

PERSUASIVE BRANDING (GRADES 9-10)

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In this lesson, students in grades 9-10 use music and sound to enhance pathos in argumentative writing. This lesson specifically targets the skill of blending multimedia elements with traditional writing to create a persuasive effect. This lesson can be used in an English class as part of an argumentative writing unit, but a variation could also be easily adapted to social studies, science, business, or music courses—any time students are being asked to write persuasively to promote an idea. The suggested argumentative writing topic in this lesson is “Why my Brand is Bankable,” but please feel free to adapt the topic of writing to your own teaching needs as you and your students discover the world of Booktrack Classroom.

TARGET AGE GROUP

- High School
- Grades 9-10

LEARNING OBJECTIVES FROM THE COMMON CORE STATE

STANDARDS ADDRESSED IN THIS LESSON

CCSS.ELA-LITERACY.SL.9-10.5

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.

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence

CCSS.ELA-LITERACY.W.9-10.6

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.

BEFORE THE FIRST DAY OF THE LESSON

1. **Get informed.** Register your teacher account for Booktrack Classroom and add all of your students. Create a quick sample Booktrack Classroom project, just to see how everything works. It's very easy to use! But just in case you or your students have questions along the way, there are [video tutorials available here](#) that will guide you through the process of using Booktrack Classroom.
2. **What is Booktrack Classroom?** Introduce your students to Booktrack Classroom using [this promotional video](#). Briefly discuss what Booktrack Classroom can do, and field initial student questions and comments about this awesome educational tool!
3. **Supply headphones.** While working with Booktrack Classroom, the ability for each individual student to listen to sound on their device is crucial. Make sure that each student will be able to provide headphones of their own, or borrow sets from your classroom library on the days of the lesson.
4. **Sign-up.** Have your students sign in to Booktrack Classroom accounts on a school computer or by adding the Booktrack Classroom App to their internet devices. Select the type of sign-up that works best for your school's technology capabilities. It might be good to have a Booktrack Classroom "play day" at the time of sign-up, too, so that students can get an initial feel for how Booktrack Classroom looks and works. They can also use this chance to get out some of the inevitable first giggles of excitement about the fact that they have control over their own sound effects!

TIMELINE

Designed for five sessions of 50 minutes each.

Day One – Ethos, Pathos, and Logos in Action

1. Introduce or review the concept of ethos, pathos, and logos as persuasive appeals in argumentative writing. Use the first two pages of Handout #1 to guide the mini-lecture as students add these terms to their class notes.
2. Discussion: Ask students to think about advertisements or commercials that they have seen recently. Have they seen examples of ethos being used to sell a good or service? What about pathos? Logos? Ask students to clarify what aspect of the ad showed the use of the persuasive appeal that they identified. Was it the wording in the ad? The images? Maybe the music? Point out to students how modern

advertising plays on multiple senses at once to create a persuasive effect. Draw comparisons between the real-life career skill of marketing and the process of argumentative writing.

3. Select two commercials appropriate for student analysis to show to the class. (Many commercials are readily searchable on the internet. There are even playlists made by resourceful teachers specifically to demonstrate ethos, pathos, and logos.) As you show each commercial 2-3 times, have students use the chart on page three of Handout #1 to gather observations about how the three persuasive appeals are working to create an argument that the proposed brand of product or service is worth paying for.
4. At the end of class, tell students that they will be creating a project that applies these ideas to a brand of products or services that they invent. For homework, each student should come to the next class with a concept for his or her individual brand. They should consider the following questions: What is the name of the brand? What product or service will be sold? Who is the target audience of the brand? What ideas does the brand hope to promote or embody?

Day Two—The Visual Component

1. Either using a digital device or paper and art supplies, ask students to create a visual that embodies the concept of their brand. Encourage them to remember back to the strategies seen in the advertisements to select key words, colors, and images that reflect their visions and seem appealing to the target audience. If students have a digital piece, ensure that they save or download the file. If the work is on paper, have students take a digital photo or scan of the finished piece.
2. As students work, engage with them about their ideas, assisting those who may have a difficult time coming up with ideas. Prompt students to start thinking about how they would market the brand. Encourage them to also consider what kind of competition from similar brands they would have to be aware of.
3. Before students leave class, have them fill out the exit ticket in Handout #2. These responses will help them structure the writing component of the project.

Days Three and Four—Creating a Booktrack

1. Students log in to Booktrack and select “Create” from the menu at the top of the screen. If the editor does not automatically open a blank page, select the “new Booktrack” button. This will open a new document where the students can add text.

On their screens, they'll see the blue ribbon of step one, "Text," highlighted. Instruct students that they should stay on the Text ribbon until their writing is completed.

2. The first step is to add text. Ask students to think about their brand, and write a three paragraph text that could serve as the voiceover of a commercial for the brand. Paragraph one will introduce the brand concept. Paragraph two should represent at least two reasons that a buyer should invest in the brand's product or service. Finally, paragraph four should acknowledge and refute the advantages of the brand's major competition. Encourage students to practice using ethos, pathos, and especially logos to their advantage. Hand back the exit tickets from the previous class day so that each student has a starting point to work from.
3. Once students have completed their three paragraphs, the fun is ready to begin! As students move forward to the second blue ribbon step, "Sound," they can start adding sound effects to enhance their voiceover text with audio components. Provide students who are ready for this step with Handout #3, the sound key instructions, so they know which sounds to place in which part of their texts. As students work, the teacher can circulate, troubleshoot, encourage, and redirect as necessary.
4. When students feel that their brand voiceover is complete, they can move on to the final blue ribbon step, "Publish," to add the track to their library. During this step, they can upload the image of the visual component that they created earlier in the project as the cover of their Booktrack!

