

2013

# The Power of Persuasion

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## Repository Citation

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: The Power of Persuasion

Grade Level: 10<sup>th</sup>-11<sup>th</sup>

Subject/Topic Area(s): Reading and Writing

Designed By: Lauren Hickey

Time Frame:

School District: Alamo Heights ISD

School: Alamo Heights High School

School Address and Phone: 6900 Broadway San Antonio, Texas 78209

Phone: 210-820-8850

### **Brief Summary of Unit** (Including curricular context and unit goals):

This unit focuses on persuasive elements and writing. Students are tasked with reading higher level material and identifying the rhetorical elements that make up an argument. The unit asks students to consider multiple ethical issues and analyze the rhetorical devices used to portray the author's argument. This unit is highly focused on writing and application of skill-sets. There are multiple activities that encourage students to apply their knowledge of Logos, Ethos, Pathos into creating and designing sales pitches, public service announcements, editorials, etc. The final assessment is a cooperative learning opportunity, in which students create and design a Google website with multiple components that focus on persuading an audience on an ethical issue chosen by the students.

## Stage 1 – Desired Results

<p>Established Goals (e.g., standards)</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Recognize the difference between expository and persuasive genres.</li> <li>Understand that ethical issues are an ambiguous component of our societal infrastructure.</li> <li>Cite textual evidence (and inferences drawn from the text), to support an analysis of a newly encountered resource.</li> <li>Utilize the different components of persuasion (logos, ethos, pathos) in future arguments</li> </ul>	
	<b>Meaning</b>	
	<p><b>Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The reader must identify the argument and then critique it.</li> <li>Key aspects of an argument may only be implied and thus need to be inferred.</li> <li>Each piece of literature presents a complex ethical issue.</li> <li>Ethical issues are a product of the culture from which they are born (they evolve over time).</li> <li>A well-crafted piece of writing does not happen in one draft; it requires planning, drafting, revising, editing, and finalizing</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How is persuasion used in my own life?</li> <li>What is the author's point? How does he support it? How valid is the support?</li> <li>Why do you agree or disagree with the author's point?</li> <li>What is right and wrong?</li> <li>Who defines what is right and wrong?</li> <li>When should we question authority?</li> <li>Why might subversive approaches to ethical issues ultimately change the culture?</li> </ul>
<b>Acquisition</b>		
<p><b>Knowledge</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>Persuasion is the act of causing someone to do or believe something through the use of reasoning or argument.</li> <li>Websites provide exposure to viewers in a multitude of different modes</li> <li>An ethical issue is a concern pertaining to what is right and wrong.</li> <li>The meaning of logos, pathos, ethos</li> <li>Plato's <i>The Republic</i>—<i>The Ring of Gyges</i></li> <li>Onondaga Chief Canastego's speech "Colonizing Education"</li> <li>John Steinbeck's "Paradox and Dream" and "Americans and the Land"</li> <li>Charlton Heston's "Winning the Cultural War"</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Annotating different modes of literature</li> <li>Evaluating and identifying the elements of persuasion (logos, pathos, ethos)</li> <li>Articulating major themes between multiple pieces of literature</li> <li>Analyzing scholarly articles and multimedia</li> <li>Synthesizing multiple resources into a coherent body of work</li> <li>Using Google Apps to create and develop web pages</li> <li>Drafting, editing, revising</li> <li>Effectively communicating within their teams and partner groups</li> <li>Honoring the student contract by keeping each other accountable</li> </ul>	

## Stage 2 – Evidence

<b>CODE</b> (M or T)	<b>Evaluative Criteria</b> (for rubric)	
All Transfer Goals  All Meaning Goals	Participation  Addresses Ethical Dilemma  Historically Accurate  Revealing and Informative  Rhetorical Elements discernible (Logos, Ethos, Pathos)  Writing is clear and Concise  Professional Dress	<p><b>Performance Task(s)</b> <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Students will work collaboratively in groups of four and complete each of the following:</p> <ul style="list-style-type: none"> <li>• Students will work in teams of four. Each group will choose a controversial issue that they are interested in researching. Students will showcase their research through multiple persuasive lenses. Each team will create and develop a private Google Website that is broken up into two parts: pro and con.</li> <li>• Students, in their pairs, will then present their Ad Campaign to the class.</li> </ul> <p>-----</p> <p>-----</p> <p><b>Other Evidence (e.g., formative)</b></p> <ul style="list-style-type: none"> <li>• Vocabulary/Term quiz</li> <li>• Reading Checkpoints</li> <li>• Discussion Participation</li> <li>• Journals</li> <li>• Rhetorical Device Form</li> <li>• Exit Slips</li> <li>• Student Assessments</li> <li>• Student Contract—Peer Review</li> <li>• Graphic Organizers</li> <li>• Rough Draft of Editorial Piece</li> <li>• Thesis and Tag Lines</li> <li>• Works Cited</li> </ul>

