

Ethos, Logos, Pathos

Persuading Your Audience

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Published by *K20 Center*

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Grade Level	10th – 11th Grade	**Time Frame**	3-4 class period(s)
Subject	English/Language Arts	**Duration**	180 minutes

Essential Question

What techniques do speakers and writers use to persuade their audiences?

Summary

In this lesson, students become familiar with identifying, locating, and analyzing persuasive techniques in writing and multimodal compositions, including their own, by examining the ways in which commercials and infomercials employ these techniques. Using their new knowledge, students will write a persuasive essay, intentionally applying the appeals of ethos, logos, and pathos in order to persuade to their audiences.

Snapshot

Engage

Students view commercials and discuss persuasive techniques using the Sticky Bars instructional strategy.

Explore

Students work through a Magnetic Statements activity where they state their opinions related to statements about persuasive techniques.

Explain

Students watch an instructional video focusing on persuasive techniques and revisit the Magnetic Statements activity in order to determine if, how, and why (or why not) their opinions changed.

Extend

Students view infomercials to examine how they employ persuasive techniques. Students will have the option of creating their own infomercials using persuasive appeals: ethos, logos, pathos, and various infomercial persuasive techniques.

Evaluate

Students write persuasive essays, taking into account ethos, logos, and pathos in order to appeal to their audience.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

WME301: Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is simple

Oklahoma Academic Standards: English Language Arts (Grade 10)

10.3.R.5: Evaluate the validity of a speaker's argument:
- distinguish the kinds of evidence (e.g., logical, empirical, anecdotal)
- distinguish substantiated from unsubstantiated claims
- analyze rhetorical appeals (i.e., ethos, logos, pathos)
- identify bias
- identify logical fallacies

10.4.W.2: Select language to create a specific effect in writing according to purpose and audience.
10.7.R: Analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.

Attachments

- Lesson Slides—Ethos, Logos, Pathos.pptx
- Magnetic Statement Note Catcher—Ethos Logos Pathos - Spanish.docx
- Magnetic Statement Note Catcher—Ethos Logos Pathos - Spanish.pdf
- Magnetic Statement Note Catcher—Ethos Logos Pathos.docx
- Magnetic Statement Note Catcher—Ethos Logos Pathos.pdf
- Magnetic Statements—Ethos Logos Pathos - Spanish.docx
- Magnetic Statements—Ethos Logos Pathos - Spanish.pdf
- Magnetic Statements—Ethos Logos Pathos.docx
- Magnetic Statements—Ethos Logos Pathos.pdf

Materials

- Lesson Slides (attached)
- Magnetic Statements (attached, print one copy for display)
- Magnetic Statement Note Catcher (attached, one per student)
- Writing materials: pen, pencil, paper, etc.
- Sticky notes
- Computer with Internet access to view linked commercials and infomercials

Engage

Teacher's Note: Sticky Bars

Give each student three sticky notes to use for this activity. Show each video and ask students to identify three things they notice (one per sticky note) about the persuasive techniques used in the commercials.

Using the **Lesson Slides**, introduce students to the essential question on **slide 3** and the learning objectives on **slide 4**.

Show **slides 5-7** in sequence.

1. *Volunteers of America Stats* commercial (**slide 5**)
2. Nationwide *Our Promise* commercial (**slide 6**)
3. Coca-Cola *Brotherly Love* commercial (**slide 7**)

Using the Sticky Bars instructional strategy, have students place their sticky notes on the board or wall, creating a real-time bar graph of answers. Ask them to group identical or similar ideas vertically in order to create the bar graph.

Show **slide 8**. Engage students in a whole-class discussion about the persuasive techniques they notice in the commercials.

Have students discuss similarities and differences in their responses, looking particularly at responses that show up frequently. Point out to them that high vertical bars reflect similar conclusions.

Ask students to discuss how persuasive each commercial is and what strategies make each commercial effective. Have the class identify demographic groups targeted by each commercial. Have them analyze target audiences regarding age, group, gender, and other characteristics that might be relevant.

Distance Learning Note

To make use of this activity in an online or distance learning environment, have students include their responses in an application such as Google Docs or Padlet. You might also consider making this activity a discussion board post to which students can respond directly. Download all attachments to use this lesson in Google Classroom.

Explore

Teacher's Note

Review the Magnetic Statements strategy card. Print the **Persuasion Magnetic Statements** handout. Post the statements around the room. Pay attention to beliefs and attitudes of students at this point early in the lesson.

Show **slide 9**. Give students a few minutes to walk around the room and consider each statement. As students reflect on the statements, ask them to stand by one that attracts them the most. Have students discuss their choices with the other students who chose the same statement. Ask students to select a representative from each group to describe what about the statement attracted the group.

Distance Learning Note

To make the Magnetic Statements activity accessible in an online or distance learning environment, consider using a website such as VoiceThread or Padlet. This can allow students to connect and participate virtually. Upload the statements ahead of time. Students can choose whether they would like to make a quick video, a voice memo, or a written note in which they share why they were attracted to or repelled by a particular statement. Download all attachments to use this lesson in Google Classroom.

