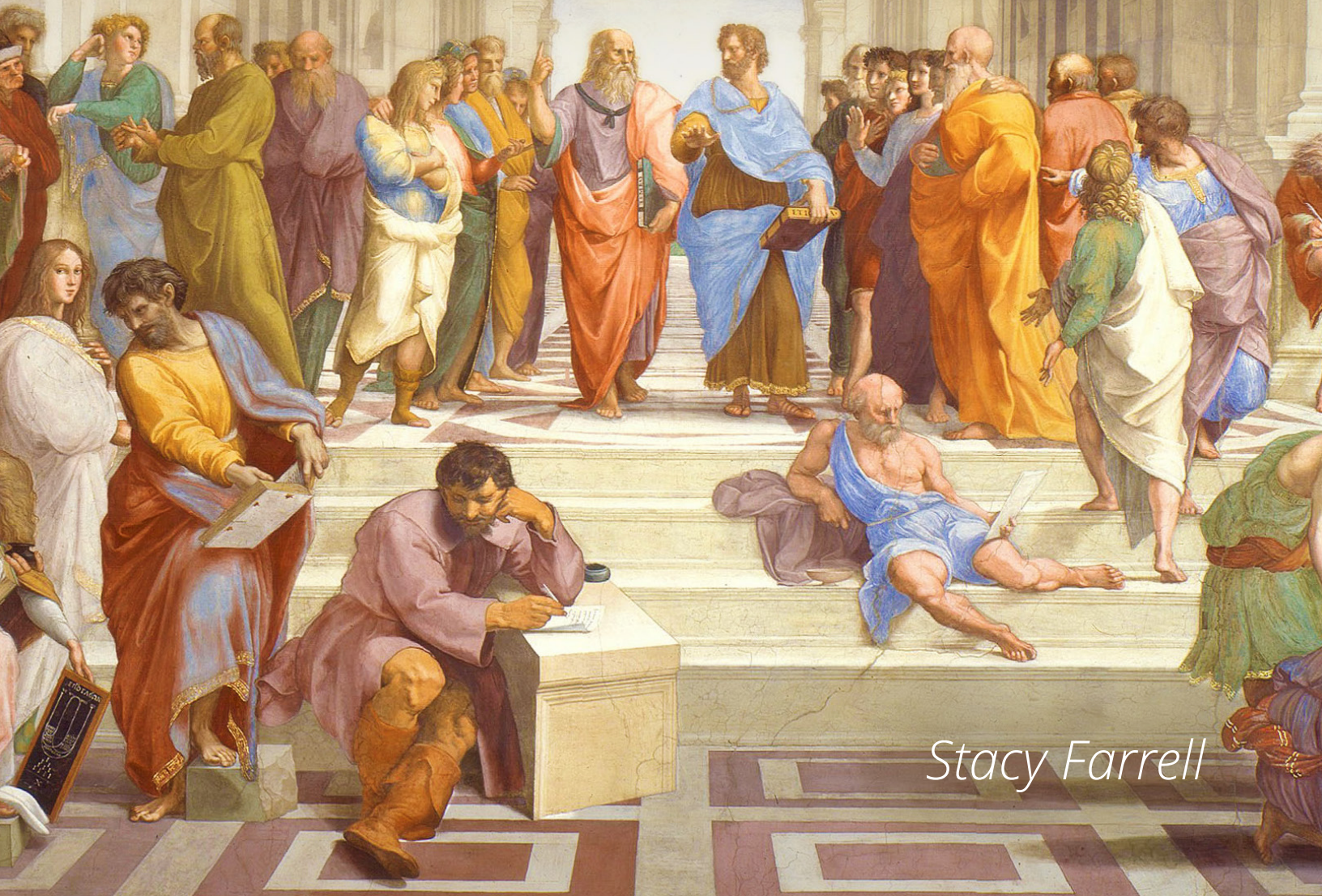


THALES STUDY

*The First Lesson of
Philosophy Adventure—Volume 1*



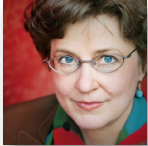
Stacy Farrell

We hope you enjoy this sample lesson.
To order the full *Philosophy Adventure*[™]—*Pre-Socratics*
curriculum, please visit <https://homeschooladventure.com>.



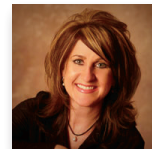
PRAISE FOR PHILOSOPHY ADVENTURE™

“Stacy Farrell does a good job of introducing young people (6th-12th grade) to the world of ideas — ideas that are crucial to understand because they continue to shape our world and the way people think.”



—Nancy Pearcey
Director of the Francis Schaeffer Center
Author of *Saving Leonardo*, *Total Truth*, and *The Soul of Science*

“*Philosophy Adventure*™—*Pre-Socratics* by Stacy Farrell is undeniably ‘different.’ But, as a world historian, I say that as a compliment! In all my years of research, seldom have I picked up a book on philosophy and felt that I couldn't put it down. That changed when I encountered *Philosophy Adventure*. Written in a factual and engaging manner, it can help anyone get a handle on the early Greek philosophers and learn pertinent information about speaking and writing at the same time. Relevant? Absolutely! Despite the passage of 2,500 years, humans still contemplate the timeless questions ... addressed by the pre-Socratic philosophers. I highly recommend *Philosophy Adventure*™ to students and educators! ”



—Linda Hobar
Author of *Mystery of History*

“Many parents desire to teach their children about philosophy, but don't know how to introduce them to the subject without exposing them to harmful myths and deception. *Philosophy Adventure*™ approaches the history and ideas of the philosophers from within the lens of a critical, biblical worldview. I'm very impressed with what Stacy Farrell has put together.”



—Israel Wayne
Author of *Homeschooling From A Biblical Worldview*
Editor for ChristianWorldview.net

“If philosophy is the love of wisdom, then *Philosophy Adventure*™ is a course to love for your teen children. This captivating overview of pre-Socratic philosophers not only will help instill a love for knowledge and wisdom in your child's heart and mind, but even more it will fuel the growing flames of faith and Christian worldview at a critical point in your child's life.

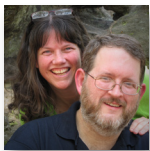
“What makes this course especially distinctive is its trust in the Christian student—encouraging your child to interact with all knowledge (the history and views of philosophers who have shaped thinking), and then helping them to ‘make a defense... for the hope that is in you’ from Scripture and reason. Thoughtfully-designed writing, thinking, and speaking exercises biblically equip your child to make their beliefs their own. Beautifully-designed interior pages make philosophy both more appealing and easier to learn.

“This is the kind of wholehearted learning that fueled our own family's love of learning. I heartily recommend this adventure.”

—Clay Clarkson
Whole Heart Ministries
Author of *Educating the WholeHearted Child*



“When Paul urges us not to be blown about by every wind of doctrine, a knowledge of what drives those winds will blunt their impact. *Philosophy Adventure*™ will give students a grasp of the foundations of Western philosophical thought and do it in an accessible and engaging way, but even more, its integrated approach will give your students the rhetorical skills to communicate the important differences between that which is ‘falsely-called wisdom’ and a truly Biblical worldview. *Philosophy Adventure*™ is more than a course on thinkers, it's a course in how to think for yourself and how to effectively share those thoughts with others. And it's a course you and your students won't be able to put down!”



—Hal & Melanie Young
Authors of *Raising Real Men*
2011 Christian Small Publishers Book of the Year

“One of my greatest fears when I started homeschooling was, ‘How do I prepare my kids to stand strong in a changing world around them? How do I help them discern manmade philosophies that are contrary to the Scriptures?’ My secular education in the public school exposed me to philosophy, but certainly not from a biblical perspective. I knew I was wholly inadequate to teach my children in this area! Thankfully, *Philosophy Adventure* was written to help homeschooling parents teach their children to do these very things. User friendly, solid biblically, academically sound, and culturally relevant, Stacy Farrell has done an excellent job putting together this comprehensive curriculum exploring the history of philosophy to help our children discern and defend truth. If we want them to be salt and light they must be able to do this. With *Philosophy Adventure*, they can. I only wish this curriculum was written when my children were younger!”



—Tracy Klicka
Director of Development, Home School Foundation
Homeschooling speaker, writer, and blogger



“At earlier times in history, Christians had the luxury of being able to ignore the formal discipline of philosophy. However, if the events of the last hundred years have shown us anything it is that philosophical ideas have practical consequences. It is therefore imperative that Christian students be equipped with the tools for understanding philosophy.

“*Philosophy Adventure*™ helps towards this end by mediating complex ideas to high school students. The first volume presents the rich legacy of the pre-Socratics in an exciting, accessible manner. The thing I like so much about it is that Stacy Farrell brings ancient philosophy alive through activities that facilitate student interaction. I have also been impressed by the interdisciplinary aspect of the project, which successfully integrates philosophy with history, science, mathematics, geography, logic and the Bible.”

—Robin M. Phillips
PhD student at King’s College, London
Author of *Saints and Scoundrels*



“*Philosophy Adventure* quickly became more than just another school subject to me. It was a story that I looked forward to reading. Every lesson was a new chapter revealing more intriguing characters and their world views. Following the text through each philosopher’s life showed me that man’s ideas without God’s Word are empty. And, most importantly, it helped me develop my own worldview and answer some of life’s hardest questions.”



—Renee Smock
Homeschool Graduate
Former Student of the *Philosophy Adventure*™ Live Classroom Pilot Program



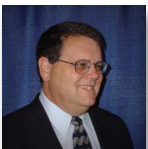
“The text is well-presented visually. Its conversational style and tone makes it absorbing and easy to follow. Both those qualities would be of little value if the content was lacking, which is not the case here. I am impressed by the depth and spread of the information presented, and the quality of the material is admirable. Overall I’m definitely a fan of this curriculum, and I only wish it was around a few years ago when I could have taken the course myself!”



