



# Lesson Summary

# Teacher Guide: Ethos, Pathos, and Logos

Understanding ethos, pathos, and logos will equip you to critically analyze arguments and craft your own persuasive messages, skills essential for success in college, career, and civic life. Here's how you can help students learn it.

1. **Start class with a brief Warm Up.** You can print and distribute this [Warm Up](#), or display this [Lesson Slide Deck](#).
  
2. **Share the [Student Lesson](#), either digitally or on paper.** Students should:
  - a. **Watch the video ( [iLesson.co](https://iLesson.co) , code = 57sn)** and take notes. Students can watch on their own devices, or you can [play this video in class](#).
  
  - b. **Answer the Practice Questions with classmates.** You can use the provided [Answer Key](#) to help students check their work.
  
  - c. **Complete the [Exit Ticket](#) before the end of class.** You can let students take this as soon as they are ready, or share this in the last few minutes of class.

## A few other notes:

- ★ If students finish early or want a challenge, you can share this [Extension Activity](#).
- ★ If it's helpful, you can display this [Lesson Slide Deck](#) during class.
- ★ For additional guidance, see these [Teaching Tips](#).

All linked resources are fully editable, so please feel free to adjust them as you see fit.

✨ **Enjoy the lesson!** ✨

This lesson was built using [Insta-Lesson](#), and edited by the teacher to meet their learners' needs. Aligns with 9th Grade grade standards for Ethos, Pathos, and Logos.

# Warm Up

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Warm Up: Ethos, Pathos, and Logos**

Think about a time you tried to convince someone of something. What strategies did you use: Did you share your personal experience? Did you appeal to their emotions? Did you use facts and evidence?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Warm Up: Ethos, Pathos, and Logos**

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Exit Ticket

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Exit Ticket: Ethos, Pathos, and Logos

**Learning Objective:** I can define ethos, pathos, and logos and explain how they are used in persuasive writing and speaking.

Define ethos, pathos, and logos. Then, give one example of how each could be used in a speech about the importance of recycling.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Exit Ticket: Ethos, Pathos, and Logos

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Define ethos, pathos, and logos. Then, give one example of how each could be used in a speech about the importance of recycling.



# Answer Key

# Answer Key: Ethos, Pathos, and Logos

## Key Points (Fill In the Blanks)

1. According to Aristotle, **rhetoric** is the art of seeing the available means of **persuasion**.
2. Unlike forensic or epideictic rhetoric, **deliberative** rhetoric focuses on the **future**.
3. The three persuasive appeals are **ethos**, **logos**, and **pathos**.

## Lesson Practice

- Q1. Ethos is the appeal to credibility, where a speaker convinces the audience of their trustworthiness and expertise.
- Q2. The use of logic, reason, and evidence to persuade an audience.
- Q3. Pathos in advertising involves appealing to the audience's emotions, such as insecurities or desires, to make a product more appealing.
- Q4. Ethos
- Q5. Presenting statistical data on pollution levels and their impact on public health to demonstrate the need for the policy.
- Q6. Deliberative rhetoric focuses on the future, while forensic rhetoric focuses on establishing facts about the past.
- Q7. When trying to raise money for a charity, showing emotional stories of people who have benefited from the charity's work can be more effective than presenting statistics.
- Q8. Understanding these appeals helps you identify how the speaker is trying to persuade the audience, whether through credibility, emotion, or logic, allowing for a more critical evaluation of the message.
- Q9. As a leading scientist in the field, my research, backed by years of data, proves that climate change is a serious threat.
- Q10. Being aware of these techniques helps you critically evaluate information and avoid being manipulated by persuasive messages.
- Q11. Ethos: The politician might highlight their experience on the education committee. Pathos: They might share stories of students who would benefit from the bill. Logos: They might present statistics showing how the bill will improve graduation rates.
- Q12. Overreliance on emotional appeals can distract from factual evidence and lead to irrational decision-making or manipulation.

## Exit Ticket:

Ethos: Establishing credibility by mentioning your experience as an environmental scientist.  
Pathos: Evoking emotion by describing the impact of pollution on wildlife. Logos: Using logic by presenting statistics about the amount of waste that can be recycled.



