

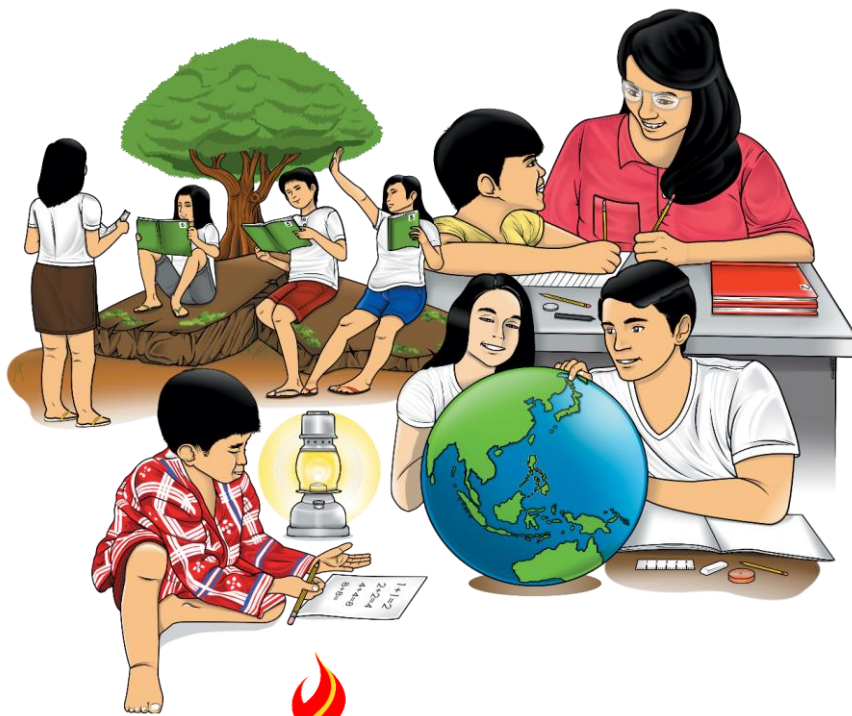
6



English

Quarter 2 – Module 2:

Recognizing Propaganda Devices



CO_Q2_English6_Module2

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English – Grade 6
Alternative Delivery Mode
Quarter 2 – Module 2: Recognizing Propaganda Devices
First Edition, 2020

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English
Quarter 2 – Module 2:
Recognizing Propaganda
Devices

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

This module was designed and written with you in mind. This will help you enhance your skills to recognize evaluative word choices to detect biases and propaganda devices used by speakers.

This module offers various exercises and activities that are contextualized and simplified to suit your level of language and reading skills.

There are three lessons in this module.

- Lesson 1 – Responding to Authentic Texts
- Lesson 2 – Distinguishing Text Types According to Purpose
- Lesson 3 – Recognizing Bias and Propaganda Devices

Each lesson leads to the mastery of other lessons through interrelated discussions and activities. Generally, these lessons aim to recognize evaluative word choices to detect biases and propaganda devices used by speakers, to respond to authentic texts, and to distinguish text types according to purpose.

After going through this module, you are expected to:

1. recognize evaluative word choices to detect biases and propaganda devices used by speakers;
2. respond to authentic texts; and
3. distinguish text types.



What I Know

I. Match the correct type of propaganda device with its definition. Write the letter of the correct answer on a separate answer sheet.

- | | | |
|------------------|----------------------------|----------------|
| A. Name Calling | B. Glittering Generalities | C. Testimonial |
| D. Plain Folks | E. Bandwagon | F. Transfer |
| G. Card Stacking | | |

- ___ 1. It links a person, product, or idea to a negative symbol.
- ___ 2. It directs an appeal to groups held together by common ties.
- ___ 3. It uses a famous person to endorse an idea or a product.
- ___ 4. It identifies a product or an idea within a locality or country.
- ___ 5. It manipulates information so that one product looks better than the other.
- ___ 6. It is a word of praise for a product or person.
- ___ 7. It is a technique that projects the positive or negative qualities of an individual to something to make it seem more or less acceptable.

II. Write **T** if the statement about authentic text is True and **F** if it is False.

- ___ 1. Authentic text is any text that is written and published for the public.
- ___ 2. An example of authentic text is editorial text.
- ___ 3. An editorial text is an article that expresses one's opinion about a current issue.
- ___ 4. A caricature is a description or imitation that symbolically pictures the writer's opinions about an issue.
- ___ 5. The caricature must be interpreted literally.

III. Match the correct text structure with the text type. Write the letter of your answer on a separate sheet.

- | | | |
|----------------|------------------------|---------------|
| A. Recount | B. Discussion/Argument | C. Persuasion |
| D. Description | E. Procedural | |

- ___ 1. advertisement
- ___ 2. brochure
- ___ 3. recipe
- ___ 4. diary entry
- ___ 5. debate speech

Lesson

1

Responding to Authentic Texts



I learned these things from the authentic texts I have read.



What's In

Let's Recall!

Identify the text structure described in each sentence below. Choose the answer from the box and write the letter on a separate answer sheet.

