

<p>Integrated Social-Emotional (ISEL) Lesson Plan: Logical Fallacies By Jonathan Dean</p>	
Teacher Thinking...	Students and Teacher doing...
<p>Lesson Plan Element: Integrated Social-Emotional Objective & Student SEL Objective</p>	
<p>What academic content am I going to cover? What SEL skill(s) will I focus on? How can I create social-emotional experiences to help students mediate the content? What kinds of personalized objectives am I hoping students will create?</p>	<ul style="list-style-type: none"> - Logical fallacies and how they affect a persuasive argument <ul style="list-style-type: none"> - Go over the various types of logical fallacies, concentrate on most popular/utilized fallacies, and show examples of each - Students will think about how someone in their lives or someone they have seen (political figure, celebrity, speaker, etc.) have maybe used logical fallacies to make points about a particular point of view - Have students consider “How can logical fallacies affect my perception of subject matter, opinions, reasoning, or beliefs?” SEL Skill: Interpersonal Communication and Collaboration
<p>Inclusion Activity</p>	
<p>How can I engage the students and invite their voices into the room? What interpersonal skills can we incorporate and how might I connect that to the academic content we will cover today?</p>	<ul style="list-style-type: none"> - Split students into groups or pairs. Give a different example of logical fallacies in text/video form. Students will identify the logical fallacy used and what was incorrect/misleading about the statement. How might the students improve or change the statement to make it logically sound? The class will come back together after 15-30 minutes. Each group of students will share in front of the class their examples, findings of logical fallacies, and solutions to fix the fallacy present. Each group will take and answer questions from the class regarding their presentation. The teacher will write relevant notes and points from each group on the board for notes. - Students will use group discussion, collaboration, oration to peers, critical thinking, and abstract thinking skills

Body of Lesson with Engaging Practices

How am I promoting SEL? Where can we draw upon each other's experiences to make meaning?

Does my lesson meet the following criteria:

- The activity promotes high engagement meaning students are present and participating.
- Students collaborate with others for at least part of the time
- There are moments for creating, evaluating, reflecting, and sharing.
- Students are moving about for all or part of the activity rather than sequestered in desks.
- Brain breaks to process information, make connections, and increase transfer

*Promotion of SEL comes in collaborating with others to use logic and critical thinking to identify deceit, thereby giving students a better understanding of how to disseminate facts from falsehoods

*Draw upon personal examples of students dealing with logical fallacies in their lives, whether from interpersonal relationships, or from examples they have seen on TV or in movies

Activities:

- Pre-assessment: What's Wrong with This Statement?:

Provide students with a worksheet with fallacy-ridden statements. Divide students into pairs and instruct them to discuss what is wrong with each statement. After 5 minutes, everyone will come back together and share their findings with class. Teacher will record answers on a whiteboard.

- Instruction of Logical Fallacies: Introduce YourLogicalFallacyIs.com, and go over the top 10 most common logical fallacies with examples of each

- Group Activity: Split students into groups or pairs. Give a different example of logical fallacies in text/video form. Students will work together to identify the logical fallacy used and what was incorrect/misleading about the statement. How might the students improve or change the statement to make it logically sound? The class will come back together after 15-30 minutes. Each group of students will share in front of the class their examples, findings of logical fallacies, and solutions to fix the fallacy present. Each group will take and answer questions from the class regarding their presentation. The teacher will write relevant notes and points from each group on the board for notes.

- Brain Break: Students are given 5 minutes to contemplate the lesson by writing, drawing, or discussing with their groups how logical fallacies can be harmful to people.

Optimistic Closure

How will I have students reflect on their learning in an engaging way? How will they capture their thinking and allow me to formatively assess their learning? Where can they make connections between the academic/SEL content and their lives? How will we look ahead to what's to come?

Homework assignment:

Part 1 - Students will write a personal reflection on logical fallacies as a concept, why these illogical devices can be damaging to a persuasive argument, and if left unchallenged, how logical fallacies can augment an audience's perception of a speaker's argument.

Part 2 – Write about a personal experience in which someone attempted to use a logical fallacy to persuade you to do something, i.e. believe the person, take action, change opinion, etc. Write a short summary of the following:

- What logical fallacy (if more than one, state all) was present?
- How was the argument illogical based on the fallacy(ies) used?
- Did you realize in the moment or later that the person used a logical fallacy?
- What could have been changed to make the argument logically sound?

Notes:

Standards: English Language Arts: Writing 9th-10th Grade 1 (W.9-10.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Materials: Student note taking materials, whiteboard, markers

Time and Space: 45 minutes in the classroom