

## **LESSON 4**

### **Unit 11.3: As I See It- Persuasion**

#### **ARISTOTLE AND THE RHETORIC TRIANGLE OBJECTIVE:**

Given the concept of persuasive appeals, the student will familiarize with the skill by learning and applying the information provided regarding it and its inception.

#### **STANDARDS AND EXPECTATIONS:**

##### **Reading**

11.R.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning and generalizations. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

##### **Writing**

11.W.2 Write college-level essays (e.g., argumentative, expository, compare and contrast, persuasive, and process), research papers, and film reviews with increasing independence and precision using appropriate text organization, expanding vocabulary, selection, organization, and analysis of content.

##### **Language**

11.LA.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.

## ARISTOTLE AND THE RHETORIC TRIANGLE

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“I think, therefore I am.” This quote is a powerful saying from one of the most famous philosophers from ancient Greece: Aristotle. Aristotle was a disciple of Plato, another one of the greatest philosophers of Greece of that time. Furthermore, Aristotle was the educator of Alexander the Great, one of the most powerful conquerors of the ancient world. Aristotle had many writings that focused on logics, ethics, and writings that appealed to humans’ emotions in order to convince the person or at least see the perspective that he wanted to expose.

Aristotle talked about the concept of **rhetoric**, which is the ability to see what is possibly persuasive in every given case, and in order to achieve this goal, one must keep in mind the words one chooses as well as the **emotions (pathos)**, the **character (ethos)**, and the **reason (logos)** behind such argument. These concepts united are called the “rhetoric triangle.”

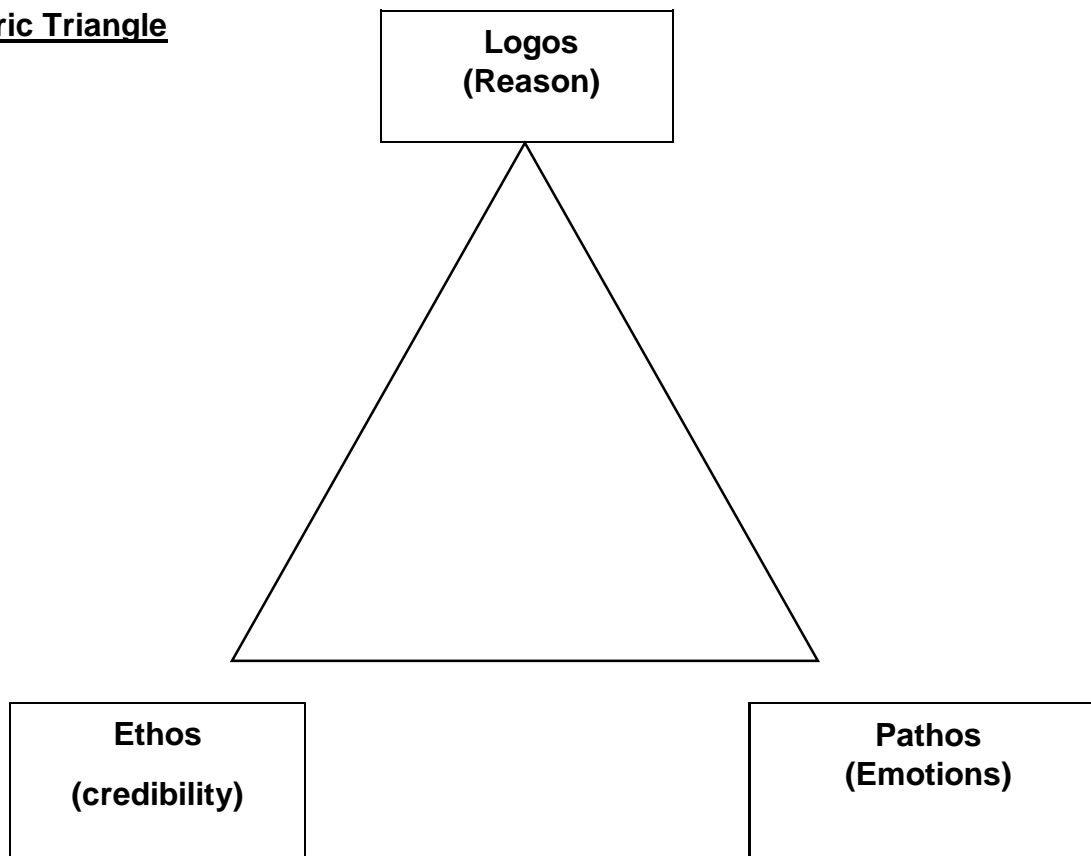
**Ethos, pathos, and logos:** these are important elements of any piece of writing that appeal to an audience in different levels. In order to persuade someone, you need to address these concepts.