- A. Description
- B. Sequence
- C. Cause and Effect
- D. Problem and Solution
- E. Compare and Contrast

- ___ 1. It is a text structure that explains well the causes and results of an action.
- ___ 2. It is a text structure which involves a comparison of two or more things, revealing how they are similar and how they are different.
- ___ 3. It is a text structure that simply describes something.
- ___ 4. It is a text structure which involves two parts: the author identifies the problem and details a solution to the problem.
- ___ 5. It is a text structure that covers few purposes such as sequential instructions, chronological events, and arguments that use evidence to support a claim.



What's New

Read the editorial text carefully. Take note of the message of the text and all the important details that support it.

VIRTUES AMIDST THE PANDEMIC

“At the end of the day, all we need is hope and faith.”

The coronavirus (COVID-19) pandemic has been a tragedy for our community and country. With so many parts of our lives that turned upside down, we have to adapt to the “new normal” as our new reality. Despite the uncertainties associated with this crisis, we have seen communities around the world generating hope. Hope provides a positive vision and an optimistic state of mind, even in tragic situations. To have hope, it is important that we feel a sense of meaning in our lives.

In the recent months, we have learned to appreciate two things that give our life meaning – work and connection with friends and family. This pandemic has caused anxieties, fear, and uncertainties. Raising community awareness of mental health issues helps promote a more positive and proactive approach to addressing mental illnesses in this time of pandemic. However, we are capable to be courageous, hopeful, and resilient as we pray for healing around the world.

COVID-19 can be considered a blessing in disguise as we look on the brighter side. Because of this global health crisis, we have also learned to value simple things in life. All have been required to stay at home and be with the family. Everyone has started to help each other; family ties have been strengthened. Busy streets and some malls were closed. As a result, pollution was lessened and Mother Earth started to recuperate. We have also realized the importance of hygiene and safety health protocols. The usual daily routine at home and workplace has been changed. Most importantly, we have brought ourselves back again to the Lord and regained our spiritual attachment with Him. This is an awakening call for us to never give up and to see hope in the middle of challenges.

Commented [DMA1]: For revision:

VIRTUE OF HOPE AMIDST THE PANDEMIC

Hope is not only the virtue emphasized in this editorial text. Put a title that summarized the key concepts discussed.

•At the end of the day
Insert comma.

•state of mind
Insert comma.

•to appreciate the two things
Delete “the”

•COVID-19 can be considered as a blessing in disguise
Delete “as”

•in times of pandemic
Change to: in this time of pandemic

•we learn to value simple things in life
Change to: we have learned...

•All were required to stay at home
Change to: All have been required

•Everyone started to help each other, family ties were strengthened.
Change to: Everyone has started to help each other, family ties have been strengthened.

•From these, pollution was lessened...
Change to: As a result, pollution was lessened

•The usual daily routine at home and workplace were changed.
Change to: The usual daily routine at home and workplace has been changed.

•And most importantly
Delete “And”

•we brought ourselves back to the Lord and our spiritual attachment was strongly regained.
Change to: we have brought ourselves back again to the Lord and regained our spiritual attachment with Him.

•in spite of being surrounded by
Change to: in the middle of

Upheaval is an unfamiliar word. It was not even unlocked in a vocabulary development activity. If there is no vocabulary development activity, replace this word with a familiar word.



What is It

Authentic text is any text that is written and published for the public. It refers to texts which provide real-life examples of language used in everyday situations. An example of an authentic text is editorial text. An **editorial text** is an article that expresses the editor's opinions about a current issue. It can be read or found in the newspaper and magazine. There are four steps on how to read an editorial text.

Commented [DMA2]: State here also where editorial text can be found or read.

Step 1 Know the meaning of unfamiliar words. Highlight or copy the words that you are not familiar with. Know their meanings and re-read the paragraph/s where they are found.

What is the meaning of the word *pandemic* in paragraph 1? You need to unlock and define the words that are not known to you. Use the dictionary to find out the meaning, pronunciation, and usage of the words.

Step 2 Read for the message of the text.

After reading the editorial, what is the message of the writer that he/she wants to convey to the readers? What do you think is the solution to the problem?

Step 3 Determine the writer's opinion.

What is the purpose of the writer? Was the opinion of the writer persuading or convincing to the readers?

Step 4 Express your own reaction about the writer's opinion.

What is your own viewpoint about the editorial? Do you agree with the title of the editorial text?

Usually, an editorial text has a caricature. A **caricature** is a description or imitation that symbolically pictures the writer's opinions about an issue. It uses certain striking characteristics that are exaggerated to create a comic or grotesque effect.

Commented [DMA3]: Insert: Usually,



REMEMBER

- Each figure stands for a concept or a character (person, agency, country, and the like relevant to the issue being discussed).
- The sizes of the figures/images signal the degree of power or authority.
- Each figure must be interpreted as a symbol of something else. It must not be interpreted literally.



