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PHIL91: Philosophy for Children

Fall 2022

Logic

Subject of Discussion: Logic

Age Range: 5-6

Time Total: 1 hour

Materials: *Morris the Moose*, slips of paper with logical and illogical sentences and images, blank paper, markers (or other drawing utensils)

Learning Objectives:

- Students will learn the words “logical” and “illogical.”
- Students will learn to evaluate and logical reasoning and recognize and explain when something makes sense vs when it makes no sense.
- Students will think about and draw their own “illogical” images.

Introduction (5 min)

- Student/Instructor Introductions
- Reminder about hand raising
- Introduce subject of lesson: Logic
 - Ask if they know what the word means
 - Simple explanation:
 - Logic is thinking about whether or not something makes sense.
 - When something makes sense, we say it is “logical”
 - When something doesn’t make sense, we say it is “illogical”

Book Reading: *Morris the Moose* (5 mins)

Book Discussion: (5 mins)

- Logical Reasoning
 - What was Morris doing wrong?
 - What logical errors was he making?
 - Morris says that the cow is a moose because it has four legs, a tail, and horns. Can you think of anything else with four legs, a tail, and horns that is not a moose or a cow?
- Changing views based on logic
 - Even when the cow points out that she gives milk to people, Morris does not change his mind, saying that the cow is just a moose that gives milk to people. Why doesn’t this cause Morris to realize his mistake?

- What causes you to change your mind about something when you learn something new?
- Tie back to *The Important Book* – necessary and sufficient conditions
 - Morris says the cow is moose because he has four legs and a tail and a thing on its head. Why is Morris wrong? How would he really know if the cow is a moose?
 - How did Morris figure out that the other animals were not moose?

~ movement break: moos-ing around ~

Activity #1: Logical and Illogical Sentences (5-10 mins)

- Bring in slips of paper with logical and illogical sentences and pictures
- Go through the sentences and pictures and ask the students if they are logical/ if they make sense or illogical/ do not make any sense
- Sort them into two piles— one logical pile, one illogical pile

Activity #2: Illogical Drawing (10 mins)

- Now that the students have an idea of what is logical (makes sense) vs illogical (does not make sense), have them draw a picture and/or write/say a sentence that is illogical/ does not make any sense
 - If they are not able to write, teachers can write their sentences for them if they want or they can just draw
- Have them share their drawings and explain why it does not make any sense
- Ask questions:
 - What would make your drawing make sense? If you changed something about your drawing could you make it make sense?

Concluding Discussion (5 mins)

- What are you going to tell your grown-up/sibling you learned about in philosophy today?

LOGICAL

(makes sense)

ILLOGICAL

(does not make sense)



The sky is blue and the sky is green.



A lion lies in the grass.



A blue whale flies through the sky.



The sky is blue because my house is blue.



Jupiter is as close to Earth as the Moon.



**A person holding an elephant on their
back.**

$$1+1=3$$

$$1+1=2$$



Apples growing on a tree.