Day Five—Brand Presentations

1. Day five is all about sharing! Advise students that the reading speed setting on Booktrack should be set at the same speed at which the student speaks aloud. A good starting setting is 150 words per minute, which can be sped up or slowed down depending on the student's speaking fluency.
2. Help each student presenter by projecting his or her Booktrack on a screen or SmartBoard. Each student should start by bringing up his or her Booktrack cover image and briefly summarizing the brand concept and target audience to the class. Then, the student will read his or her voiceover with the accompanying Booktrack audio. After each presentation, ask the rest of the class to identify at least one example of ethos, pathos, or logos in the student's Booktrack.

HANDOUT #1

Ethos, Pathos, Logos

"Why My Brand is Bankable"

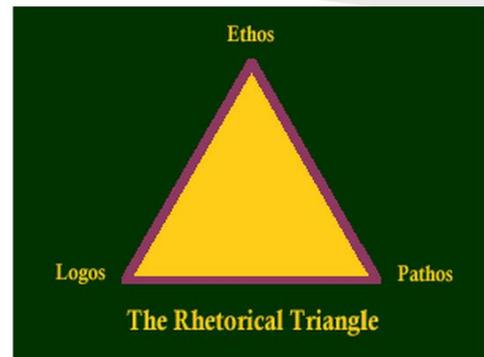
What makes an argument powerful?

Three persuasive appeals...

ETHOS: Appeal to credibility/authority of the speaker

PATHOS: Appeal to emotion of the audience

LOGOS: Appeal to logic of the message



ETHOS



Attempts to demonstrate the speaker or author's **reliability, credibility, and moral philosophy.**

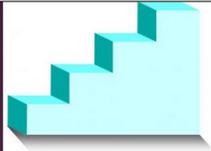
- Celebrity endorsements
- Demonstration of competence
- Associations with other persons or groups

PATHOS



Draws readers in by offering **emotionally charged reasoning**. This rhetorical appeal is often used to elicit a specific emotional response, such as: outrage, anger, sadness, happiness, desire, etc. **The hope is that if the reader or observer feels the emotional response they will be persuaded.**

LOGOS



Attempts to provide **sufficient evidence from empirical sources and sound reasoning**. Appeal is matter-of-fact. This type of appeal is very useful and if used appropriately can be **extremely effective** for persuading people to believe something.

-Presentation/examination of facts

Commercial #1:			
	In the WORDS	In the IMAGES/COLOR	In the SOUNDS
EXAMPLES of LOGOS			
EXAMPLES of PATHOS			
EXAMPLES of ETHOS			
Commercial #2:			
	In the WORDS	In the IMAGES/COLOR	In the SOUNDS
EXAMPLES of LOGOS			
EXAMPLES of PATHOS			

EXAMPLES of ETHOS			
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HANDOUT #2

Exit Ticket – Brand Questions

“Why My Brand is Bankable”

Sometime before you leave class today, please fill in your answers to the following questions about your brand concept. Put your name at the top of this paper and hand it in. It will help you structure your writing!

My brand is called _____ and it sells _____ .

Two of my LOGOS appeals about why people should buy or invest in my brand would be...

Reason #1 _____

Reason #2 _____

The biggest competitor to my brand would be _____ .

One reason my brand is better than the competition is _____

_____ .

HANDOUT #3

Sound Key

“Why My Brand is Bankable”

INTRODUCTION

The first paragraph of your voiceover should be an INTRODUCTION. This part of your text gets the reader familiar with what your brand is about and what it sells. To set the mood and emphasize logos, add an *ambience* that somehow reflects the mood or setting that fits your brand.

The title of my introduction ambience is...

MUSIC AS PATHOS

In your first supporting paragraph, you have included reasons that rely on logos, and perhaps a little dose of your own ethos to promote the brand. To amp up your pathos as well, think about the emotion you'd like your audience to connect to your brand. Using the music library on Booktrack, find the perfect music to help sell your product or service to the public. Highlight your second paragraph and apply your music choice. You may choose to have your music track fade in and fade out for an appealing effect.

The title of my second paragraph music is...

COUNTERCLAIM AND REBUTTAL

Your final paragraph discusses your competition, and the benefits that make it a potential alternative to your brand. This is a COUNTERCLAIM to your argument, which claims that the public should invest in your brand instead! In order to make an effective argument, you need to offer a REBUTTAL to the COUNTERCLAIM, where you explain why your claim is still the stronger one. Highlight the sentence(s) where you offer your REBUTTAL, and apply an effect that represents how your brand destroys the competition. (Search terms like “breaking,” “shatter” or “explosion” might be good starting points.) For a finishing touch, consider adding a triumphant or happy sound effect to the very end, in order to leave your audience with some positive pathos!

The title(s) of my rebuttal/ending effect(s):
