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Social Media & The Rhetorical Triangle

Social Media & The Rhetorical Triangle

Dr. Nerry Louis

nlouis@dadeschools.net

Hialeah Gardens High School

7191

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The Education Fund
305-5584544, Ext. 113
Email: audrey@educationfund.org
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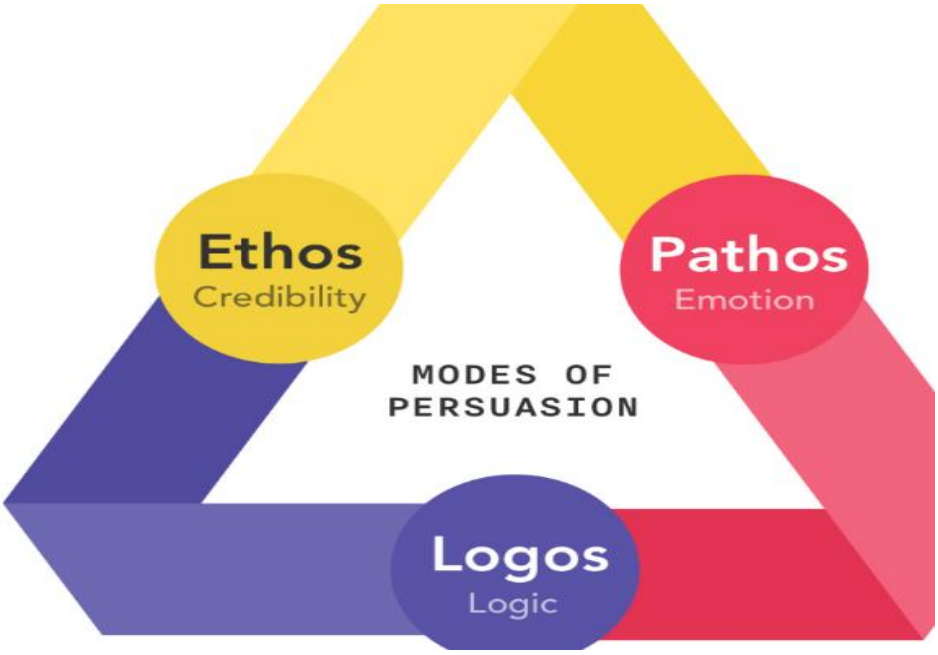
Goals, Objectives, and Standards

Lesson Objective: My goal is for you to learn how to help your students use social media to understand the elements of rhetoric. As a result of this lesson, you will know how to innovatively incorporate the rhetorical triangle in your classroom. This lesson will help you to teach it to your students and in turn, you will notice a difference in their ability to persuade.



Lesson Standards

LAFS.910.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information

LAFS.910.WHST.1.1 Write arguments focused on discipline-specific content

LAFS.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

LAFS.910.WHST.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Course Outlines and Overview

A. Warm Up: Students will find 3 different advertisements on Instagram or Twitter (they will love using their phones for this 😊).
B. They will share their findings.
C. Teacher will use some of the findings as a springboard to help lead the discussion into the importance of persuasion.
D. Teacher will provide definition of rhetoric.
E. Students will use **Handout 1** to document the notes.
F. Teacher will distribute **Handout 2**
G. Now that students have the definition of the rhetorical triangle, they will organize their warmup activity in a more organized manner.
H. Students will begin to see the connection between the examples they previously found, and the definitions given by the teacher.
I. From this point, the teacher can add another activity to ensure that the students can apply the definitions in a creative way.
J. This lesson will also show you how students were able to create a creative project using the methods of appeal and connect it to the play that we were reading at the time.
K. This packet also includes the handouts that were used during the lesson.
L. As an added bonus, for the students who know the content but who are not creative, instructions were included to help guide your students on how to create an innovative video that connects the rhetorical triangle to the given text.

Lesson Plan

Subject/Course: English Honors I-IV	**Duration:** 90-180 minutes
Topic: Social Media & The Rhetorical Triangle	**Date:**

Objectives: By the end of the lesson, students will learn about the rhetoric triangle using social media and they will then apply the elements from the rhetorical triangle in a creative video to demonstrate understanding of the concepts learned.

