

LOGICAL FALLACIES EXERCISES

LEARNING TARGETS

Students will be able to identify and analyze logical fallacies including: (a) hasty generalization, (b) circular argument, (c) ad hominem attack, and (d) red herring, in order to write a well-supported and organized essay identifying a logical fallacy and analyzing how this logical fallacy impacts a speaker's argument.

STANDARDS ADDRESSED

- **ELA.9-10.RI.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

- **ELA.9-10.W.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain an appropriate style and objective tone.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

INSTRUCTIONS

When prompted by the **Logical Fallacies PowerPoint**, complete the below activities. Refer back to the PowerPoint as needed.

EXERCISE 1: WARM UP

1. Have you ever used a logical fallacy before and lost an argument? Have you ever tried to argue with someone who was arguing with only logical fallacies? In the box below, provide a specific example of a time when you have used a logical fallacy or a time when you were arguing with someone that was using a logical fallacy. Then, provide a well-reasoned argument as to why you think you or the person was using a logical fallacy. Please use complete sentences and correct punctuation.

Example	Rationale

EXERCISE 2: COMMON LOGICAL FALLACIES

1. The hulk and the thing fight a lot. Often they start throwing punches before they even speak to each other. In the box below, explain how their fights are always a result of a logical fallacy (*hasty generalization*).

2. How does the Dilbert cartoon from the PowerPoint illustrate a *circular argument*?

3. What kind of tone or mood can *ad hominem attacks* set? Develop a hypothesis as to why you think *ad hominem attacks* weaken an argument.

Tone/Mood	Hypothesis

4. In the box below, explain how the billboard about global warming in uses the *red herring* logical fallacy.

EXERCISE 3: FIND AN EXAMPLE WRITING ASSIGNMENT

Find an example of one the logical fallacies you just learned about (*hasty generalization, circular argument, ad hominem attack, red herring*) in music or on social media. Then, construct an argument as to how the logical fallacy impacts that speaker's argument. You may write your essay in the box below.

Your answer must:

- a. Clearly and correctly identify which logical fallacy that speaker is using;
- b. Develop a claim as to how the logical fallacy impacts the speaker's argument; and
- c. Support that claim with valid reasoning and relevant and sufficient evidence

Note: *Please be sure that you DO NOT support your claim with more logical fallacies. If you support your claim with more logical fallacies, I will automatically give you a 0.*

Rubric

	5 (90 – 100 points)	4 (80 – 89 points)	3 (70 – 79 points)	2 (60 – 69 points)	1 (69 or below)
<p>Exercise 2 (ELA.9-10.RI.8)</p>	<p>The student’s answers to questions 1 through 4 demonstrate a deep understanding of logical fallacies and how logical fallacies impact a speaker’s argument.</p>	<p>The student’s answers to questions 1 through 4 demonstrate an understanding of logical fallacies and how logical fallacies impact a speaker’s argument.</p>	<p>The student’s answers to questions 1 through 4 demonstrate a general understanding of logical fallacies and how logical fallacies impact a speaker’s argument.</p>	<p>The student’s answers to questions 1 through 4 demonstrate a weak understanding of logical fallacies and how logical fallacies impact a speaker’s argument.</p>	<p>The student’s answers to questions 1 through 4 do not demonstrate an understanding of logical fallacies and how logical fallacies impact a speaker’s argument.</p>
<p>Exercise 3 (ELA.9-10.RI.8, ELA.9-10.W.1)</p>	<p>The student clearly and correctly identifies a logical fallacy. The essay thoroughly analyzes how this logical fallacy impacts the speaker’s argument. The essay introduces precise claims, supports all of those claims with valid reasoning and sufficient evidence, and clearly addresses counterclaims. The essay includes a strong conclusion that supports the essay’s main argument.</p>	<p>The student clearly and correctly identifies a logical fallacy. The essay analyzes how this logical fallacy impacts the speaker’s argument. The essay introduces precise claims, supports most of those claims with valid reasoning and sufficient evidence, and addresses counterclaims. The essay includes a conclusion that supports the essay’s main argument.</p>	<p>The student correctly identifies a logical fallacy. The essay somewhat analyzes how this logical fallacy impacts the speaker’s argument. The essay introduces somewhat precise claims, supports some of those claims with valid reasoning and sufficient evidence, and somewhat addresses counterclaims. The essay includes a conclusion that somewhat supports the essay’s main argument.</p>	<p>The student identifies a logical fallacy. The essay vaguely analyzes how this logical fallacy impacts the speaker’s argument. The essay introduces somewhat vague claims, barely supports those claims with valid reasoning and sufficient evidence, and vaguely addresses counterclaims. The essay includes a conclusion that vaguely supports the essay’s main argument.</p>	<p>The student does not identify or incorrectly identifies a logical fallacy. The essay does not analyze how this logical fallacy impacts the speaker’s argument. The essay does not include claims or the claims are vague and/or supported by insufficient evidence. The essay’s conclusion does not support the essay’s main argument.</p>