

<p>Behaviorist Lesson Plan: Logic (Logos) in Persuasive Argumentation By Jonathan Dean</p>	
Teacher Thinking...	Students and Teacher doing...
Lesson Plan Element: Anticipatory Set	
How will I get students' attention and focus their learning?	"Does this make sense?" activity: The teacher shows a series of statements on the board (with evidence provided), and students decide whether the statements are logically sound or not through think/pair/share.
Objective and Purpose	
State the ABCD learning objective(s) and the purpose of learning. How many do I need?	<ol style="list-style-type: none"> 1. The student will be able to identify evidence of logical argumentation within the provided text by stating which information is viable logical support. 2. The student will be able to identify evidence of an illogical argument within the provided text by stating which information is not viable logical support. 3. The student will be able to create logical argumentation from a set of provided subject matters by creating ten short logical persuasive argument statements with provided subjects.
Input/Direct Instruction	
What kind of information must I provide so that students can meet the objective?	<ul style="list-style-type: none"> - Definition of logic - Definition of persuasive "logos" - Why logic is important to persuasive argumentation - Logic is based on viable and credible evidence in support of the argumentative position being given Presented as PowerPoint and discussion
Modeling (I Do)	
What ways might I show the students the process or skill? What errors and misunderstandings do I anticipate? How might I correct them?	The teacher will provide a short example paragraph of a logical persuasive statement on the board and explain why the statement is logically sound, citing evidence provided in the paragraph and the thought process leading to the logical conclusion. Afterward, an example paragraph that demonstrates an illogical argument will be shown and explained by the teacher in a similar fashion.
Checking for Understanding	

<p>How will I monitor their progress? Will this be informal or formal? Individual or the whole group?</p>	<p>The teacher will provide a few persuasive statements, alternating between logical and illogical, and will lead a class discussion in why each statement is either logical or illogical, respectfully.</p>
<p>Guided Practice (We Do)</p>	
<p>What kinds of practice problems might I provide for the skills being taught? How can I organize them so they vary in complexity?</p>	<p>Several statements will be shown on the board. The class will be broken up into small groups and assigned a statement paragraph. Each group will work together to identify if the statement is logical or illogical and provide evidence for their answer. The teacher will confer for five minutes and bring the class back to discuss each group's findings.</p>
<p>Independent Practice (You Do)</p>	
<p>What kinds of work should students practice independently toward mastery? Will this be done in class or for homework?</p>	<p>Students will be given a worksheet for homework that contains ten subjects. The students will create short logical persuasive argument statements for each subject and provide at least two credible examples of evidence for their statements. The worksheet will be turned in at the beginning of the next class period.</p>
<p>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: PowerPoint presentation, whiteboard, markers, worksheets, student note sheets Time and Space: 45 minutes in the classroom</p>	