Standards

LAFS.910.RH.1.1	Cite specific textual evidence to support analysis of sources
LAFS.910.SL.2.5	Make strategic use of digital media in presentations
LAFS.910.WHST.2.6	Use technology, including the Internet, to produce and publish writing

Materials

- Cellphone
- Access to Instagram (For students who don't have an account, Youtube works too)
- 4 Handouts on the rhetorical triangle
- Access to the following application: Canva
- Additional Handout (directions on how to use their phones to create a video presentation on Canva to demonstrate understanding of the lesson)

Lesson Sequence

Assign: Students will peruse social media and locate 3 different advertisements (10 min) as part of a warmup activity.

Discuss: Teacher will use this activity as a springboard to discuss rhetoric (10 min).

Complete: Students will complete **Handouts 1 and 2** to organize the teacher's notes and the warmup activity in a more cohesive manner. (20 min)

Check for Understanding: Teacher and students will review the handouts to make sure that everyone understands the rhetorical triangle. (5-10 min)

Application: Use **Handout 3** to determine whether students can apply what they've learned to the current literary work being read. (20-30 min)

Create: Students must create a 4 frame video that incorporates the definition of the elements of rhetoric and connect those definitions to a current work of literature. For students who are not ready to apply it to the literature, the teacher can use this same step to have students create a video summarizing their social media findings. For students who are ready to move on, students will use Handout 3 to visualize how to organize the information for the video. **Handout 4** helps students to visually see the progression of the project. For more advanced students*Ask them to create a commercial relating to the elements of rhetoric that connect with the current piece of literature. (30-40 minutes)

Share: Depending on the teacher's preference, students can upload their videos to Youtube or post it on Teams, Schoology, etc (5-10 min)

Home Learning: None

RHETORICAL TRIANGLE DEFINED: HANDOUT 1

Directions: Use this handout to take notes.

ETHOS

Definition:
_____
_____

Visual: Draw a picture that helps you to remember this definition.

LOGOS

Definition:
_____
_____

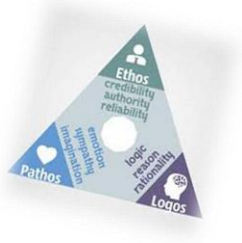
Visual: Draw a picture that helps you to remember this definition.

PATHOS

Definition:
_____
_____

Visual: Draw a picture that helps you to remember this definition.

SOCIAL MEDIA AND THE RHETORICAL TRIANGLE: HANDOUT 2



Directions: Use any social media platform to find an example of each method of appeal. Take a screenshot of the image and paste it within your document (or you can describe the commercial you found in the space if you don't have a digital copy of this handout). Then you will explain how that image connects to the method.

Rhetorical Triangle with example	**Explanation**
Ethos	This is an example of ethos because _____ _____ _____ _____ Hint: Your explanation should include the words "credibility" or "celebrity status"
Logos	This is an example of logos because _____ _____ _____ _____ Hint: Your explanation should include the words "reason/ing" or "statistics/data"
Pathos	This is an example of pathos because _____ _____ _____ _____ Hint: Your explanation should include the words "emotions" or "sympathize"

RHETORICAL TRIANGLE IN CONTEXT: HANDOUT 3

Directions: From the current work of literature that we are reading, you will find an example of each element from the rhetorical triangle. You will provide a **quote** and then provide an **explanation** that demonstrates your understanding of the rhetorical triangle.

Text: _____ Author: _____

ETHOS

Quote 1: Stated by_____ Page_____

_____

_____

_____

This is an example of ethos because

_____

_____

LOGOS

Quote 2: Stated by_____ Page_____

_____

_____

_____

This is an example of logos because

_____

_____

PATHOS

Quote 3: Stated by_____ Page_____

_____

_____

_____

This is an example of pathos because

_____

_____

RHETORICAL TRIANGLE VIDEO: HANDOUT 4

Directions: Once you have completed **Handout 3**, you are ready to work on your final assignment: **the video**. You will create a video that demonstrates your understanding of the rhetorical triangle. You must summarize the examples of the rhetorical triangle from the given text. You must have a minimum of 4 frames.

Frame 1: Title slide: name of student/s, "Rhetorical Triangle Video", period, instructor's name

Frame 2: Heading: Ethos, example of ethos from the story in text format on the screen, voiceover with a reading of the quote and the explanation

Frame 3: Heading: Logos, example of logos from the story in text format on the screen, voiceover with a reading of the quote and the explanation

Frame 4: Heading: Pathos, example of ethos from the story in text format on the screen, voiceover with a reading of the quote and the explanation

Rhetorical Triangle Video Student's Name Period Instructor's Name	Ethos Definition of Ethos "Quote from the text" stated by _____ (pg)	Logos Definition of Logos "Quote from the text" stated by _____ (pg)	Pathos Definition of Pathos "Quote from the text" stated by _____ (pg)

Note: Don't forget to add your voice over to each slide!