# Extension Activity

Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

## **Persuasive Commercial Challenge**

Now that you've mastered ethos, pathos, and logos, put your knowledge to the test! Choose a product or service and create a short commercial script that uses all three persuasive appeals. Your goal is to convince your audience to buy what you're selling, and your success will be measured by how effectively you use ethos, pathos, and logos to achieve that goal.



# Teaching Tips

# Teaching Tips: Ethos, Pathos, and Logos

**1) Plan for Anticipated Challenges.** Here are a few ways students may struggle, and how you can respond:

- **Confusing the Terms:** If students mix up ethos, pathos, and logos, struggling to remember which appeals to credibility, emotion, or logic, then consider using a memorable, real-world example for each term and having students create their own examples to reinforce the distinctions., If students mix up ethos, pathos, and logos, struggling to remember which appeals to credibility, emotion, or logic, then consider using a memorable, real-world example for each term and having students create their own examples to reinforce the distinctions.
- **Identifying Appeals in Context:** If students can define the terms but struggle to identify them in actual speeches or writing, then consider providing short excerpts of text or video clips and having students work in pairs to identify instances of ethos, pathos, and logos, justifying their choices., If students can define the terms but struggle to identify them in actual speeches or writing, then consider providing short excerpts of text or video clips and having students work in pairs to identify instances of ethos, pathos, and logos, justifying their choices.
- **Applying Appeals Effectively:** If students understand the concepts but struggle to use ethos, pathos, and logos effectively in their own persuasive writing or speaking, then consider assigning a persuasive task with a specific audience in mind and requiring students to consciously incorporate each appeal, followed by peer feedback on the effectiveness of their choices., If students understand the concepts but struggle to use ethos, pathos, and logos effectively in their own persuasive writing or speaking, then consider assigning a persuasive task with a specific audience in mind and requiring students to consciously incorporate each appeal, followed by peer feedback on the effectiveness of their choices.

**2) Modify for Multilingual Learners.** To make this lesson more accessible:

- **Define Key Vocabulary with Visuals:** Provide clear definitions of 'ethos,' 'pathos,' and 'logos' using visuals such as diagrams, charts, or even short video clips that illustrate each concept in action. For example, a picture of a doctor in a white coat could represent ethos, a sad image could represent pathos, and a graph could represent logos. Create a vocabulary list with these definitions and visuals for students to refer to throughout the lesson.
- **Provide Sentence Frames and Examples:** Offer sentence frames that students can use when analyzing or discussing examples of ethos, pathos, and logos. For example: 'The speaker uses ethos by \_\_\_\_\_, which makes them seem more trustworthy.' or 'This advertisement uses pathos by \_\_\_\_\_, which makes the audience feel \_\_\_\_\_.' Also, provide several diverse examples of persuasive texts and speeches, highlighting where ethos, pathos, and logos are used. These examples should be relevant to students' lives and interests.
- **Connect to Students' Experiences:** Before diving into the formal definitions, ask students to share examples of times they tried to persuade someone (e.g., convincing their parents to buy them something, arguing with a friend). Discuss what strategies they used and then connect those strategies to the concepts of ethos, pathos, and logos. For instance, ask: 'Did you try to show you were trustworthy (ethos)? Did you try to make them feel a certain way (pathos)? Did you use facts or logic (logos)?'

**3) Add Creative Activities.** In addition to the practice contained in this lesson, here are a few things you can do to spark students' engagement and creativity. Where possible, students should complete these activities in small groups, with teacher support:

- ★ Activity 1: Debate It Out - Small groups will be assigned a topic and must argue for or against it using ethos, pathos, and logos, identifying each appeal as they use it.
- ★ Activity 2: Ad Analysis - Students in groups select an advertisement and analyze how it uses ethos, pathos, and logos to persuade its target audience, presenting their findings to the class.
- ★ Activity 3: Persuasive Skit - Groups create and perform a short skit where a character tries to persuade another character, incorporating at least one example of ethos, pathos, and logos in their arguments.