—Heidi Schreiber
NCFCA Nationals Speech Competitor



“How pleasant and sustaining a thought that as comprehensive and well-conceived a resource as *Philosophy Adventure* exists. Bravo, Mrs. Farrell, for blessing this generation with a superb pedagogical tool that demystifies a corpus of long neglected western philosophy. Such a work is long overdue.”



—Dr. James Stobaugh
For Such A Time As This Ministries

“May I confess that philosophy is one of those topics that typically has me running in the opposite direction? I used to experience those ‘deep-breath-before-the-sigh-moments’ at the mere mention of the word. I envisioned it as one of those lofty subjects that refined, grey-haired, scholarly ‘folk’ studied. Where would a simple, easily distractible woman with two speeds (lightening-laser-beam-fast or sound asleep) possibly fit it in?”

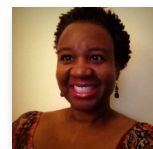
“What a joy it is that Stacy Farrell made philosophy interesting and accessible, not just for scholars but for everyone. She gingerly, yet confidently and competently, takes us by the hand and leads us into the lives of those whose beliefs shaped world-views and opinion. Then she subjects their ideas to the veracity of Scripture by bringing them up against the knowledge of God—taking philosophy captive to make it obedient to Christ.

“As a frazzled mom of a son who both delights and exasperates, I found *Philosophy Adventure*™ interesting, intriguing, balanced, eye-opening, and sound. The stories came alive. No longer did I think of these individuals as old, dead men with big brains that I could not (or did not want to) relate to. I actually found philosophy interesting and not scary as I anticipated.

“The colorful layout, text, images, philosopher stories, exercises, and content are just as Stacy Farrell intended: engaging, easy to use, and empowering. Take the *Philosophy Adventure*™ and you will learn and enjoy along with your children and be filled with wonder as if you were a spectator watching history unfold. You will never view philosophy the same. Best of all, you will feel a buzz of excitement at finding such a precious gem in a program and true labor of love specifically designed to help you and your student[s] ‘cultivate and defend a biblical worldview by teaching them how to write skillfully, think critically and speak articulately as they explore the history of philosophy.’

“It is with these sincere thoughts in mind that I wholeheartedly recommend *Philosophy Adventure*™ and its brilliant author, Stacy Farrell.”

—Charese Baker Crowe
wife, mom, home-educator, daily & life-long learner
Member of the *Philosophy Adventure*™ International Beta program



“A year ago, I learned that some home schooled teens in our area were going to take a worldview class in which they would read classic literature, study philosophy, and compare the worldviews of the philosophers and authors to a Christian worldview. My daughter was unable to take the class. So began my search for something similar that we could study at home. I stumbled across *Philosophy Adventure*™ in my internet research for philosophy materials. Since then I have been so grateful for Stacy Farrell's curriculum!

“It is easy for teens to read and understand the varying ideas of the philosophers that are studied. She includes notebooking activities, maps, writing assignments, and optional speaking assignments for those interested in pursuing speech and debate. The best part, in my opinion, is how she contrasts each philosopher's worldview with a Christian worldview, often backing it up with the philosophers' actual quotes and Scripture. *Philosophy Adventure*™ has been a wonderful addition to our worldview study this year!”

—Kimberly Corser
Homeschool Mom

Member of the *Philosophy Adventure*™ International Beta Program



“Stacy Farrell has an absolutely amazing way of taking a topic that most people fear and making it relevant and enjoyable to a wide variety of ages. My kids still remember what they learned in the *Philosophy Adventure*™ pilot program.”

—Elaine Dimoulis
Coach for EverReady Speech & Debate Club



“A Christian worldview is so important to have in these modern times, especially when teaching the subject of philosophy. To most, it is a complicated and sometimes boring topic to address, but Stacy Farrell has done an excellent job in making the perplexing or puzzling subject less threatening and easy to understand. Using questions, debate topics, essays and other activities this comprehensive study holds the views of worldly philosophers against the backdrop of Scriptural truths for a balanced and insightful understanding of this ponderous branch of knowledge.”

—Jarmila V. Del Boccio

Member of the *Philosophy Adventure*™ International Beta program

Www.4ambassadorsofchrist.blogspot.com



“My son and I began *Philosophy Adventure*™ with Stacy in the pilot program. Because Nicholas was 11, I wasn't sure how much he would understand or retain—yet the two of us learned so much that year! Philosophy is the source for many ideas circulating in our world today in disciplines such as science, history, and the arts. Stacy uses God's truth as the foundation against which to test the beliefs of the ancient philosophers. In doing so, she sheds new light on much needed information. Through this curriculum, you and your student will be challenged to think critically about ideas. I am so glad that I embarked on the journey with Stacy!”

—Kelley Bartochowski

Homeschool Mom

Member of the *Philosophy Adventure*™ Live Classroom Pilot Program

“I highly recommend adding *Philosophy Adventure* to your high school class load as a perfect companion to the history, Bible, and writing components of your homeschool. It is a writing-intensive program that is fun. Yes—believe it or not—the writing is fun! Danny and Emily thoroughly enjoyed the course (*and* the writing). They eagerly went to class and, to my delight, eagerly wrote and presented their papers. The assignments and discussions were challenging and engaging, and they were taught to use the Bible as a tool of discernment, critically examining each philosopher's viewpoint from a biblical perspective. *Philosophy Adventure* will hone your student's thinking, writing, and speaking skills—skills that are absolutely critical for success in the world in which we live today.”

—Noelle Vook, Ph.D.

Home Educator

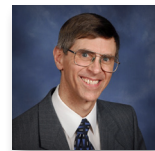
Member of the *Philosophy Adventure*™ Live Classroom Pilot Program



“Stacy Farrell's Pre-Socratics course makes early philosophy understandable and relevant. She relates men like Pythagoras and Heraclitus to questions teens face such as, 'How can I get along with other people?' or 'How do you decide what is right or true?' This Home School Adventure Co. course allows students to read some of the philosopher's own words without getting lost in confusion. Stacy also provides numerous insights into the personal histories and the ancient geography which affected these philosophers' lives. I heartily recommend that you lead your teenagers through this course; you will benefit as much as they do.

—Jerran Jackson, D.Min

Member of the *Philosophy Adventure*™ International Beta program

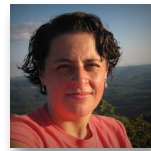


“Although the recommended age for this curriculum is middle school or high school, I chose to bring a few of my younger children along on the adventure. Though the content was a challenging at times, the writing style was engaging and I was quite pleased with how much they learned.

“The introduction of philosophical ideas in the context of the lives of the philosophers made the subject more personal, and it was fascinating to see how influences in the lives of the philosophers may have led them to believe as they did. I especially appreciated how the lessons continually exhorted the reader to examine their own beliefs, and those of the philosophers, in order to see whether they held up to the truth given in the Bible.

“My children have never shared my love of writing, but they had a great time completing the free writing assignments. And I was pleased with how these assignments required them to think creatively about the ideas that had just been introduced.”

—Melissa T.
Homeschool Mom and Writer
Member of the *Philosophy Adventure*™ International Beta program



“Stacy Farrell takes the fear out of PHILOSOPHY! As a classical educator, I am always on the lookout for stories and guides which will assist my students in understanding the philosophers in light of their world and the culture of today. This colorful eye-catching book provides maps, writing aids, and unexpected awareness while unfolding the stories through creativity and truth. A must for all students seeking to prepare themselves for debate, research, writing, or sharing Jesus from a Scriptural perspective.”

—Sally Hall
Riverbend Classical Academy, California

“Here in the post-modern, post-literate 21st century, most people might have heard of the Ancient Greeks, but few know much more. The Pre-Socratics? Huh? Thales? Who’s that?” Our modern culture is built on the rotten foundation of media pop culture, and the connection to historical Western civilization is broken. We all suffer unknowingly because of this loss, inundated under a tsunami of the conventional ignorance. Many Christian homeschool parents sense this deficiency, and wish to give their children a traditional liberal arts education. But most don’t know where to begin, or are worried about exposing their babies to purported ‘pagan influences’ from ancient pre-Christian cultures.

These concerns are addressed by Stacy Farrell’s *Philosophy Adventure*. Solidly biblical, Stacy starts at the beginning of Western civilization with the early Greek philosophers, the Pre-Socratics, those thinkers who preceded Socrates, Plato and Aristotle, and first led the ancients away from pagan myths into logical thought. Stacy shows that Greek philosophy is all about ideas, the great ideas that have defined Christian civilization for millennia. Presented in a colorful format, *Philosophy Adventure* is sure to engage the attention of every 21st century student, young and old. I encourage parents to check out this curriculum, not only for their children, but for themselves as well, that all families may cultivate a love of wisdom.”

—Jay Ryan
Homeschool Dad
Author of *Signs & Seasons* and *MoonFinder*



Philosophy Adventure™ — Pre-Socratics

Thales Study

(the first lesson in the Pre-Socratic Volume)

Philosophy Adventure™

a Home School Adventure Co. Curriculum

Enjoy the journey!

Philosophy Adventure™ --Pre-Socratics: Thales Study

Learn how to **WRITE SKILLFULLY**,
THINK CRITICALLY, and
SPEAK ARTICULATELY
as you explore the history of philosophy
and the world of ideas.™

Copyright 2013 Stacy Farrell

All rights reserved. No part of this publication may otherwise be published, reproduced, stored in a retrieval system, or transmitted or copied in any form or by any means now known or hereafter developed, whether electronic, mechanical, or otherwise, without prior written permission of the publisher.

Illegal use, copying, publication, transfer or distribution is considered copyright infringement according to Sections 107 and 108 and other relevant portions of the United States Copyright Act.

Unless otherwise indicated, all Scripture quotations are from The Holy Bible, English Standard Version® (ESV®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved.

