



Unit Name: Essential Question:	<i>Challenges and Choices</i> <i>How do humans interact with their environment?</i>	AOI:	Environments Approaches to Learning
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Lesson Title:	Appeal To Me...	Date:	3/9/09
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Objectives / TEKS Connections:	Define and identify the three appeals of argument. Tomorrow's objective: Identify and articulate when each type is most effective and evaluate an advertisement campaign in order to choose the best appeal.	Agenda:	<ol style="list-style-type: none"> 1. Assign yourself 2. Do First 3. Discovery 4. New Material 5. On your own 6. Exit Ticket
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Materials & Reminders:	http://www.youtube.com/watch?v=Ybt8wXlahQU&feature=related (Logical) http://www.youtube.com/watch?v=eI5QXV-W5_g&feature=related (Emotional) http://www.youtube.com/watch?v=vwpTj_Z9v-c&feature=related (Ethical)	Key Points:	<p>There are 3 ways to convince/persuade.</p> <p>The appeals of argument are not argument tools, but rather tools of rhetoric, to turn a potential argument into a conversation.</p>	Vocabulary:	No new vocabulary this week.
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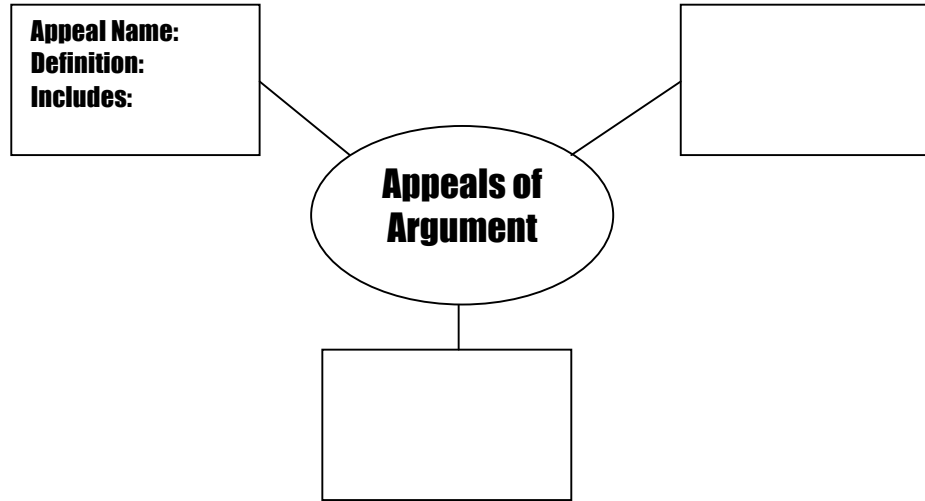
Assessment:	Independent Practice-DJ's (15 points)
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Do First:	Do first: (5) Move into your groups and reflect on the written portion of the project from last week. Describe how you wrote to persuade your audience to believe or disbelieve the theme.
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Lesson:	<p>Do First Recap: (3) In talking about persuasion, what was difficult about writing a piece of persuasion? <i>Making a decision about what we believed, thinking of reasons why we agreed or disagreed, coming up with good arguments to prove our point.</i></p> <p>Hook: (15) We are going to watch 3 short clips from 3 films –Miracle, Coach Carter, and Remember the Titans. In each of these movies, we see individuals faced with the challenge of convincing a group of athletes to believe in a mission and in their abilities, and then persuading them to use that believe to go out, and be the best they could. Please take out a sheet of notebook paper and divide into three sections, as labeled on the board.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Movie title:</td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td>Main argument/point:</td> <td></td> <td></td> </tr> <tr> <td>What the coach did to convince the players:</td> <td></td> <td></td> </tr> </table> <p>Play movies, letting students know the titles of each.</p> <p>New Material (Input): (22) As you may have noticed, each coach took a slightly different approach in order to convince their players. There are 3 major was that we can convince or persuade others. We call these the 3 appeals of argument. Please take notes, as we come to understand this new material. We will use Cornell note taking to start...ready?</p>	Movie title:			Main argument/point:			What the coach did to convince the players:		
Movie title:										
Main argument/point:										
What the coach did to convince the players:										



Teacher use note sheet to talk students through notes. As a review, have students complete the following graphic organizer:



Guided Practice 1: (15) Let's watch the clips again, this time, I would like for you to identify the appeal you see being used. Allow students a few minutes after each clip to discuss the appeal, and share reasons why they choose that appeal.

Have students reduce notes, and then reflect on their favorite appeal. (This is just to get them beginning to think on why certain appeals influence certain people more than others).

Guided Practice: (15) Using the passages on the handout, please work with a partner and identify the appeal being used, and review the definitions of each appeal.

Independent Practice: (10) To practice our ability to locate these appeals, we are going to spend 25 minutes reading independently. In the form of DJ's you will write the evidence from the text (quotation), and then identify the appeal being used. Try to find a quotation that demonstrates each appeal.

Close: On a half sheet of paper, summarize what we learned today in class. Make you include the objectives, and whether or not you are able to do what the objectives claim.

