

Title of Lesson Rhetorical Devices: Persuasion

Content and grade level Expository Writing, grade 12

Standards and content

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

L.11-12.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Students will be able to

1. Employ close reading skills in reading various forms of advertisement and rhetoric
2. Analyze the use of ethos, logos and pathos in advertisements
3. Identify bias
4. Identify and evaluate the use of figurative language and various rhetorical schemes
5. Utilize the internet and employ analysis skills in determining which sources are reliable
6. Employ the writing process and draft various essay responses
7. Utilize correct grammar, syntax and mechanics in a variety of writing endeavors.

Student Outcome

Students will create a video of themselves to share a speech/advertisement/cartoon and/or other example from life to illustrate their understanding of the rhetorical devices, ethos, logos, and pathos. Classmates will comment on how well each other justified their analysis.

Materials

TEDEd video on rhetorical devices: *ethos*, *logos*, and *pathos*

<https://ed.ted.com/lessons/how-to-use-rhetoric-to-get-what-you-want-camille-a-langston>

Magazines, print and visual advertisements, samples of poems or song lyrics, and cartoons.

Activities

Students will

1. Watch TEDEd video
2. Freewrite reaction to the video
3. "Discuss" reactions to video in online post
4. Respond to two classmates' posts
5. Teacher clarify questions, if necessary

Teacher will share a video (modeling students' final outcome) , in which s/he shares an advertisement and answers the following:

1. Who is the target audience of this ad?
2. How is the text (if any) organized? What significance does this hold?
3. How was the creator attempting to influence or persuade the audience?
4. How does it appeal to ethos, logos, and/or pathos?

5. What connections is the audience supposed to make?

Students will

6. In a video students make of themselves, they will share a speech, advertisement, cartoon etc. of their choice and discuss how it demonstrates the rhetorical device selected by addressing questions the teacher shared in his/her demo video
7. Respond to classmates' videos

Troubleshooting If students have questions, they can ask classmates and/or teacher for help and/or attend F2F class for further help.