What's More

Respond to the editorial text on "Virtues Amidst the Pandemic" on page 4 by answering the following questions. Write your answers on a separate sheet of paper.

1. What virtue provides a positive vision and an optimistic state of mind in tragic situations?

2. What are the two things that we have learned to appreciate in the recent months?

3. What are the major changes caused by the pandemic in our community?

4. What does the writer want to convey in the editorial text?

5. Do you agree that the pandemic serves as an awakening call to all of us? Why or why not?

Commented [DMA4]: Change the title based on the suggestion in the previous page.

Commented [DMA5]: Add -s

Commented [DMA6]: Change its font size to 11.

Commented [DMA7]: Change its font size to 11.

Commented [DMA8]: There is only one upheaval mentioned in the editorial text. Why is it in plural form?



What I Have Learned

Fill in the blanks with the correct word. Write the answer on a separate sheet of paper.

- _____ is written for the public and its purpose is to entertain, inform, explain, guide, document, and convince.
- _____ is written based on the writer's opinion of the current issues.
- _____ is a picture that represents the editor's opinion about an issue.



What I Can Do

Read the editorial text then answer the questions that follow. Write the answer on a separate answer sheet.

THE INFLUENCE OF SOCIAL NETWORKS TO THE YOUNGSTERS OF TODAY

Social networks are becoming an integral part of people's lives nowadays. We are in a world of global village where everyone is connected to one another in this vast network generated by the internet. Social networking is the use of Internet-based social media sites to stay connected with friends, family, colleagues, customers, or clients. Social networking has different social purposes made possible through the use of different social media applications such as Facebook, Instagram, Twitter, Snapchat, Viber, among others. These aid in connecting people and their relatives and among people with different nationality, culture, religion that are miles away from each other. The advantages of social networks are truly significant to humans. The question now is: How do social networks affect our youngsters of today?

Frequent use of social networks among teenagers and young adults has a huge impact on their academic performance in school. One of the factors why students are struggling in their studies is the overexposure and addiction to their gadgets. Exposure to these modern technologies hinders their personal growth both in school and at home. They cannot perform their household chores and even carry out important social responsibilities because they are preoccupied with the virtual world. The lack or difficulty in self-regulation and susceptibility to peer pressure makes them vulnerable to these behaviors. Social network-induced obesity, Internet addiction and sleep deprivation are possible effects among teenagers if their overexposure and addiction to gadgets will not be resolved, especially by their parents or guardians. Other risks of extensive social networking among youth are loss of privacy, sharing too much information, and disconnecting from reality. Open discussions about social network protocols and netiquettes would go a long way in establishing global digital citizenship and healthy mental behavior.

Always remember...Think before you click!

Answer the questions on a separate answer sheet.

1. What is the editorial text all about?
2. What are the examples of highly used social media applications?
3. What pieces of advice does the writer want to convey the public?
4. What do you think is the purpose of the writer?
5. Do you agree with the title of the editorial text? Why or why not?

Commented [DMA9]: Social networking can have a social purpose, a business purpose, or both, through sites such as Facebook, Instagram, Twitter, Snapchat, Viber, among others, are all highly used social media platforms.

Change to: Social networking has different social purposes made possible through the use of different social media applications such as Facebook, Instagram, Twitter, Snapchat, Viber, among others.

These illuminate the lives of thousands of people restricted by long distance, nationality and even religion. So how do social networks affect our youngsters of today?

Change to: These aid in connecting people and their relatives and among people with different nationality, culture, religion that are miles away from each other. The advantages of social networks are truly significant to humans. The question now is: How do social networks affect youngsters of today?

and even social responsibilities because they were preoccupied with the virtual world

Change to: and even carry out important social responsibilities because they were preoccupied with the virtual world

to these realistic threats

Change to: to these behaviors.

Other problems such as social network-induced obesity, Internet addiction and sleep deprivation are issues that continue to be under scrutiny in various research studies.

Change to: Social network-induced obesity, Internet addiction, and sleep deprivation are possible effects among teenagers if their overexposure and addiction to gadgets will not be resolved, especially by their parents or guardians.

Think before you Click!

Change Click to click!

Commented [DMA10]: Change to: pieces of advice



Assessment

Read the article, then, respond to the following questions about the authentic text. Write your answers on a separate sheet of paper.

INTERACTIVE SLIDE DECK IN ENGLISH FOR GRADE VI LEARNERS OF ILOILO CENTRAL ELEMENTARY SCHOOL

Teachers use a wide variety of tools to foster learning while having fun. Instructional Materials are used in educational lessons which include active learning and assessment that can support students in their academic performance. The technology will allow teachers to bridge these learning experiences more naturally and seamlessly. As more digital tools become available and accessible that facilitate learning in multiple modalities, just as effective teachers in the 21st century will continue to maximize and seek avenues to improve student learning.

Interactive lessons and activities prompt students to engage with content rather than passively absorb it. Gamified activities involving internet connections and laptops through PowerPoint presentations are fun ways to review their understanding of the learning content. They are more focused, attentive, and participative in class discussions. Deep learning occurs through experiential, authentic, and collaborative instructional processes.