### Stage 3 – Learning Plan

<b>CODE</b> (A, M, T)	<b>Pre-Assessment</b> <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>	
A	<p><b>Learning Activities</b></p> <p><u>Lesson 1</u></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share (students share their product brought from home)</li> <li>• Watch advertisements—students will complete graphic organizer</li> <li>• Provide formal definitions of Logos, Ethos, Pathos</li> <li>• The following day have students complete the Entrance Ticket for an informal check for understanding</li> </ul>	<p><b>Progress Monitoring</b> (e.g., formative data)</p> <p>Informal checks for understanding during discussions Entrance/Exit Tickets Thumb-o-meter One-on-One conferences Homework Guides In-Class Essays Peer feedback Team Check-Ins Action Plan First Draft Formal check-in</p>
T, A	<p><u>Lesson 2</u></p> <ul style="list-style-type: none"> <li>• In-class expository writing</li> </ul>	
T, A	<p><u>Lesson 3</u></p> <ul style="list-style-type: none"> <li>• Applied Practice: students take objects and provide a sales</li> </ul>	

	pitch to the class	
T, M, A	<p><u>Lesson 4</u></p> <ul style="list-style-type: none"> <li>• Four Corners Activity (Ethical Dilemmas)</li> <li>• Plato's <i>The Republic</i>—<i>The Ring of Gyges</i></li> </ul>	
M, A	<p><u>Lesson 5</u></p> <ul style="list-style-type: none"> <li>• Discuss reading</li> <li>• Read Onondaga Chief Canastego's speech "Colonizing Education"</li> <li>• Identify argument and rhetorical devices</li> </ul>	
M, A	<p><u>Lesson 6</u></p> <ul style="list-style-type: none"> <li>• Paired Read John Steinbeck's "Americans and the Land"</li> <li>• Annotate for rhetorical devices and ethical dilemma</li> <li>• Share findings with entire class</li> </ul>	
T, M, A	<p><u>Lesson 7 (2-3 days)</u></p> <ul style="list-style-type: none"> <li>• Quiz (Logos, Ethos, Pathos and Open Ended Response Questions)</li> <li>• Begin reading John Steinbeck's "Paradox and Dream"</li> <li>• Identify dilemma and rhetorical devices</li> <li>• Finish reading for homework</li> <li>• In-Class Expository Essay—Prompt: Explain the American Dream.</li> </ul>	
M, A	<p><u>Lesson 8</u></p> <ul style="list-style-type: none"> <li>• Read Charlton Heston's "Winning the Cultural War"</li> <li>• Socratic Circle</li> </ul>	
A	<p><u>Lesson 9 (2-3 days)</u></p> <ul style="list-style-type: none"> <li>• Introduce Final Project</li> <li>• Student Contract</li> <li>• Brainstorm Controversial Topics</li> </ul>	
A	<p><u>Lesson 10 (3 days)</u></p> <ul style="list-style-type: none"> <li>• Research topic</li> <li>• Google Docs</li> </ul>	
T, M, A	<p><u>Lesson 11 (2 weeks or more)</u></p> <ul style="list-style-type: none"> <li>• Public Service Announcement (PSA) Breakdown</li> <li>• Tagline, script, opposing argument acknowledged and refuted (____ might say this, but ....), 2 minute maximum</li> <li>• Student Work Time</li> </ul>	

TEKS

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and

## writing

(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction

(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works

(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

(14. C) Write a script with an explicit or implicit theme and details that contribute to a definite mood or tone

(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes

(15.C) Write an interpretative response to an expository or a literary text (e.g., essay or review)

(15.D) Produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience

(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues

(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings

(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.

(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience.

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings

(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language.