Cover Design: Stacy Farrell

Cover Art: Commonly known as “School of Athens” fresco painted by the Great Renaissance master Raphael

Published and Printed by

Revelation Press

a division of

Home School Adventure Co.®

P. O. Box 162

South Elgin, IL 60177

homeschooladventure.com



homeschooladventure.com

DEDICATED WITH LOVE

to my dear husband Roger Casey Farrell
and to my precious sons, Roger Dean and Ryan,
for their incredible love, insights, and sacrifice,
and above all to the One who is
the Utimate Meaning of Life,
my Lord and Savior,
Jesus Christ.



ABOUT THE COVER

SCHOOL OF ATHENS

“The Philosophers Gather”



Sprinkled among the pages of *Philosophy Adventure*™ you will see close-up images of philosophers taken from “School of Athens,” a masterpiece painted between 1510 and 1511 by the Italian Renaissance painter Raphael.

Since Raphael did not leave a written record of the figures portrayed in this work, we can only speculate as to their identities. There is general agreement among scholars that the two central figures in the painting are Plato and Aristotle—with Plato bearing the likeness of the great Leonardo DaVinci. Raphael playfully painted a few familiar faces from his own day to portray some of the ancient Greek philosophers, including Michelangelo, Donatello, and himself.

Above the painting, he wrote: “Seek Knowledge of Causes.”



SCHOOL OF ATHENS

Welcome

Got ideas? Do you know where they come from? You will be amazed to learn!

Welcome to *Philosophy Adventure*™, a comprehensive curriculum that teaches students how to *write* skillfully, *think* critically, and *speak* articulately as they explore the history of philosophy and the impact of ideas.

THE WORLD IS CHANGING

Yes, the world is changing—and change can be baffling and disturbing. But once you learn the origins of ideas, you can begin to “connect the dots” and understand current events with new clarity.

Throughout history, great minds have grappled with these universal questions:

“Where did we come from and why are we here?”

“Why is there evil, death and suffering in the world?”

“Is there hope for our future?”

How we answer those questions determines what we will value and how we will behave. Philosophy is the discipline that explores those questions.

Since critical thinking and communication skills can be taught using a wide variety of content, why not choose content worthy of our investment? Why not embark on the *Philosophy Adventure*™ and meet the real rulers of this world?

WE LABORED WITH YOU IN MIND

Because we believe it is critical for students to be equipped to understand these changing times, we created a way to demystify what can often be an intimidating subject. We labored with your family in mind.

We, too, are educating our teen-age sons, so we empathize with the struggles you face as a home educator. We know how it feels to be humbled and overwhelmed by the magnitude of information available. This truly is the Age of Information—with an increase in knowledge so expansive it can drown us.

G
O
T
I
D
E
A
S
?

THE CHALLENGE OF STAYING AWAKE

We consider ourselves students rather than scholars. Life-long learners. In the process of creating this curriculum, we waded through literally hundreds of books, articles, websites, and lectures.

In our journey, we encountered brilliant scholars who have dedicated their lives to the study of philosophy—but whose work presents a godless view of reality.

Others revere God but seem out-of-touch with the challenges faced by students who are just beginning to study the world of ideas.

Sometimes the challenge can be simply staying awake (figuratively and literally) while reading in the afternoon, especially after a big lunch. But what we learned when we delved deeply into the study of the history of philosophy is too significant to sleep through.

In fact, the future of freedom may depend upon how many of us wake up to the world of ideas and seek to discern and defend truth.

THREE GOALS

With that pressing perspective, we had three goals for this program. We wanted it to be engaging, easy to use, and empowering.

ENGAGING

The colorful design and layout of this series serves a twofold purpose. We strived to make lessons visually pleasing—not only for aesthetics, but also because our minds more readily remember that which appeals to us. *Our goal is to help students retain what they learn for their lifetimes.*

EASY TO USE

Details designed to simplify the learning process are sprinkled throughout the program. For instance, *vocabulary words and significant dates, persons, and places are bolded throughout the text.*

EMPOWERING

A clear understanding of goals and expectations empowers students. Colors and consistent format help students anticipate the requirements of each section. With the clear instructions given within each lesson, *students can work independently.*

THOUGHT-PROVOKING

Although clear instructions empower students to work independently, the lessons provide thought-provoking material that will inspire meaningful discussions and create opportunities for parents to communicate their perspective and beliefs on a number of significant subjects.

We studied world history for several years before recognizing how profoundly the ideas propagated by philosophers impact a culture. So it is not at all unreasonable to expect that much of this information will be new information for the whole family—parents and students alike.

Consequently, we encourage parents to peruse the material alongside their students as they move through the course. Learning together is one of the privileges we enjoy as home-educating families.

HIGH SCHOOL CREDIT

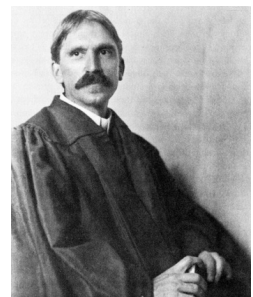
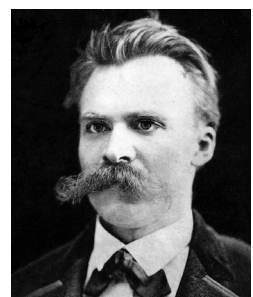
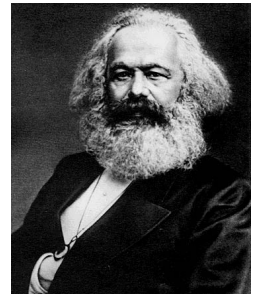
Philosophy Adventure™ is designed to be flexible. You may use it as your primary curriculum (to which you need only add math, science, and a foreign language), or as a supplement.

If you are looking for a program to supplement another primary curriculum, plan to complete one lesson per month. If you prefer a more challenging pace that still allows time to ponder the concepts presented, plan to complete one lesson every two weeks for 16 weeks (one semester). Or, if you desire an advanced, intensive program, plan to complete this volume in eight weeks (one quarter).

Home educators are responsible for deciding how to best direct and allocate their students' time. *Philosophy Adventure*™ offers students the opportunity to earn high school credit in several subjects; however, the following credit and time calculations are offered only as a general guide.

English Composition	1-4 hrs per week☞	.25-.5 credit hrs.
World History / Geography	1-4 hrs per week☞	.25-.5 credit hrs.
Speech / Communications	1-4 hrs per week☞	.25-.5 credit hrs.
Logic / Critical Thinking	.5-2 hrs per week☞	.25-.5 credit hrs.

☞—Note: Requirements vary from state to state. Each high school credit roughly represents 120-150 hours of coursework for the full school year. Weekly hour range listed above depends upon the how many weeks students are given to complete the program.)



V

W E L C O M E

SEVEN COMPONENTS REPEAT IN EVERY LESSON

Each lesson consists of seven components which repeat throughout the curriculum.

1. **The Philosopher's Story** recounts interesting anecdotes from the life of each philosopher, describes the time and place in which he lived, and presents his main accomplishments and beliefs. It begins on the first page of each lesson and continues on the left side of the next three 2-page spreads under the headings “Meet the Philosopher,” “His Story Unfolds,” “Impact of Ideas,” and “The Story Ends.”



2. The *Write*, *Think*, and *Speak* articles and assignments are crafted to complement the concepts presented and are placed across from the story text on the right side of each 2-page spread.



VI

3. **Geographical** information pertaining to the life of the philosopher is featured on the left side of the next section under the heading “Explore His World”; the **School of Thought** in which the featured philosopher either participated or founded is featured on the right.



4. Each lesson concludes with the **Contrast** section which consists of two parts. The first part presents the student with actual **source material** *written by the philosopher* (or by a secondary source if none of his written work survived). The second part explores whether the ideas presented by the featured philosopher align with a **biblical worldview**.



INTRODUCTION

EASILY ADAPTS TO A 4 OR 5 WEEKDAY SCHEDULE

The following outline provides an example of how the *Philosophy Adventure*[™] reader and supplemental materials may be used in a four- or five-day week:

Day 1: Read the complete philosopher's story for the current week's lesson and complete the Philosopher's Notebook Page, timeline, and mapping assignment. Begin the optional Scripture memory work (*Philippians in 28 Weeks*[™]).[☞]

Day 2: Read the *Write* sidebar and begin the assignment; review memory cards; continue optional Scripture memory work & begin reading optional recommended literature (*The Wise Woman with Literary Analysis Journal Questions*).[☞]

Day 3: Read the *Think* sidebar and complete assignment as provided; review memory cards; continue reading optional recommended literature. (Note: skills presented in the *Think* sidebars are developed and applied as the student reads the lessons and engages in research and writing activities.)

Day 4: Read the *Speak* sidebar and begin the assignment; review the philosopher's story; continue optional Scripture memory work & recommended literature.

Day 5: Finalize *Write*, *Think* and *Speak* assignments. Take the lesson quiz or unit test. (If you wish to structure coursework for a four-day schedule, this day's activities may be moved either to Day One or Day Four.)

Be flexible! Adjust this outline as needed to best support your student's academic goals. As you do, remember: consistent daily effort is often the most effective way to develop your student's critical thinking and communication skills.

[☞]—Visit homeschooladventure.com for information on *Philippians in 28 Weeks*[™] and *The Wise Woman with Literary Analysis Journal Questions*, designed as a supplement to enhance students' biblical worldviews, and to receive updates on publication of the *Mere Christianity Critical Analysis Journal*.)

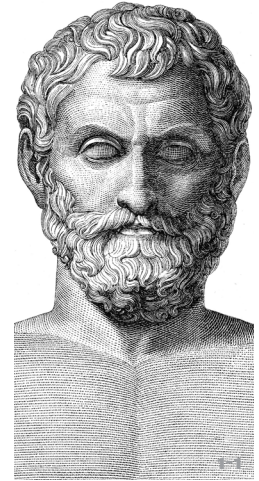


THALES

“Father of Western Philosophy”

“Know thyself.”