The pursuit for higher Mean Percentage Score from First to Fourth Grading Periodic Tests had challenged the subject teachers to come up with a teacher-made learning material that pushes students to internalize and support learning in a creative way. Instead, more professional learning time should be spent helping teachers plan, develop materials and practice delivering the strategies with colleague support. Addressing this problem can have a very real positive effect on student performance.

A slide deck presentation is an exposition of a series of slides or images in an electronic device or in a projection screen. It is a collection of slides put together in the same presentation, and it is essential for teachers to have a well-structured presentation.

With this, an Interactive Slide Deck in English for Grade VI Learners was materialized to help the English Grade VI teachers to lessen the burden of finding resource materials that include all the learning competencies from First to Fourth Quarter. This learning material contains 545 slides classified according to competencies and objectives aligned to the Grade VI English curriculum guide. This was utilized by the Grade VI English Teachers among 379 Grade VI pupils of Iloilo Central Elementary School for the school year 2018-2019.

In our quest to improve our children's overall performance in support to L&D program implementation, preparation of learner's materials and resource package development is our topmost priority. The findings call for a more teacher and students' friendly approach in monitoring and assessing the academic performance in the English content area and quality of students' analysis, which this instructional material will address. May this learning material facilitate learners' acquisition of knowledge, skills and attitude to create a 21st century learning environment by blending physical and digital arrangements inside the classroom.

1. What is the text all about? _____
2. What challenged the subject teachers to come up with a teacher-made learning material? _____
3. What does the learning material contain? _____
4. What do you think is the purpose of the writer? _____
5. Do you agree with the teachers' initiative? Why or why not? _____



Additional Activities

Writing Activity

During this COVID-19 pandemic, we have embraced the new normal in education. Write a composition that answers this question: "When it comes to schoolwork, what has been your favorite thing you missed the most? Why?" Use a separate sheet of paper.

Use this rubric as a guide in writing your composition.

Skills Assessed	4	3	2	1
Content and Required Elements	The composition includes all required elements	All required elements are included in the composition	All but one of the required elements are included in the composition	None of the required elements is included in the composition
Relevance to the Topic	All sentences are related to the topic and make it easier to understand	Most of the sentences are related to the topic and make it easier to understand	Some sentences are related to the topic.	None of the sentences relate to the topic.
Grammar, Usage, and Mechanics	Virtually no spelling, punctuation, or grammatical errors	Few spelling and punctuation errors, minor grammatical errors	A number of spelling, punctuation, or grammatical errors	Many spelling, punctuation, and grammatical errors that interferes with the meaning
Quality of Writing	Very informative and well organized	Somewhat informative and organize	Gives some new information but poorly organized	Gives no new information and very poorly organized

Lesson 2

Distinguishing Text Types



I plan to express my thoughts about the COVID-19 pandemic. What text type will I use in writing?



What's In

Read this editorial and answer the following questions about the authentic text. Write your answers on a separate sheet of paper.

Filipino Learners Learn the New Way

The implementation of the new learning modalities is no joke!

There are several opinions, beliefs, observations, and views on the new learning modalities in the Philippine education system. There are some who reacted negatively and some others embrace the new learning modalities positively. Issues on the difficulties of learners' coping on the new way of learning, teachers' way of teaching, and financial worries of parents have been raised. Undeniably, the learning modalities are truly unusual and challenging not just to learners but to the teachers as well. Delivering lessons through modules and online classes in different subjects has surely challenged the capacity and patience of learners, parents, and teachers.

This entails hard work among the proponents to make things possible. Financial, physical, mental, and emotional attributions must be considered as well. Salute to all concerned individuals who have made the new normal learning modalities possible.

Gradually, learners and teachers have learned to appreciate the new learning modalities.

The Filipinos are hopeful that even in this time of COVID-19 pandemic, the new learning modalities would bring positive effects on the teaching-learning process in the Philippines.

1. What is the text all about? _____
2. What text type is used in this editorial? _____
3. Why is there a need to adopt these new learning modalities? _____



Notes to the Teacher

Let the learners do their learning tasks and activities following the given instructions properly. Instruct learners to ask guidance from their family members if they have some difficulty doing their tasks.



What's New

There are many different text types that you may encounter in a single day. You may read a newspaper article in the morning, then write a letter (or email) to a friend, follow a recipe to make dinner, fill out an application form, and pick up a leaflet before you finally savor a good storybook at bedtime.

In this lesson, we'll take a look and examine the purpose of each of these text types. The table shows the different factual text types.

Factual Text Types
1. Description
2. Discussion/Argument
3. Persuasion
4. Recount
5. Procedural



What is It

Texts are written for a variety of purposes using different forms and standards of composition. These forms of writing are known as **text types**.

Factual texts are texts that inform, instruct, or persuade readers about a particular subject and give useful information based on facts.

Now, let's take a closer look at these factual text types.