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making

**Lesson title: (L1) Come One, Come All...**

**Unit: Persuasion Unit**

**Standards:  
(state, national, school, network)**

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings

**Objective(s) for student learning:  
(understandings, knowledge, skill)**

1. The meaning of Logos, Pathos, Ethos.
2. Persuasion is the act of causing someone to do or believe something through the use of reasoning or argument.

**Essential question(s):**

What is the author/creator trying to sell?

How do they encourage the consumer to desire the product?

What is the definition of Logos, Pathos, Ethos?

**Assessment evidence:  
(performance task(s) and/or other evidence such as quizzes, tests, academic prompts)**

Entrance Ticket (given next day)

**Opening the lesson/introduction:  
(anticipatory set/hook, advance organizer, review)**

Have a students bring a product from home. When they get to class ask students to share why they brought this product to class and why they buy that particular brand.

**Instructional model: \_\_\_Direct Instruction \_\_\_\_\_  
(describe curriculum/content and pedagogy/process)**

After students finishing sharing begin the lesson by explaining that our culture is places heavy emphasis on consumerism. We are inundated with products, brands, and logos every day. We all have favorite products. But why? Is it the brand? Is it the logo? What makes us pick *that* can of beans? I want us to investigate these questions. We are going to be looking at two different types of advertisements today in order to make some preliminary conclusions.



Hand out graphic Organizer: Explain to students that not every advertisement is selling a specific product, it may in fact, be selling an idea (i.e. Tobacco commercial). Help them understand that will have to ask themselves if they believe in the idea that the company is presenting.

Show students the commercials (find links below in resources). Give them time to write down their thinking and observations between each advertisement.

After students have seen all the ads ask the following questions to prompt discussion:

- What products did you want to buy? Why?
  - Students should lead discussion into Ethos and Pathos—provide formal definition
- What did you think about the tobacco commercial? What were you left with at the end of the commercial?
  - Students should lead discussion into Logos—provide formal definition

**Checking for understanding and feedback:  
(how will you check for understanding and provide feedback to learners)**

**Lesson closure:**

Finish the lesson by asking students if they have any questions. Students may offer their own examples of commercials and this would be a good time to use student knowledge and as a class identify the rhetorical elements.

**Differentiation:  
(MI/LS learning profile, readiness, interest)**

**Accommodation:  
(how are you going to accommodate the unique needs of specific students? for example, accommodating language learners and modifying for special education students... be specific – listing students by name can help to ensure that you are recognizing and meeting their individual needs)**

**Materials and resources:  
(student and teacher materials, including technology; human, technical, community, and/or material resources)**

Student Handout

Links:

- Tobacco Kills PSA (Logos) [http://www.youtube.com/watch?v=Y\\_56BQmY\\_e8](http://www.youtube.com/watch?v=Y_56BQmY_e8)
- Mac vs. PC (Logos) <http://www.youtube.com/watch?v=BpOvzGiheOM>