This famous quote, inscribed in the forecourt of the Temple of Apollo at Delphi, was attributed to Thales and recorded among the notable sayings of the Seven Sages of Ancient Greece.



STUNNED BY DARKNESS

Our adventure opens upon a battlefield. The year is **585 BC**. **Lydian** soldiers clash with Medes. Blood flows; men die.

After six grueling years of engagement, weary families wonder whether the fighting will ever end. An ominous rumor ripples across the field. The philosopher Thales had made a frightening prediction. Suddenly, the sky grows dark.

The Ancient Greek writer known as “The Father of History,” **Herodotus** (her-ROD-uh-tus, c. 484–425 BC), describes the scene at the Battle of Halys:

[Day] was suddenly turned into night. This change...had been foretold to the Ionians by Thales of Miletus.... When [the soldiers saw it they] ceased from the fighting and were...eager...that peace should be made between them.

From the description given, it appears the soldiers were fearful their fighting displeased the gods.

As you may know, a solar eclipse occurs when the moon’s inner shadow (also known as the umbral shadow) sweeps across the earth’s surface. Its shadow is typically about 10,000 miles long—but only 100 miles wide. Anyone outside that narrow 100-mile-zone will not see the eclipse.

Modern astronomy has confirmed that the umbral shadow of a total eclipse passed over the battleground during the Battle of Halys.

So how did **Thales of Miletus** (THAY-lee-lee of Mahl-LEE-tuhs) make such a stunningly accurate prediction more than 2,500 years ago?

NO WORKS SURVIVE

Scholars speculate, but we really do not know how he did it. As is true of many of the ancient philosophers, none of Thales’ original writings survived antiquity. What we do know about him, we glean from secondary sources—ancient writers who recorded details of his life, his achievements, and his written works.

Plato, Aristotle, Herodotus, and Josephus are among those who mentioned Thales in their writing, as well as the 3rd century AD biographer **Diogenes Laertius** (Die-AH-ja-knees Lee-AIR-tis), who wrote *Lives and Opinions of Eminent Philosophers*.

A BREAK WITH TRADITION

Ancient Greek culture was dominated by its storytellers and myth-makers. Thales broke with tradition by seeking to explain natural phenomena without relying upon superstition and Greek mythology.

Prior to Thales, life’s mysteries were explained by poets like **Homer** and **Hesiod**, who described a **polytheistic** world ruled by fickle gods and goddesses. But Thales used careful observation and systematic thinking to explain the world around him. In so doing, he changed the course of history.

BORN:

C. 624 BC

DIED:

C. 546 BC

SCHOOL:

PRE-SOCRATIC
IONIAN
MILESIAN
NATURALISM
MATERIALISM
MONIST

WORKS:

(NO FRAGMENTS SURVIVE)
ON THE SOLSTICE
ON THE EQUINOX
NAUTICAL STAR GUIDE

CONTEMPORARIES:

JEREMIAH
EZEKIEL
ANAXIMANDER
DANIEL
ANAXIMENES
PYTHAGORAS
XENOPHANES
BUDDHA

E

T

I

R

W

His unconventional thinking earned him many titles, including “The Father of Western Philosophy” and “The Founder of Natural Science.”

We also discover from those sources that Thales traveled from his birthplace in **Miletus** to distant lands in search of knowledge.

LEARNING FROM “THE ANCIENTS”

Does 585 BC seem like a long time ago? If it does, then it may seem odd to learn the ancient philosopher Thales studied under what he would have considered “The Ancients.”

Josephus described him as a disciple of the Egyptians and **Chaldeans** (kal-DEE-uhns)—two nations that predated the Greeks by more than a thousand years.

The Chaldeans, also known as the **Neo-Babylonians**, studied the skies for centuries and so acquired extensive knowledge of astronomy. It is likely Thales traveled to **Babylon** to visit its observatories.

STAR-GAZER MAKES A SPLASH

Speaking of stars, several ancient writers recount a comical story which involves Thales in a star-gazing accident.

One writer presents Thales as the absent-minded professor who, while gazing at the stars, tripped and tumbled into a well. Another has him studying the stars' reflection in the well and leaning too far forward when the incident occurred. Whatever actually happened, we know that Thales made significant astronomical discoveries.

In addition to predicting the 585 BC solar eclipse, he discovered the benefits of navigating by Ursa Minor rather than Ursa Major, the constellation upon which the Greek sailors had previously relied. Because Miletus was a bustling center for maritime trade, this discovery had significant financial implications.

MATHEMATICAL MASTERS

Astronomical calculations require an understanding of mathematical concepts. Little about Thales' travels can be stated with

absolute certainty, but Laertius contends that Thales studied under Egyptian priests. Egypt was a source for mathematical knowledge, and many Greeks visited it, including Pythagoras, Herodotus, Plato, Democritus, and Euclid.

Geometry had developed in Egypt in response to the need to redefine boundaries as flooding continually altered its landscape. Egyptian surveyors effectively used knotted cords as measuring devices. By Thales' lifetime, Egypt had long passed the peak of its mathematical development, which occurred in 1800 BC when *The Rhind Mathematical Papyrus* was created. The papyrus was filled with complex mathematical formulas.

PRACTICAL GEOMETRY

Thales may have gleaned mathematical insights while watching Egyptian **geometers** at work. His innovative application of geometry enabled him to calculate the heights of pyramids based upon their shadows and to determine the distance of ships at sea.

He is credited with originating five of the theorems listed in Euclid's *Elements*—13 volumes written in about 300 BC. *Elements* contains a comprehensive collection of mathematical definitions, propositions and proofs that have been instrumental in the development of logic and modern science, one of which has been named Thales' Theorem.



START: “WHY SHOULD I WRITE?”

IF NOT NOW, THEN SOON

Even if you do not consider yourself a writer, you are about to embark on a journey that will help you become one. As you travel through the *Philosophy Adventure™* series, you will write essays, speeches, and journal and notebook pages. You will literally create your own book on philosophy.

Creating a book, particularly on philosophy, is no small endeavor. At this point, you may not know what philosophy is (or even care), much less feel equipped or inspired to write about it. So you may be wondering, “Why should I write?”

But once you begin to see how philosophy rules our world, *and your life*, you will understand why it is so important to study it—and to share with others what you learn.

“How do I know what I think
until I see what I say?”

E. M. Forster

Although that quote sounds funny, I have found it to be true. *We can think we know about a subject—until we have to write about it.* Then sometimes, quite suddenly, clarity flees...and we are left with vague ideas and half-formed questions.

WHY YOU MUST WRITE

By writing, you will begin a process that will encourage you to examine *what* you believe and *why* you believe it.

Sometimes you may feel confused and uncertain. Do not fear. Along this journey you will gain the opportunity to replace confusion with clarity, and ignorance with insight. Truth and wisdom are found by those who diligently seek them (Jer. 29:13, John 14:6, Jas. 1:5).

As you explore the history of philosophy and discover the origins of many of the unbiblical ideas that dominate our culture, you will become equipped to recognize and combat them.

That is why you must write!

At the end of our journey, when you hold that finished work in your hands, you will marvel at the distance you have traveled—and at your own development and skill.

ARE YOU READY TO BEGIN?

For your first assignment, ponder and write your answers to three of the most profound questions philosophy seeks to address:

☞ *Where did I come from and why am I here?*

☞ *Why is there evil, suffering, and death?*

☞ *Is there hope for my future?*

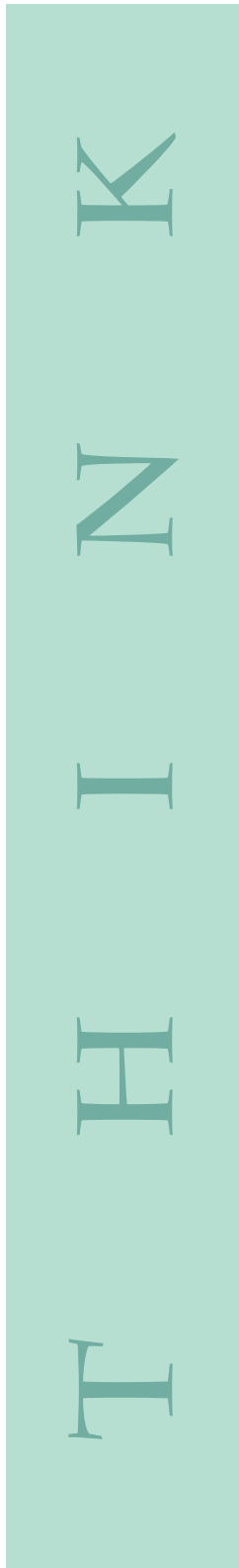
GUIDELINES

1. **Follow basic writing conventions.** Write complete thoughts, capitalize proper nouns and the first word of every sentence, and close each sentence with the appropriate punctuation mark. (Pretty basic stuff.)
2. **Do not worry about writing a wrong answer.** The objective of this assignment is merely to capture your present beliefs so you can compare them to those you hold at the conclusion of this course.
3. **Do your best, but simply write a first draft.** Once you finish writing, read your work aloud. Ask yourself, “Is it true?” Although your answers *do not* have to be true for all people and all times, they *do* have to be what you truly believe today.

ONE MORE DETAIL....

Because an assignment like this can easily feel endless, set a timer for 30 minutes and write the best answers you can in the time allotted. (BTW: “I don’t know” is an acceptable answer, as long as it is not dishonestly used to avoid honest work.)

How intriguing it will be to compare today’s answers with those you write at the end of this adventure! ☞



NO SHARP DISTINCTION

The word **philosophy**—from the Greek words **philia** (love) and **sophia** (wisdom)—literally means “love of wisdom.” As we explore Thales' achievements in astronomy and geometry, we can see that, in the beginning of Western civilization, there was no sharp distinction between philosophy, science, and mathematics. Philosophers intermingled freely among the three disciplines in the pursuit of knowledge.

