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| **Class/Subject: World History**  | **Day 4- Logic Fallacies**  |
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| **Objective(s)****SWBAT explore the four ways to assess claims, with an emphasis placed upon logic. SWBAT identify logic fallacies and attach real-world examples to 24 logic fallacies.**  | **GLCE/CCS****Topic *WHG F1:* World Historical and Geographical “Habits of Mind” and Central Concepts - Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional).** |
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| **Materials:** * **Logic Fallacy sheet:**  <https://moodle.oakland.k12.mi.us/clarenceville/pluginfile.php/55160/mod_resource/content/1/LOGIC%20FALLACIES%20POSTER.pdf>
* **Worksheet with logic fallacy examples.**
 | **Procedure/Activities:** * **N/H Board**
* **Lecture: 4 ways to assess claims**
* **Read through of 24 logic fallacies and students will assign example from real life where they witnessed this.**
* **In pairs students will attach logic fallacies to examples presented.**
* **Re-cap**
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| **Strategies (check all that apply)** |
| X Direct Instruction/lecture | \_\_\_\_ Summarizing & Note taking |
|  Guided Practice | \_\_\_X\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_\_X\_ Identifying Similarities & Differences |
| \_\_\_\_ Group Discussion | \_\_\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_X\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: Students will turn in their worksheets for an assessment grade.** | **Notes:**  |