Homework:	Complete CH. 1 and 2 DJ's
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Modifications/ Accommodations/ Differentiated Instruction:	WC: extended time, shortened assignments JS, XR: compacting	IEP Students: <input type="checkbox"/> Mixed groups/partners <input type="checkbox"/> Visual aids <input type="checkbox"/> Modified test (oral, simplify) <input type="checkbox"/> Extended time <input type="checkbox"/> Repeated review <input type="checkbox"/> Study aids/manipulatives <input type="checkbox"/> Small group instruction <input type="checkbox"/> Note-taking assistance <input type="checkbox"/> Shortened assignments Advanced Students: <input type="checkbox"/> Enrichment <input type="checkbox"/> Compacting <input type="checkbox"/> Tiered assignments
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Suggestions for Next Year:	
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Guided Practice-Appeals of Argument

Directions: In the space below label, define and tell what each of the appeals includes.

Appeal Type	Definition	Includes

Directions: Read the following excerpts from Martin Luther King's "Letter from a Birmingham Jail" and identify the appeal being used in each. Defend your selections in the space provided.

1. I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here. But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Appeal Type	Justification

2. Perhaps it is easy for those who have never felt the stinging darts of segregation to say, "Wait." But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six year old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to colored children, and see ominous clouds of inferiority beginning to form in her little mental sky, and see her beginning to distort her personality by developing an unconscious bitterness toward white people; when you have to concoct an answer for a five year old son who is asking: "Daddy, why do white people treat colored people so mean?"; when you take a cross county drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "colored"; when your first name becomes "nigger," your middle name becomes "boy" (however old you are) and your last name becomes "John," and your wife and mother are never given the respected title "Mrs.," when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of "nobodiness"--then you will understand why we find it difficult to wait.

Appeal Type	Justification



3. One may well ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all." Now, what is the difference between the two? How does one determine whether a law is just or unjust? A just law is a man made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. To put it in the terms of St. Thomas Aquinas: An unjust law is a human law that is not rooted in eternal law and natural law. Any law that uplifts human personality is just. Any law that degrades human personality is unjust. All segregation statutes are unjust because segregation distorts the soul and damages the personality. It gives the segregator a false sense of superiority and the segregated a false sense of inferiority.

Appeal Type	Justification



The Three Appeals of Argument

Aristotle postulated three argumentative appeals: logical, ethical, and emotional. Strong arguments have a balance of all of three, though logical (logos) is essential for a strong, valid argument. Appeals, however, can also be misused, creating arguments that are not credible.

Logical Appeal (*logos*)

Logical appeal is the strategic use of logic, claims, and evidence to convince an audience of a certain point.

When used correctly, logical appeal contains the following elements...

- Strong, clear claims
- Reasonable qualifiers for claims
- Warrants that are valid
- Clear reasons for claims
- Strong evidence (facts, statistics, personal experience, expert authority, interviews, observations, anecdotes)
- Acknowledgement of the opposition

When used poorly, logical appeals may include...

- Over-generalized claims
- Reasons that are not fully explained or supported
- Logical fallacies
- Evidence misused or ignored
- No recognition of opposing views

Ethical Appeal (*ethos*)

Ethical appeal is used to establish the writer as fair, open-minded, honest, and knowledgeable about the subject matter. The writer creates a sense of him or herself as trustworthy and credible.

When used correctly, the writer is seen as...

- Well-informed about the topic
- Confident in his or her position
- Sincere and honest
- Understanding of the reader's concerns and possible objections
- Humane and considerate

When used incorrectly, the writer can be viewed as...

- Unfair or dishonest
- Distorting or misrepresenting information (biased)
- Insulting or dismissive of other viewpoints
- Advocating intolerant ideas

Emotional Appeal (*pathos*)

Not surprisingly, emotional appeals target the emotions of the reader to create some kind of connection with the writer. Since humans are in many ways emotional creatures, pathos can be a very powerful strategy in argument. For this same reason, however, emotional appeal is often misused...sometimes to intentionally mislead readers or to hide an argument that is weak in logical appeal. A lot of **visual appeal** is emotional in nature (think of advertisements, with their powerful imagery, colors, fonts, and symbols).

When done well, emotional appeals...

- Reinforce logical arguments
- Use diction and imagery to create a bond with the reader in a human way
- Appeal to idealism, beauty, humor, nostalgia, or pity (or other emotions) in a balanced way
- Are presented in a fair manner

When used improperly, emotional appeals...

- Become a substitute for logic and reason (TV and magazine advertising often relies heavily on emotional rather than logical appeal)
- Uses stereotypes to pit one group of people against another (propaganda and some political advertising does this)
- Offers a simple, unthinking reaction to a complex problem
- Takes advantage of emotions to manipulate (through fear, hate, pity, prejudice, embarrassment, lust, or other feelings) rather than convince credibly

Effectiveness vs. Credibility

Credible (*credibility*) means an argument is logically sound and well-supported with strong evidence and reasoning.

Effective (*effectiveness*) means an argument works in convincing or persuading its audience. Many arguments that are effective are also credible. . . but there are also many that aren't.

