

Stage 1 Desired Results

ESTABLISHED GOALS

State: Massachusetts

Subject: AP Language & Composition

RL.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text.

RL11-12.5. Reading Standards for Informational Text:

Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text

Writing Informative Text

W.11-12.2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Transfer

To contrast different representations of personal experiences and numbers to effectively generate persuasive statements that use pathos or logos and analyze how the media (particularly advertisements) uses pathos or logos to convince their audience.

Essential Questions

- Q1. How can numbers be used to appeal to both emotions (pathos) and reason (logos)?
- Q2. To what extent personal experiences make a better appeal to emotions (pathos) than numbers?
- Q3. In what contexts do numbers make a better appeal to emotions (pathos) than personal experiences?
- Q4. How important is it to represent personal experiences through different means in order to persuade an audience (images, text, numbers, anecdotes)?
- Q5. In what context are statistics and numbers more relevant to a reasoning (logos) and less relevant to a person's emotions (pathos)?

Knowledge & Skill

- U1. Facts and arguments are placed in a context to be persuasive. Aristotelian appeals are strategies that I can use to support my evidence.
- U2. Pathos is an emotional appeal. This means that the fact or argument I use will target the feelings of my audience. This is usually achieved through the use of anecdotes.
- U3. There other modes of representation (images, text, numbers) that can be used to effectively appeal to pathos.

Stage 2 – Evidence

Evaluative Criteria	Performance Task
• Write one personal experience, appeal or anecdote in an advertisement. • Identify and write the type of appeal that is used and the main goal or claim of the advertisement. • Explain the link between personal experience and type of appeal.	Advertisement Project. As the culmination of the topic, the students will create an advertisement on Canva. Students will write a statement that uses an emotional appeal (pathos). Students will write an analysis of their own advertisement. In their analysis, students will identify the type of appeal being used, and how the elements and the experiences represented in the ad echo an emotional appeal to the audience.
	OTHER EVIDENCE Interactive Selected Response assessments. Checking for understanding.

Stage 3 – Learning Activities

Summary of Key Learning Events and Instruction

Bell Ringer: Introduction to Aristotelian Appeals. And review of type of evidence.

Explicit Instruction: Overview of Aristotelian appeals with slideshow.

Interactive Selected Response: identifying different types of Aristotelian appeals in multiple statements.

Interactive Selected Response 2(quizizz): identifying different types of Aristotelian appeals in multiple statements and definitions of appeals.

Exit Ticket: Write one example of an appeal to logic. Write one main claim and use one type of evidence to support it. Explain how the evidence is used to appeal to logic.

Lesson 1: Introduction to Aristotelian Appeals

Overview: what are Aristotelian appeals? Why are they important? Why should we use them? Students will consider the importance of different types of appeals. Students will think about how an appeal relates to evidence.

Prior Knowledge Required: ability to read and write. Critical thinking skills. Knowledge of types of evidence (i.e., statistics, anecdotes, quotes, etc).

Estimated time: 60 minutes

Resources for lesson:

- Textbook: “The Well-crafted argument” by Fred D. White & Simone J. Billings.
- Printed gradebook, tally counter or student attendance sheet to record progress.
- Google Slide / Canva Slide
- Spinning [Wheel](#).
- Minin whiteboards, markers, and erasers (1 of each per group).
- [Quizizz](#)
- [Check List](#)
- [Rubric](#) (advertisement project)
- [Advertisement Project](#) (High pass example)
- [Analysis Examples](#) for advertisement project.
- [Exit Ticket](#)



Content Area: English 11 - 12

Lesson 1: Aristotelian appeals Introduction

Time: 50 minutes

Overview: what are Aristotelian appeals? Why are they important? Why should we use them? Students will consider the importance of different types of appeals. Students will think about how an appeal relates to evidence.

Standards to be addressed in this lesson:

Reading Informative Text

RL.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text.

RL11-12.5. Reading Standards for Informational Text: Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text

Writing Informative Text

W.11-12.2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Learning Targets:

Students will describe what Aristotelian appeals are.

Students will explain how Aristotelian appeals relate to different types of evidence.

Students will be able to identify different representations of personal experiences.

Before starting the lesson, students should know or be able to do:

Ability to write informal paper.

