

Constructivist Lesson Plan:
Emotion (Pathos) in Persuasive Argumentation
By Jonathan Dean

Teacher Thinking...	Students and Teacher doing...
Lesson Plan Element: Enroll	
How will I hook the students to provide an intro into a deeper experience with the content?	<ul style="list-style-type: none"> - Ask "Who here has ever changed their opinion about something or agreed with something because it made you feel?" Discuss - Show a few examples of Super Bowl commercials that used emotion to sell
Experience	
What kind of experience can I create for students to have an initial exploration with the content?	<ul style="list-style-type: none"> - In pairs, students will come up with an image or slogan that is meant to elicit an emotional response from the classroom (draw pictures, write the slogan on board, and maybe look up images on the Internet). - Each group will share their image or slogan with the class, and students will share what they felt from viewing the image or slogan in a discussion.
Label	
<p>I have to make sure I tell them what they just did. Also, what kind of information must I provide in a mini-lesson so that students can illustrate understanding of the concept I'm teaching?</p> <p>Emergent Understandings: How are we focused on individualized meaning-making?</p>	<ul style="list-style-type: none"> - The teacher will state that the activity was a test of pathos, or persuasion by emotion. <p>In a PowerPoint presentation and discussion, the teacher will:</p> <ul style="list-style-type: none"> - Define pathos and emotional persuasion, typically used to inspire others to action or to support a cause - Discuss what can trigger emotional responses: images, videos, words, slogans, or art - What emotions cause people to take action: happiness, sadness, anger, disgust, fear, etc. Show examples of each - Discuss how different people can have different emotional responses to the same image, words, etc. (show examples and poll class to see what emotion they all felt); discuss tailoring a message to a specific audience

Demonstrate	
<p>What ways might students illustrate understanding of the concept I'm trying to teach? What kinds of spaces can I create for students to grapple with the content?</p>	<ul style="list-style-type: none"> - Break students into groups and have them create their own commercial idea using an emotional hook (happy, sad, angry, etc.) for a product, service, political movement, etc. - Students can draw an image, act out a short scenario, read a story, etc. - Students will vote on what emotion they felt, and what they would feel compelled to do having experienced the presentation
Review	
<p>How can I formatively assess that students met the learning targets while getting them to capture their thinking?</p>	<ul style="list-style-type: none"> - Discuss with class successful methods of eliciting emotional responses for particular emotions (happy, sad, anger, fear, disgust, etc.) - Give students some time to write a reflection on the successful methods of appealing to emotion in a persuasive argument discussed in class; reflection is to be turned in to the teacher at the end of class
Celebrate	
<p>How can I wrap up the lesson and celebrate their learning?</p>	<ul style="list-style-type: none"> - End the lesson with some of the funniest Superbowl commercials created
<p>Objectives:</p> <ol style="list-style-type: none"> 1. The student will be able to define pathos and its effects on persuasion by analyzing the methods used in successful Superbowl commercials 2. The student will be able to demonstrate how different mediums can trigger emotional responses in people (images, videos, words, slogans, or art) by creating a call-to-action advertisement 3. The student will be able to identify how emotions can cause people to take action and how people can have different emotional responses to the same stimulus by creating a commercial idea and presenting it to the class. <p>Standards: English Language Arts: Writing 9th-10th 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.</p> <p>Materials: Maybe computers, large poster papers, notebook paper, pens, colored markers, whiteboard, and dry erase markers</p> <p>Time and Space: 45 minutes in the classroom</p>	