

How Appeals Are Created High School Lesson

About this Lesson

For studying appeals, advertisements can provide an easy, accessible, and fun way to look at how rhetoric can be used to manipulate the audience. Advertisers are masters at targeting an audience and using the appeals that will be most effective.

The focus of this lesson is to teach students how writers create persuasive appeals through their rhetorical choices. The three persuasive appeals—*ethos*, *logos*, and *pathos*—are not devices that can be identified as separate, concrete entities within a text. For example, a student can't point out *pathos* as though it were an example of diction or imagery. Instead, when students are asked to identify the appeals a writer uses, they should be looking for the devices, techniques, and strategies (such as diction, imagery, facts, citing authorities) that are used to create appeals. After students have identified a device, then they can analyze how that device influences how the audience thinks (*logos*) about the topic, feels (*pathos*) about the topic, or trusts (*ethos*) the writer/speaker.

This lesson is included in Module 9: Understanding the Appeals.

Objectives

Students will

- analyze advertising slogans to determine the appeals they use and the devices that create those appeals.
- write commentary explaining the persuasiveness of the slogans.
- evaluate the soundness of the reasoning in the slogan.
- create a slogan for a product using *logos*, *ethos*, and *pathos*.

Level

High School

Connection to Common Core Standards for English Language Arts

LTF[®] Foundation Lessons are designed to be used across grade levels and therefore are aligned to the CCSS Anchor Standards. Teachers should consult their own grade-level-specific Standards. The activities in this lesson allow teachers to address the following Common Core Standards:

Explicitly addressed in this lesson

Code	Standard	Level of Thinking	Depth of Knowledge
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Analyze	III
R.6	Assess how point of view or purpose shapes the content and style of a text.	Analyze	III

R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Evaluate	III
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Understand	II
L.5	Demonstrate understanding of word relationships and nuances in word meanings.	Understand	II

Implicitly addressed in this lesson

Code	Standard	Level of Thinking	Depth of Knowledge
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Understand	I
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Understand	I
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Understand	II
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Understand	II

LTF Skill Focus

The foundation for LTF English lessons is the Skill Progression Chart that identifies key skills for each domain, beginning with grade 6 and adding more complex skills at each subsequent grade level while reinforcing skills introduced at previous grade levels. The Skill Focus for each individual lesson identifies the skills actually addressed in that lesson.

Levels of Thinking					
Remember	Understand	Apply	Analyze	Evaluate	Create
Close Reading <i>written, spoken, and visual texts</i>		Grammar <i>purposeful use of language for effect</i>		Composition <i>written, spoken, and visual products</i>	
Reading Strategies Determining Audience Determining Author's Purpose Determining Fact and Opinion Literary Elements Detail Diction connotation Imagery Figures of Speech (Figurative Language) Metaphor Personification Pun Simile Literary Techniques Argumentation cause/effect classification comparison/contrast emotional appeals ethical appeals logical appeals Hyperbole Irony		Syntax Techniques Antithesis Juxtaposition Parallelism Repetition Analysis of a Text Meaning and Effect related to parts of speech, phrases, clauses, sentences, and syntax			

Connections to AP*

The rhetorical analysis free response essay on the AP Language and Composition exam requires students to analyze how an author or speaker creates an effective argument. The ability to discuss how a writer or speaker creates appeals in support of his or her argument is a significant skill required for success on this question of the exam.

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Materials and Resources

- copies of Student Activity

Assessments

The following kinds of formative assessments are embedded in this lesson:

- guided questions
- analytical commentary

Teaching Suggestions

The teacher should work through the examples, as well as one or two of the slogans with students in a large group setting before asking students to complete analysis on their own or in small groups. Additional activities might include asking students to:

- find an additional advertising slogan and write the analytical commentary for it.
- choose a product or service, create a slogan for that product, and then analyze their own use of appeals in that slogan.

Answers

Activity One: Complete the blanks to analyze how the appeals are created.

- Characteristic being emphasized: *the happiness and goodness that orange juice brings*
 - The device used for emphasis: *simile—“like”*
 - Appeals to the audience’s *emotions*; offers “proof” that *orange juice will brighten the day*
 - The use of *the comparison of orange juice and sunshine* is effective because *it suggests that orange juice will brighten your day just as sunshine does*
 - Although it is true that *many people like and drink orange juice, this doesn’t necessarily mean they will have a bad day if they don’t.*
- Characteristic being emphasized: *Microsoft’s passion for computing/technology*
 - The device used for emphasis: *parallelism*
 - Appeals to the audience’s *emotion*; offers “proof” that *Microsoft’s technology will enable a person to reach his/her potential*
 - The use of *parallelism, aligning your/our and potential/passion* is effective because *it creates a connection between Microsoft and the user*
 - Although it is true that *Microsoft is passionate about creating useable software, this fact doesn’t guarantee that a person that uses it will be successful.*
- Characteristic being emphasized: *the durability of Ford products*
 - The device used for emphasis: *allusion (or precedent)—to the Ford name and diction “tough”*
 - Appeals to the audience’s *trust, emotions, and logic*; offers “proof” that *Ford’s reputation for durable vehicles, especially trucks, can be trusted*
 - The use of *allusion* is effective because *Ford has built a reputation, and they are reminding consumers of that reputation, that a Ford vehicle is going to perform the way they have in the past—they are durable and tough*
 - Although it is true that *Ford’s reputation comes from past performance, it doesn’t mean that other companies don’t build a vehicle that is just as durable and tough*

