

Aesthetic Lesson Plan:  
Ethics (Ethos) in Persuasive Argumentation  
By Jonathan Dean

Teacher Thinking...	Students and Teacher doing...
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Lesson Plan Element: Creating the Expressive Objective

<p>What am I going to teach that is in the curriculum? How can students have a wow experience with the content?</p>	<ul style="list-style-type: none"> <li>- The student will understand how a person’s credibility and character can affect how an audience processes his/her persuasive argument by analyzing a TED Talk speaker</li> <li>- The student will understand how personal bias, appearance, demeanor, reputation, and evident knowledge affect an audience’s perception of a persuasive argument by writing down assumptions about people they see in activity</li> </ul> <p>*The students will experience how their own perceptions of assumed credibility, aspects of good character, and external appearance of other people can affect whether or not they would listen to that person about a subject</p>
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Designing the Experience from the Inside Out: Connections

<p>Looking at the four types of connections, in what ways can we help the students make meaningful connections to the content?</p> <p>Intellectual: Some students will connect to the ideas right away. My task is to keep them engaged.</p> <p>Social: Some students will connect to the content through social interactions.</p> <p>Sensorial: Some students will connect to the content any or all of their five senses.</p> <p>Personal: Some students will connect to the content through personal connections to time, culture, place, or people.</p>	<p><b>(Intellectual) Open discussion activity:</b> Ask “What factors can shape a person’s ethical effectiveness (credibility, character) as a persuasive speaker or writer?” Teacher asks for student input and writes responses on board</p> <p><b>(Social) Partner/Group Activity:</b> Place students into groups and have them write down 10 possibilities for “What makes a person credible or of good character?” Have groups read their answers aloud and the teacher makes a chart of class answers on board to compare and contrast ideas of Ethos</p> <p><b>(Sensorial) Watch TED Talk:</b> - Students watch, listen, and analyze a TED Talk speaker to determine his/her Ethos</p> <p><b>(Personal) Personal Reflection Assignment:</b> Where do your opinions on credibility and character come from? What events, people, or things have influenced your opinions? Why would having credibility and good character be critical to a persuasive argument?</p>
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Building out the Experience by looking at the RISPA Menu

What else can I do to help students realize the expressive objective? Consider risk-taking, imagination, sensory experience, perceptivity, and active engagement

- **(Risk-Taking) Analyze a Partner:** students will write down 10 assumptions about their partners based on what they know about them and their external demeanor
- **(Imagination) Who Are You?:** Give students a subject to be discussed, and have them create a character with excellent Ethos for the subject: how the person looks, personality, career, interests, gender, etc. Students will present this character to the class and turn in a written “biography”
- **(Sensory Experience) Create a Visual Persona:** Students are given a subject matter, and they must create a persona visually of what they feel would be a good representative for credibility and good character for that subject; they can employ drawings, graphics, photos, etc.
- **(Perceptivity) Expertise Kahoot!:** Students are shown a series of pictures of people with their names, job titles, years of experience in job, and a short list of personality characteristics. With each new profile shown, the students must guess what is most likely the person’s area of expertise
- **(Active Engagement) Good Ethos?:** In groups, students are given a mock TED Talk “brochure” for a talk being given by an individual (possibly famous person) on a particular subject. The brochure will contain a “bio” with ethos information (name, job title, years of experience in job, interests, personality characteristics, and an image of the speaker). The students will analyze the brochure and present reasons why the speaker exhibits good ethos for the subject they will speak on or not to the class.

Sequencing the Events

<p>How will I open the lesson? (Beginning)          What is the order of experiences? (Middle)          How will we critique the students' experience? (End)</p>	<ul style="list-style-type: none"> <li>- <b>Expertise Kahoot!</b>: Students are shown a series of pictures of people with their names, job titles, years of experience in job, and a short list of personality characteristics. With each new profile shown, the students must guess what is most likely the person's area of expertise</li> <li>- <b>Class Discussion</b>: What external/ superficial factors can shape a person's effectiveness as a persuasive speaker or writer? The teacher introduces characteristics of Ethos</li> <li>- <b>Analyze a Partner</b>: students will write down 10 assumptions about their partners based on what they know about them and their external demeanor</li> <li>- <b>Partner/Group Activity</b>: In groups, students are given a mock TED Talk "brochure" for a talk being given by an individual (possibly famous person) on a particular subject. The brochure will contain a "bio" with ethos information (name, job title, years of experience in job, interests, personality characteristics, and an image of the speaker). The students will analyze the brochure and present reasons why the speaker exhibits good ethos for the subject they will speak on or not to the class.</li> <li>- <b>Video and Discussion</b>: Students will watch and listen to a TED Talk video and take notes on the speaker's Ethos. After a minute or two to gather thoughts, the teacher will ask students what evidence of Ethos the speaker displayed, and why it is evidence of Ethos. The teacher will write answers up on the board and mediate open discussion.</li> <li>- <b>Student Assignment for homework: Who Are You?</b>: Give students a subject to be discussed, and have them create a persona (using themselves) with excellent Ethos for the subject:             <ul style="list-style-type: none"> <li>- What personality traits must I have?</li> <li>- What career would pair well with this subject?</li> <li>- What interests would pair well with this subject?</li> <li>- When given my talk, how should I look (clothing, grooming, other external factors)?</li> </ul>             Students will write out their answers as a "biography" for a Ted Talk brochure and turn in next class period.           </li> </ul>
<p><b>Notes:</b>  <b>Standards:</b> English Language Arts: Writing 9<sup>th</sup>-10<sup>th</sup> Grade 1 (W.9-10.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  <b>Materials:</b> Overhead projector, whiteboard, markers, access to computers for students (opening activity)?, students notebooks  <b>Time and Space:</b> 1 hour in the classroom</p>	