Explain

Teacher's Note: *Ethos, Pathos, Logos*

Explain to students the three classical appeals discussed in the video, *Ethos, Pathos & Logos.*

- **Ethos** appeal depends on the authority or credibility of the persuader;
- **Pathos** appeal touches the emotions of the audience;
- **Logos** appeal uses reason or facts and figures.

After students have completed the Magnetic Statements activity, ask them to return to their seats in preparation for a short instructional video, *Ethos, Pathos & Logos.* Pass out the **Magnetic Statement Note Catcher** handout to students.

Embedded video
https://youtube.com/watch?v=aUpiy67_nt4

Show **slide 10**. The instructional video discusses persuasive appeals, including ethos, logos, and pathos.

Ask students to think about their previous conversations during the Magnetic Statements activity as they watch the video. Have them make notes on their Note Catchers to assist them in understanding these classical appeals (ethos, pathos, and logos.

After the video, show **slide 11**. Ask students to complete a second round of Magnetic Statements. Have them) a statement different from their first choice. Once they have selected their statements, have them discuss with their peers if/how/why their opinion changed after watching the *Ethos, Pathos, & Logos* video.

Allow sufficient time for substantive conversation. During the small-group and whole-class conversations, ask students to focus specifically on the concepts of ethos, logos, and pathos addressed in the video.

Show **slide 12**, the *Perfect Bacon Bowl* infomercial. Have students examine the persuasive techniques applied in the video.

Embedded video
https://youtube.com/watch?v=5kjujVnwZEs

As students watch the infomercial, ask them to jot down the instances of persuasion they observe. Have them identify persuasive techniques and appeals they notice by name. Refer to their previous discussions. Have students share out what they noticed about the infomercial.

Extend

Teacher's Note: Persuasive Techniques and Appeals

Be sure students are aware of the concepts that are related specifically to infomercial persuasive techniques. Explain that *ethos*, *logos*, and *pathos* are types of appeals that underlie all persuasion. The list below is a list of techniques that can be used to support one or more of the appeals.

Slides 13-17 introduce each technique separately:

- Testimonial
- Case study
- Magnified problem
- Repetition
- Scarcity
- Call to Action

Show **slides 13-18**. Have a whole-class discussion about various persuasive techniques and appeals. Below is a list of techniques that can be used to support one or more of the appeals:

- Testimonials
- Case studies
- Magnified problem
- Repetition
- Scarcity
- Call to Action

Show **slide 19.** Ask students to watch the video "Breath Right". Have them point out specific instances of infomercial persuasive techniques they have identified in earlier discussions and examined in the *Ethos, Pathos & Logos* video.

Embedded video

https://youtube.com/watch?v=hhrwNTjrCZ0

Distance Learning Note

You may consider delivering the Extend part of the lesson on an application such as Nearpod. To make use of this activity in an online or distance learning environment, have the students brainstorm as a group in an application like Google Docs or Padlet. You might also consider making this activity a discussion board post to which students can respond directly. Download all attachments to use this lesson in Google Classroom.

Teacher's Note: Infomercial Activity (Optional)

As an optional activity, consider having students create their own infomercials. If you choose this activity, assign students to groups and instruct them to create their own original infomercial. The instructions for this activity are found on **slide 20**.

Have students create an item or a service they would like to sell and then create an infomercial selling the product or service. Instruct them to write a script in which all group members play a role. Ask them to create a visual design and name for their product or service. Allow ample time for students to create and practice the infomercial to present to the whole class.

Once the infomercial has been developed, have the groups present their infomercials to the whole class.

Show **slide 21** before students make their presentations. Advise them that each presentation will be evaluated based on classmates' verbal feedback to each group. Assign students to note particular instances of persuasive appeals: ethos, logos, pathos, and specific infomercial persuasive appeals.

Evaluate

Show **slide 22**. Ask students to reflect on their projects and imagine how they can transfer these principles to their own writing. Have them draft a persuasive essay in which they use ethos, logos, and pathos to appeal to their audience.

Teacher's Note: Persuasive Essays

Students will need some information about persuasive essays as background information. Some may already know what a persuasive essay is. Others may not. Oklahoma Standards identify a persuasive essay as one that "actively campaigns for one perspective (the writer's) to be "right" as he/she wants the audience to agree with him/her. The writer who is trying to persuade his/her audience will be more aggressive in his/her attempt to 'sell' to that audience."

Like essays in general, persuasive essays include an introduction, a body, and a conclusion. Persuasive essays are similar to argumentative essays, but the difference is in the amount of research completed by the author on both sides of the argument.

In an argumentative essay, the counterargument is well-researched and discussed in the essay. Persuasive essays focus only on one side of the issue. Encourage students to choose topics they are familiar with in an effort to reduce the amount of research required for the assignment.

Distance Learning Note

Consider having students respond to this question in a discussion board post or through the use of an application such as VoiceThread or Padlet. Download all attachments to use in Google Classroom: What is the purpose of a persuasive essay?

Resources

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