

Teaching Children Philosophy



Children As Philosophers

Gareth Matthews



Children As Philosophers:

Children as Philosophers Joanna Haynes, 2002 This anthology examines Love's Labours Lost from a variety of perspectives and through a wide range of materials. Selections discuss the play in terms of historical context, dating and sources, character analysis, comic elements and verbal conceits, evidence of authorship, performance analysis and feminist interpretations. Alongside theater reviews, production photographs and critical commentary, the volume also includes essays written by practicing theater artists who have worked on the play. An index by name, literary work and concept rounds out this valuable resource.

Gareth B. Matthews, The Child's Philosopher Maughn Rollins Gregory, Megan Jane Laverty, 2021-08-26 Winner of the 2022 Book Award of the Philosophy of Education Society of Australasia. Gareth B. Matthews' *The Child's Philosopher* brings together groundbreaking essays by renowned American philosopher Gareth B. Matthews in three fields he helped to initiate: philosophy in children's literature, philosophy for children, and philosophy of childhood. In addition, contemporary scholars critically assess Matthews' pioneering efforts and his legacy. Gareth B. Matthews (1929-2011) was a specialist in ancient and medieval philosophy who had conversations with young children, discovering that they delight in philosophical puzzlement and that their philosophical thinking often enriched his own understanding. Those conversations became the impetus for a substantial component of Matthews' scholarship, from which this book features essays spanning the length of his career. Contemporary contributors to the book critically evaluate Matthews' scholarship, showing where he broke new ground and identifying developments and debates in the fields he helped to initiate. They take up pressing challenges, including biased idealizations of childhood in children's literature, the tensions between teaching philosophy to and doing philosophy with young people, the merits of theorizing childhood without theorizing children, and how professional philosophy at once desires and resists a return to childhood. This second volume in the *Philosophy for Children Founders* series is an important resource for philosophers, educators, and anyone interested in children's philosophical thinking, developmental psychology, what it means to philosophize with children, the nature of childhood, and how children's literature goes philosophical. It will guide and inspire those who share Matthews' conviction that the impulse to philosophize begins in early childhood. Contributors, in addition to Gareth B. Matthews: Stephanie Burdick, Shepherd, Cristina Cammarano, Claire Cassidy, Stanley Cavell, Maughn Rollins Gregory, Jennifer Glaser, Walter Omar Kohan, Megan Jane Laverty, Jana Mohr Lone, Karin Murrin, Peter Shea, Susan M. Turner, Susannah Sheffer.

The Philosopher's Child Susan M. Turner, Gareth B. Matthews, 1998 This collection of essays examines how philosophers in the Western tradition have viewed and written about children through the ages.

Philosophy **Think About It! Philosophy for Kids** Alex Woolf, 2021-06-01 From a young age, children are often fascinated by huge questions about morality, human nature, and the universe. Beautifully illustrated in full color, this fascinating book harnesses their natural curiosity while providing them with all the tools that they need to make sense of some of life's big questions. *Think About It! Philosophy for Kids* includes the ideas of many iconic philosophers.

including Plato Descartes Alan Turing Thomas Hobbes and David Humes Each double page spread tackles an array of quandaries from an accessible child friendly point of view including What makes something true Can a machine think What makes someone good or bad Do I have free will These issues are considered from different points of view featuring useful thought experiments A wonderfully mind expanding read for children aged 8 **The Philosophy of Childhood** Gareth Matthews,1996-10-01 Adult preconceptions about the mental life of children tend to discourage a child s philosophical bent By exposing the underpinnings of adult views of childhood Matthews clears the way for recognizing the philosophy of childhood as a legitimate field of inquiry and conducts us through influential models for understanding what it is to be a child

