Lesson Plan for Logical Fallacy

Name ______________________  Cooperating Teacher: Ms. Johnson
Grade Level __12th_________ Date __2/9/10____________________________

TOPIC: Logical Fallacy and MLA Format review

RATIONALE: Students should become aware of logical fallacies so that they can judge the reliability of their sources. Also, this lesson will help students avoid making logical fallacies in their papers.

ANALYSIS OF PRIOR KNOWLEDGE: Most students will be introduced to logical fallacy for the first time in this lesson. Although some students will be aware of some of the rules of MLA format, the lecture on MLA format will also introduce students to correct citation in a research paper.

NEW JERSEY CORE CURRICULUM STANDARDS:

- 3.1.12.A.1: Interpret and use common textual features (e.g., paragraphs, topic sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to comprehend information.
- 3.1.12.D.1: Read developmentally appropriate materials (at an independent level) with accuracy and speed.
- 3.1.12.D.3: Read a variety of genres and types of text with fluency and comprehension.
- 3.1.12.G.9: Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
- 3.3.12.D.3: Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, and articulation) when speaking.
- 3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

LESSON OBJECTIVES:

1. Students will identify the logical fallacies in the “Love is a Fallacy” packet and discuss the different types of logical fallacies
2. Students will analyze the examples of logical fallacy in the PowerPoint presentation and discuss why they are fallacies.
3. Students will record the proper MLA format

ASSESSMENTS:

1. Students will be evaluated according to their in-class work and participation.
2. The students’ research papers will be evaluated on proper use of MLA format
3. After this lesson, students will be expected to abstain from using logical fallacies in their research papers.

MATERIALS NEEDED:
1. PowerPoint presentation on Logical Fallacies
2. PowerPoint on MLA format
3. Copies of Love is a Fallacy packet
4. Copies of “Do Now” worksheet

SOURCES:
http://www.fallacyfiles.org/examples.html
http://www.youtube.com/watch?v=QzweFkLNJkg&feature=PlayList&p=19041AB81EDA7445&playnext=1&playnext_from=PL&index=49

DO NOW: Write down the craziest commercial you have ever seen (must include a celebrity).

HOOK: Students will respond to the worksheet entitled, “What are Wrong with the Following Statements?” in pairs.

LESSON:
- One group will present on their In Cold Blood PowerPoint.
- After completing the “Hook” activity, students will begin reading the “Love is Fallacy” packet in the style of reader’s theatre.
- In pairs, students will revisit the “Hook” activity with their partner and use the information from “Love is a Fallacy” to correctly answer the “Hook” questions.
- A PowerPoint presentation will be given on Logical Fallacy
- A PowerPoint presentation will be given on MLA Format

HOMEWORK: Read the first 33 pages of Invisible Man and write down at least three quotes that you found interesting/confusing/provocative.

ESSENTIAL QUESTIONS
- Why conduct research?
- How do researchers use sources and evidence to prove their claims?

CONTENT
- What are some examples of “Poisoning the Well,” “Appeal to authority,” “Loaded Language,” “Ambiguity,” “Appeal to Nature,” and “Begging the Question” fallacies?
- Why are logical fallacies so detrimental to one’s work?
- How can we avoid using logical fallacies in the future?

CLOSURE:
- Exit Ticket: Write down a new concept that you learned today. Why did this concept jump out at you? How will this concept affect the way you write? How will it affect the way you judge others’ writing?
INDIVIDUALIZATION / ACCOMODATIONS:
1. All 504s will be followed accordingly
2. The PowerPoint presentations will be reviewed orally for the auditory learners. The slides will be brought up on the screen for the visual learners.
3. I will consistently ask if there are any questions and will provide help to any student who may need it.
4. I will walk around the room to ensure that students are on task and that they are not confused.

FOLLOW-UP ACTIVITIES:
- Students will be using this analysis of credible sources for their research papers.
- Students will be using proper MLA format for their research papers.

REFLECTION: