



### Student Tasks:

- Read or listen to text
- Take notes about new information
- Identify examples of rhetorical appeals
- Evaluate the argument's effectiveness

### Online ThinkCERCA Resources

- Reading passages and text selections

# SMELL

Analyze rhetorical appeals in a persuasive text

*Suggested Time: 15 minutes*

## Strategy

Students will use the SMELL acronym to analyze **s**ender, **m**essage, **e**mootional strategies (pathos), **l**ogical strategies (logos), and **l**anguage of a persuasive text to evaluate the author's use of rhetorical appeals.

## Optimal Application Notes

Students should already have a basic understanding of rhetorical appeals; understanding what they are and why they're used. Any text used should include multiple examples of ethos, logos, and pathos. Students can complete the strategy reading independently or through a read aloud. If a read aloud or reading together is more appropriate based on the text complexity, consider printing the reading to allow students to annotate examples of SMELL throughout the reading.

### Before:

- Distribute the SMELL handout (and reading if printed) and explain that as students read, they are looking for examples of each letter in the acronym.
- Review what each letter means by reading the handout prompts aloud and provide an example of each if needed.

### During:

- Read the passage aloud to students or direct students to begin reading.
- Encourage students to jot down notes or mark the text as they notice examples of rhetorical appeals throughout the reading.

### After:

- Work through completing the handout as a whole class by discussing each component, examples students identified, and how they contributed to the overall argument.

### Skills Targeted:

- Close reading
- Identifying rhetorical appeals
- Citing evidence

THINKCERCA'S

# SMELL

**Instructions:** As you read the text, look for examples of the SMELL acronym. Jot down notes on the examples as you find. Use the prompts for each letter if you get stuck.

- **S**peaker / Sender (ethos)
- **M**essage
- **E**motional Strategies (pathos)
- **L**ogical Strategies (logos)
- **L**anguage (diction)

**Speaker:** Who are the senders (speaker/author) and receivers (audience)? How does the sender attempt to establish their ethos?

**Message:** What is the literal summary of the text? What argument is the speaker trying to make?

**Emotional Strategies:** What emotional appeals (pathos) are included? What seems to be their desired effect?

**Logical Strategies:** What logical appeals (logos) are included? What is their effect?

**Language:** What specific language does the author include to support their argument? How does it contribute to the overall argument? Consider the author's tone and voice.