Philosophy and the Young Child Gareth B. Matthews,1980 *Philosophy and the Young Child* presents striking evidence that young children naturally engage in a brand of thought that is genuinely philosophical In a series of exquisite examples that could only have been gathered by a professional philosopher with an extraordinary respect for young minds Gareth Matthews demonstrates that children have a capacity for puzzlement and mental play that leads them to tackle many of the classic problems of knowledge value and existence that have traditionally formed the core of philosophical thought Matthews s anecdotes reveal children reasoning about these problems in a way that must be taken seriously by anyone who wants to understand how children think *Philosophy and the Young Child* provides a powerful antidote to the widespread tendency to underestimate children s mental ability and patronize their natural curiosity As Matthews shows even child psychologists as insightful as Piaget have failed to grasp the subtlety of children s philosophical frame of mind Only in children s literature does Matthews find any sensitivity to children s natural philosophizing Old favorites like Winnie the Pooh the Oz books and *The Bear That Wasn t* are full of philosophical puzzlers that amuse and engage children More important these stories manage to strip away the mental defensiveness and conventionality that so often prevent adults from appreciating the way children begin to think about the world Gareth Matthews believes that adults have much to gain if they can learn to do philosophy with children and his book is a rich source of useful suggestions for parents teachers students and anyone else who might like to try **Big Ideas for Little Philosophers: Happiness with Aristotle** Duane Armitage, Maureen

McQuerry,2020-07-07 Explore the importance of happiness with the youngest readers in a wonderfully accessible way Even little children have big questions about life Finding happiness is a lifelong goal and Aristotle thought deeply about it Why are we here What is the best way to live a happy life Having friends who are fun and adventurous is important but it s also important to have true friends who will help us be good people and tell us when we re straying from that He also believed we have to love ourselves in order to love others and be happy This book will prompt readers to concentrate on what makes them happy and how they can be a good friend to others and themselves Look for all six Big Ideas for Little Philosophers board books Equality with Simone de Beauvoir Truth with Socrates Happiness with Aristotle Imagination with Ren Descartes Kindness with Confucius Love with Plato and Truth with Socrates [The Story of the Peasant-boy Philosopher, Or, A Child](#)

Gathering Pebbles on the Sea-shore Henry Mayhew,1855

Philosophy for Children in Transition Nancy

Vansieleghem,David Kennedy,2012-01-17 Philosophy for Children in Transition presents a diverse collection of perspectives on the worldwide educational movement of philosophy for children Educators and philosophers establish the relationship between philosophy and the child and clarify the significance of that relationship for teaching and learning today The papers present a diverse range of perspectives problems and tentative prospects concerning the theory and practice of Philosophy for Children today The collection familiarises an actual educational practice that is steadily gaining importance in the field of academic philosophy Opens up discussion on the notion of the relationship between philosophy and the child *Big Ideas for Little Kids* Thomas E. Wartenberg,2014 Big Ideas for Little Kids includes everything a teacher a parent or a college student needs to teach philosophy to elementary school children from picture books Written in a clear and accessible style the book explains why it is important to allow young children access to philosophy during primary school education Wartenberg also gives advice on how to construct a learner centered classroom in which children discuss philosophical issues with one another as they respond to open ended questions by saying whether they agree or disagree with what others have said

Philosophy for Kids David A. White,2001 Open your students minds to the wonders of philosophy with these exciting activities that can be used individually or by the whole class Each activity appears in the discussion of a question 40 questions in all that will captivate the interests of young students Grades 4 12 *Corporal Punishment* Patrick

Lenta,2017-09-14 The aim of this book is to assess the moral permissibility of corporal punishment and to enquire into whether or not it ought to be legally prohibited Against the widespread view that corporal punishment is morally legitimate and should be legally permitted provided it falls short of abuse Patrick Lenta argues that all corporal punishment even parental spanking is morally impermissible and ought to be legally proscribed The advantages claimed for corporal punishment over alternative disciplinary techniques he contends are slight or speculative and are far outweighed by its disadvantages He presents in addition a rights based case against corporal punishment arguing that children possess certain fundamental rights that all corporal punishment of them violates namely the right to security of the person and the right not to be subjected to degrading punishment Lenta s approach is unique in that it engages with empirical literature in the social sciences in order to fully examine the emotional and psychological effects of corporal punishment on children *Corporal Punishment A Philosophical Assessment* is a philosophically rigorous and engaging treatment of a hitherto neglected topic in applied ethics and social philosophy The Little Philosophers and the Tree of Knowledge Juel Maerz,2019-04-09

