



English Virtual Learning

English IV

May 7, 2020



Lesson: Thursday, May 7, 2020

Objective/Learning Target:

- I can analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- I can explain my thinking in a well-organized and developed written response and include textual evidence.

Bell Ringer:

- Consider the newsclip to the right.
- Within the first 45 seconds of the interview, the anchorwoman states: “The State Department told the Washington Post that Russia is behind the **swarms** of online false personas.”
- **“Swarms”** is a *loaded* word. It creates the image of something like a *swarm of bees* chasing someone. It is a scary word meant to convey feelings of fear or panic.
- Continue to watch through about the **5-6 minute mark** and **write down** as many *loaded* or emotional words/phrases as you can.
- I found 8. Can you find 10?
- Write your responses on your notebook paper, in your notebook, or on a Google Doc that will be used for other tasks during this lesson.



As the coronavirus spreads across the world, misinformation about the virus is being shared online, and some of it could be coming from foreign governments.

False Personas

Background info:

- For today's lesson, we are going to review notes and information from the three previous lessons and read an article related to the same topic.
- While reading this article, we need to annotate and/or take notes by looking for examples of persuasive techniques, rhetorical devices, loaded words or language as well as ethos, pathos, and logos.
- We'll also be analyzing both the podcast and the article and evaluate the impact on the intended message as well as the impact on the reader.
- First, we need to identify some common logical fallacies.
- In this video, you'll learn about kinds of [Logical Fallacies](#) and how to spot them.
- After the video, you will read an article and identify several rhetorical and persuasive techniques including ethos, pathos, logos, and any uses of logical fallacies.

Learn:

- Watch: [Logical Fallacies](#) and write down the four examples of logical fallacies on your paper.

- Read: [W.H.O. Fights a Pandemic Besides Coronavirus: An 'Infodemic' Article](#)
 - As you read the article, take notes or annotate and identify at least 1 example of each of the following: [ethos](#), [pathos](#), [logos](#).
 - Write your thoughts on your notebook paper or on a Google Doc.

- Write: a constructed response to the prompt on the next slide.

Practice:

- Use the information from your notes, previous lessons, the podcast, video clips, commercials or advertisements, and the article to answer the following prompt on your notebook paper or Google Doc:
 - **How do these different media tackle the issue of misinformation, or what has come to be known as an “infodemic”? Which do you consider to be more convincing? Why?**
 - Choose at least 2 sources to analyze the treatment of this subject.
 - Consider such things as reliability, credibility, the use of rhetoric or persuasive techniques and logical fallacies.
 - Be sure to explain your reasoning and include evidence from the sources to support your response.

Practice Answer Key:

(Answers will Vary)

- Check your answer to make sure it meets the following criteria:
 - Did you write in complete sentences and use standard conventions (spelling, punctuation, grammar)?
 - Did you answer every part of the prompt?
 - Did you support and explain your answer using at least 2-3 specific details from the sources (podcast, videos, article)?

Sample Proficient Answer:

Some sources of media are more convincing when they tackle the issue of misinformation and the contributing factors of what is now called an “infodemic.” Upon examination of both the podcast titled, “How To Fight an Infodemic” by Intelligence Squared Debates as well as the article from *The New York Times*, titled “W.H.O. Fights a Pandemic Besides Coronavirus: An ‘Infodemic,’” it can be determined that perhaps the podcast is less convincing than the article in that the article includes more recognizable examples of persuasive and rhetorical devices and logical fallacies. For example, the article states, “The ground for such medical misinformation is fertile, experts said. Sarah E. Kreps, a professor of government at Cornell University, considers the people deliberately spreading distortions to be practitioners of ‘algorithmic capitalism,’ in which people scare up traffic and sell against it.” The words “fertile,” “scare,” and the phrase “deliberately spreading distortions” are examples of loaded language. They are also examples of the author using intentional pathos to appeal to the reader’s emotions. When writers/speakers use these kinds of words and phrases, it evokes in the reader a sense of fear. Fear is the most powerful of human emotions and can make people think, react, and do things they normally wouldn’t when not under such pressure or duress. The podcast conveys a less anxious tone with words and phrases like “phony cures,” “potential motives,” “absurd kind of rumor during a crisis event,” and “a friend of friend info is being passed around.” Overall, both sources of media are offering information about the subject. But with further investigation into credibility and reliability of the information provided, it still warrants a careful look into how we get our information, so as to avoid a possible “infodemic.” I just wonder if it’s too late.

If you want to learn more...Additional Resource:

Explore the psychology of the cognitive bias known as the **conjunction fallacy**, where we assume specific conditions are more probable than general ones.

[Can you outsmart this logical fallacy?](#)