

SUBJECT AREAS:

Social sciences - Logic and Argumentation

ACTIVITY DESCRIPTION:

This lesson is valuable from the point of view of critical thinking, students will have to be actively involved in the learning process, listen respectfully to the opinions of their colleagues, develop confidence in their own strength, understand the value of their own ideas and opinions.

OBJECTIVES:

- To identify the conclusion of the argument and the premises
- To justify all the answers given
- To determine if certain texts contain an argument
- To support, with arguments, his own opinion on a certain subject.

MATERIALS:

Cards, markers, flipchart, writing sheets., magazine

GRADE/LEVEL:

Upper Elementary School (12-14)

DURATION:

Preparation time: 30 min.

Activity time: 50 min.

PLACE:

Classroom / online

AUTOR:

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Arguments

INTRODUCTION:

Evocation

The three-step interview

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

- individually;
- pairs-reciprocal interviewing;
- groups of two pairs

- the teacher monitors the activity and write down observations on the class map.

Shuffle/freeze/pair Worksheet.

The students receive the task to find in the magazine which they brought from home, fragments where the language is used with the three functions discussed in the last lesson.

Presentation of the lesson. Verbal presentation of the subject and operational objectives.

BACKGROUND:

For the organization of this lesson, the following will be followed: Making sense with - the verbal and graphic organizer, followed by Reflection part. Making sense 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 choice: for or against his thesis.

"...in modern education, nothing contributes more to the formation of people who have precise thinking, penetrated by the true meaning of words and sentences, enemies of vague, too elastic and ambiguous terms, than an intelligent learning of logic... by the aid of this study the pupils become able to untangle a confused and contradictory idea before their own faculty of thinking has reached its full development, whereas so many other people, otherwise able, are unable to do so, because they were deprived of this discipline."

Procedure:

Outline:

The verbal and graphic organizer - with the help of the solutions from the previous exercise, the lesson plan is made, what an argument is, the conclusion of the argument, the premises, the indicators are established.

Instruction: Think/work in pairs/communicate

Determine if the following text contains an argument. If so, determine what his conclusion is and what his premises are.

„A decrease in the number of white blood cells requires the use of antibiotics. Therefore, the only strategy to cure 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 unless the number of white blood cells decreases.”

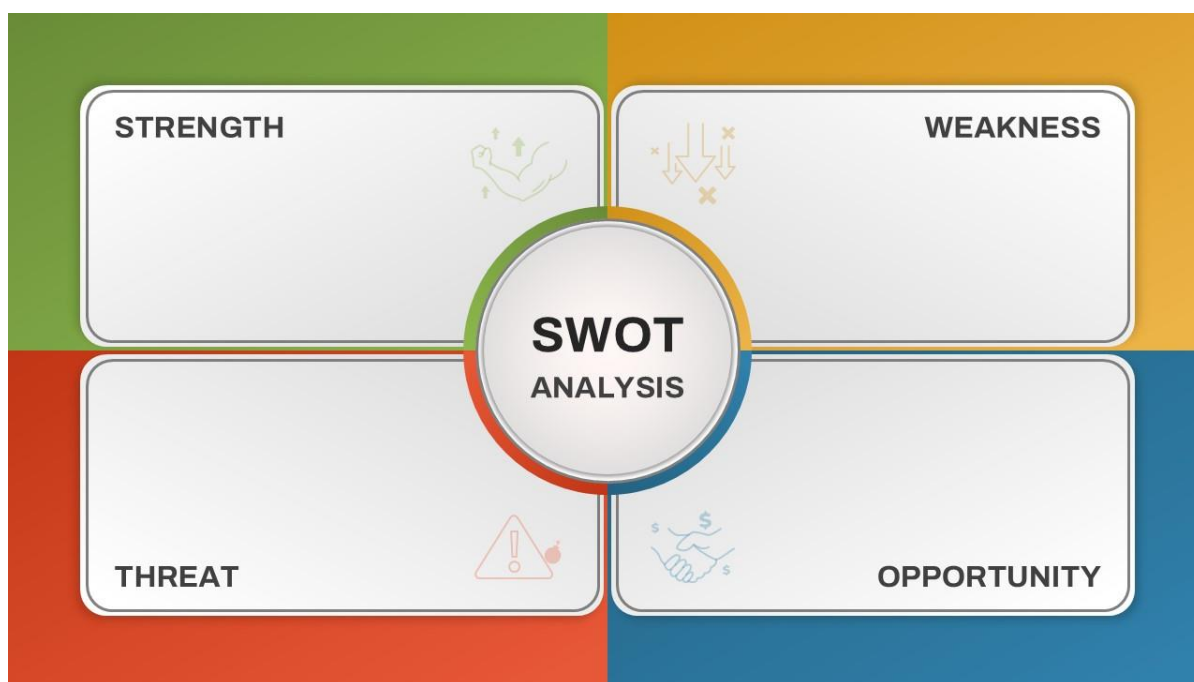
Think individually 3 min, work in pairs 10 min, and communicate to the group 2 min.

Collaborative Process: Clusters - starting from the title of today's lesson, write the key words in a cluster.
-work is done in groups.

Formative Assessment: Gallery tour: the works made by groups are displayed, each student observes them carefully.

Guided Practice: Guidance by the teacher in reflection is made using four different types of open-ended reflective questions: awareness, analysis, alternatives, and action.

Independent Practice: Each student writes his impressions of the lesson in the notebook, using a SWOT analysis.



FUN FACTS:

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

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

ASSESSMENT:

- Systematic observation of the „gallery tour” using the criteria: expected the assigned topic, kept to the time frame, collaborated with each other.

- Questions:

What can we do to support an argument?

How can we counter the other person's arguments without hurting them?

EVALUATION:

The evaluation will be by appreciating the answers received and the way they worked as a team. The teacher will analyze if they determinate an argument in the text that they received, and their conclusion, if they are accurate.