Some suggested resources to use to complete your video:

- Canva

Once your video is complete, you can use Youtube or Onedrive to upload it and create a shareable link to post to Teams.

Extra credit: Create 1-3 commercials (depending on how much extra credit you need) based on the rhetorical triangle and include it in your video.

For example: Think of an aspect of the text that would make for a funny commercial. You could create an apothecary store where Medea sells "potions" to help people deal with their "problems"

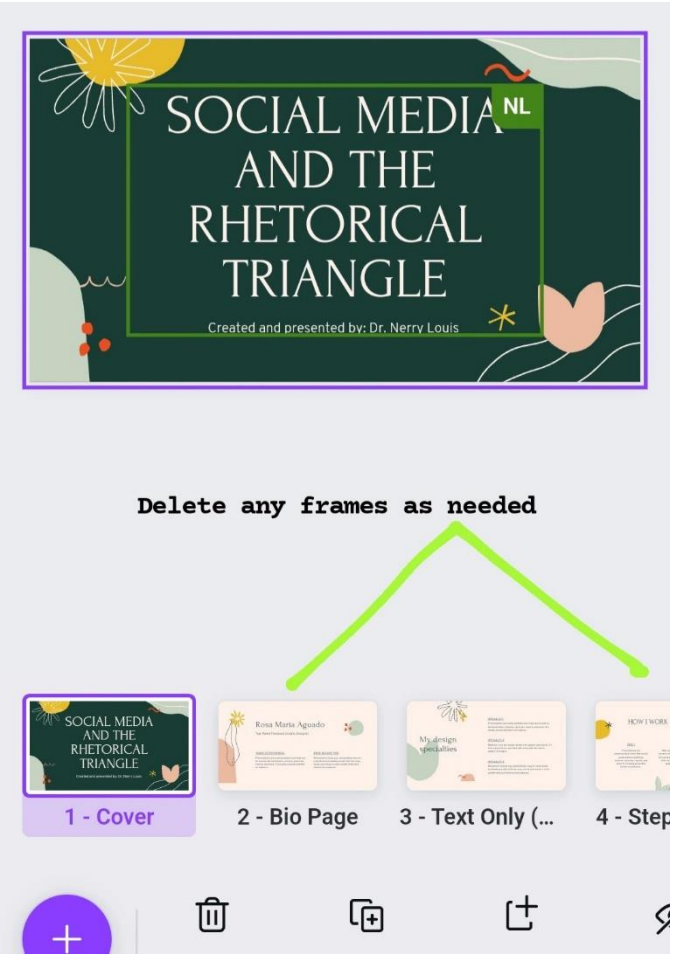
HOW TO CREATE A VIDEO ON CANVA HANDOUT: HANDOUT 5

Step 1: Download "Canva" app if you don't already have it installed on your phone. (For more tech savvy students, you can also use Kinemaster or Imovie. Directions will only be provided on how to create this video using Canva).

Step 2: Open the application and go to the section entitled "Talking Presentations".

Step 3: Pick a template of your choice.

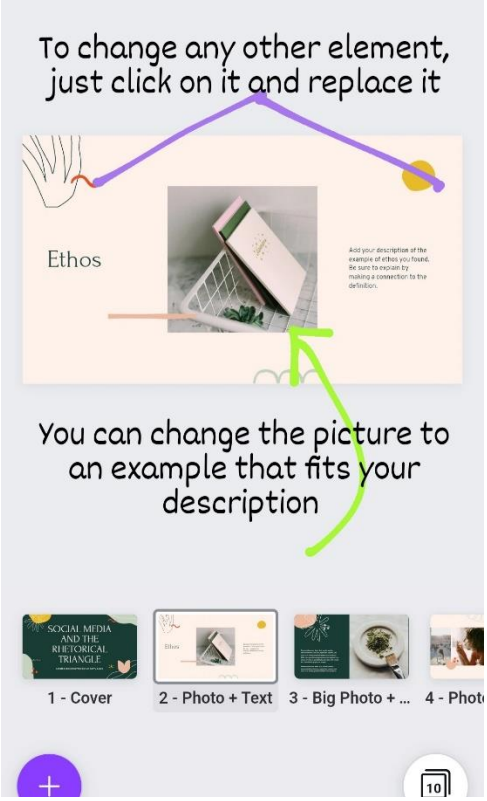
Step 4: Now you are ready to start adding content to your presentation. Slide 1 is the cover slide. This is where you will write your project title, name and any other information your teacher requires.



