Opening Digital World's Doors to # Next Digital Generations

LESSON PLAN 2 – CRITICAL READING

TARGET
Students will practice dissecting arguments in texts to evaluate logical reasoning and evidence.

MATERIALS NEEDED

- Sample argumentative articles
- Logical fallacy handout
- Debate preparation worksheet
- Projector or smartboard

OBJECTIVES

✔ Learn to identify strong vs. weak arguments.
✔ Recognize common logical fallacies.
✔ Understand how evidence supports claims.
✔ Develop skills for evaluating sources and arguments.
✔ Engage in structured discussion and debate.

FLOW OF LESSON

1. Introduction to Argument Analysis (15 minutes)

- Define **argument structure** (claim, evidence, reasoning).
- Show an example of a well-supported vs. poorly supported argument.
- Discuss how arguments appear in news, politics, and everyday conversations.

2. Identifying Logical Fallacies (20 minutes)

- Explain **common fallacies** (straw man, ad hominem, slippery slope, etc.).
- Give students a handout with definitions and examples.
- Group activity: Identify fallacies in short excerpts and discuss as a class.

3. Evaluating an Argument in a Text (25 minutes)

- Assign an editorial or persuasive article.
- Have students break it down into **claim, supporting evidence, and reasoning**.
- Pair work: Rate the strength of the argument and explain why.

4. Mini-Debate Exercise (25 minutes)

- Assign teams a **controversial topic** (e.g., "Should social media be regulated?").
- Each side prepares 3-4 supporting points using **credible sources**.
- Conduct a brief debate where students must back up their points with logic.

5. Reflection and Homework (10 minutes)

- Discuss:
  - What makes a strong argument?
  - How does recognizing fallacies improve critical thinking?
- **Homework**: Find an online debate or opinion piece and critique its arguments.