this one).</li> </ul>
	10 minutes	<p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>Remind students that their Fakebook page is due tomorrow and that they should finish any incomplete aspects of their page for homework.</li> </ul>
	5 minutes	<p><u>CLASS 3</u></p> <p><b>BEFORE</b></p> <ul style="list-style-type: none"> <li>Begin class by asking students to open their Fakebook pages on their electronic devices. Ask them to have their page open, as they will be doing a gallery walk to observe everyone's page.</li> <li>Tell students to have the web link available at their desk for other students to collect when they circulate.</li> <li>Complete a gallery walk. Tell each student to collect <i>three distinct</i> profile links as they walk around.</li> </ul> <p><b>DURING</b></p> <ul style="list-style-type: none"> <li>When students return to their seats, tell them to have their newly collected links and profile ready. Explain to them that they must now send a message</li> </ul>

<p>Assessment AS Learning: Ask students to reflect on the value of the assignment and its contribution to their overall learning (meta-cognition).</p>	<p><b>25 minutes</b></p>	<p>via Fakebook to the three profiles links they have collected. Give them the following guidelines:</p> <ul style="list-style-type: none"> <li>- the message you send must be typed as if you were the philosopher you represent.</li> <li>- the message you send must engage the philosophical theory of the person you are writing to.</li> </ul> <ul style="list-style-type: none"> <li>• Allow students to message one another.</li> <li>• After students have messaged one another, ask them to type up the messages they have sent in a word document. Have them save the document and submit it to you.</li> </ul> <p><b>AFTER</b></p> <ul style="list-style-type: none"> <li>• Conduct a class discussion about the overall success of the exercise. Ask students the following questions:             <ul style="list-style-type: none"> <li>o What comments did you post on other students' pages?</li> <li>o What comments did you receive?</li> <li>o What were some of the challenges you had in posting/responding to comments?</li> <li>o How did this assignment contribute to your overall understanding of philosophers and philosophical theories?</li> </ul> </li> </ul>
	<p><b>25 minutes</b></p>	
<p><b>ACCOMMODATIONS</b></p> <ul style="list-style-type: none"> <li>• Students that require more time to work on the assignment should be given extra time. Some students might not be as knowledgeable of course content, about how to properly use online resources, and about technology.</li> <li>• Students that require extra assistance should be given extra assistance (e.g. with communicating Plato's concept of the forms; with communicating Locke's theory of secondary qualities). Some students might need to further explanations of relevant concepts and theories. Teachers may give extra help in class, at lunchtime, or after school.</li> <li>• Students that do not have access to an electronic device will be given one (through the school) or will be able to share devices with another student.</li> </ul>		<p><b>REFLECTION</b></p>
<p><b>APPENDICES</b></p> <ul style="list-style-type: none"> <li>• Appendix 1 - Fakebook Assignment</li> <li>• Appendix 2 - Fakebook Assignment Rubric</li> </ul>		