



STAGE OF LESSON		PLAN: What is your plan?	
I	INTRODUCE LESSON GOAL 1-2 minutes	To understand the potential limits of knowledge	
M	MOTIVATE with a HOOK	List some things on the board that we can be 100% certain are true. (sky is blue, sun rose today, I have my hand in the air presently)	This list aims to get students to list things that they believe are absolutely certain. Nearly anything that they will list here will have doubt thrown on it when we take the position of a Cartesian sceptic.
P	PRIME with PRIOR KNOWLEDGE -activate it 3-5 minutes		
A	ADD NEW TEACHER INPUT – Explicitly teach the CONCEPT. 10-15 minutes 	How do you know that these things are true? 1 – senses Can we really trust our senses? Are they flawless, or can they sometimes trick us? For example, when you put a stick in water, it will look like it is bending, yet it will feel straight. Either our sight or our touch betrays us in this case. How do we know that the sun exists? Might our eyes be betraying us in this case also? 2 – all of the senses coincide In the water stick example, we have conflicting knowledge coming from our own senses. What if all the senses together provide evidence of something? E.G. These is a flower. I see it, smell it, can touch it, can taste it, and can hear bees buzzing around it. But then how do you know you are not dreaming? For in dreams, all our senses can be in unison, but dreams are not real life. You think you know that you cannot fly. But in dreams you can fly. How do you know that this isn't a dream right now, and you are only dreaming that you CAN'T fly? Furthermore, the people in our dreams are not real. Therefore, if we might be dreaming, everyone in this class might not be real.	Students will evaluate why they think the things they listed are true. Much of the evidence will be based around the senses and we are about to cast doubt on the reliability of the senses. Expect a student to come up with the answer of when all our senses are in line with a particular knowledge, then we know it is true. Descartes final proposition was that he knows that he exists, but nothing else in the world (incl. people) can be proved to exist. This will not be told to students yet, as they will develop arguments to prove their group exists.
	ADD NEW TEACHER INPUT – Explicitly teach and model the SKILL.		
C	CHALLENGE with APPLICATION & DEVELOPMENT 10-15 minutes 	Separate students into groups of between 3 and 6. Ask students to come up with an argument which proves their group exists. Get other groups to challenge the presenting group's arguments. Unless they come up with something radically new, they will attempt to rely on the sense to prove the existence of their fellow group members, and this will not work.	If they follow Descartes, they will find that they can prove they themselves exist, but not any other member of their group.
	CHECK FOR UNDERSTANDING, FEEDBACK & INDIVIDUAL SUPPORT (Throughout the lesson) 3-5 minutes	Ensure that students realise that what Cartesian doubt shows is firstly that they can't rely on their senses entirely.	If they understand that they can't rely on their sense for 100% infallible proof, then it is impossible to prove that anything or anyone in the world exists other than themselves (because everything is perceived through the senses).
	CULTIVATE INDEPENDENT PRACTICE 5 minutes	Ask students what, if anything, can be known? Conclude with Descartes famous line: I think, therefore I am. Meaning that the only thing I can know is that I exist. Is this the conclusion students also came to? Do students agree?	
T	TIME for GOAL REVIEW 3-5 minutes 