Text Types	Purposes	Examples						
1. Description	to give a vivid description of the characteristics or features of something	brochures, character descriptions, biographies						
<p>Example:</p> <p>On June 19, 1861, José Protasio Rizal Mercado y Alonso Realonda was born in Calamba, in the Philippines' Laguna Province. A brilliant student who became proficient in multiple languages, José Rizal studied medicine in Manila. In 1882, he traveled to Spain to complete his medical degree.</p> <p><i>(https://www.biography.com/political-figure/jos%C3%A9-rizal)</i></p>								
2. Discussion/Argument	to argue one side of an argument or discuss both sides of an issue	debate, letter to the editor, a formal letter of complaint, arguing for or against an idea, and discussing issues						
<p>Example:</p> <p>We know that social media apps are very popular. In fact, many Filipinos have social media accounts. While social media facilitate the creation and sharing of information and ideas and bring people together, we argue that social media also bring negative effects on our physical, social, mental, and emotional well-being.</p>								
3. Persuasion	to persuade or sway someone to do or believe in something	an advertisement, a for sale notice, a slogan, a shop sign, a warning						
<p>Example:</p> <p>Try An-C juice, made from pure calamansi juice and honey. Enjoy the fresh and delicious taste as you boost your immunity!</p> <p><i>(advertisement of a fruit juice)</i></p>								
4. Procedural	to instruct someone on how to do something or how something was done	instructions, recipes, 'how to' manuals, user guides, rules, invitations						
<p>Example: Ginataang Pinakbet Recipe</p> <table border="0" style="width: 100%;"> <tr> <td colspan="2">Ingredients:</td> <td>Steps:</td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ Coconut milk ▪ 2 spoons Shrimp paste ▪ Onions ▪ Garlic ▪ Salt </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ Ampalaya ▪ Kalabasa ▪ Sitaw ▪ Okra ▪ Talong </td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> 1. Sauté onions and garlic in coconut oil. 2. Put a bowl of water and add the vegetables. 3. When the water is boiling, add coconut milk and the shrimp paste. 4. Mix it well and serve hot! </td> </tr> </table>			Ingredients:		Steps:	<ul style="list-style-type: none"> ▪ Coconut milk ▪ 2 spoons Shrimp paste ▪ Onions ▪ Garlic ▪ Salt 	<ul style="list-style-type: none"> ▪ Ampalaya ▪ Kalabasa ▪ Sitaw ▪ Okra ▪ Talong 	<ol style="list-style-type: none"> 1. Sauté onions and garlic in coconut oil. 2. Put a bowl of water and add the vegetables. 3. When the water is boiling, add coconut milk and the shrimp paste. 4. Mix it well and serve hot!
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5. Recount	to retell or recount an event or experience or series of events	diary entry, moment in time, witness statement, postcard
<p>Example:</p> <p>I woke up at 6 o'clock in the morning. My family had breakfast. We dressed up and attended Sunday Mass. We played in the park and ate lunch at the restaurant. Then, we went home at 3 o'clock in the afternoon.</p> <p style="text-align: right;"><i>(diary entry)</i></p>		



What's More

Match the examples of texts in column B with their text type in column A. Write the letters of your answers on a separate sheet of paper.

A	B
___ 1. Procedural	A. postcard
___ 2. Discussion/Argument	B. slogan
___ 3. Description	C. brochure
___ 4. Recount	D. user guide
___ 5. Persuasion	E. article discussing an issue



What I Have Learned

Fill in the blanks with the correct word. Write your answers on a separate sheet of paper.

_____ inform, instruct, or persuade readers about a particular subject and give useful information based on facts

Factual Text Types

_____ gives a vivid description of the characteristics or features of something

_____ argues one side of an argument or discusses both sides of an issue

- _____ instructs someone on how to do something or how something must be done
- _____ retells or recounts experience, events, or series of events
- _____ persuades or sways someone to do or believe in something



What I Can Do

Choose one from any of the tasks listed below and work on it. Write your answers on a separate sheet of paper. You will be rated based on the given rubric.

Task 1 – Produce an informational brochure on something you are familiar with, such as a local attraction or historical site.

Task 2 – Think of a recent issue that you love to discuss. You can discuss one side of an argument or both sides of an issue.

Task 3 – Think of your favorite product or food, then create an advertisement to persuade others to use or buy it.

Mechanics	4	3	2	1
Content or Ideas	Focus is clear; catches reader's or viewer's interest; contains all relevant details	Purposeful and focused; contains some relevant ideas barely catches reader's or viewer's interest	Ideas are limited; inadequately developed	No idea presented
Organization	With a strong beginning, middle, and end with clear transitions and effective closure	With correct writing format; has transitions and good closure	Briefly and loosely organized; transitions are weak; closure is ineffective	Writing disorganized with no transition or closure
Vocabulary or Word Choice	Effective and engaging use of word choice	Purposeful use of varied words choice	Slightly varied words choice, usually vague or flat	Inaccurate or inappropriate word choice
Total				



Assessment

It's time to test your skill!

Identify the text type described in each of the given situations below. Write your answers on a separate sheet of paper.