**Logos** is how well the writer exposes his argument, which has to do with how well the person write. In other words, the reason behind the text. Depending on the audience the writer is writing to should be the vocabulary the writer should use. You should ask yourself this question: “Is what I am writing supported by credible sources and credible evidence?”

**Ethos** talks about the character of the writer and how credible he or she is. For this reason, the writer should examine his role when writing, his tone, the different viewpoints, among others. You should ask yourself this question: “Am I connected to the topic? Do I respect multiple perspectives regarding my topic?”

**Pathos** alludes to the emotions, values, and beliefs of the reader. This is also known as the role of the audience you, as the writer, are referring to. So, as a writer, you should ask these questions: “Do I as a writer allude to the emotions of the reader using examples they can relate to?”

### Rhetoric Triangle



**Evaluation questions:** Below are exercises to evaluate how well you understood the reading above but also to check how well you can interpret it. Choose the best answer. Remember, there is only one correct answer, so analyze and synthesize carefully in order to evaluate correctly.

1. Given the fact that the art of persuasive appeals has three components (logos, ethos, and pathos), it should be noted that, in order to address these appeals correctly, there should be \_\_\_\_\_ between them in the text.
  - a. Emotional
  - b. Argument
  - c. Balance
  - d. Rhetoric
  
2. The concepts of logos, ethos, and pathos appeal to an audience in different levels, and because of this, using them effectively, a writer can \_\_\_\_\_.
  - a. Discourage
  - b. Persuade
  - c. Prevent
  - d. Dissuade
  
3. The writer asks him or herself this question: "Is this an example of an image that the reader can relate to?" This is an example of:
  - a. Logos
  - b. Ethos
  - c. Pathos
  - d. None of the above

4. The credibility in any piece of writing is important, but also the reason of the text.

When the writer addresses these two concepts, it is appealing

to\_\_\_\_\_.

- a. Logos and pathos
  - b. Pathos and ethos
  - c. Ethos and logos
  - d. None of the above
5. Aristotle was known for many writings, many of which tried to convince the audience using persuasive appeals, which considered together are known as\_\_\_\_\_.
- a. Rhetoric triangle
  - b. Logos
  - c. Pathos
  - d. Ethos

**INFERRING ON THE WORD CHOICE OF THE ESSAY IN ORDER TO  
UNDERSTAND RHETORIC OBJECTIVE:**

Given the concept of persuasive appeals, the student will infer on the word choice of the essay in order to understand rhetoric.

### 3 REASONS WHY PEOPLE SHOULD NOT SMOKE

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By Dr. Michael J. Sosa Cardona

Since its inception, smoking has been a habit that has done more harm than good. Taking this into consideration it begs the question, "Why do people continue to smoke knowing all the harm it does to the body?" A person may argue that maybe he or she do not actually know the effects that smoking may cause, as little credibility that this kind of thinking may have. Regardless of the argument in favor, people should not smoke. Three reasons why people should not smoke is because it is bad for the human body, people wither money in a habit that does more harm than good, and the consideration of the environment that surrounds everyone, including humans.

The human body is like a temple and people should take care of it. Parting from this premise, smoking affects the body in many ways. This means health deteriorates to many facets. One of the ways this happens is that the person starts having difficulties to breathe. If the person is into a sport kind of game, he or she will have complications with their physical condition, which is imperative that they maintain healthy in order to be successful in this specific area. Smoking also produces cancer in the lungs and other areas of the body. This may not be swift to develop but develops, nonetheless.

Another reason why people should not smoke is because of the money factor. Money, as the saying goes, does not grow up in trees, meaning that one must be careful where investing takes place. Since smoking does harm to the body, investing money in cigarettes is like killing yourself slowly but also making a hole in the economy.

If a person does the math on how much he or she spends money in cigarettes monthly, the amount is closely to paying the debts of aqueduct and electricity in the house. Why not spend the money going for dinner and have a quality time with the family?

The third reason why people should not smoke is because of the consideration of the environment. The majority of the time when a person finishes his or her smoke, they throw the cigar to a place that is not the dumpster. This affects the habitat with garbage. Furthermore, the smoke of the cigar does not stay where the person is smoking but rather distributes itself around the natural environment, affecting others that are close by. This produces diseases as well as activates people that have asthma or other kinds of conditions that have to do with the lungs. Before smoking, people should be considerate of those around them, including the ones they love.