As Dr. Gordon Clark, author of *Thales to Dewey*, well explained:

Philosophy has given birth to the special sciences. When these grow into maturity, become specialized, and increase in detail, they leave the parental home and set up for themselves.

Thus today we have many fields of study: logic, ethics, psychology, physics, botany, and biology, to name just a few. All of these are related to one another in some way, and the philosopher considers them all. *But what makes philosophy distinct from all of the special sciences it has birthed?*

THE PHILOSOPHER'S PROBLEM

Philosophy is concerned with how things fit together. Ancient Greek philosophy began with a focus on origins and relationships. What is the essential substance from which all things originate? Is there one such substance, or many? Is it a material, earthy substance—or is it immaterial and other-worldly?

Wrestle with these questions and you will gain insight into the philosopher's problem.

Throughout the ages, philosophers have struggled to identify the basic origin and essence underlying all things. The technical term is the **arche** (R-kay). It is defined as the root, origin, source, beginning, or first principle. You may think of it as that from which all things come and to which all things return. According to Aristotle, Thales believed that essence was water.

IN THE BEGINNING, WATER...

Water as the arche was not an original idea. The Babylonian and Hindu creation accounts describe creation as beginning with a formless universe devoid of everything except a watery abyss from which everything else arose. These accounts are not dissimilar to the Christian-Judeo creation account.

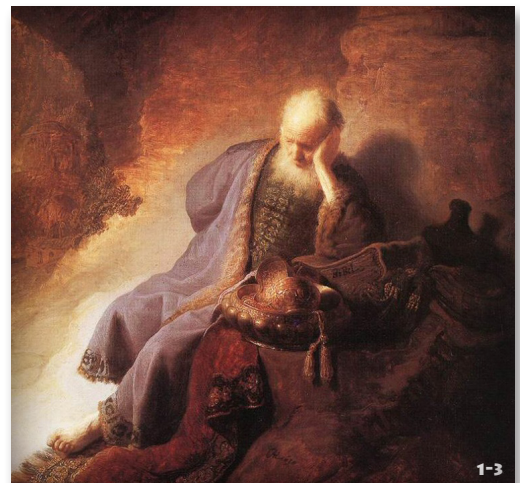
Did the philosopher Thales have access to the Hebrew Scriptures?

We know he lived during the **Babylonian captivity** (587–538 BC), a period when the Jews of the ancient Kingdom of Judah lived as captives in Babylon. From Herodotus, we learn that the first Greek settlement in Egypt was a fort occupied by a Milesian **garrison** (ii. 154). The plot thickens as we learn the Prophet Jeremiah took refuge from King Nebuchadnezzar in that fort.

Did Thales personally encounter the Prophet Jeremiah? Did he hear reports about him from Milesian soldiers who returned from Egypt?

If so, it is not difficult to speculate Thales might have heard the creation account given in Genesis 1:2:

The earth was without form and void, and darkness was over the face of the deep. And the Spirit of God was hovering over the face of the waters.



MEMORY MATTERS: TELL ME AGAIN—I FORGET

DO YOU LEAK?

I sure do. Unless I actively combat my natural tendency, when I begin a new field of study I promptly forget most of what I learn—mere moments after learning it. Fortunately, once I become familiar with a subject, I generally retain more. But until I have “pegs” upon which to hang new information, most of it falls to the floor.

Before I learned a little about how our brains work, I feared perhaps I had some deficiency or disability that prevented me from learning. I had no idea that many students need multiple and varied exposures to new information before they can begin to comprehend and connect it to that which they already know.

*If you struggle to understand and retain what you learn—be encouraged.
You are not alone!*

Few people possess photographic minds or are “quick studies”—able to immediately grasp new information when they first encounter it.

DO YOU OWN IT?

How do you define learning? Have you really learned about a subject simply because you crammed facts into your short-term memory and successfully regurgitated them on a test? You may earn an “A” for your efforts, but have you earned an education?

Do not for one minute think I mean to devalue the importance of short-term memory. Short-term memory is a prerequisite to long-term memory, and long-term memory is essential if we want to become *people who understand the times*.

All too often students strive to master techniques that merely store information in their short-term memories so they can pass exams, to the neglect of thoughtfully processing information and gaining true understanding.

Certainly, there is a place for such superficial study. In the public school system especially, students are often tested on information that does

not contribute to creating competent adults. With ready access to search engines, is it really important to memorize the capital of every state?

In some instances, it may be appropriate to limit your effort to only what is required to temporarily store information. But do not make a practice of superficial learning if you want to become a truly educated person.

MEMORY MATTERS

That said, there are many legitimate and significant reasons to develop memorization skills. If you participate in public speaking, you will find strong memory skills to be essential. But without doubt, etching God's word on the tablet of your heart is truly the best use of your memory (Prov. 7:3).

The following list of helpful memory tips are derived in part from the work of Walter Pauk, author of *How to Study in College*:

- ☞ *Engage Your Attitude: Choose to pay attention. Set your mind on success. Expect to remember. (It is amazing how often we conform to expectations, whether negative or positive.)*
- ☞ *Engage Your Senses: Read aloud so your eyes and ears and vocal cords all receive an impression of the material. Slow down and gaze intentionally. Take a mental snapshot.*
- ☞ *Engage Your Mind: Ponder what you learn. How does it relate to what you already know? Review, review, review—and do so quickly. You are more likely to remember when you review material within 24 hours of first encountering it.*

TAKE THE CHALLENGE!

We have been given the most amazing gift—the Bible—and as of this writing, Americans still have the freedom to use it.

*As a supplement to this course,
I challenge you to memorize
the book of Philippians.*

Some accuse Americans of excelling at that which is mundane and trivial. Apply *your* fine mind to a challenge worthy of your investment! ☞

K

A

E

P

S

Whatever his exposure to the Hebrew Scriptures, Thales dismissed the Divine and all things supernatural. Instead, he took Western thought on a path whose destination would ultimately lead to **naturalism**—the belief that only natural laws and forces operate in the world, and that nothing exists beyond that natural world.

THREE GREAT MYSTERIES

If we imagine Thales carefully studying the properties of water, we can see a logical basis for his speculation.

Ancient science explored three great mysteries: being, motion, and life. As to being, Thales observed that water can take the form of a liquid, gas, or solid. As to motion, he observed waves and currents, and concluded water contained within itself the power to move. Finally, as to life, he observed that living things are dependent upon water. When seeds come in contact with water—they sprout. When people are deprived of water—they die.

His scientific observation produced a logical—though false—conclusion. Even today, scientific observation is still vulnerable to such error.

THE FLOATING SPHERE

According to Aristotle, Thales further theorized the earth to be a sphere that floated upon a body of water. Such an idea might occur to him as he viewed the floating Reed Islands nearby in Lydia. Consistent with this hypothesis, he attributed earthquake activity to rough ocean waters which tossed about these floating land masses.

ENGINEERING SKILLS TO THE RESCUE

Speaking of rough water, Herodotus records a story in which Thales' engineering skills overcame the might of a river and enabled an army to cross the Halys River to engage in battle with Cyrus, the great Persian conqueror.

As the story is told, Thales directed crews to dig channels to divert the flow of the river into two smaller streams. Herodotus doubted the story because he believed the soldiers

crossed on bridges that existed at the time, though he noted they may have been heavily guarded. Perhaps this story says more about the notoriety of Thales' engineering prowess than it does about an actual historical event.

OLIVE OIL OR BUST

Our final story focuses on fortune rather than on fame. Aristotle recounts how Thales had been mocked because of his poverty. As the story is told, through careful observation of the heavenly bodies, Thales concluded that the coming season would yield a bountiful olive harvest. He kept this prediction to himself.

Despite his limited resources, he somehow managed to secure the funds necessary to place deposits for the use of oil presses in Chios and Miletus. When the olive crop ripened, Thales sat in the enviable position of possessing a monopoly on the presses. He made a large profit leasing them out. And, in so doing, he shrewdly answered those who reproached him.

IMMORTALIZED AT DELPHI

There is no doubt about whether Thales gained widespread recognition throughout the Greek culture. He is cited as among the first chosen as one of the Seven Sages of Greece. His words were enshrined at the **Temple of Apollo at Delphi**. Opinions differ as to which saying should be attributed to him, but the one favored by most scholars is "*Know thyself*."

CHECKPOINT

Well, you have now met the Father of Western Philosophy, listened to stories from his life, and pondered the validity of his ideas. Although it is not polite to think of a person's death as amusing, we end our story of the man who claimed water as the basic essence of reality on an ironic note; he died of heat exhaustion while watching an athletic contest. Diogenes penned this poem:

*As Thales watched the games one festal day,
The fierce sun smote him,
and he passed away.* ☞

YOU'VE GOT TO HAVE STYLE

GOT SUBSTANCE?

During the course of your lifetime, you will have significant things to say. You may find yourself entrusted with insight and critical information (Ps. 96:3, 145:12, 150:2, 1 Chr. 16:8). If you love Jesus, you possess a life-saving message. But in this media-saturated world of YouTube videos, texts, and tweets, countless things compete for our attention.

How will you be heard?

The genteel art of listening has fallen on hard times. Few pay attention—and those who do want value for the price. That is why:

*You've got to have style,
to deliver substance.*

Thankfully, style can be developed by the speaker who is willing to work.

FOR EVERY CARELESS WORD

The course of history has often been impacted by persuasive orators. Several have had to work against personal obstacles, like Winston Churchill who battled a lisp.

Some speakers inspire us toward great and noble sacrifice; others deceptively direct us toward deadly destruction. Hitler wielded a powerful speaking talent. He moved one nation to power. He attempted to annihilate another.

We are warned that one day we will give an account for every careless or unkind word we speak (Matt. 12:36-37). Be careful.

KEEP YOUR EYES ON THE PRIZE

If you must captivate your audience before they will hear the substance of your message, how can you begin to cultivate your communication skills?