Ability to focus in class.

Ability to categorize a set of concepts.

Ability to identify main claims in a text.

Instructional Tips & Strategies:

Have the bell ringer ready on Canva or Google slides with a timer to maximize productivity. Also, have the links to other resources (quizizz, spinning wheel) on the same document.

Have an attendance list or gradebook ready to record student progress on formative assessments.

Have students seated in groups of 2 or 3 prior the beginning of the lesson. Giving names to each group can help with activities and makes the lesson more fun (i.e., lazy squirrels).

Formative Assessment:

Bell Ringer

Class Discussion (Checking for understanding)

Quizizz (Interactive selected response)

Exit Ticket

Summative Assessment:

Advertisement Project

Lesson Sequence

Lesson Opening

- Start class with a **bell ringer (15 min)**. Have this ready on Canva or google Slide. Display the bell ringer on the projector. The prompt that students must answer is the following:

The United States spends more on its military than any other country in the world. In fiscal year 2023, the US Department of Defense budget was \$801 billion. This represents about 12% of total federal spending and 3.5% of US GDP.

Identify and write down the main claim of the statement above. Then, tell us what type of information or evidence is being used to convince you that the main claim is true?

- Ask students to write down their answers and discuss their answers once they are done with their partners.
- Remind students that you will go around to record their progress.
- Walk around the room to assess students. See if they have identified main claim and types of evidence used in the claim. On your student checklist, assign points to each student.
- After recording student scores, ask four students to write their answers on the board. IF students finish early, they can also do this while teacher records scores for other students.

- If there are no volunteers, create a spinning wheel with their names and select random students.
- After four students finish writing their responses on the board (have them sit down after that), go over each response.
- Ask students to raise their hand to volunteer to read the answers on the board, compare and evaluate if it's correct. Use this opportunity to reevaluate their score on your grading book.
- Ask students the following questions to begin discussion:
 - what is the main claim? What is the number \$801 billion telling you about the information shared? What type of information is this "12% of the total federal budget"? What is the GDP? Is 3.5% of the GDP a lot? Would you be more or less convinced that the main claim is true if it didn't have that information/evidence?

During the Lesson

- Explicit instruction: Aristotelian Appeals [Slideshow](#) (10 minutes).
 - Have a **Canva slide or Google slide** ready prior the beginning of class about the three types of Aristotelian appeals.
 - Show one example of each appeal and explain how it is used and what elements (imagery, text, data) make them represent one specific type of appeal.
 - Then show three more examples of statements or advertisements (one for each appeal and ask students to identify the elements that are being used as appeals.

During the Lesson

- Check for understanding and revise students scores on grading book every time a student participates. For instance, If a student seems to have improved their understanding, give them a higher score.
- **Interactive Selected Response 1**
([Spinning Wheel](#) 10 minutes):
 - Divide students into groups of two or three. Provide one mini board, one marker and one eraser to each group.
 - Name each group and write their names on the board to record points.
 - Spin the wheel. After spinning the wheel, one statement will pop up. Students must read it and identify which type of appeal is predominantly used. They must write the type of appeal on the mini board and show their answer. The first three students to get the correct answer get a point. The team with the most points wins the game.
 - Check for understanding. During each round, ask students to explain their answers.
 - Questions to check for understanding: why did you choose Pathos? How is Logos being used in this statement? What words, information, imagery or evidence suggests that this is an appeal to (logos, ethos or pathos)?
 - Be sure to explain these steps to the students before you begin.
- **Interactive Selected Response 2 (10 minutes)**
 - After the spinning wheel activity is over, ask your students to get their laptops and go to quizizz.com/join
 - Share the code with the students on the projector.
 - Give the students a few minutes to join and start the [quizizz](https://quizizz.com/join).
 - Once you start, go around the classroom to support students and check for understanding.

Lesson Closing

- Hand in [exit ticket](#) (5 minutes)
 - Tell students to answer the question on the exit ticket.

Write one example of an appeal to logic. Write one main claim and use one type of evidence to support it.

- Preview the end of unit project (infographic) and go over main points.
- Collect the exit tickets at the end of class and assign points to each students on the student [checklist](#).
- Collect bell-ringers if you did not have time to assign points for all and revise your checklist.