Create conscious. People should not smoke cigarettes for many reasons, not just the three reasons mentioned. Still, the three reasons mentioned are considerable factors for why people should not smoke. Smoking does more harm than good (if there is any), and it does not limit itself to the person that smokes, but also the ones around and the environment that surrounds that person smoking. Before people grab a cigarette and start smoking, they should think about the reasons mentioned. At the end, if someone got sick because of a person's smoking habit, how would that person react? Do not do harm, do good.

**ACTIVITY:** Answer the following open-ended questions as a means to assess the essay read.

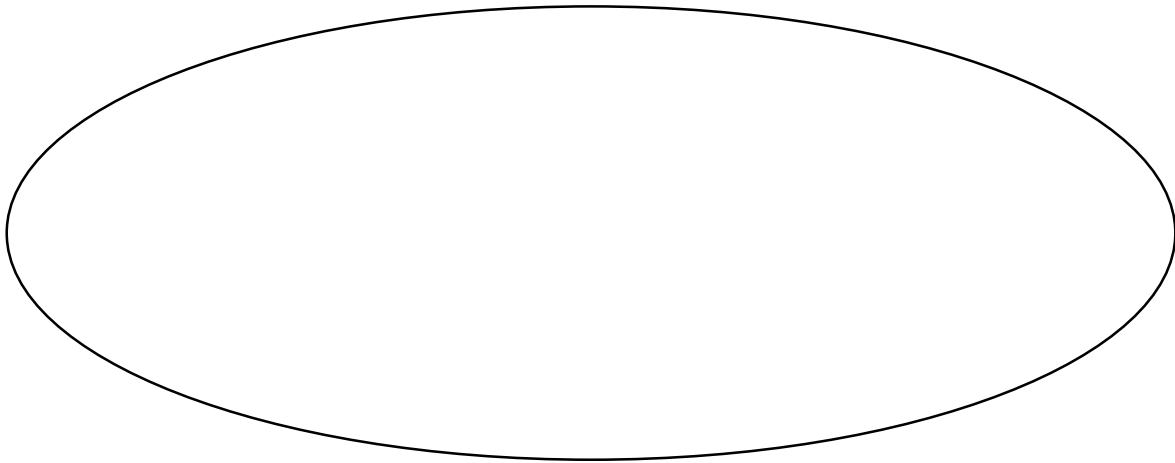
1. What is the main idea behind the persuasive essay "3 Reasons Why People Should Not

Smoke?”

2. Examine the word choice and the vocabulary used in the essay. Can you identify contractions (example: couldn't, shouldn't, don't, etc.)? What kind of vocabulary is it?

Why do you think this? Analyze and evaluate for a more precise answer.

3. How do you see logos in the persuasive essay? Explain.
4. How do you see ethos in the persuasive essay? Explain.
5. How do you see pathos in the persuasive essay? Explain.
6. Infer: how does the vocabulary and word usage of this persuasive essay reflect the rhetoric triangle discussed in this weekly lesson? Explain.
7. Choose different vocabulary words from the essay that are new for you or that caught your attention. Write them in the circle below.



**INFERRING ON THE WORD CHOICE OF THE ESSAY IN ORDER TO  
UNDERSTAND RHETORIC OBJECTIVE:**



Given the concept of persuasive appeals, the student will assess practice exercises that relate to the rhetoric triangle: ethos, pathos, and logos by writing the terminology on the space provided.

**ACTIVITY:** Below are exercises that relate to the rhetoric triangle: logos, ethos, and pathos. What are you going to do? You will assess each premise in order to understand to which concept it is appealing to and classify them by writing the terminology in the space provided.

1. \_\_\_\_\_ The doctor said the product will improve the health of the patient.
2. \_\_\_\_\_ If you do not buy the life insurance, you are failing your family in many ways.
3. \_\_\_\_\_ It is a fact that smoking is bad for your health.
4. \_\_\_\_\_ After writing so many successful novels, I can say that this piece of writing is excellent.
5. \_\_\_\_\_ If you do not do it, you will regret it.
6. \_\_\_\_\_ The man that has a PhD in nutrition said that people should eat less carbohydrates.
7. \_\_\_\_\_ As a counselor, I am telling you that you should seek help.
8. \_\_\_\_\_ The experiment has been conducted more than 50 times and still produces the same results.
9. \_\_\_\_\_ You do not need to jump in front of a train to know it is a bad idea; so why do you need to try drugs to know if they are damaging?
10. \_\_\_\_\_ You have been poorly treated. Now is the time to act and take advantage.

**ACTIVITY #2:** For each of the following scenarios, write your own persuasive sentences using the terminology of the rhetoric triangle given.