Step 5: Now you will need Handout 4 to add your information and voice over to your Canva template. Delete any slides that you do not need.

HOW TO CREATE A VIDEO ON CANVA HANDOUT: HANDOUT 5

Step 6: Add your example of ethos. Click on the boxes as listed and edit the information. You also click on the "+" sign if you want to add an extra textbox of your choice. You can change the pictures to suit your desired description. You will duplicate this process 2x for logos and pathos. Note: If you delete something by accident, don't worry. Just hit the undo button at the top that looks like a left curved arrow.



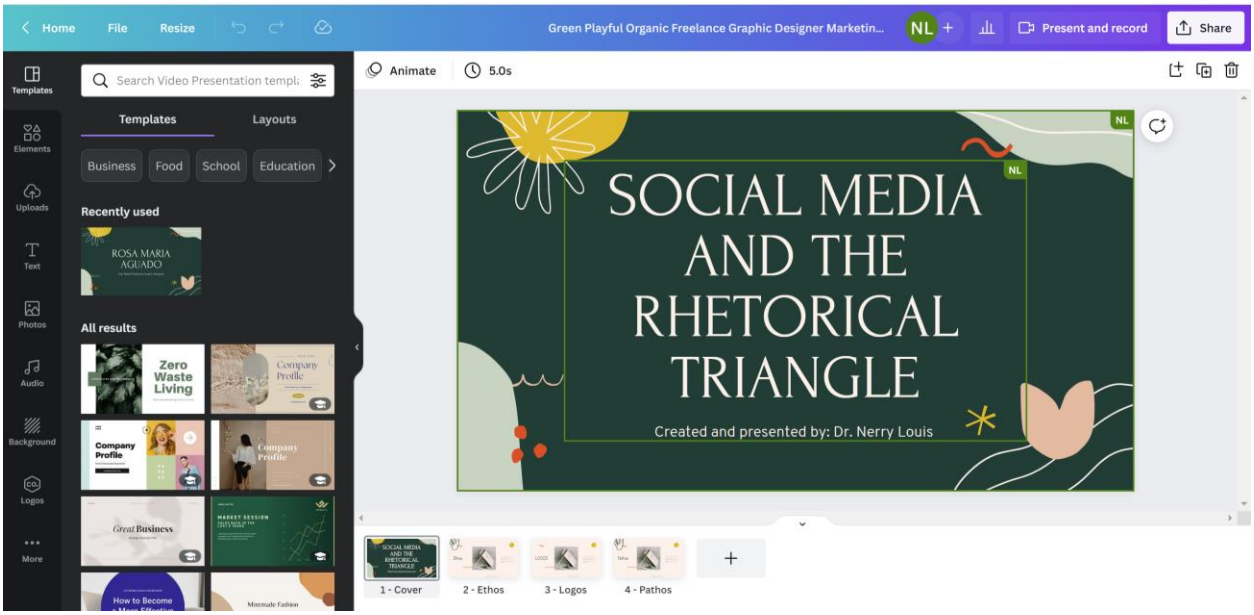
Step 7: Add your example of logos. Follow all the directions listed in Step 6.

Step 8: Add your example of pathos. Follow all the directions listed in Step 6.

(Now at this point, I would suggest that you log on to Canva from your computer to make it easier to record your voiceover. This will take you less steps to finish so I will show you the computer version, starting in Step 9).