When two curious friends venture outside to picnic and ponder they visit a Tree of Knowledge to ask an important question about knowledge itself The Tree gently guides them on a journey of self enlightenment The two children learn that knowledge is inside of them unique and shareable and that it grows naturally through play and exploration This unique book teaches us about the importance of play based learning and reminds us of the wisdom in nature It illuminates themes of

interconnectedness respect self empowerment emotional intelligence and philosophy The Little Philosophers and the Tree of Knowledge is as suitable for bedtime reading as it is for classroom teaching **Thinking Through Stories** Thomas E. Wartenberg, 2022-02-20 This book provides justification and instruction for exploring philosophy with children especially by using picture books to initiate philosophical discussion By demonstrating to teachers and others that picture books often embed philosophical issues into their narratives and that this makes picture books a natural place to go to help young children investigate philosophical issues the author offers a straightforward approach to engaging young students In particular this volume highlights how philosophical dialogue enhances children's sense of self provides a safe space for the discussion of issues that they are confronted with in living their lives and develops an admirable method for resolving conflict that the children can use in other contexts **Experiential Learning in Philosophy** Julinna Oxley, Ramona Ilea, 2015-08-27 In this volume Julinna Oxley and Ramona Ilea bring together essays that examine and defend the use of experiential learning activities to teach philosophical terms concepts arguments and practices Experiential learning emphasizes the importance of student engagement outside the traditional classroom structure Service learning studying abroad engaging in large scale collaborative projects such as creating blogs websites and videos and practically applying knowledge in a reflective creative and rigorous way are all forms of experiential learning Taken together the contributions to *Experiential Learning in Philosophy* argue that teaching philosophy is about doing philosophy with others The book is divided into two sections essays that engage in the philosophical debate about defining and implementing experiential learning and essays that describe how to integrate experiential learning into the teaching of philosophy *Experiential Learning in Philosophy* provides a timely reflection on best practices for teaching philosophical ideals and theories an examination of the evolution of the discipline of philosophy and its adoption or reclamation of active modes of learning and an anticipation of the ways in which pedagogical practices will continue to evolve in the 21st century **The Atlantic Monthly**, 1921 **The Posthuman Child** Karin Murrin, 2016-03-17 *The Posthuman Child* combats institutionalised ageist practices in primary early childhood and teacher education Grounded in a critical posthumanist perspective on the purpose of education it provides a genealogy of psychology sociology and philosophy of childhood in which dominant figurations of child and childhood are exposed as positioning child as epistemically and ontologically inferior Entangled throughout this book are practical and theorised examples of philosophical work with student teachers teachers other practitioners and children aged 3-11 from South Africa and Britain These engage arguments about how children are routinely marginalised discriminated against and denied especially when the child is also female black lives in poverty and whose home language is not English The book makes a distinctive contribution to the decolonisation of childhood discourses Underpinned by good quality picturebooks and other striking images the book's radical proposal for transformation is to reconfigure the child as rich resourceful and resilient through relationships with non human others and explores the implications for literary and literacy education teacher education

curriculum construction implementation and assessment It is essential reading for all who research work and live with children

A Study of the mental life of the child H. von Hug-Hellmuth, 1919

English Philosophers of the Seventeenth and Eighteenth Centuries, 1910

How Children Develop (Canadian Edition) Robert S. Siegler, Jenny Saffran, Nancy Eisenberg, Elizabeth Gershoff, Susan Graham, 2020-01-30

How Children Develop continues to be the topically arranged textbook that teachers and researchers trust for the most up to date perspectives on the field of child development The book has also been fully adapted for a Canadian audience with special attention to Canadian research and topics of special relevance offering Canadian readers an organic and engaging reading experience This edition is also more interactive than ever before with a full suite of media for students to learn and practice the material in the LaunchPad course space In addition to the full eBook students have access to the book's celebrated video program the LearningCurve adaptive quizzing system with a personalized study plan and other activities

Whispering the Techniques of Language: An Psychological Journey through **Children As Philosophers**

In a digitally-driven earth where screens reign supreme and immediate transmission drowns out the subtleties of language, the profound strategies and mental subtleties hidden within words usually go unheard. Yet, situated within the pages of **Children As Philosophers** a fascinating fictional treasure pulsing with fresh thoughts, lies a fantastic journey waiting to be undertaken. Published by a skilled wordsmith, this charming opus encourages visitors on an introspective journey, lightly unraveling the veiled truths and profound influence resonating within ab muscles material of every word. Within the psychological depths of the touching evaluation, we can embark upon a heartfelt exploration of the book is core styles, dissect its interesting publishing fashion, and yield to the powerful resonance it evokes heavy within the recesses of readers hearts.

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