- _____ 1. You need to write the recipe of your favorite chicken adobo to share it with your best friend.
- _____ 2. You need to write about your experiences when you visited your relatives in the province.
- _____ 3. Your teacher asked you to write about yourself.
- _____ 4. You need to convince your friends to try the new fruit juice creation of your Mother.
- _____ 5. Your teacher wants you to write an article about the recent issue.
- _____ 6. You have an assignment to make a brochure on one of the historical places in the Philippines.
- _____ 7. Your sister asked you to help her write an instruction for her activity guide.
- _____ 8. You want to write your diary.
- _____ 9. Your group is assigned to write on the affirmative side in a debate on "Impact of Quarantine on Mental Health of Children."
- _____ 10. Your grandmother wants you to advertise her original "pansit molo" business on social media.



Additional Activities

Choose one text type that you learned from this lesson and provide three to five examples either from different materials that you read, heard from radio, or viewed from television. Write your answers on a separate sheet of paper.

Lesson**3****Recognizing Propaganda**

I really want to try this;
the propaganda is so convincing.

***What's In***

Identify what factual text type is being described in each sentence. Write the letters of the correct answers on a separate sheet of paper.

- | | | |
|----------------|---------------|------------------------|
| A. Description | B. Persuasion | C. Discussion/Argument |
| D. Recount | E. Procedural | |

- ___ 1. It retells an event or experience or series of events.
- ___ 2. It argues one side of an argument or discusses both sides of an issue.
- ___ 3. It instructs someone on how to do something or how something was done.
- ___ 4. It gives a vivid description of the characteristics or features of something.
- ___ 5. It persuades or sways someone to do or believe in something.
- ___ 6. It includes instructions and user guides.
- ___ 7. It is an advertisement, a sale notice, a slogan, a shop sign, a warning.
- ___ 8. These can be a debate, a letter to the editor, a formal letter of complaint, arguing for or against an idea, and discussing issues.
- ___ 9. It includes brochures, character descriptions, and biographies.
- ___ 10. Examples are diary entry, moment in time, witness statement, and postcard.



What's New

Have you tried to convince someone to try a new product? How did you do it?

Read the following questions carefully. Write your answers on a separate sheet of paper.

1. What is the product?

Example: My mom cooked delicious bibingka at home. She wanted to sell bibingka to earn money. I helped her market bibingka to my friends.

2. Whom did you convince?

3. Were you successful?

4. What helped you to get what you want?

5. What did you say to convince the person?



What is It

Recognizing Bias and Propaganda Devices

Bias is a judgment based on a personal point of view or prejudice in favor of or against one thing usually in an unfair manner. It means that a person prefers an idea and possibly does not give equal chance to a different idea. Bias is generally seen as a “one-sided” perspective. It is usually found in essay writing.

Bias can be influenced by several factors, such as popularity. The following are characteristics of bias that you should be able to recognize either in print or in digital materials:

1. Heavily opinionated or one-sided
2. Relies on unsupported claims
3. Presents highly selected facts but offers only opinion
4. Tries to sell something in disguise
5. Uses extreme or inappropriate language
6. Tries to persuade you to think in a certain way with no regard for factual evidence

Propaganda refers to the spreading of information, ideas, or rumor with the intention of influencing people’s opinions or emotions. In propaganda, there are misleading ideas that are used to promote or publicize a particular cause or point of view. The different materials and media used for conveying propaganda messages include paintings, cartoons, posters, pamphlets, films, radio and TV shows, and websites.

Different companies use propaganda devices when they advertise their products to convince people to buy them rather than those of others.

Advertisement presents different points of ideas to the viewers such as to:

1. inform - giving information about different topics;
2. entertain - making people laugh and making life a little lighter;
3. persuade - giving public opinion; and
4. criticize - giving opinion on certain topics.

The following are the different types of propaganda:

Types of Propaganda	Definition	Examples
<i>Bandwagon</i>	It is a propaganda device that persuades one to acquire a style, behavior, or attitude because everyone else is doing it. This can be recognized in an advertisement which shows that many people are using a product and convincing you to buy and use it in order to join them or be like them.	An advertisement promoting a brand of soap which shows that many women from different areas of the country are using it.
<i>Card stacking</i>	It is a propaganda device that uses misleading or unproven statistics to convince the audience to believe it as a fact.	A brand of snack food is loaded with sugar and calories. The commercial misleads the customers by boasting that the product is low in fat, which implies that it is also low in calories.
<i>Glittering Generalities</i>	It is a propaganda device that uses words of praise for a product or person. This is used when a product is described in glowing terms, telling how wonderful it is. People read the exceptional qualities of the product and accept it without trying to get evidences.	These feel-good words regularly surface in commercial taglines and political slogans: <ul style="list-style-type: none"> • The No. 1 brand on earth! • The perfect choice!
<i>Name-Calling</i>	It is a propaganda device that gives a negative label to an idea, person, or product so that it will be rejected.	The most obvious type of name-calling involves bad names. For example: <ul style="list-style-type: none"> • fascist • bum • terrorist • racist • extremist
<i>Testimonial</i>	It is a propaganda device that is used when an important person or famous figure endorses a product. A well-known actress may show a product which she uses to keep herself young and beautiful.	1. Video Testimonials - shown on websites, social media, and YouTube channel. 2. Text or Quote Testimonials - the most common examples of

