

# The Ten Lenses of Philosophical Inquiry

## *Philosophical Inquiry Research Project<sup>1</sup>*

*The real voyage of discovery consists not in seeking new landscapes, but in having new eyes. – Marcel Proust*

A huge part of Philosophical Inquiry is learning how to see the world with new eyes. To accomplish this goal, you will be introduced to the “ten lenses of philosophical inquiry.” The ten lenses of philosophical inquiry are tools to help us critically engage with, and analyze ourselves, and the world around us. Like a pair of glasses, the ten lenses help to change our perception and give us the power to re-examine our reality. In this philosophical inquiry research project you will get introduced to each of the ten lenses so that you become comfortable using the lenses both inside and out of our class. You will also learn more about a philosopher, their philosophy and the lens of philosophical inquiry that they are most clearly connected to.

### Focus Question

What are the ten lenses of philosophical inquiry, and what are some examples of how they are connected to the philosophies of different philosopher’s throughout history?

### Philosophical Inquiry Research Process

- 1) **QUESTION** - Develop the philosophical questions that you will use to drive your inquiry.
- 2) **PLAN** - Determine the types of sources that you will need to answer your questions.
- 3) **GATHER EVIDENCE** – Gather the information (textual, visual, quantitative, etc.) you need to explore and answer your questions.
- 4) **ANALYZE** - Analyze the answers to your questions, making sure to keep in mind the larger focus question guiding this inquiry.
- 5) **COMMUNICATE CONCLUSIONS** - Use evidence and reasons to write an organized (logically sequenced) explanation to the inquiry’s topic/focus question. Share your findings in our community of inquiry, and record the findings of others.
- 6) **ACTION** - Apply what you learned in your inquiry to take action in your life.

### The Ten Lenses of Philosophical Inquiry<sup>2</sup>

Lens	Definition	Essential Questions	Example Philosophers
<b>Aesthetics</b>	Aesthetics is the branch of philosophy concerned with the nature and appreciation of beauty.	<ul style="list-style-type: none"> <li>• What is beauty?</li> <li>• What is beautiful?</li> </ul>	Kant Picasso Maya Lin Leonardo DaVinci Vincent Van Gogh Andy Warhol Mozart
<b>Culture</b>	Culture includes all things that society passes from one generation to the next. (For example: beliefs, values, traditions, art, language, etc.)	<ul style="list-style-type: none"> <li>• If all cultures have the same elements, what are some example of how they are different?</li> <li>• How do different cultures choose what they pass down from one generation to the next?</li> <li>• How does the legacy of early groups and individuals influence subsequent groups and generations?</li> </ul>	Maya Angelo Joseph Campbell bel hooks Samuel Kamakau Israel “Iz” Ka’anoi Kamakawiwo’ole Voltaire Alice Walker Harriet Beecher Stowe John Lennon Robert Nesta Marley Nel Noddings Friedrich Nietzsche

<sup>1</sup> SSPI.1.4 Philosophical Community of Inquiry – Ten Lenses of Philosophical Inquiry; SSPI.3.1 Philosophical Inquiry Research – Developing Questions; SSPI.3.2 Philosophical Inquiry Research – Planning Inquiries; SSPI.3.3 Philosophical Inquiry Research – Using Evidence; SSPI.3.4 Philosophical Inquiry Research – Analyzing Data, Evidence and Information; SSPI.3.5 Philosophical Inquiry Research – Communicating Conclusions; SSPI.3.6 Philosophical Inquiry Research – Taking Action

<sup>2</sup> The ten lenses of philosophical inquiry are based off of a Western academic philosophical tradition and worldview.