As with anything, practice is a prerequisite to progress. Ideally, you need inspiration, deadlines, and, of course, an audience. You may find all this and more by participating in speech competitions.

Speech competitions can be fertile environments in which to grow your speaking gifts, but be forewarned, it is easy to become ensnared by the desire for worldly accolades and to lose sight of your ultimate objective.

Remember to *keep your eyes on the prize* (Phil. 3:14).

WHAT REWARD DO YOU SEEK?

What is the point of your performance? What, for you, is the “prize”? Do you want to “win friends and influence people”? Do you want to make your mother proud?

Although neither desire is negative, something more is needed:

*You need a
transcendent goal.*

Speaking with style is hard work. You need something substantial to sustain you through the challenges you will face.

TESTED ON MANY LEVELS

Public speaking can test you on several levels.

☞ *As you prepare to perform, it may challenge your integrity and work ethic.*

☞ *While you perform, it may challenge your confidence.*

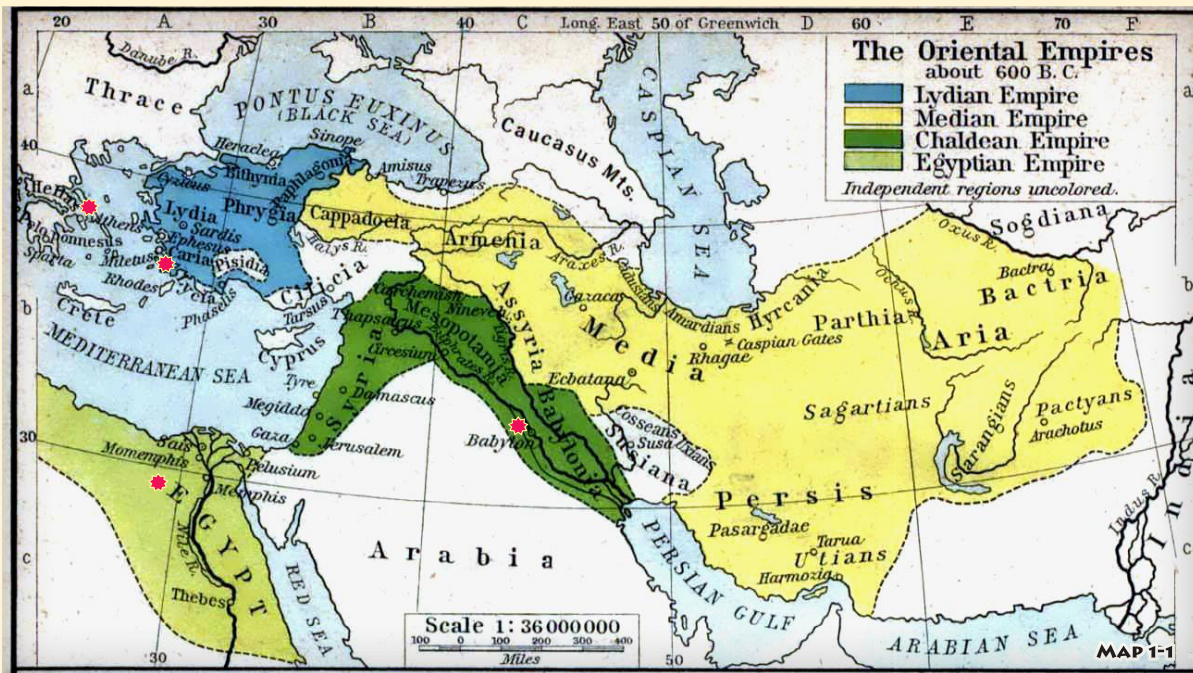
☞ *After you perform, processing the audience's response may challenge your emotional and spiritual maturity.*

HERE'S YOUR ASSIGNMENT

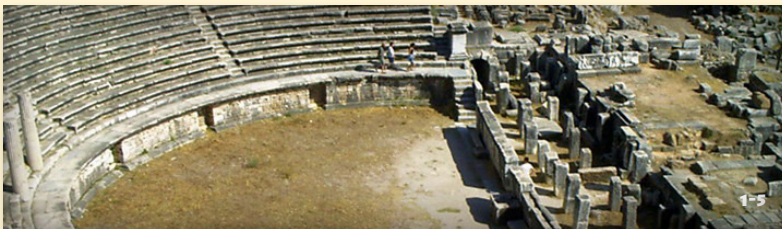
In your *Write Think Speak Journal*, answer the following questions:

1. *What does it mean to have a transcendent goal?*
2. *Can you identify a prize for which you would be willing to suffer?*
3. *What strategies might you employ to help you persevere through the difficulties you may encounter as you pursue that prize?* ☞





8 Miletus, Anatolia (Modern-Day Turkey)



THE MAP ABOVE SHOWS KEY GEOGRAPHIC LOCATIONS WHICH RELATE TO SIGNIFICANT EVENTS IN THE LIFE OF THE PHILOSOPHER THALES. TO THE LEFT IS THE RUINS OF AN ANCIENT THEATER IN MILETUS; BELOW IS AN IONIC STOA (COVERED WALKWAY).

THALES HOMELAND AND THE APOSTLE PAUL

We begin our journey at Thales' birthplace in the **Ionian** seaport of Miletus, located on the western coast of Anatolia (present-day Turkey). From there we depart to tour the observatories in Babylon; the Egyptian pyramids; perhaps a Milesian fortress in Daphnae, Egypt; the battlefield beside the Halys River (the longest river in Turkey); and, we conclude at the Temple of Apollo at Delphi, where Thales was immortalized as one of the Seven Sages of Greece.

Centuries later, the New Testament book of Acts records this heartrending scene on the shore at Miletus:

Now from Miletus [the Apostle Paul] sent to Ephesus and called the elders of the church to come to him.... And when he had said these things, he knelt down and prayed with them all. And there was much weeping on the part of all; they embraced Paul and kissed him, being sorrowful most of all because of the word he had spoken, that they would not see his face again. And they accompanied him to the ship. (Acts 20:17,37-38)



THE MILESIAN SCHOOL

THE FIRST FOUNDER

As you have learned, Western philosophy began with Thales in ancient Greece. So we could say Thales founded “The School of Western Philosophy.” However, as we progress in our studies, we will encounter thinkers whose ideas are radically different from those presented by this Milesian pioneer. The School of Western Philosophy will divide and subdivide.

Therefore, it may be more proper to call Thales the founder of the Milesian School, which originated on the Aegean coast of Anatolia in the Ionian city of Miletus. From Thales' school emerged two **monists** (MOH-nists)—philosophers who believed reality consists of one essential substance (arche) from which all things are derived. (Philosophers who believed in more than one substance are called **pluralists**.)

Thales thought the arche was water, but the two other philosophers identified with this school had different ideas.

ANAXIMANDER

Anaximander (uh-nak-suh-MAN-der, c. 610–546 BC) argued the arche was not a material substance, but rather it was infinite and **incorporeal** (immaterial, insubstantial). He recorded his ideas in the oldest surviving philosophical work, dated about 550 BC.

From his perspective, the world seemed to consist of contradictions. He observed how things often become their opposite. For instance, a hot substance may become cold; a cold substance may become hot. This led him to conclude the arche must be **transcendent**—able to rise beyond the boundaries of this world.

He called his essential substance the **apeiron**—derived from a Greek word which means “without limit”.

ANAXIMENES

Anaximenes (an-ak-SIM-uh-neeze, c. 585–528 BC) was a generation younger than Anaximander. His writing also survived and is dated at approximately 545 BC.

Unlike Anaximander, he agreed with Thales that the arche was a material substance. However, he believed it was air, which displays characteristics similar to water.

For instance, it has different states such as condensation and rarefaction. When seen as wind, it appears to possess the power of movement within itself. Most significantly, like water, it is essential to life.

STRANGE IDEAS?

If these ideas seem strange to your 21st century sensibilities, it is no wonder. We have access to detailed information that equips us to evaluate their conclusions. But in the Milesian philosophers' time, such ideas were revolutionary and ultimately paved the way for the development of scientific theories.

Contrast these ideas with the reigning “wisdom” of their day, such as pronouncements made by the priestess of the **Oracle** at Delphi.

The priestess was chosen from among the peasants who lived near the Temple of Apollo, located near the foot of Mount Parnassus in Greece. The priestess was an older woman of a blameless character who “prophesied” while seated on a tripod over an opening in the earth from which fumes would arise. Intoxicated by these vapors, she would fall into a trance and rave incoherently. These utterings would be “translated” by priests of the Temple of Apollo. This oracle was considered a reliable source for gaining wisdom and knowledge.

Given that background, perhaps Thales' ideas do not seem quite so strange. ☺



DIRECT FROM THE SOURCE: ARISTOTLE

THALES, THE FOUNDER of this type of philosophy, says the principle is water (for which reason he declared that the earth rests on water), getting the notion perhaps from seeing that the nutriment of all things is moist, and that heat itself is generated from the moist and kept alive by it (and that from which they come to be is a principle of all things). He got his notion from this fact, and from the fact that the seeds of all things have a moist nature, and that water is the origin of the nature of moist things.

Some think that even the ancients who lived long before the present generation, and first framed accounts of the gods, had a similar view of nature; for they made Ocean and Tethys the parents of creation, and described the oath of the gods as being by water, to which they give the name of Styx; for what is oldest is most honourable, and the most honourable thing is that by which one swears. It may perhaps be uncertain whether this opinion about nature is primitive and ancient, but Thales at any rate is said to have declared himself thus about the first cause....

Anaximenes and Diogenes make air prior to water, and the most primary of the simple bodies, while Hippasus of Metapontium and Heraclitus of Ephesus say this of fire, and Empedocles says it of the four elements (adding a fourth—earth—to those which have been named); for these, he says, always remain and do not come to be, except that they come to be more or fewer, being aggregated into one and segregated out of one.

