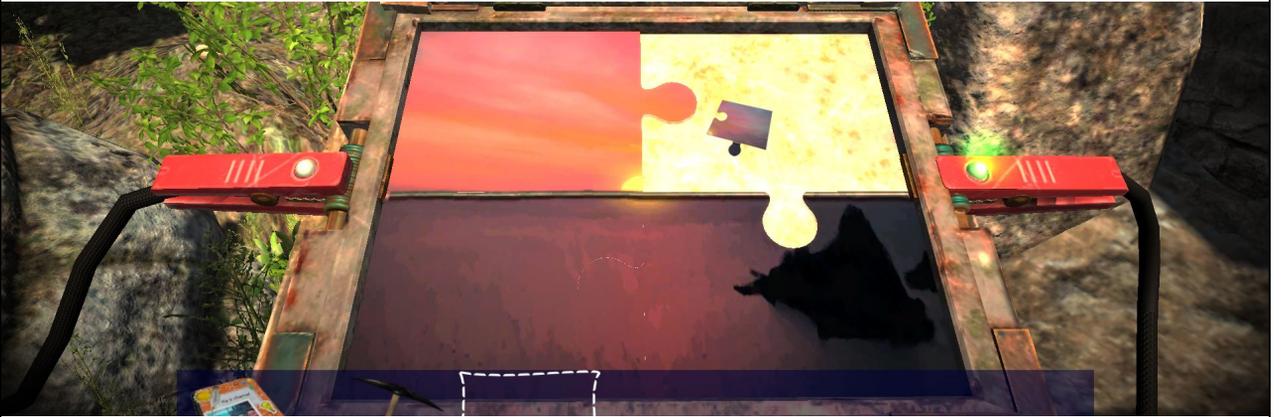


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ODYSSEY: Aristotle

ARISTOTLE

This lesson has you continue playing *Odyssey* and takes a look at some of the concepts featured in the game.

This lesson has the students continue playing *Odyssey*. Additionally, this lesson also provides additional sources on the concepts featured in the game: the next slide provides these sources.

Content list:

Theory: This lesson has the students continue playing *Odyssey* and provides a look at Aristotle and the ideas of his contemporaries.

Tasks: The students play the game, reading and solving the astronomy-themed puzzles.

Discuss & Tasks: These tasks focus on Aristotle, the classical elements and Parmenides of Elea.

ARISTOTLE



Wikimedia Commons: Aristotle

- Ancient Greek philosopher Aristotle, together with Socrates and Plato, laid much of the groundwork for western philosophy. ([source](#))
- Aristotle's many interests included biology, zoology, physics, metaphysics, logic, ethics, theatre and politics.
- Aristotle postulated that there was a fifth **element** (these elements are now called **classical elements: fire, water, earth, air**) known as **aether**, the finest form of matter.

You can use as much time for this slide as you wish, since this slide (and the next one) are the theoretical basis of this lesson: the rest of the time is spent playing *Odyssey* (and then discussing what the students have learned with the help of the two final slides, Share & Discuss and Tasks After Playing). It can be a good idea to provide some of these links directly for the students, so they can read up on these concepts before playing.

Use your own sources and the ones below to teach the slide's concepts to your students:

READ & WATCH: [Biography.com: Aristotle](#) (also includes 3 min video)

READ: [Internet Encyclopedia of Philosophy: Aristotle](#)

READ: [Stanford Encyclopedia of Philosophy: Aristotle](#)

READ: [Ancient History Encyclopedia: Aristotle](#)

READ: [University of Bristol: The Classical Elements](#)

READ: [Wikipedia.org: Aristotelian Physics](#)

READ: [Encyclopedia Nomadica: Aether](#)

READ: [Internet Classics Archive: Aristotle's Physics](#) (the actual book Aristotle wrote on physics)

Image Source: [Aristotle](#), Wikimedia Commons



Wikimedia Commons: Cosmic
'Winter' Wonderland

CONCEPTS AND TERMS

- An **observatory** is a room or building housing an astronomical telescope or other scientific equipment for the study of natural phenomena.
- **Archeology** is the study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
- **Parmenides of Elea** was a Presocratic Greek philosopher. As the first philosopher to inquire into the nature of existence itself, he is incontrovertibly credited as the "Father of Metaphysics." ([source](#))

Use your own sources and the ones below to teach the slide's concepts to your students:

READ: [Internet Encyclopedia of Philosophy: Parmenides](#)

READ: [Stanford Encyclopedia of Philosophy: Parmenides](#)

READ: [Ancient History Encyclopedia: Parmenides](#)

READ: [The Basics of Philosophy: Parmenides](#)

READ: [Wikipedia.org: Parmenides](#)

Image Source: [Cosmic 'Winter' Wonderland](#), Wikimedia Commons



PLAY: LESSON GOAL

Play ***Odyssey!*** Remember to **read the journal** to understand how to solve each puzzle. Remember also to check your **inventory** if you are stuck.

Now is the time to play ***Odyssey.*** *Leave this slide open while the students are playing.* After there is about 5-10 minutes of the lesson remaining, move on to the next slides (Share & Discuss and Tasks After Playing).

If the students have trouble solving some of the puzzles, you can help them or suggest that they read the *journal* again (by pressing *space* and clicking on the journal). Occasionally, the students will also need to use the **pickaxe** (found early on) to break objects.

- How far along did you get?
- Did you have any problems with a specific puzzle? Which one?
- Did you get stuck at any puzzle? Which one?
- What do you think of the journals?

These questions are meant to get the students to open up and start a discussion. The answers do not matter as much as the fact that they are talking: the next slide provides opportunities for evaluation and should be more strictly observed.

If it turns out that some of the students got stuck at some puzzle, you may also use this moment to show (or have one of the students show) the solution to the puzzle and go through it together. Alternatively, you can let the students try solving that puzzle during the next lesson.

- What are the four **classical elements**? They have a certain order on Earth. Why?
- What was Aristotle's contribution to the **classical elements**?
- Write down the contributions of **Aristotle** and **Parmenides** that you remember.

These tasks are used to revisit the lesson's topics and can be answered in pairs, small groups or alone. It's a good idea to give students a few minutes to think about these questions and then go through the answers in class together. You can even collect written answers if you so prefer.

Expected answers:

The four classical elements: Fire, Air, Water and Earth. This certain order comes from their weight: earth remains at the bottom due to its heavy nature, while water is above it, then air. Fire is the lightest element, because it rises.

Aristotle's contribution to the classical elements:

Aether, the celestial matter that he theorized did not exist on Earth, but explained how space worked: it was matter that did not move in the way that the other four elements were capable of moving. Aether's primary use was to explain several natural phenomena, such as gravity and light.

Aristotle's and Parmenides' contributions: It's a good idea to go through the answers of the students together, and see how much they can all remember. This is also an excellent question if you wish to collect written answers.