HOW TO CREATE A VIDEO ON CANVA HANDOUT: HANDOUT 5

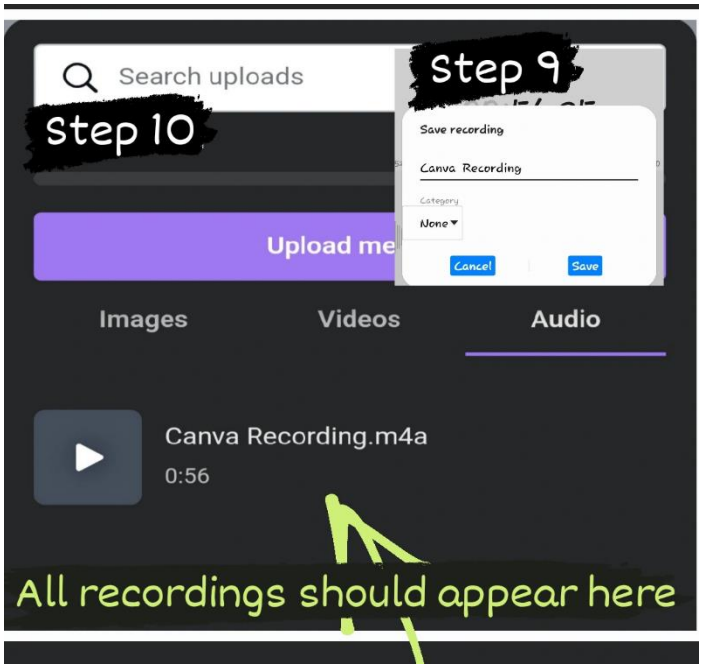
Step 9 Computer Version: Be sure to log on to the Canva from the computer using Google Chrome (it won't work with Firefox or anything else). After logging on to Canva from my computer, I will click on my project and then click on the present and record button that shows up at the top right (this button does not show up on all mobile devices, hence the reason for logging on to your computer).



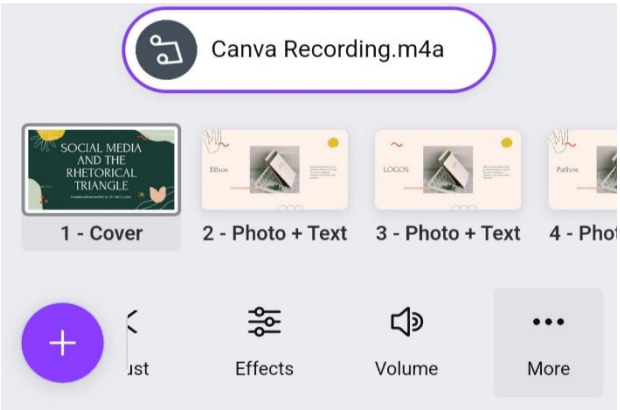
Step 9 Computer Version Continued: Once you click the "present and record button", you can opt to turn your camera off if you want and just use the audio, or you can keep it on. Click the record button once you are on the title slide. Say what you need to say, then at the bottom of the screen, click the ethos slide and explain while still recording. Once you are done with the fourth slide, stop the recording. From here, you can **click the download button, and share your presentation.**

Step 9 Mobile Version: At this point, you will have to minimize your Canva design, and follow these mini steps. Go to your phone's voice recorder and record the contents of your four slides. Save it. Go back to your Canva design; you are now ready to add your voiceovers. Click on the purple + sign that appears on the bottom left of your Canva design. Now, click on upload. Upload your audio recordings.

HOW TO CREATE A VIDEO ON CANVA HANDOUT: HANDOUT 5



Step 9 Mobile Version Continued: Now that your audio is uploaded, you can add it to your project. To do this, go to the Canva home page, click on your project, click on the plus sign on the bottom left, then click on uploads and this time, click on your recording to add it to your project. It should look like this. You can now download your project and share as needed.



Note: After you download it, if you find any mistakes, you can always go back and edit. 😊 If you'd like, view some of the student samples that were uploaded to YouTube for my class.

STUDENT SAMPLES FROM DR. LOUIS' PRE-AICE ENGLISH CLASS, MAY 2022

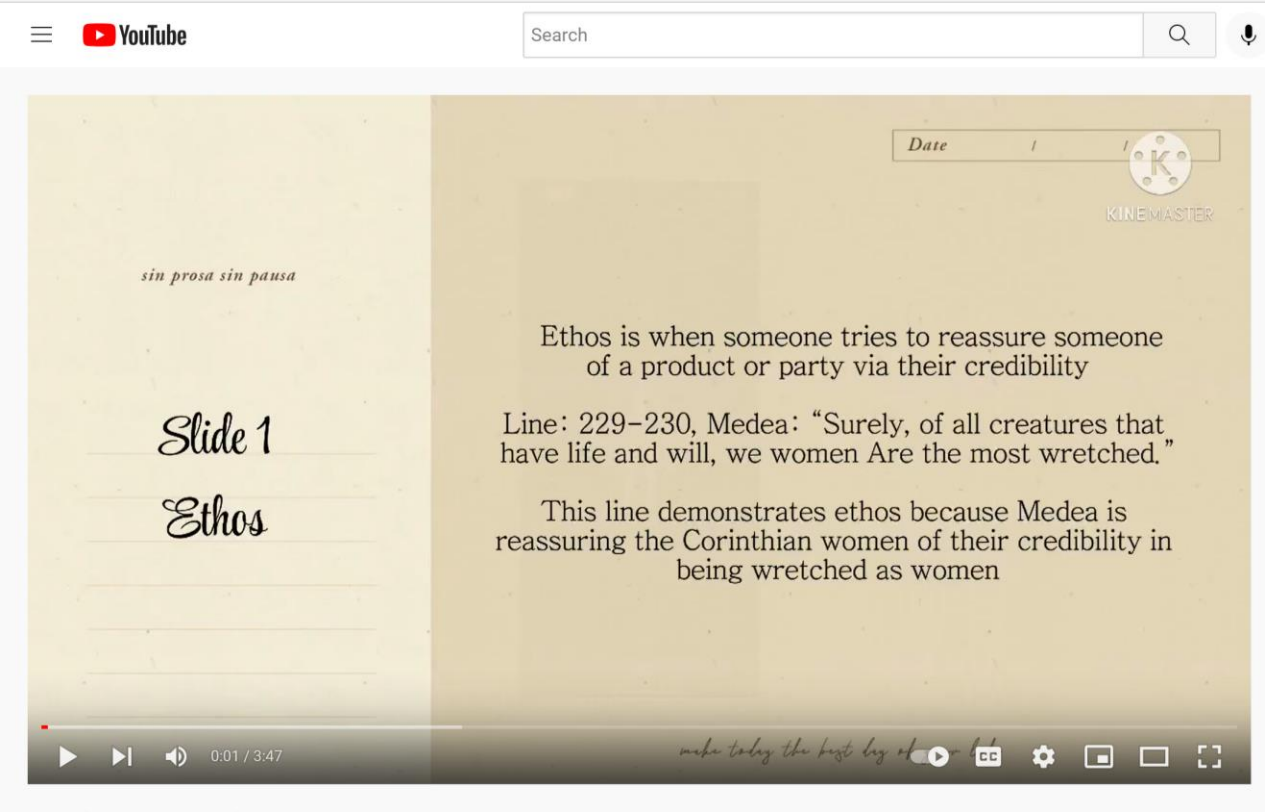


Figure 1: Rhetorical Triangle Video based on Euripides' "Medea"

This group decided to use Kinemaster (a video app). This app is easy if you have students who are already technologically savvy.