Anaxagoras of Clazomenae, who, though older than Empedocles, was later in his philosophical activity, says the principles are infinite in number; for he says almost all the things that are made of parts like themselves, in the manner of water or fire, are generated and destroyed in this way, only by aggregation and segregation, and are not in any other sense generated or destroyed, but remain eternally.

Aristotle, *Metaphysics* 983b21-984b15

BIBLICAL WORLDVIEW

How do Thales' beliefs differ from what we know to be truth as revealed in the Scriptures?

At first glance, Thales appears more reasonable than the old Greek poets like Hesiod, who claimed the origins of life were revealed to him by mythical **Muses**.

But upon close examination, we might ask whether it is reasonable to place our faith in the ability of finite man to discern the origins of the universe—purely from collecting information from the world around him.

At one time we believed science would deliver humankind from famine, disease, and war. Today, we benefit greatly from modern science, but all too often we see scientific solutions create a new set of problems. In reality, Thales turned from the ritual and mythology of his day—only to embrace the idol of science.

Perhaps we may learn something from the humility of Hesiod, who, at least, acknowledged there are mysteries which require something greater than himself to explain.

Romans 1:18-21 provides this explanation:

For the wrath of God is revealed from heaven against all ungodliness and unrighteousness of men, who by their unrighteousness suppress the truth. For what can be known about God is plain to them, because God has shown it to them. For his invisible attributes, namely, his eternal power and divine nature, have been clearly perceived, ever since the creation of the world, in the things that have been made. So they are without excuse. For although they knew God, they did not honor him as God or give thanks to him, but they became futile in their thinking, and their foolish hearts were darkened.



APPENDICES

FROM THE SHOULDERS OF
WORKS CONSULTED

ISAAC NEWTON ONCE SAID *that a dwarf can see farther than a giant if he climbs atop the giant's shoulders. As I have charted this adventure, I have enjoyed quite a lofty view.*

To the many fine writers who invested years researching the lives of philosophers presented in these lessons, I am deeply indebted. They provided me with the great advantage of poring over their numerous books, articles, and websites, and perusing their lectures and podcasts.

Although I may dispute some of their conclusions, I have been enriched by the opportunity to reflect upon their work.



GENERAL REFERENCE

- Barnes, Johathan. *The Presocratic Philosophers (Arguments of the Philosophers)*. Revised ed. New York: Routledge, 1983.
- Burnet, John. *Early Greek Philosophy*. 2nd ed. London: Adam and Charles Black, 1908.
- Clark, Gordon Haddon. *Thales to Dewey: a History of Philosophy*. Jefferson, MD: Trinity Foundation, 2000.
- Fairbanks, Arthur. *The First Philosophers of Greece*. New York: Charles Scribner's Sons, 1898.
- Graham, Daniel W. *The Texts of Early Greek Philosophy: The Complete Fragments and Selected Testimonies of the Major Presocratics*. 1st ed. Cambridge: Cambridge University Press, 2010.
- Gomperz, Theodor. *Greek Thinkers*. Trans. G. G. Berry. Vol. 3. London: John Murry, Albermarle Street, 1914.
- Kirk, G.S., J.E. Raven, and M. Schofield. *The Presocratic Philosophers*, 2nd ed. Cambridge: Cambridge University Press, 1983.
- Laertius, Diogenes. *The Lives and Opinions of Eminent Philosophers*. Trans. C. D. Yonge. London: Henry G. Bohn, 1853.
- Herodotus. *The History of Herodotus*. Trans. George Rawlinson. Chicago: University of Chicago, 1952.
- History of Philosophy with Any Gaps*. Ed. Peter Adamson. King's College London, <<http://www.historyofphilosophy.net/>>.
- Pearcey, Nancy. *Saving Leonardo*. Nashville, TN: B & H Publishing, 2010.
- Pearcey, Nancy, and Thaxton, Charles B. *The Soul of Science: Christian Faith and Natural Philosophy*. Turning point Christian Worldview Series ed. Wheaton, IL: Crossway Books, 1994.
- Pearcey, Nancy. *Total Truth : Liberating Christianity from Its Cultural Captivity*. Wheaton, IL: Crossway Books, 2005.
- Russell, Bertrand. *A History of Western Philosophy*. New York: Simon and Schuster, 1972.
- Roochnik, Professor David. *An Introduction to Greek Philosophy*. The Teaching Company, Chantilly, VA, 2002. CD.
- Sire, James W. *The Universe Next Door*. 5th ed. Downer's Grove, IL: IVP, 2009. Print.
- Sproul, R. C. *Consequences of Ideas*. DVD. Orlando, FL: Ligonier Ministries, 1999.
- Sproul, R. C. *The Consequences of Ideas: Understanding the Concepts that Shaped Our World*. Wheaton, IL: Crossway Books, 2009.
- Wright, M. R. *Introducing Greek Philosophy*. 1st ed. University of California Press, 2009.
- Wikipedia.com*. <<http://www.wikipedia.com>> (This resource has matured to become an important starting point for research but must be carefully confirmed by reliable sources.)

LESSON 1—THALES

Aristotle. *Metaphysics*. Trans. W. D. Ross. Chicago: University of Chicago, 1952.

“E. M. Forster.” *Wikiquote*. 10 Mar. 2013. <http://en.wikiquote.org/wiki/E._M._Forster>.

O’Grady, Patricia. “Thales of Miletus (c. 620 BCE – c. 546 BCE).” *Internet Encyclopedia of Philosophy*. 10 Mar. 2013. <<http://www.iep.utm.edu/thales/>>.

Zacharias, Ravi. Ministry Letter. *Ravi Zacharias International Ministries*. May 2011.

WITH APPRECIATION

IMAGE CREDITS

EXPLORING THE WORLD OF IDEAS becomes even more interesting when enhanced with visual illustrations. Our heartfelt thanks extends to all those who labored to produce or make available the images used throughout this resource.



LESSON 1

- 1-1 Wallis, Ernst. *Illustrerad Verldshistoria*. 1877.
- 1-2 Raphael. *School of Athens*. 1510–1511. Apostolic Palace, Vatican City.
- 1-3 Rembrandt. *Jeremiah Lamenting the Destruction of Jerusalem*. c. 1630.
- 1-4 Schedel, Hartmann. *Nuremberg Chronicles*. 1493.
- 1-5 GunesBaydin, Atilim. *Miletus Theater*. 2005. <<http://en.wikipedia.org/wiki/File:MiletusTheater6August2005.JPG>>
- 1-6 MonsieurdI. *Miletus Ionic Stoa*. 2004. <<http://en.wikipedia.org/wiki/File:MiletusIonicStoa.jpg>>.
- 1-7 Collier, John. *Priestess of Delphi*. 1891. Art Gallery of South Australia, Adelaide.

15



IMAGE CREDITS



STUDENT RESOURCES

T H A L E S

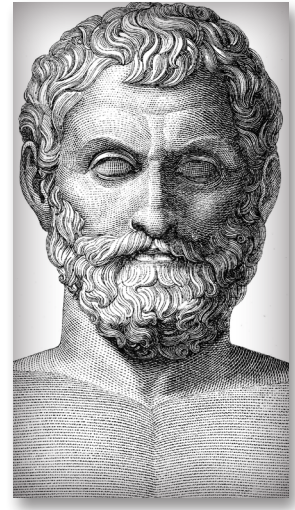
WRITING TIPS

It is far easier to be engaging in your writing when you choose a subject about which you are passionate.

Like most skills, good writing is developed through practice. It is similar to playing scales on an instrument. If you do not do so already, start a journal and commit to writing in it at least five minutes every day.

To further develop your writing skills, surprisingly, it can be better to invest the entire quarter writing and rewriting one finely crafted paper than to write several unpolished papers and, in the process, establish the habit of prolific yet half-hearted writing.

Give yourself permission to write really “terrible” first drafts. (We will talk more about the concept of the “terrible” first draft later.) Then, once you have some raw material, work and rework your piece until it communicates your message with clarity and elegance.



THALES, THE STAR GAZER

Your Setting: You are carrying your water pitcher to the well to draw water.

The Action: You see this funny old man leaning into the well. Suddenly he leans too far, and you see him tumble forward.

Your Assignment: Describe the scene and tell what happens.

Background: Is there anything you would like to say to set up the scene?

The Dialogue: Do you speak with Thales? What does he say?

Your Senses:

- ☞ What do you see?
- ☞ What do you hear?
- ☞ What do you smell?
- ☞ What temperature and textures do you encounter?
- ☞ Do you taste the water?

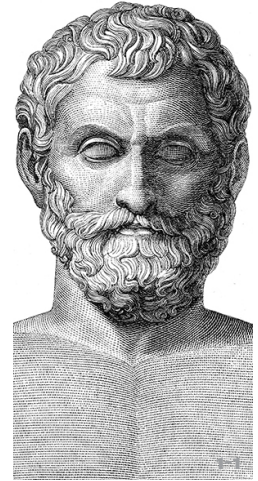
Set the timer for fifteen minutes, and write!

MEET THE PHILOSOPHER

THALES

Title(s):

Famous Quote:



NAME THALES' BIRTHPLACE AND THREE DESTINATIONS TO WHICH HE IS BELIEVED TO HAVE TRAVELED.

WHAT MADE THALES DIFFERENT FROM OTHER INFLUENTIAL THINKERS BEFORE HIM?

21

HOW DO WE KNOW WHAT THALES BELIEVED?

WHAT DID THALES IDENTIFY AS THE ARCHE (ESSENTIAL SUBSTANCE OF LIFE), AND WHY?

LESSON 1

☞ HIS STORY UNFOLDS

IN THE BEGINNING OF WESTERN PHILOSOPHY, WHAT THREE DISCIPLINES WERE INTERMINGLED?

