

SUBJECT AREAS:

Social sciences

ACTIVITY DESCRIPTION:

Logical analysis of arguments -
Classification

OBJECTIVES:

- To define the argument;
- To identify the conclusion of the argument and the premises;
- Give reasons for all the answers given;
- To determine whether certain texts contain an argument;
- To support, with arguments, their own opinion on a given topic.

MATERIALS:

Worksheets, textbook, blackboard,
chalk

GRADE/LEVEL:

Secondary school (15-18)

DURATION:

Preparation time: 20 min.

Activity time: 50 min.

PLACE:

Classroom

AUTOR:

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Logical analysis of arguments - Argumentation

INTRODUCTION:

Three-step interview.

Do you think you understand what a logical sentence is? Give three examples!

a) Individually; b) pairs-mutual interviewing; c) groups of two pairs

The teacher monitors the activity; notes observations on the class map.

Shuffle/freeze/form pairs find in the magazine you have on your desk, fragments in which language is used with the three functions discussed in the previous lesson. Presentation of the works.

BACKGROUND:

Procedure:

Outline: The teacher will announce and write the title of the lesson on the board: Argumentation.

Instruction: Round table - work in groups of 5 students. Examine the passage from the Autobiography of John Stuart Mill and determine whether it contains any argument. If so, present the argument in your own words and state your option: for or against his thesis (worksheet 1).

Guided Practice: The teacher will take students back through what they've just learned. He will make connections between the stanzas he has read.

Verbal and graphic organizer - with the help of the solutions from the previous exercise, the lesson plan is created, it is established what an argument is, the conclusion of the argument, the premises, the indicators.

Formative Assessment: Think/work in pairs/communicate Determine whether the following text contains an argument. If so, determine what its conclusion is and what its premises are.

"A decrease in the number of white blood cells requires the use of antibiotics. Therefore, the only strategy for curing the disease involves the use of antibiotics, because the disease will not be defeated without the body's prompt response, and the latter will not occur if the number of white blood cells does not decrease".

Think individually for 3 min, work in pairs for 2 min, communicate to the group for 2 min.

Collaborative Process: Starting from the title of today's lesson, write the key words in a cluster. Work in groups of 5 students.

Independent Practice: Gallery tour: the works produced by the groups are displayed, each student observes them carefully.

FUN FACTS:

- *Students will watch a video that presents facts about arguments:*

<https://youtu.be/Eo8tsUxdqKo?feature=shared>

ASSESSMENT:

The student performance will be evaluated through observation, open questions, feedback and shared conclusions regarding the gallery tour.

EVALUATION:

The student performance will be evaluated through observation, open questions, feedback and shared conclusions regarding the gallery tour.

It will be assessed whether students: actively engage in the learning process, listen respectfully to the opinions of their peers, develop self-confidence, and understand the value of their own ideas and opinions.

WORKSHEET 1

Round table - work in groups of 5 students Examine the following passage from the Autobiography of John Stuart Mill and determine whether it contains any argument.

If so, present the argument in your own words and state your option: for or against his thesis.

“...in modern education, nothing contributes more to the formation of men of precise thought, imbued with the true meaning of words and sentences, enemies of vague, too elastic and ambiguous terms, than an intelligent study of logic...by the aid of this study, students become able to sort out a confused and contradictory idea before their own faculty of thought has reached its full development, while so many other people, otherwise capable, are unable to do so, because they have been deprived of this discipline”.