<b>Lens</b>	<b>Definition</b>	<b>Essential Questions</b>	<b>Example Philosophers</b>
<b>Economic</b>	The study of how individuals and groups make decisions about the distribution of resources (e.g. labor, land, time, money).	<ul style="list-style-type: none"> <li>• How do we decide who gets what resources?</li> <li>• Who gets what resources?</li> </ul>	Freidrich Engles Adam Smith Karl Marx John Keynes FDR Rosa Luxembourg
<b>Epistemology</b>	Epistemology is the branch of philosophy that examines the origin, nature, and limits of human knowledge.	<ul style="list-style-type: none"> <li>• How do I know what I know?</li> <li>• What is knowledge?</li> </ul>	Albert Einstein John Dewey Dorothy Hodgkin William James BF Skinner Socrates Manu Meyer
<b>Ethics</b>	Ethics is the branch of philosophy that examines what is right and wrong (morals)?	<ul style="list-style-type: none"> <li>• What is moral?</li> <li>• What is right and what is wrong?</li> </ul>	St. Thomas Acquainas Immanuel Kant Soren Kierkegard Peter Singer Adam Smith Mother Theresa Mary Midgely Confucius
<b>Interaction Between Humans and the Environment</b>	The study of the relationship between humans and nature (e.g. geography, land, ocean, climate, etc.)?	<ul style="list-style-type: none"> <li>• What is our relationship with our environment?</li> <li>• Who will take care of the environment?</li> </ul>	Rachel Carson Severn Cullis -Suzuki Charles Darwin Jared Diamond Henry David Thoreau Galileo Galilei Nainoa Thompson Chuang-Tzu
<b>Logic</b>	Logic is the branch of philosophy that examines the methods of reasoning and argumentation.	<ul style="list-style-type: none"> <li>• Is my reasoning logical?</li> <li>• What are good methods for thinking reasonably?</li> <li>• How do I make a logical arguments?</li> </ul>	Aristotle Noam Chomsky Hypatia Nishida Kitaro Ludwig Wittgenstein
<b>Metaphysics</b>	Metaphysics is the branch of philosophy that explores being and existence.	<ul style="list-style-type: none"> <li>• What is real?</li> <li>• Do I exist?</li> </ul>	Lord Buddah Daniel Dennett Rene Descartes Sigmund Freud His Holiness, The 14 <sup>th</sup> Dalai Lama Karen Horney Aldous Huxley Carl Jung Laozi Plato Ayn Rand Jean-Paul Sarte Nagarjuna
<b>Politics</b>	Politics encompasses the distribution of power; the ways in which society delegates authority to make decisions and the power to enforce those decisions.	<ul style="list-style-type: none"> <li>• What is the relationship between power, authority, and political structure?</li> <li>• Who has power and authority?</li> </ul>	Susan B. Anthony Hannah Arendt Zack De La Rocha Michel Foucault Mahatma Gandhi Che Gueverra Thomas Jefferson David Kalakaua Kamaka'eha, Lydia Lili'u Loloku Walania Wewehi John F. Kennedy Aung San Suu Kyi Thomas Paine Haunani Kay Trask Mary Wollstonecraft Malcolm X Abraham Lincoln Niccolo Machiavelli Barack Obama

Lens	Definition	Essential Questions	Example Philosophers
<b>Social</b>	The social lens examines the organization of individual society members into groups and categories (e.g. families, ethnic groups, gender, and classes).	<ul style="list-style-type: none"> <li>How are we organized into groups?</li> <li>How do the social groups we belong to have an impact on our lives?</li> </ul>	Simone De Beauviior Paulo Freire Betty Frieden Nelson Manela Martin Luther King Jr. Florence Nightengale

## 1) Question

- SELECT – Start by randomly selecting one of the ten lenses to focus on in your inquiry. Read through the definition of the lens, and the essential questions associated with that lens. Next, choose a philosopher associated with that lens to inquire about in your research project.
- QUESTION – Generate five philosophical questions about your philosopher and their philosophy. Make sure that each of your five questions meet the following criteria:
  - Uses the Good Thinker’s Tool Kit
  - Is something that you genuinely wonder about
  - Relates to/ will help you answer the focus question

## 2) Plan

- DETERMINE SOURCES - Before you answer your questions, determine the types of sources that you will need to best answer your questions. Make sure that at least one of these sources is a primary source and one is a secondary source (see the distinction below). Also keep in mind that you will need to include a bibliography for the sources that you use<sup>3</sup>.

What is the difference between a primary and secondary source? Retrieved from <a href="http://www.princeton.edu/~refdesk/primary2.html">http://www.princeton.edu/~refdesk/primary2.html</a> on June 26, 2013.	
PRIMARY SOURCE	SECONDARY SOURCE
<p><i>Definition:</i> “A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event”</p> <p><i>Types:</i></p> <ul style="list-style-type: none"> <li>ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records</li> <li>CREATIVE WORKS: Poetry, drama, novels, music, art</li> <li>RELICS OR ARTIFACTS: Pottery, furniture, clothing, buildings</li> </ul> <p><i>Examples:</i></p> <p>Diary of Queen Lili’uokalani – Experiences of the illegal overthrow of the Hawaiian monarch</p> <p>The U.S. Constitution - American History</p> <p>A journal article reporting NEW research or findings</p> <p>Pictures of Japanese Picture Brides – Japanese-American history.</p>	<p><i>Definition:</i> “A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them”</p> <p><i>Types:</i></p> <ul style="list-style-type: none"> <li>PUBLICATIONS: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias</li> </ul> <p><i>Examples:</i></p> <p>A journal/magazine article which interprets or reviews previous findings</p> <p>A history textbook</p> <p>A book about the effects of plantations in Hawai’i</p>

<sup>3</sup> Author last name, author first initial. (date page was created). Title of the page. *Foundation, group or corporation that sponsored the page.* Retrieved on today’s date, from web page.

For example: Pappas, P. (1999) Analyzing primary sources. *International Center for Research on Education.* Retrieved January 2, 2007, from <http://www.edtec.com/dbq/more/analyzing.htm>.

### 3) Gather Evidence

- a) READ - Read through your sources, and explore your questions.
- b) WRITE - Write answers to your questions, and record your answers using the note-taking format outlined below.

F.Q. - What are the ten lenses of philosophical inquiry, and what are some examples of how they are connected to the philosophies of different philosopher's throughout history?		
Questions	Answers	Relationship to the FQ
1. What are some examples of texts written by the philosopher Hypatia?	<p>Historians are unsure if Hypatia wrote any texts on her own. It appears as if she collaborated with her father to write many books. However, because she was a woman, she might have written the book on her own, but she was not given credit for it. The books were:</p> <ul style="list-style-type: none"> <li>• A Commentary on the 13-Volume Arithmetica</li> <li>• A Commentary on the Conics of Apollonius</li> <li>• (edited) Ptolemy's Almagest</li> <li>• (edited) her father's Commentary on Euclid's Elements</li> <li>• Astronomical Canon</li> </ul> <p>Source: Zielinski, S. (2010). Hypatia, ancient Alexandria's great female scholar. <i>Smithsonian.com</i>. Retrieved from <a href="http://www.smithsonianmag.com/specialsections/womens-history/Hypatia-Ancient-Alexandrias-Great-Female-Scholar.html">http://www.smithsonianmag.com/specialsections/womens-history/Hypatia-Ancient-Alexandrias-Great-Female-Scholar.html</a></p>	

### 4) Analyze

- a) ANALYZE - Use the note-taking format to explain how each of your answers relates to the focus question.

F.Q. - What are the ten lenses of philosophical inquiry, and what are some examples of how they are connected to the philosophies of different philosopher's throughout history?		
Questions	Answers	Relationship to the FQ
1. What are some examples of texts written by the philosopher Hypatia?	<p>Historians are unsure if Hypatia wrote any texts on her own. It appears as if she collaborated with her father to write many books. However, because she was a woman, she might have written the book on her own, but she was not given credit for it. The books were:</p> <ul style="list-style-type: none"> <li>• A Commentary on the 13-Volume Arithmetica</li> <li>• A Commentary on the Conics of Apollonius</li> <li>• Book III of Theon's version of Ptolemy's <i>Almagest</i></li> <li>• (edited) her father's Commentary on Euclid's Elements</li> <li>• Astronomical Canon</li> </ul> <p>In Book III of Theon's version of Ptolemy's <i>Almagest</i> Hypatia presented a reasonable argument that the Earth is the center of the Universe. She also wrote about developing a portable astronomical calculator to help her think through mathematical problems.</p> <p>Source: Zielinski, S. (2010). Hypatia, ancient Alexandria's great female scholar. <i>Smithsonian.com</i>. Retrieved from <a href="http://www.smithsonianmag.com/specialsections/womens-history/Hypatia-Ancient-Alexandrias-Great-Female-Scholar.html">http://www.smithsonianmag.com/specialsections/womens-history/Hypatia-Ancient-Alexandrias-Great-Female-Scholar.html</a></p>	<p>The lens of philosophical inquiry that I am focusing on in this inquiry is logic. Logic is the branch of philosophy that examines the methods of reasoning and argumentation. It is clear that Hypatia wrote mathematical text, and math is a logical method of reasoning and argumentation. She also wrote about developing a calculator, which shows how she used mathematical methods to solve problems. Hypatia's philosophies on mathematical reasoning that she wrote about in her texts explains how Hypatia is connected to the logical lens of philosophical inquiry.</p>

## 5) Communicate Conclusions

- a) WRITE -Use the evidence and reasons that you gathered to write an organized (logically sequenced) explanation to the inquiry's topic/focus question. Make sure to address each of the following prompts in your explanation:
- Who is your philosopher?
  - What did your philosopher philosophize about?
  - What is an excerpt from a primary source written by your author?
  - Provide the logic explaining the reasons why the philosopher's primary source you selected is a good example of the philosophical inquiry lens you were assigned.
- b) CREATE - Design and produce a visual representation of your work on a poster. Use the format below. Use illustrations (printed or original drawings, charts, diagrams, etc.) to bring your poster to life. Reference your sources on the back of your poster.

### LENS

Essential Question: \_\_\_\_\_?



Copy the definition of the lens that you are focusing on.



Example Philosopher: Write an example sentence describing a) who your philosopher is, and b) what they philosophized about.

Primary Source: Insert a primary source, or part of a primary source to illustrate the philosopher's philosophy, and the lens of philosophical inquiry that they are most connected to (e.g. a written quote, an image, a song lyric, etc.).

