



TOK 1 and 2

Combining the first 10

days

Keeler 2023-24

Day One

Aim: to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question

Target: I can deconstruct ‘knowledge’ both conceptually and graphically in order to differentiate between first and second-order knowledge in TOK.

EQ: What constitutes second-order knowledge? How do we define knowledge?

Agenda

1. TOK1: Info Form//TOK2: College Rec Resume (15) Both GC
2. Draw knowledge (10 minutes) and then present your ideas to the class while the teacher questions you (20)
3. List 5 things you know (3)
4. List how you know them (3)
5. Students will report their findings (10)
6. The teacher will share an article that posits knowledge as a rhizome. Students will read it together and then discuss the implications (20)
7. This will lead to the syllabus discussion and course outline (10)

HW: N/A

Accommodations:: A printed article for some students

Day Two

Aim: to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question

Target: I can differentiate among types of knowledge to create TOK Knowledge claims about Real-World Situations, which ultimately will lead to critical reflection of knowledge

EQ: What is knowledge and how do we create knowledge questions and claims?

Agenda

1. TOK1: Managebac and Turnitin and Google Classroom/TOK 2: TOK Notebook (10)
2. Students will sort/categorize knowledge questions in flexible groups and then report how they grouped them (20)
3. The teacher will use this to lead into the Knowledge Claims PPT that distinguishes the types of knowledge and claims.
 - a. Embedded within the presentation are various activities that demand reflection for sourcing and the creation of claims based on RLS. (60)

HW: N/A

Accommodations:: A printed article for some students

Day Three

Aim: to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question

Target: I can distinguish between the truth statements in order to deconstruct how knowledge is constructed.

EQ: What is truth?

Agenda

1. Students will read the DeLillo passage “Is it raining?” and discuss the implications of evidence and truth. (15)
2. The teacher will then introduce the truth theories and students will denote them (15)
3. Students will work in flexible groups and create posters for each truth theory with applicable examples (40)
4. Students will vote on the best posters to place in the classroom.

HW: N/A

Accommodations:: A printed article for some students

Day Four

Aim: to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question

Target: I can explore the concept of belief and discuss how it is justified.

EQ: How do we justify beliefs?

Agenda

1. Students will apply the truth theories to various scenarios in flexible groups (15)
2. Students will then create a hand-drawn poster for the concept of belief and its parameters (15)
3. Students will present their posters to the class and defend their choices (15)
4. Students will read Big Think’s [All Humans are Believers](#) as a class and reflect on the article (20)
5. The teacher will then lead to the four primary methods of justification: authority, logic, experience, and intuition (5)
6. Students will label the facets of their posters as such (10)
7. Students will end with the video: [Why belief is the most powerful disrupter](#) (8)

HW: N/A

Accommodations:: A printed article for some students

Day Five

Aim: to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question

Target: I can explore the concept of belief and discuss beliefs are justified.

EQ: How do we justify beliefs? Are all beliefs justifiable? TWE are our beliefs culturally dependent? Should all beliefs be actionable?

Agenda

1. Students will draw a world map from memory (10)
2. Students will present maps and discuss how their knowledge is limited by their worldview (and how that relates to belief) (15)
3. Journal: What do you believe? TWE are your beliefs dependent on your culture? (15)
4. The teacher will define belief and the types of justification that exist: authority, logic, experience, intuition.(5)
5. Students will be given a controversial belief to quickly research. (10)
6. Students will read (25)
 - a. [A Right to Believe?](#)
 - b. [You Don't Have the Right to Believe Whaever You Want to](#)
7. Students will share their responses with the class and debate about willful ignorance, cultural relativity, etc which the teacher will negate (20-30)

HW: N/A

Accommodations:: A printed article for some students

Day Six

Aim: to expose students to ambiguity, uncertainty and questions with multiple plausible answers

Target: I can explore the Platonic idea of knowledge (JTB) in order to construct my own reasonable definition of knowledge.

EQ: How do we prove or disprove the Platonic idea of knowledge?

Agenda

1. Journal: How do we distinguish between belief, opinion, and truth? (10)
2. Students will discuss responses while a scribe denotes and distinguishes between the three (10)
 - a. Students will be asked to apply truth theories to previous beliefs
3. Students will be shown Magritte's This is not a pipe and debate whether or not it is a pipe. Students will write knowledge claims (10)
4. This will lead into the teacher presenting notes on the JTB theory (30).
 - a. Students will test the JTB throughout the presentation
5. Students will then read a scenario from The Pig that Wants to Be Eaten that illustrates the Gettier Problem (10)
6. Students will denote the Gettier Problem and then create working definition of knowledge. (10)

HW: N/A

Accommodations: A printed article for some students

Day Seven

Aim: to expose students to ambiguity, uncertainty and questions with multiple plausible answers

Target: I can defend a knowledge claim using evidence while exploring the limitations.

EQ: Do all knowledge claims require demonstrable evidence?

Agenda

1. Students will read “Why Facts Don’t Change Minds” and discuss the implications.
2. Students will work in digital stations to explore the limitations of the following:
 - a. Reason
 - b. Memory
 - c. Sense Perception
 - d. Faith
 - e. Emotion/Intuition
3. The teacher will bring the class together to discuss their findings and the relevance to justification/evidence in creating knowledge.
4. Y1: The teacher will introduce the TOK Exhibition and its aims. Students will be tasked to work in groups to select an object that answers the question: What is knowledge? And create an eight minute presentation that argues its place.
 - a. Y2: The teacher will have the students grapple with EQ and then demonstrate how to break-down a question for the TOK Essay.

HW: N/A

Accommodations: A printed article for some students

Day Eight

Aim:• to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge

Target: I can defend a knowledge claim using evidence while exploring the limitations.

EQ: Do all knowledge claims require demonstrable evidence?

Agenda

1. Students will read [Can We Rely on Our Intuition?](#) (15)
2. The class will discuss the implications of the article on the question of demonstrable evidence. (10)
3. Students will complete a concept graphic organizer on Evidence in flexible groups that applies it to the various AOKs of the course (30)
4. The class will discuss their graphics and create one class graphic organizer to hang in the classroom (20)
5. The class will then discuss how intuition is usually proven or disproven by something demonstrable in order to be knowledge--process of justification.

HW: N/A

Accommodations:: A printed article for some students

Day Nine

Aim: • to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question

Target: I can effectively argue and evidence the placement of my object as it relates to the KQ.

EQ: What is knowledge?

Agenda

1. The teacher will introduce TOK and Tell for both cohorts. Students will use Sign-Up Genius to select a day to present.
2. Y1: Students will present their objects for the What is Knowledge presentation.
 - a. Y2: Students will have an EE Day where the teacher will review EE questions and guide students through the first 500-word response.

HW: N/A

Day Ten

Aim: to expose students to ambiguity, uncertainty and questions with multiple plausible answers

Target: I can defend a knowledge claim using evidence while exploring the limitations.

EQ: Do all knowledge claims require demonstrable evidence?

Agenda

1. Y1: Students will paraphrase the Exhibition rubric in flexible groups and then the class will come to a common understanding (15)
 - a. Students will be given exhibition samples/anchors to assess in flexible groups (30)
 - b. The class will convene to discuss the anchors and the teacher will reveal the scores and IB commentary (15)
 - c. Students will have time to work on their TOK and Tells (3)
2. Y2: Students will have a second-day of EE work in which they format their essays according to the IB guidelines. Students may, at this point, be given supervisors to work with.

HW: TOK and Tell//EE -500

Accommodations:: A printed article for some students