*English Instructional Plan – Analysis of Rhetorical Appeal*

**Primary Strand: 10.2, 11.2**

**Integrated Strand/s: 10.1, 11.1**

**Essential Understanding:**

* How creators use appeals to logic, emotion, and credibility to persuade their audience.

**Essential Knowledge, Skills, and Processes:**

* Logos is an appeal to logic
* Pathos is an appeal to emotion
* Ethos is an appeal to credibility
* Appeals are used to persuade an audience

**Primary SOL: 10.2, 11.2**

* The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

**Reinforced (Related Standard) SOL: 10.1, 11.1**

* The student will participate in, collaborate in, and report on small group learning activities.

**Academic Background/Language:**

* Rhetoric
* Appeal
* Analyze
* Evaluate

## Materials

* Pens/pencils
* Journal
* Manipulative examples for ethos, pathos, and logos
* SEEI Template (attachment A)
* Formative assessment
* [SEEI Template](https://docs.google.com/drawings/d/1yoIkOohT2FfHxOPVjTxIVIQADEKfFqYMaNPwBtYJT_E/edit)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Teacher plays “How to use rhetoric to get what you want” video
  + <https://youtu.be/3klMM9BkW5o>
* Students write down a brief definition of each part of the rhetorical triangle based on what they viewed in the video.
  + Ethos
  + Pathos
  + Logos
* Teacher provides an envelope to each group of students that has advertisements, comics, text excerpts, commercials, etc. that are representative of each of the different types of rhetorical appeals.
* Working in groups, students categorize examples of each of the three rhetorical appeals in separate piles.
* As students create their categories, they continue to write down more information under their initial definition based on patterns or commonalities they notice across examples.
* Provide students with an opportunity to present categories to the class and share their rationale
* Teacher reveals the correct categories to students, going over one example at a time, making sure to ask and answer questions about why each example belongs to its assigned category.
* Students complete an SEEI graphic organizer (see link in materials) for each of the examples based on their notes and discussion.
  + Allow students the opportunity to find their own examples using their device
* Students complete a formative assessment ensuring they have an adequate understanding of each of the rhetorical appeals
  + Define pathos, provide an example, and explain your rationale
  + Define logos, provide an example, and explain your rationale
  + Define ethos, provide an example, and explain your rationale

**Assessment (Diagnostic, Formative, Summative)**

* Diagnostic: Teacher should be moving around the room and asking students to explain their groupings and categorizations.
* Formative: Students will complete a formative assessment where they define and identify examples of ethos, pathos, and logos.
* Summative: Teacher has the option of having students analyze or create a print or multimodal example of persuasive compositions.

**Writing Connections**

* Learning these essential rhetorical appeals will prepare students for the ability to interpret and create persuasive texts.

**Extensions and Connections (for all students)**

* This lesson could kick off a broader unit on persuasively writing and multimedia text analysis. Once students have learned these baseline rhetorical appeals, they will be able to start exploring how they are used in a variety of texts teachers may choose. Suggestions may include:
  + Julius Caesar
  + 12 Angry Men
  + Commercials and Media
  + Propaganda from historical eras
  + Modern forms of propaganda

**Strategies for Differentiation**

* Students will be working in groups to support and collaborate
* Students are afforded opportunities to write on their own, confer with classmates, and have class discussion
* Printed manipulatives should be provided for students for ease of access
* Use of images and graphics help support English Language Learners
* Graphic organizers allow students to organize their thoughts in an effective way that will help them compose their piece.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

ATTACHMENT A