STUDENT SAMPLES FROM DR. LOUIS' PRE-AICE ENGLISH CLASS, MAY 2022

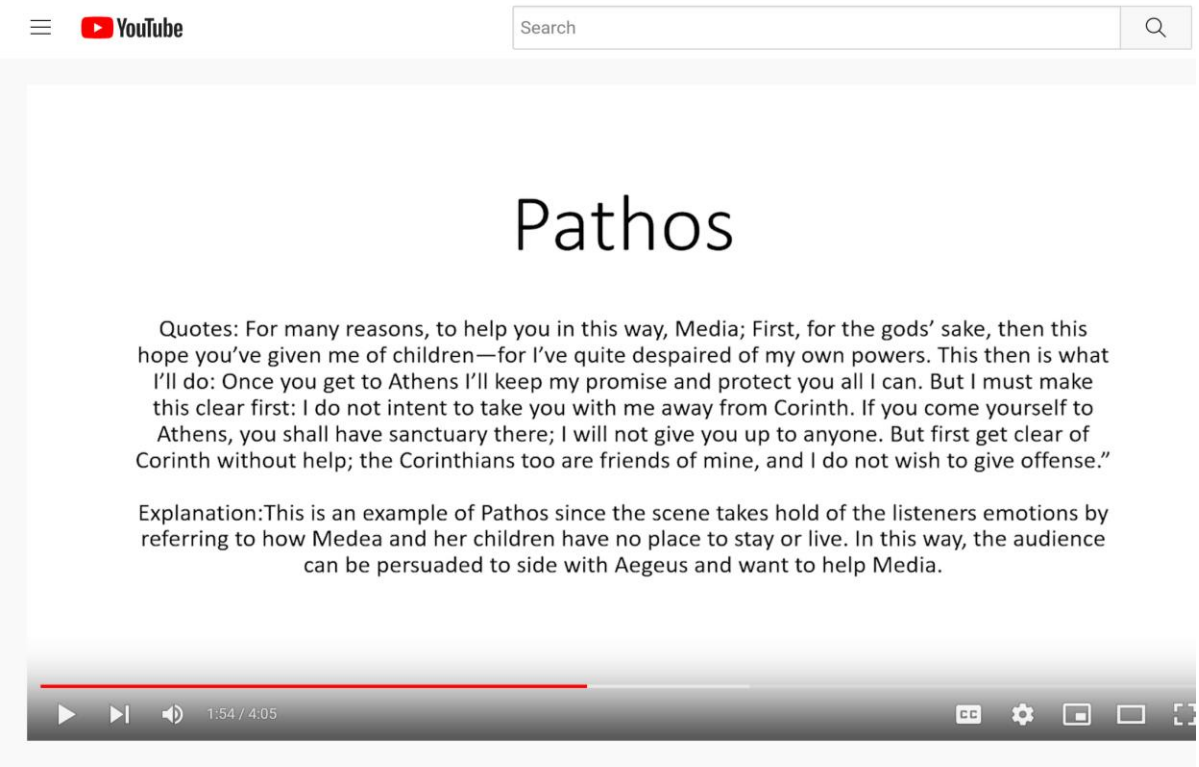


Figure 2:Rhetorical Triangle Video based on Euripides' "Medea"

This group had so much fun recording. They even made a commercial for their video. 😊

STUDENT SAMPLES FROM DR. LOUIS' PRE-AICE ENGLISH CLASS, MAY 2022

Here is an example of a student using her phone to create the content slides before putting her video and voiceover together. This student was not tech savvy at all. But, she knew how to use Instagram! So, I showed her how to use the create mode on Instagram to complete the project.

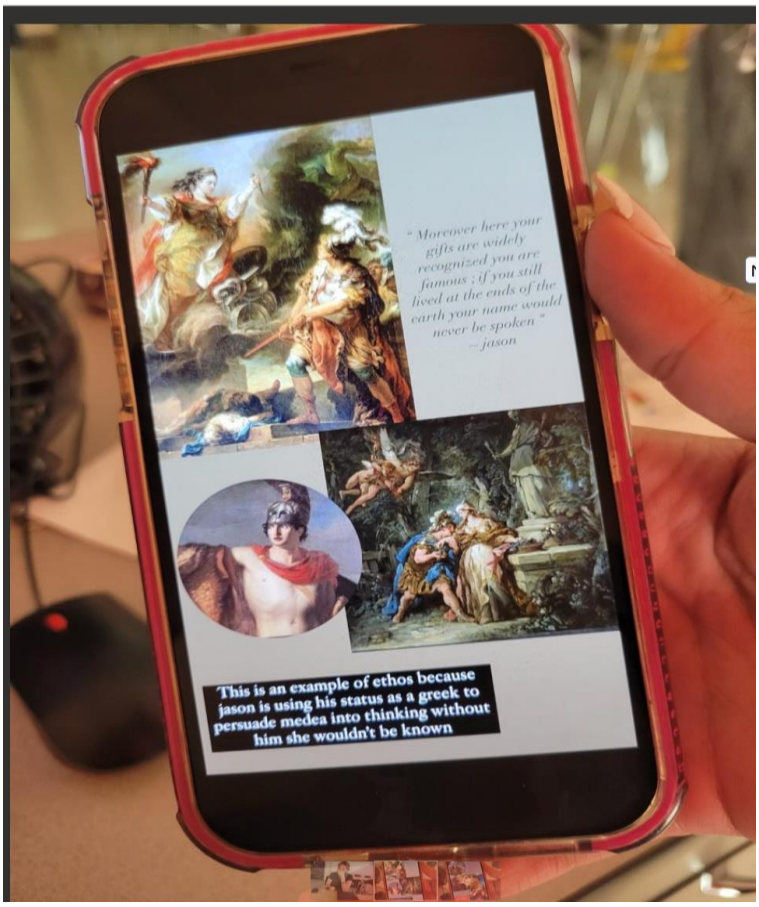


Figure 3: Social Media and the Rhetorical Triangle based on Euripides' "Medea"