- Sarah McLachlan animal Rescue (Pathos) <http://www.youtube.com/watch?v=9gspElv1yvc>
- Gatorade Commercial (Ethos) <http://www.youtube.com/watch?v=-XA94HhUbLo>
- Pepsi Commercial (Ethos) [http://www.youtube.com/watch?v=\\_2smYV10zrk](http://www.youtube.com/watch?v=_2smYV10zrk)
- Ram Truck (Ethos, Pathos, Logos) <http://www.superbowl-commercials.org/23531.html>
- Print Ad (Edu Africa) Logos [http://www.google.com/imgres?imgurl=http://dsmy2muqb7t4m.cloudfront.net/articles/articles\\_logos\\_for\\_web\\_vs\\_print/1-here-ad.jpg&imgrefurl=http://vector.tutsplus.com/articles/inspiration/logos-for-print-versus-online-%25E2%2580%2593-identify-your-audience-and-design-accordingly/&h=615&w=474&sz=191&tbnid=grmNbRRhlKiOHM:&tbnh=101&tbnw=78&zoom=1&usq=\\_\\_3Wd\\_tvav-aC8Ln3qAT\\_30bB7GRU=&docid=hZxLBRrCBXLQKM&sa=X&ei=CxvCUaOrOMqWywG1rIGYcG&ved=0CDUQ9QEwAw&dur=198](http://www.google.com/imgres?imgurl=http://dsmy2muqb7t4m.cloudfront.net/articles/articles_logos_for_web_vs_print/1-here-ad.jpg&imgrefurl=http://vector.tutsplus.com/articles/inspiration/logos-for-print-versus-online-%25E2%2580%2593-identify-your-audience-and-design-accordingly/&h=615&w=474&sz=191&tbnid=grmNbRRhlKiOHM:&tbnh=101&tbnw=78&zoom=1&usq=__3Wd_tvav-aC8Ln3qAT_30bB7GRU=&docid=hZxLBRrCBXLQKM&sa=X&ei=CxvCUaOrOMqWywG1rIGYcG&ved=0CDUQ9QEwAw&dur=198)
- Print Ad (PETA) Pathos [https://www.google.com/search?q=Print+Ad%2Blogos&tbn=isch&tbo=u&source=univ&sa=X&ei=CxvCUaOrOMqWywG1rIGYcG&ved=0CCoQsAQ&biw=1366&bih=643#faccrc=&imgdii=grmNbRRhlKiOHM%3A%3BqKhG8OOiHWRQM%3BgrmNbRRhlKiOHM%3A&imgrc=grmNbRRhlKiOHM%3A%3BhZxLBRrCBXLQKM%3Bhttp%253A%252F%252Fdsmy2muqb7t4m.cloudfront.net%252Farticles%252Farticles\\_logos\\_for\\_web\\_vs\\_print%252F1-here-ad.jpg%3Bhttp%253A%252F%252Fvector.tutsplus.com%252Farticles%252Finspiration%252Flogos-for-print-versus-online-%2525E2%252580%252593-identify-your-audience-and-design-accordingly%252F%3B474%3B615](https://www.google.com/search?q=Print+Ad%2Blogos&tbn=isch&tbo=u&source=univ&sa=X&ei=CxvCUaOrOMqWywG1rIGYcG&ved=0CCoQsAQ&biw=1366&bih=643#faccrc=&imgdii=grmNbRRhlKiOHM%3A%3BqKhG8OOiHWRQM%3BgrmNbRRhlKiOHM%3A&imgrc=grmNbRRhlKiOHM%3A%3BhZxLBRrCBXLQKM%3Bhttp%253A%252F%252Fdsmy2muqb7t4m.cloudfront.net%252Farticles%252Farticles_logos_for_web_vs_print%252F1-here-ad.jpg%3Bhttp%253A%252F%252Fvector.tutsplus.com%252Farticles%252Finspiration%252Flogos-for-print-versus-online-%2525E2%252580%252593-identify-your-audience-and-design-accordingly%252F%3B474%3B615)
- Print Ad (Got Milk) Ethos [https://www.google.com/search?q=Print+Ad%2Blogos&tbn=isch&tbo=u&source=univ&sa=X&ei=CxvCUaOrOMqWywG1rIGYcG&ved=0CCoQsAQ&biw=1366&bih=643#faccrc=&imgdii=grmNbRRhlKiOHM%3A%3B7VkrQkmXhQgLhM%3BgrmNbRRhlKiOHM%3A&imgrc=grmNbRRhlKiOHM%3A%3BhZxLBRrCBXLQKM%3Bhttp%253A%252F%252Fdsmy2muqb7t4m.cloudfront.net%252Farticles%252Farticles\\_logos\\_for\\_web\\_vs\\_print%252F1-here-ad.jpg%3Bhttp%253A%252F%252Fvector.tutsplus.com%252Farticles%252Finspiration%252Flogos-for-print-versus-online-%2525E2%252580%252593-identify-your-audience-and-design-accordingly%252F%3B474%3B615](https://www.google.com/search?q=Print+Ad%2Blogos&tbn=isch&tbo=u&source=univ&sa=X&ei=CxvCUaOrOMqWywG1rIGYcG&ved=0CCoQsAQ&biw=1366&bih=643#faccrc=&imgdii=grmNbRRhlKiOHM%3A%3B7VkrQkmXhQgLhM%3BgrmNbRRhlKiOHM%3A&imgrc=grmNbRRhlKiOHM%3A%3BhZxLBRrCBXLQKM%3Bhttp%253A%252F%252Fdsmy2muqb7t4m.cloudfront.net%252Farticles%252Farticles_logos_for_web_vs_print%252F1-here-ad.jpg%3Bhttp%253A%252F%252Fvector.tutsplus.com%252Farticles%252Finspiration%252Flogos-for-print-versus-online-%2525E2%252580%252593-identify-your-audience-and-design-accordingly%252F%3B474%3B615)

