



Overview: Once students are familiar with the language of argument and the types of appeals, these series of lessons serve as ways to teach and reinforce rhetorical analysis. The lessons start with visual media and move to print. You may choose to complete all in the order given or pick and choose the lessons you feel your students need. (Lesson Duration: each lesson will take an hour; there are 4 hours of lessons included here)

Standards:

- **RI.11-12.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when the irrelevant evidence is introduced.
- **W.11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **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.
- **W.11-12.9b:** Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
- **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.

Objectives:

The student will:

- Employ close reading skills in reading various forms of advertisement and rhetoric
- Analyze the use of ethos, logos and pathos in advertisements
- Identify bias
- Identify and evaluate use of figurative language and various rhetorical schemes.
- Research background information of various historical time periods and events
- Take organized notes
- Utilize the internet and employ analysis skills in determining which sources are reliable
- Employ the writing process and draft various essay responses
- Utilize correct grammar, syntax and mechanics in a variety of writing endeavors.

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



Procedure:

Introduction: Teaching Rhetorical Analysis

Have you ever planned a trip to a new destination? If you have, you know that it requires having some knowledge of where you are going, what you would like to do when you get there, where you will stay, and how you will get back home. Teaching rhetorical analysis is not so different from planning a trip. The assignment you give your students plots out to the destination at which you want your students to arrive, and this becomes their initial "map" for the task. Understanding the rhetorical vehicles of logos, ethos and pathos help them on their way to analyzing a text. The critical thinking process they go through to analyze such a text results in them being able to focus on specific aspects, such as logical fallacies, to determine which textual "souvenirs" work well to persuade an audience and which don't. Overall, though the student is given the tools to embark on their own analytical journey, this process can be fraught with obstacles and difficulties. Included here are some ideas for helping them on their journey, as well as ideas that may help you guide your students along their individual paths.

Creating a Unit Timeline:

The key to teaching rhetorical analysis is to start small. Students need to understand the "building blocks" of ethos, pathos, and logos (See PowerPoint "What is Rhetoric?" for definitions and explanations of these terms) before analyzing text. Some helpful methods to include in a unit timeline are:

- **Visual Analysis**
Just a few of the mediums to consider using here include magazine advertisements, commercials, films, and news clips.
- **Close Reading**
To prepare students to analyze a large piece of text, it is helpful to start with small pieces of text, such as poetry or song lyrics.
- **Practice, Practice, Practice**
Once your students have a grasp on the concepts of analysis, it is time to practice these skills on large pieces of text, such as newspaper editorials, magazine articles, etc.

Sample Lesson Plans

With the above mentioned units to cover, there are many different ways to tackle teaching them.

Teaching Ethos, Pathos, and Logos

Lesson 1

Knowing the ways in which these rhetorical stepping-stones work in texts and visuals are key to being able to analyze any kind of rhetoric. Students should read the definitions of these terms. In order to make these terms "come to life" for the students, some sample lesson ideas are included here:

- Break students into groups of three.



- Ask for one person in the group to take some money out of their pocket (it shouldn't matter what amount).
- Ask another person in the group to be the **persuader**, and the third person in the group to be the **observer**.

The object of this lesson is for the persuader to use whatever appeals or arguments he/she can think of in two minutes time in order to get the money from the person in the group who has it. The observer has to jot down whatever appeals the persuader uses in those two minutes. During or at the end of the two minute time period, the person with the money has to decide whether or not to "give" their money to the persuader based on the appeals that person has used.

When the two minutes are up, take a tally to see how many students gave up their cash to the persuader and how many didn't. Then, have the observers tell the class (or write on the board) what appeals they heard the persuader using during the two minutes.

Once this has been done, and you have a list of appeals on the board, go through them with the class to see what rhetorical appeal category they fall into. For example, if a persuader said that they needed the money to pay for a parking spot at the hospital to see their dying grandmother, that example would fall under "pathos." If the persuader said that they needed to borrow money now, but would pay the money back with interest, that would be an example of "logos."

This activity helps student see the differences between the terms and how effective they each term can be in attempts at persuasion. Most often, the student persuaders who "get" the money (yes, they do have to give it back at the end) have used a combination of appeals, so you can discuss how using a mix of appeals often makes for more persuasive arguments.

Visual Analysis Sample 1: One of the first concepts to teach in analysis is the idea of audience. A great way to do this is to bring in a variety of magazines (any type of magazine will work). Put students into groups and have them look through the articles and advertisements.

Some questions to ask:

- Who is the target audience? Young, old, men, women, and the list goes on and on.
- How do you know this?

After determining audience for the entire magazine, the next step would be to look at individual advertisements.

Questions to consider:

- Who is the target audience of the ad?
- How is the text organized? What significance does this hold?
- How was the creator attempting to influence or persuade the audience?
- How does it appeal to ethos, pathos, or logos?
- What connections or associations is the reader supposed to make?



Basically, these questions can be applied to any visual or verbal text, commercials, films, etc. After students have practiced these concepts, it might be time to have them write their own analysis of a visual.

Visual Analysis Sample 2

To get students to practice their ability to analyze a variety of visual rhetoric, it can be helpful to have students work with cartoons, logos, and artwork. For this lesson, show students a visual such as the Apple logo or a photograph such as "Candy Cigarette." Give them 10-15 minutes to write about these visuals in their journals or notebooks. Some guiding questions that they can use to help them write might be:

- What is it about the visual that grabs your attention first? Why?
- How does this image connect to the rest of the visual?
- What purpose does this image serve? What do you think the person who created it wanted you to know?
- What is this image about? Describe what ideas, emotions, etc. are portrayed in the image.
- What kinds of ideas is this image trying to persuade its audience about?

After students have some ideas written down, conduct a class discussion and ask students to volunteer what they observed about the images. If no one offers to volunteer their answers, it might be a good idea to ask each student to offer an answer to only one of the questions listed above.

After the discussion of the students' observations, ask if they see the rhetorical appeals of ethos, logos, and pathos at work in the visual.

Exposing students to ways in which these appeals work in a variety of visuals can be key in helping them to understand the differences between the appeals and how they are used to persuade audiences. Doing these exercises aloud in class can help students see and hear the process of analysis and how it differs from that of simple observation.

Close Reading (Sample Assignments)

- Bring samples readings of poetry to the class. As a class or in groups, have students do a line by line analysis of the poem. What does each line mean? How does it contribute the poem as a whole? Are there any words/phrases you do not understand? Are there any double meanings to any of the phrases or the poem as a whole?
- A similar way to do this would be with song lyrics. Bring examples to class, or have students bring their own examples to do a close reading of. Analyze the piece line by line, and also as a whole.

Practice, Practice, Practice (Sample Assignments)

- Create an ad or logo for a company or product you admire. Keep your audience in mind and include visuals and text that they would find appealing. Attach to this visual a



description of how you use each of the rhetorical appeals (ethos, pathos, logos) in this ad to get your ideas across and persuade your audience. The descriptions for each appeal should be at least one paragraph in length.

- Split students into groups and have each group create an ad for the same company or product, but each will target different age groups, categories, etc. For example, have each group create an ad for Nike. How will one group appeal to teens, middle-aged people, men women, etc.?
- Practicing rhetorical analysis with the class as a whole is important. Using editorials from newspapers and magazines, discuss as a class or in groups the elements of the piece. What is the author's message? What is the author's purpose? What rhetorical devices does the author use? What kind of language? Is the author successful in relaying his or her message?