		<p>testimonials. These are cost-effective and easier to acquire. They can be acquired easily via email.</p> <p>3. Influencer Testimonials - the most popular examples of testimonials. A testimonial from an influencer is more effective than an influencer merely holding a product or brand.</p> <p>4. Success-Story Testimonials - Nothing beats customers' success stories and they are the perfect examples of testimonials in advertising. They provide readers with the complete story of how the product helped the users. Success stories are truly inspiring.</p>
<i>Plain Folks</i>	It is a propaganda device that uses ordinary people enjoying the product to make it seem practical and of good value.	An example of plain folks is an advertisement showing a senior citizen who had suffered from back pain then used a pain relief product that completely got rid of the pain.
<i>Transfer</i>	It is a propaganda device that uses an individual, thing, idea, or symbol that carries respect, authority, prestige, and other positive qualities along with the product to make it look more acceptable.	An example of transfer is an advertisement of a product that uses a nationalistic song or a country's flag in the background which awakens one's sense of patriotism.



What's More

I. Fill in the box with the correct propaganda devices. Write the words on a separate answer sheet.

1.

→ It makes use of general, high sounding words to promote a product or idea. However, it does not really explain how it is connected with what is being promoted.

2.

→ It is a device that shows associations or connections between persons, products, and ideas. One is affected by the quality or credibility of another.

3.

→ This device uses famous personalities or recognitions to promote a product. These people will tell you that they use the product and it is so effective.

4.

→ It is a device urging the public to follow the crowd or the popular choice. It is telling the consumer to go with the trend so as not to feel left out.

5.

→ It shows that a person, product, or idea is for the masses and is one with their struggle.

6.

→ This gives a negative label to an idea, person, or product so that it will be rejected.

7.

→ It is a way to manipulate information so that one product looks better than another.

II. Read the advertisement. Answer the questions that follow. Write the complete answer on a separate answer sheet.

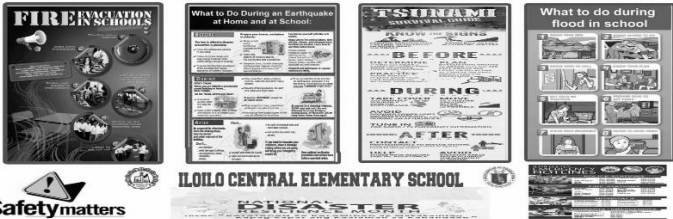
ARE YOU READY CENTRALIANS?

Get involved and be part of
ALERTO Kids in Action...

**Join the 3rd Batch of
KABALAKA CAMPERS at ICES!**

When: November 19, 2020
8:00 a.m. – 12:00 noon
Where: Iloilo Central Elementary School Covered Court

**FIRST COME, FIRST SERVED
for the FIRST 100 PARTICIPANTS!**



ILOILO CENTRAL ELEMENTARY SCHOOL

Safety matters

Please contact:
GRACE ANN B. SEGOVIA
DRRM Coordinator

1. What is the advertisement all about? _____
2. When will the event happen? _____
3. Where will the event take place? _____
4. How many participants will be accommodated? _____
5. Can pupils from other schools join the KABALAKA Camp? Why? _____



What I Have Learned

Fill in the missing word. Write the words on a separate answer sheet.

_____ refers to the spreading of information, ideas, or rumor with the intention of influencing people's opinion or emotion.

The Seven Propaganda Devices:

- _____ persuades one to acquire a style, behavior, or attitude because everyone else is doing it.
- _____ uses misleading or unproven statistics to convince the audience to believe it as a fact.
- _____ uses an individual, thing, idea, or symbol that carries respect, authority, prestige, and other positive qualities along with the product to make it look more acceptable.
- _____ gives a negative label to an idea, person, or product so that it will be rejected.
- _____ uses ordinary people enjoying the product to make it seem practical and of good value.
- _____ uses an important person or famous figure to endorse a product.
- _____ uses glowing terms in describing a product, telling how wonderful it is.



What I Can Do

A. Recognize bias statement. Put a ✓ before the number if the statement is bias and an X if not. Write your answer on a separate answer sheet.

- _____ 1. I hate classical music; it is too complex.
- _____ 2. Study shows citrus fruits are good sources of vitamin C.
- _____ 3. People who are good in Math are brainy.
- _____ 4. Maria and Pedro are the best persons for the job.
- _____ 5. Research shows eating vegetables will boost one's immune system.