## Come One, Come All...

Name of Ad	Would You Buy this Product? <small>(Hint: The product may be an idea or group that you "buy" into?)</small>	What Convinced You to Buy the Product?	If No, What Would Have Convinced You to Buy it?
<b>Tobacco Kills</b>			
<b>SPCA</b>			
<b>Gatorade</b>			
<b>Mac vs. PC</b>			
<b>Edu Africa</b>			

Name of Ad	Would You Buy this Product? <small>(Hint: The product may be an idea or group that you "buy" into?)</small>	What Convinced You to Buy the Product?	If No, What Would Have Convinced You to Buy it?
PETA			
Got Milk?			
Ram Truck			

Logos:

Pathos:

Ethos:

# Do You Recall...

In your own words please complete the following and give an example:

Logos:

Ethos:

Pathos

Name: \_\_\_\_\_

# Do You Recall...

In your own words please complete the following and give an example:

Logos:

Ethos:

Pathos

Name: \_\_\_\_\_

## Lesson Plan Guide

**Lesson Title:** (L2) Persuasion: Every Moment, Every Day

**Unit:** Persuasion

**Standards:**  
(state, national, school, network)

(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes

**Objective(s) for student learning:**  
(understandings, knowledge, skill)

1. Persuasion is the act of causing someone to do or believe something through the use of reasoning or argument.
2. The meaning of Logos, Pathos, Ethos
3. Students will practice their expository writing skill-sets

**Essential question(s):**

How do I employ persuasion?

**Assessment evidence:**  
(performance task(s) and/or other evidence such as quizzes, tests, academic prompts)

In-class expository essay

**Opening the lesson/introduction:**  
(anticipatory set/hook, advance organizer, review)

Start with personal story that exemplifies a moment in which you used persuasion to convince someone (parents) to let you do something.

**Instructional model:** Student Directed  
(describe curriculum/content and pedagogy/process)

Refresh students on the terms from the following day (Logos, Pathos, Ethos).

Say: Persuasion is not something that is limited to the marketing directors for advertisement agencies. In fact, we use persuasion every day. There are so many examples in our own lives in which we have employed the use of Logos, Ethos, and Pathos. (Tell Your Personal Story).

I want you to think about a moment that you used Logos, Pathos, and Ethos to convince a friend or family member of something. You are going to write about this experience. This task is expository in nature—please do not narrate or tell a story—you are EXPLAINING. Really focus on describing how you used Logos, Ethos, and Pathos to your benefit. I want you to begin by mapping out your thinking using a graphic organizer of your choosing.

**Checking for understanding and feedback:**

**(how will you check for understanding and provide feedback to learners)**

Thumb-o-meter

One-on-one while students are working on graphic organizer

**Lesson closure:**

Direct students to turn in their paper and graphic organizer

**Differentiation:**

**(MI/LS learning profile, readiness, interest)**

**Accommodation:**

**(how are you going to accommodate the unique needs of specific students? for example, accommodating language learners and modifying for special education students... be specific – listing students by name can help to ensure that you are recognizing and meeting their individual needs)**

Have available multiple graphic organizers for students who need them.

**Materials and resources:**

**(student and teacher materials, including technology; human, technical, community, and/or material resources)**

Project prompt on board

**Standards:  
(state, national, school, network)**

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience.

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings

(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language.

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making

**Objective(s) for student learning:  
(understandings, knowledge, skill)**

1. The meaning of logos, pathos, ethos
2. Persuasion is the act of causing someone to do or believe something through the use of reasoning or argument.
3. Effectively communicating within their teams and partner groups

**Essential question(s):**

How is persuasion used in the everyday?  
How do you apply Logos, Ethos, Pathos to sell an object?

**Assessment evidence:  
(performance task(s) and/or other evidence such as quizzes, tests, academic prompts)**

Sales Pitch to Class

**Opening the lesson/introduction:  
(anticipatory set/hook, advance organizer, review)**

Have items sitting out so that it peaks student interest.

**Instructional model: Cooperative Learning  
(describe curriculum/content and pedagogy/process)**

Ask students to get into groups of three.

Say: You are sitting with your marketing team. Your teams have been tasked with creating and developing a sales pitch for the following items. You will only have twenty-five minutes to work on your sales pitch—so you must work fast! You MUST use Logos, Ethos, and Pathos in your sales pitch. Everything that is in the room is at your disposal. Remember that often the best sales pitches are those that embrace creativity—do not be afraid to think outside of the box! When you present you will only have two minutes to convince us to buy your item.



