

## 7. Logical Reasoning and Analysis

If you are teaching students how to practice logical reasoning and analyze information, refer to:

- Tutorial: Introduction to Logical Reasoning (2020 Update)
- Tutorial: Analyzing Information (2020 Update)

### DISCUSSION TOPIC

#### Logical Reasoning in Everyday Life

How do you use logical reasoning in your everyday life? What types of evidence do you use in your daily life to solve problems or make decisions?

What are the consequences of failing to apply logic to the process of solving a problem or making an important decision? Describe an example in which you or another individual made a decision or argument that was not based on sound logic or evidence.

### ACTIVITIES

#### Reasoning Log

Students will keep a log of their reasoning processes for the week. They will then select two events to describe in detail. For each logical reasoning event, students should be able to identify the reasoning process used (inductive or deductive) as well as their sources of evidence used to understand the issue at hand, make a decision, or solve the problem.

#### Analytical Question Writing

Students will practice approaching a research topic with an analytical mindset. Start by providing students with a research topic such as the Great Depression. Next, ask students to brainstorm simple background research questions related to the topic. For example, “what happened to the American economy during the Great Depression?”. Students will then critically

consider the same aspect of the research topic by brainstorming an analytical question such as “how did the economic downturn of the Great Depression influence banking reforms?”

### **Source Analysis**

Provide students with an article on a topic that is relevant to students’ interest or current events. Ask students to analyze the author’s use of evidence and to evaluate the article for bias or unsound reasoning. Students can complete this activity in small groups or individually.

### **Evidence Validation**

Provide students with an article on a controversial topic (see ProCon.org for topic suggestions). In small groups, students will validate the evidence cited within the article for authority and accuracy. Students should be able to locate at least two additional credible sources reporting on the issue. Each group should be able to explain if and how the original article’s argument can be validated by other credible sources.