Activity Two:

- The appeal to the audience’s *emotion* through the use of *comparison (State Farm to a good neighbor)* is effective because *a good neighbor can be counted on to help in difficult times, giving the consumer a sense of security.*

5. The appeal to the audience's logic through the use of statistics is effective because consumers trust the recommendation and knowledge of their dentists in the selection of an effective toothpaste.
6. The appeal to the audience's trust through the use of first person pronouns is effective because the use of "rest of us" makes consumers feel comfortable that Apple and other Apple users are just like them.
7. The appeal to the audience's trust and emotions through the use of simile and celebrity endorsement is effective because consumers who are athletes or like sports trust that what Michael Jordan drinks is what they should drink, if they want to be like him.
8. The appeal to the audience's logic and emotions through the use of juxtaposition is effective because consumers usually want to deal with a local bank and bankers that know them, but the "world" bank aspect would appeal as well because a world bank would have more power and resources.
9. The appeal to the audience's emotions through the use of parallelism is effective because consumers want to believe that companies care about the same things that the consumer cares about and that those concerns were considered in the manufacturing of the product.
10. The appeal to the audience's emotions through the use of detail is effective because the ad suggests that "good" mothers give their kids Rice Krispies and most want to be good mothers.

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According to Aristotle, persuasion is accomplished through three kinds of *proof* or persuasive appeals:

Logos—an appeal to the audience’s logic; the audience’s response is *proof* that the appeal is working. The response comes from seeing the logic or reason in what the speaker presents.

Pathos—an appeal to the audience’s emotion; the audience’s response is *proof* that the appeal is working. The response comes from feeling emotions caused by what the speaker presents.

Ethos—an appeal to the audience’s trust in the speaker; the audience’s response is *proof* that the appeal is working. The response comes from believing they can trust the speaker or the information the speaker presents.

Although they can be analyzed separately, these three appeals work in combination to create persuasion strong enough to sway the audience.

Appeals are **CREATED** by the choices a writer or speaker makes. This lesson is designed to show how writers and speakers create appeals through their choices.

In the advertising slogans below, decide

- what characteristic of the product or company is being emphasized.
- how the writer of the slogan accomplished the emphasis.
- what appeal(s) are being used, and
- why the slogan is effective.
- is the reasoning sound?

Examples:

“That frosty mug sensation” (A & W Root Beer)

- Characteristic being emphasized: *cold and delicious drink*
- The device used for emphasis: *imagery with “frosty mug”*
- Appeals to the audience’s *emotion*; offers “proof” that *people will feel pleasure when drinking the root beer*
- The use of *imagery* is effective because *people drink root beer for pleasure.*
- Although it is true that *people drink root beer for pleasure, they wouldn’t necessarily have to drink A & W brand to experience that pleasure.*

“Better sound through research” (Bose)

- a. Characteristic being emphasized: great sound in a sound system
- b. The device used for emphasis: diction with “better,” and a fact—the company has done “research”
- c. Appeals to the audience’s logic and trust; offers “proof” that better sound has been achieved through researching how to make a better system
- d. The use of diction and fact is effective because most people believe that research is important in developing technology.
- e. Although it is true that Bose does research to achieve better sound, it does not necessarily mean that other electronics companies don’t do the same.

Activity One: Complete the blanks to analyze how the appeals are created.

1. “A day without orange juice is like a day without sunshine. . . .” (Florida Citrus Council)

- a. Characteristic being emphasized: _____
- b. The device used for emphasis: _____
- c. Appeals to the audience’s _____; offers “proof” that

- d. The use of _____ is effective because _____

- e. Although it is true that _____

2. “Your potential. Our passion.” (Microsoft)

- a. Characteristic being emphasized: _____
- b. The device used for emphasis: _____
- c. Appeals to the audience’s _____; offers “proof” that

- d. The use of _____ is effective because _____

- e. Although it is true that _____

3. “Built Ford tough!” (Ford Motor Company)

a. Characteristic being emphasized: _____

b. The device used for emphasis: _____

c. Appeals to the audience’s _____; offers “proof” that

d. The use of _____ is effective because _____

e. Although it is true that _____

Activity Two: Write the analysis by doing the first three steps mentally.

Example: “Porsche, There is No Substitute” (Porsche)

The appeal to the audience’s emotions and trust through the use of precedent (reputation) and pride is effective because the name Porsche carries with it a sense of luxury and quality that people know and trust and, many times, desire.

4. “Like a good neighbor, State Farm is there.” (State Farm Insurance Company)

The appeal to the audience’s _____ through the
use of _____ is effective because _____

5. “Number 1 recommended by dentists.” (Colgate Total)

The appeal to the audience’s _____ through the
use of _____ is effective because _____

6. “The computer for the rest of us.” (Apple Computers)

The appeal to the audience’s _____ through the
use of _____ is effective because _____

7. “Be Like Mike. Drink Gatorade.” (Michael Jordan in commercial for Gatorade.)

The appeal to the audience’s _____ through the
use of _____ is effective because _____

8. “HSBC. The world’s local bank.” (HSBC)

The appeal to the audience’s _____ through the
use of _____ is effective because _____

9. “If it’s important to you, it’s important to Plymouth.” (Plymouth Motor Company)

The appeal to the audience’s _____ through the
use of _____ is effective because _____

10. “Because that’s the kind of mom you are.” (Rice Krispies)

The appeal to the audience’s _____ through the
use of _____ is effective because _____