Have each group choose a number out a bucket to indicate what order the items will be chosen. After the numbers have been chosen allow the groups to choose their item. Give students time to work on their sales pitch—however, this is meant to be a fast-paced think-on-the-fly activity (emphasize this with students).

Presentations: As groups provide their sales pitch, have the groups who are listening identify the Logos, Ethos, and Pathos and designate if they would purchase the item based on the sales pitch.

**Checking for understanding and feedback:  
(how will you check for understanding and provide feedback to learners)**

Ask a student to re-explain the directions in their own words.  
Ask for questions.  
Informal check-in when monitoring during the 25 mins.

**Lesson closure:**

Have students vote which was most persuasive (simple heads down and hands up).

**Differentiation:  
(MI/LS learning profile, readiness, interest)**

**Accommodation:  
(how are you going to accommodate the unique needs of specific students? for example, accommodating language learners and modifying for special education students... be specific – listing students by name can help to ensure that you are recognizing and meeting their individual needs)**

**Materials and resources:  
(student and teacher materials, including technology; human, technical, community, and/or material resources)**

Sales Pitch Check-list  
Items: PB&J with a bite out of it, an old shoe, box of paperclips, one free weight, water bottle (no logo), umbrella, roll of toilet paper.  
Group Assessment handout

# **SALES PITCH CHECK-LIST**



# Sales Pitch Assessment

Item	Logos	Ethos	Pathos	Based on the sales pitch would you purchase this item?

# Sales Pitch Assessment

Item	Logos	Ethos	Pathos	Based on the sales pitch would you purchase this item?

## Lesson Plan Guide

**Lesson Title: (L4) Dilemma at Every Corner**

**Unit: Persuasion**

**Standards:  
(state, national, school, network)**

- (1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing
- (6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.
- (24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings
- (25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language.

**Objective(s) for student learning:  
(understandings, knowledge, skill)**

1. An ethical issue is a concern pertaining to what is right and wrong.
2. The reader must identify the argument and then critique it.
3. Key aspects of an argument may only be implied and thus need to be inferred.

**Essential question(s):**

What is the author's point? How does he support it? How valid is the support?  
Why do you agree or disagree with the author's point?  
What is right and wrong?  
Who defines what is right and wrong?  
When should we question authority?

Students will just begin to think about these questions.

**Assessment evidence:  
(performance task(s) and/or other evidence such as quizzes, tests, academic prompts)**

Student participation in the Four Corners  
Reading Question Set

**Opening the lesson/introduction:  
(anticipatory set/hook, advance organizer, review)**

Slideshow of pictures playing that represent the dilemmas that will be read during the four corners activities.  
Journal Prompt: How can people be manipulated into buying something or doing something? Where does the fault lie—with the manipulator or the manipulated?

**Instructional model: \_\_\_Deductive Discussion  
(describe curriculum/content and pedagogy/process)**

This lesson serves as a bridge from the formal persuasive piece to the ethical dilemmas.

Begin by asking students to share what they wrote. Students should naturally lead you into discussing that persuasion is a major component of encouraging people to make the wrong decision. This is an excellent segue into discussing dilemmas and ethics. Connect the previous two lessons. Did you feel compelled to purchase the items? Explain that you want to explore these dilemmas a little more. Then explain the process (Four Corners) of how you will accomplish that exploration.

Show students where the signs are placed in the four different areas of the room. Remind them that once they get to their location they need to quickly discuss why they chose that location and then pick a speaker.

Have five or so ethical dilemmas prepared. Read the dilemma and also put on the projection screen for visual learners. Then have students make their decision, converse with their group, and pick a speaker. The speaker should summarize why the group members chose their location in regards to the provided ethical dilemma.

After Four Corners comes to a close show students what they will be doing for homework.

Flipped Classroom opportunity: Have students follow along as you read Plato's *Republic—The Ring of Gyges*. Have them complete the question set so that you can check for understanding.

**Checking for understanding and feedback:  
(how will you check for understanding and provide feedback to learners)**

Ask for questions  
Student clarification

**Lesson closure:**

Discuss homework and show students where the link to you reading can be found.