1. PATHOS: You are trying to persuade an audience that they should buy healthy food.

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2. ETHOS: You are trying to persuade your teacher not to give you tests.

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3. LOGOS: You are trying to persuade an audience that they should exercise more often.

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**DEVELOPING LOGICAL ARGUMENT OBJECTIVE:**

Given the concept of persuasive appeals, the student will develop a logical argument in order to give structure to their own persuasive essay using the writing process.

You are very familiar with the writing process and its different stages. In this lesson, you will be creating a logical argument so you can develop a persuasive essay following the writing process.

Let us start with the prewriting.

**ACTIVITY #1: Prewriting**

Follow the instructions given here to guide you through the process of creating a persuasive essay. Choose a topic to write about. There are many topics to choose from. Here is a list to choose from in case you cannot identify a specific topic to write about.

NOTE: You are not limited to these topics only. You may choose another, appropriate for your learning environment.

Make sure that, with the topic selected, you are addressing the rhetoric triangle.

- ❖ Why should students wear uniform? / Why should students not wear uniform?
- ❖ Why should tests in school be eliminated? / Why should tests in school not be eliminated?
- ❖ Why should school start before 8 o'clock? / Why should school start always at 8 o'clock?  
/ Why should school start after 8 o'clock?
- ❖ Should all students be required to learn an instrument in school?
- ❖ Should students who bully others be expelled?
- ❖ Should the death penalty be abolished?
- ❖ Should human cloning be allowed?
  - o Among other topics

The topic I will choose  
is\_\_\_\_\_.

Second, start researching information regarding the topic chosen. Research credible information on how to appeals to reason, to the values and belief of the audience, and the credibility of the topic chosen. In other words, make sure you appeal to the rhetoric triangle (logos, ethos, and pathos).

Afterwards, create an introductory statement, which could be a question, and a thesis statement. In this last one, give your point of view regarding your topic and write three supporting ideas to back up your main idea.

Introductory statement:  
\_\_\_\_\_.

Thesis statement:  
\_\_\_\_\_.

Research information regarding your three supporting ideas and develop them by adding supporting details in order to write paragraphs. Use the outline below in order to give structure to your essay.

First supporting idea \_\_\_\_\_.

Supporting detail #1 \_\_\_\_\_.

Supporting detail #2 \_\_\_\_\_.

Supporting detail #3

\_\_\_\_\_. Second supporting

idea \_\_\_\_\_.

Supporting detail #1 \_\_\_\_\_.

Supporting detail #2 \_\_\_\_\_.

Supporting detail #3 \_\_\_\_\_.

Third supporting idea \_\_\_\_\_.

Supporting detail #1 \_\_\_\_\_.

Supporting detail #2 \_\_\_\_\_.

Supporting detail #3 \_\_\_\_\_.

Afterwards, write a concluding statement and restate your thesis statement. Think: how would you end your essay? Write it below!

Concluding statement:  
\_\_\_\_\_.

Restate your thesis:

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### **ACTIVITY #2: Drafting**

Start drafting your essay. Give essay form to the outline you organized in a blank sheet of paper (notebook, for example). Remember to state your topic above in the middle.

Afterwards, write your introduction starting with your introductory statement. your second sentence can be the answer to the question stated as an introductory statement (in case you used a question).

Elaborate until you reach the thesis statement.

Afterwards, develop your body using the information given in the outline. Remember to write in complete sentences.

Lastly, finish with the conclusion. Start with your concluding statement and elaborate in your conclusion. Remember to restate your thesis statement.

### **YOUR PERSUASIVE ESSAY**

#### **OBJECTIVE:**

Given the concept of persuasive appeals, the student will apply concepts learned by perfecting the persuasive essay that started development.

**ACTIVITY #1:** the next step in the writing process is to revise and edit your paper. This is where you check for errors and fix them. what are you going to do? Simple! Revise

your paper and use editing marks where errors are located. Afterwards, edit those errors. Carefully read your paper so you can identify those errors.

**ACTIVITY #2:** Pass your paper into a clean essay without errors and without symbols or any other kind of mark in order to publish your work. Deliver your paper to your teacher so he or she can read the persuasive essay you created.

Read aloud! With your teacher and peers, share your work! Read your paper to your classmates.

Share the experience, share the knowledge!

## REFERENCES

Lutzke, J. and Henggeler, M.F. (2009). The Rhetorical Triangle: Understanding and Using

Logos, Ethos, and Pathos. Retrieved from Indiana University, School of Liberal Arts

Web Site: [https://www.lsu.edu/hss/english/files/university\\_writing\\_files/item35402.pdf](https://www.lsu.edu/hss/english/files/university_writing_files/item35402.pdf)