Description and Logic: Provide the logic explaining the reasons why the philosopher's primary source you selected is a good example of the philosophical inquiry lens you were assigned.

- c) PRESENT & RECORD - Start by writing down each of the ten lenses of philosophical inquiry in the back of your journal. Write them in alphabetical order and skip at least **fifteen** lines between each term. Next, we will take turns presenting our terms and posters. Everyone in the class will be responsible for writing the definition of each lens, the essential questions, and the philosopher examples (names only) in their glossaries.

*Special Note:* We will be using our glossaries, and the ten lenses of philosophical inquiry throughout the term. This implies that the work that we produce on this assignment is important; it will serve as a strong foundation for all of our future inquires and philosophical dialogues.

# Ten Lenses of Philosophical Inquiry Research Project Rubric

ORAL PRESENTATION:

YES

NO

	<b>Exceeds the Standard</b>	<b>Meets the Standard</b>	<b>Attempts to Meet the Standard</b>	<b>Does Not Meet the Standard</b>
<b>QUESTIONS</b>	I constructed more than five philosophical questions that used the Good Thinker's Tool Kit (only one "W" question), related to my interests, and deepened my inquiry into the philosophy and philosophical lens connected to the philosopher that I am inquiring about.	I constructed at least five philosophical questions that used the Good Thinker's Tool Kit (a few "W" questions), related to my interests, and deepened my inquiry into the philosophy and philosophical lens connected to the philosopher that I am inquiring about.	I constructed at less than five philosophical questions that used the Good Thinker's Tool Kit, and that deepened my inquiry into the philosophy and philosophical lens connected to the philosopher that I am inquiring about.	I constructed a few questions to help me understand the philosophy and philosophical lens connected to the philosopher that I am inquiring about.
<b>SOURCES</b>	I used more than two sources (at least one primary & one secondary). I used multiple types of sources (e.g. visual, quantitative, qualitative) from different authors. It was clear that the sources I used connected to the questions I asked. I have a correct bibliography for all sources.	I used at least two sources (one primary & one secondary). I used at least two types of sources (e.g. visual, quantitative, qualitative). It was clear that the sources I used connected to the questions I asked. I have a correct bibliography for all sources.	I used less than two sources (one primary & one secondary). I stuck to one type of source (e.g. visual, quantitative, qualitative) from different authors. At times it was unclear as to whether the sources I used connected to the questions I asked. There are some errors in my bibliography and I may not have included all of my sources.	I did not use any resources for research. I do not have a bibliography.
<b>ANSWERS &amp; RELATIONSHIP TO THE FOCUS QUESTION</b>	I used evidence from multiple sources to construct answers to my philosophical questions. I made sure that the claims in my answers were fully developed, addressed the questions, and were accurate. I included quotes and in-text references in my answers. I used reasons and evidence to explain why or why not the answers to my questions related to the focus of my inquiry. I generated more questions.	I used evidence from multiple sources to construct answers to my questions. I made sure that the claims in my answers were fully developed, addressed the questions, and were accurate. I used reasons and evidence to explain why or why not the answers to my questions related to the focus of my inquiry.	I used evidence from a few sources to construct answers to my questions. I didn't always make sure that the claims in my answers were fully developed, addressed the questions, and were accurate. I used reasons and evidence to explain why or why not the (some of the) answers to my questions related to the focus of my inquiry.	I answered a few of my questions, but I didn't use evidence from my sources to support my claims. It seemed like I didn't know what my question was asking. I did not make any relationships between the answers to my questions and the focus of my inquiry.
<b>COMMUNICATING CONCLUSIONS</b>	I wrote an eloquent, accurate and well-organized (logically sequenced) description of my philosopher and their philosophy. I included an excerpt from a "quintessential" primary document that was written about or by my philosopher. I provided the logic explaining the reasons why the primary source I selected is a good example of the philosophical inquiry lens that I was assigned. I ended with more questions	I wrote an accurate and well-organized (logically sequenced) description of my philosopher and their philosophy. I included an excerpt from a primary document that was written about or by my philosopher. I provided the logic explaining the reasons why the primary source I selected is a good example of the philosophical inquiry lens that I was assigned.	I wrote a somewhat accurate description of my philosopher and their philosophy, but I had a bit of trouble with my organization. I included an excerpt from a primary document that was written about or by my philosopher. I provided some logic explaining the reasons why the primary source I selected is an example of the philosophical inquiry lens that I was assigned.	I did not communicate my conclusions clearly.
<b>CREATING, IMAGINING AND INNOVATING</b>	I found more than three visual images that are historically accurate and relevant to my lens and philosopher.	I found at least three visual images that are historically accurate and relevant to my lens and philosopher.	I found at least two visual images that are historically accurate and relevant to my lens and philosopher.	I did not find visual images.
<b>TOTAL SCORE</b>				