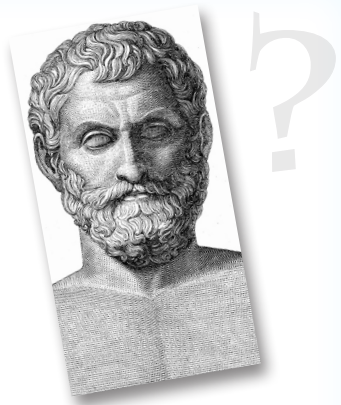
WHAT WERE SOME OF THALES' ACHIEVEMENTS?

WHAT FOUNDATIONAL BELIEF HELD BY THALES SHARPLY CONFLICTS WITH A BIBLICAL WORLDVIEW?

22

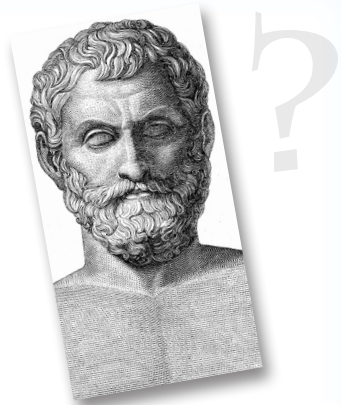
ACCORDING TO DIOGENES LAERTIUS, HOW DID THALES DIE?

T H A L E S



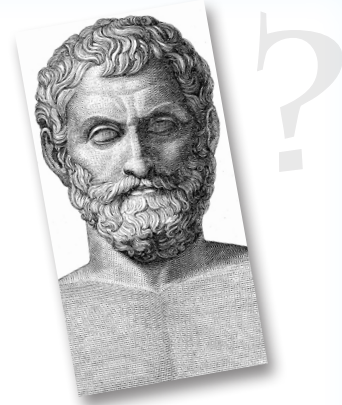
WHAT IS THE NAME OF THALES' BIRTHPLACE, AND IN WHAT MODERN COUNTRY IS IT LOCATED?

THALES



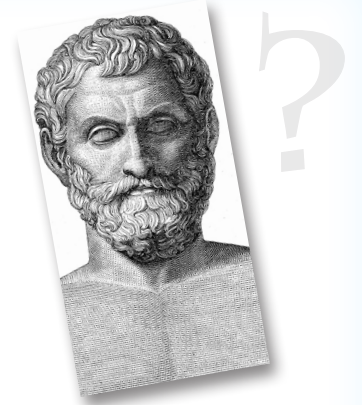
BECAUSE OF THALES' DEPARTURE FROM THE MAINSTREAM THOUGHT OF HIS DAY, WHAT TWO TITLES WAS HE GIVEN?

THALES



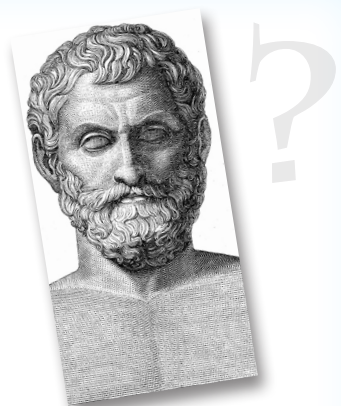
WHAT MADE THALES DIFFERENT FROM OTHER INFLUENTIAL THINKERS BEFORE HIM?

THALES



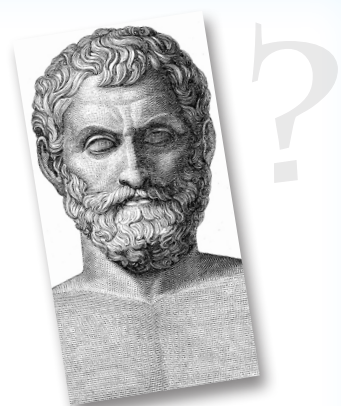
HOW DO WE KNOW WHAT THALES BELIEVED?

THALES



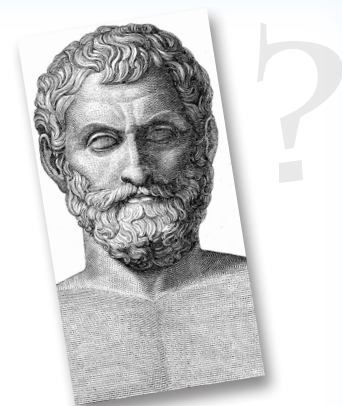
WHAT DID THALES IDENTIFY AS THE ARCHE (ESSENTIAL SUBSTANCE OF LIFE), AND WHY?

THALES



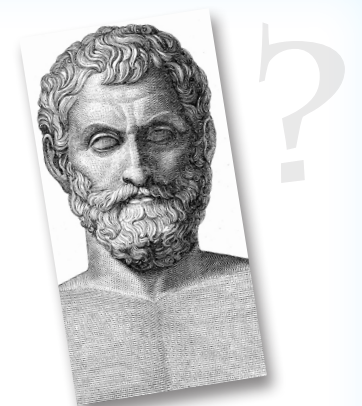
NAME THREE PLACES TO WHICH THALES WAS THOUGHT TO HAVE TRAVELED.

THALES



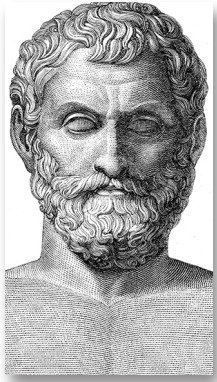
WHAT AMAZING ASTRONOMICAL ACHIEVEMENT WAS ATTRIBUTED TO THALES?

THALES



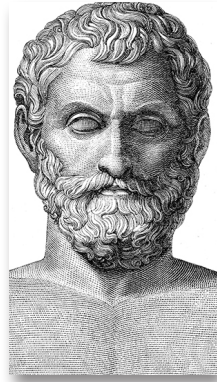
WHAT FOUNDATIONAL BELIEF HELD BY THALES SHARPLY CONFLICTS WITH A BIBLICAL WORLDVIEW?

THALES



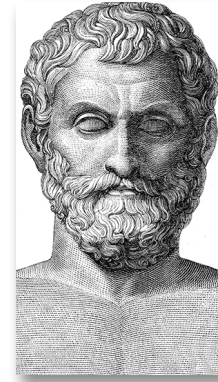
We know what Thales believed based upon secondary sources (other ancient writers) who wrote about him.

©2013 Stacy Farrell—homeschooladventure.com



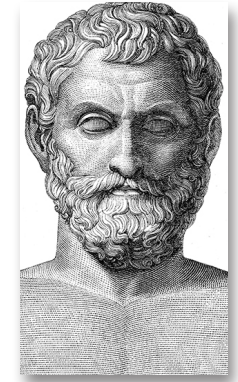
Thales broke with tradition when he used careful observation and systematic thinking to explain the world around him.

©2013 Stacy Farrell—homeschooladventure.com



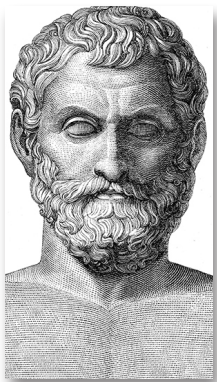
Thales is known as the Father of Western Philosophy and the Founder of Natural Science.

©2013 Stacy Farrell—homeschooladventure.com



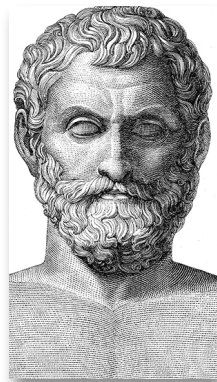
Thales was born in Miletus, which is located in the country now known as Turkey.

©2013 Stacy Farrell—homeschooladventure.com



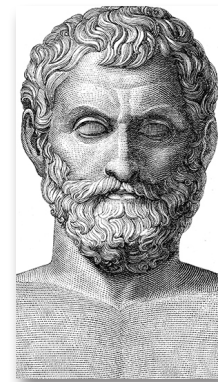
It is widely believed that Thales was a materialist. Materialism claims the only thing that exists is matter, but the Bible tells us there is a spiritual world, and that God, Himself, is spirit (John 4:24).

©2013 Stacy Farrell—homeschooladventure.com



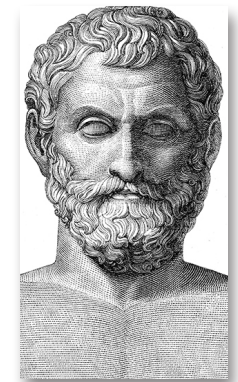
In 585 BC, Thales predicted a solar eclipse.

©2013 Stacy Farrell—homeschooladventure.com



Ancient writers claim Thales traveled to Egypt, Babylon, Delphi, Lydia, and the Hays River.

©2013 Stacy Farrell—homeschooladventure.com



Water. We do not know why Thales selected water as the arche, but perhaps it was because water seems to account for three great mysteries: being, motion, and life.

©2013 Stacy Farrell—homeschooladventure.com

ABOUT THE AUTHOR



Stacy Farrell worked as a writer, researcher, and consultant before she embarked on her family's homeschooling adventure.

As a freelancer, she wrote a broad range of materials for corporate, Christian, and non-profit clients. She also managed a law firm that specialized in civil rights litigation and constitutional law.

Although her background equipped her to teach communication skills, much study and prayer were required before she was ready to teach critical thinking from a biblical worldview.

Her heartfelt focus was to raise her sons to become “men who understand the times and know what to do” (1 Chronicles 12:32).

Stacy speaks at homeschool conferences. She publishes articles in leading Christian and homeschool magazines. She loves to write, speak, and teach—but considers her role as wife to Roger and mother to two precious sons to be her greatest privilege and work.



Ready to Embark on the Adventure?

TEACH STUDENTS TO DISCERN TRUTH FROM ERROR

**AS THEY EXPLORE THE HISTORY OF IDEAS
INSIDE *PHILOSOPHY ADVENTURE!***



**TRAIN STUDENTS 6TH-12TH GRADE TO WRITE CREATIVELY
& COMMUNICATE THOUGHT EFFECTIVELY
—ALL FROM A BIBLICAL WORLDVIEW!**

LEARN MORE →