**Differentiation:  
(MI/LS learning profile, readiness, interest)**

**Accommodation:  
(how are you going to accommodate the unique needs of specific students? for example, accommodating language learners and modifying for special education students... be specific – listing students by name can help to ensure that you are recognizing and meeting their individual needs)**

**Materials and resources:  
(student and teacher materials, including technology; human, technical, community, and/or material resources)**

Five or more ethical dilemmas  
Signs for the four corners of the room  
Homework Guide



# Advertisement Campaign

This project is collaborative and needs to be treated as such. Each member will be responsible for their work and for the product as a whole.

The Site Must Include:

- Two Public Service Announcements (PSA) regarding your issue
  - One pro and one con
  - (tagline, script, opposing argument acknowledged and refuted (\_\_\_\_ might say this, but ....), 2 minute maximum
- Two Print Ads with appropriate tag lines (one pro and one con)
- Two Persuasive Editorial Pages (one pro and one con)

**Each component must include the persuasive rhetorical devices (Logos, Ethos, Pathos).**

## Student Contract:

Each team will sign and commit to the student contract. The contract is meant to keep individuals and the group accountable to timelines and *effective* communication. The team will start with sharing contact information and roles, state skills, team rules, absence policy, communication process, warnings, and firing process. This contract is binding! You will be held accountable for your work, attitude, and communication.

Teams will be responsible for meeting calendar checkpoints. The project will be broken up into multiple dates so that **you** do not feel overwhelmed and can come to your final product gradually.

**A parent must sign your contract!**

## Presentation:

Each team will be responsible for presenting their material to the class. The presentation is a formal affair. Thus, each team should dress, speak, and act professionally. Presenters need to make sure that both sides of the topic (i.e. the pro and con) is portrayed. This is your opportunity to show off all your hard-work so have fun with it!

1.1 Team Name \_\_\_\_\_ 1.2 Team Number \_\_\_\_\_

**1.3 Team Roles and Contact Information**

Names	Contact Information	Role(s)

**Prep Coach:** Guides team to a strong start each day, by arriving to class on time or early, logging into the prezzi, calendar, and getting group prepared to complete warm-up/opening tasks.

**Results Coach:** Guides team to a strong finish each day, by reminding the group of daily goals and making sure that group work is turned in on time to the contract place (electronically or in period box). Makes sure group all group members restore the environment by cleaning area, returning materials, and logging out of all computers before class ends.

**Process Coach:** Motivates team to keep up with group agreements. Calls process checks when team is beginning to stray away from agreements so that the team can correct itself in a timely fashion.

**2. Skill That Relate to Project**

Name	Skills That Relate to This Project	How will you use these skills to help your team

**3. Areas of Growth:**

Name	Areas of Growth	How will you make improvements in these areas during the project?

**4. Team Rules:**

Team Do's	Team Dont's

**5. ABSENCE POLICY**

How will you make absent teammates aware of missed work?

How much time will you give absent teammates to complete missed work?

How many unexcused absences will you allow before you FIRE a teammate?

**6. What will your team do to make sure ALL members share information so that EVERYONE can complete on time?**



**7. Collaboration Evaluation Questions**

What collaboration evaluation questions will you use to assess the quality of your teammates collaboration?

**Question 1**

Not at all	0	1	2	3	4	5	Everyday
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**Question 2**

Not at all	0	1	2	3	4	5	Everyday
------------	---	---	---	---	---	---	----------

**Question 3**

Not at all	0	1	2	3	4	5	Everyday
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**8.1 Challenging Conversations:** What is the proper way that each person wants to be reminded of team agreements?

Name	Way I want my teammates to approach me if I am getting off track from our agreements:

**8.2** What are some early signs that a teammate might need a challenging conversation to avoid future warnings?

**9.1 What behaviors will lead to automatic warnings?**

- Incomplete assignments
- Unexcused absences
- 
- 

**9.2 Steps for Firing a Group Member:**

**ALL WARNINGS MUST BE SIGNED BY A TEACHER AND STUDENT RECEIVING THE WARNING**

- 
- 
- 
- Meeting with teacher and team
- Team member fire

**WARNING LOG:**

**Complete this each time you give a warning to a teammate**

Date	Student Name	Reason for Warning	Student Signature	Teacher Signature

**10.1 What are your team's goals?**

- Daily goals:
- Project goals:

**10.2 How will you celebrate when your team achieves one of its goals?**

**Team Signatures:**

Name	Signature