B. Recognize the propaganda device used in each of the given situations. Write your answers on a separate answer sheet.

Testimonial
Bandwagon

Name Calling
Glittering Generalities

Plain Folks

- _____ 1. A billboard, advertising a rice brand, shows an ordinary family sitting around the table eating breakfast.
- _____ 2. A young lady promotes her food supplement products by describing them in glowing terms telling how effective they are.
- _____ 3. In a YouTube video, Mr. De Pedro tells that many people are doing his latest exercise routine to become fit and healthy.
- _____ 4. In a radio interview, the beauty advocates talk about negative things on a particular brand of soap and convince people not to use it anymore.
- _____ 5. A TV commercial shows a famous host talking about his positive experience on using the latest model of a touchscreen phone.



Assessment

Recognize propaganda devices. Read the given propaganda and identify what device was used. Write your answer on a separate answer sheet.

- _____ 1. “Join the Olympics 2021 in Japan. Buy 3 tickets and get 1 free. Join the thousands of sports enthusiasts and enjoy this once in a lifetime experience!”
- _____ 2. “Fly SKYLINE. Feel at home in the skies.”
- _____ 3. “TV host and actor Vic Soho says that when it comes to flying, he always chooses SKYLINE, his favorite airline.”
- _____ 4. “If you don’t fly SKYLINE, you are simply not in.”
- _____ 5. “Feeling safe and comfortable is the greatest experience one should have while flying up in the sky. Fly high with SKYLINE and have the great feeling of comfort!”
- _____ 6. “SKYLINE is the best airline ever in this decade. Powered with advance technology, it offers exquisite comfort and satisfaction for frequent flyers.”
- _____ 7. “Fly with SKYLINE and feel that you are in a cloud nine, skimming over a summer meadow.”



Additional Activities

Read and do the task. Write your answers on a separate sheet of paper.

When you give an opinion on an issue or a topic, you express what you feel or think about it. Your input is neither right nor wrong. However, when you try to persuade others to agree with you, you should provide evidence to support your opinion.

Listen to or watch a recent advertisement. What are the claims of the advertisement? What evidences were cited to support such claims? Do you agree with the advertisement?

Write a paragraph to present your stand and cite evidences to support it. Be guided with the following rubric.

Mechanics	4	3	2	1
Paragraph Content	Stand is clearly stated; contains all relevant evidences	Stand is vague; contains relevant evidences	Ideas are limited; inadequately developed	No idea presented
Paragraph Organization	With strong beginning, middle, and end with clear transitions and effective closure	With correct writing format; has transitions and good closure	Briefly and loosely organized; transitions are weak; closure is ineffective	Writing disorganized with no transition or closure
Vocabulary or Word Choice	Effective and engaging use of word choice	Purposeful use of varied words choice	Slightly varied words choice, usually vague or flat	Inaccurate or inappropriate word choice
Total				



Answer Key: Lesson 1

Additional Activities
 Written compositions may vary. Assessment must be based on the rubrics presented.

Assessment
 1. Interactive Slide deck
 2. The pursuit for higher Mean Percentage Score from First to Fourth Grading Periodic Tests
 3. 545 slides
 4. To inform
 5. Answers may vary

What I Can Do
 1. The influence of social networks to the youngsters of today
 2. Facebook, Instagram, Twitter, Snapchat and Viber
 3. Moderate use of the gadgets, overexposure to the modern technologies and think before you click.
 4. To inform the readers of the effects of social networks
 5. Answers may vary

What I Have Learned
 1. Authentic Text
 2. Editorial Text
 3. Caricature

What's In
 1. c. Cause & Effect
 2. e. Compare & Contrast
 3. a. Description
 4. d. Problem & Solution
 5. b. Sequence

What's More
 1. Virtue of Hope
 2. Work and connection with friends and family
 3. * Stay at home with family
 * Busy streets and some malls were closed
 * Pollution was lessened and Mother Earth started to recuperate
 * Importance of hygiene and safety health protocols
 * Daily routine at home and workplace were changed
 * Spiritual attachment was regained
 4. To never give up and to see hope in spite of being surrounded by challenges and struggles
 5. Answers may vary

What I Know
 I. 1. A 6. B
 2. E 7. F
 3. C
 4. D 5. G
 II. 1. T III. 1. C
 2. T 2. D
 3. T 3. E
 4. T 4. A
 5. F 5. B



Answer Key: Lesson 2

<p>Assessment</p> <ol style="list-style-type: none"> 1. Procedural 2. Recount 3. Description 4. Persuasion 5. Discussion/Argument 6. Description 7. Procedural 8. Recount 9. Discussion/Argument 10. Persuasion 	<p>Additional Activities</p> <p><i>Output may vary</i></p>
<p>What I Have Learned</p> <p><u>Factual Texts</u> Factual Text Types</p> <p><u>Description</u> Discussion/Argument <u>Procedural</u> Recount <u>Persuasion</u></p>	<p>What I Can Do</p> <p><i>Answers may vary</i></p>
<p>What's In</p> <ol style="list-style-type: none"> 1. New learning modalities 2. Discussion/Argument 3. To continue learning even in this time of COVID-19 pandemic 	<p>What's More</p> <ol style="list-style-type: none"> 1. D 2. E 3. C 4. A 5. B



Answer Key: Lesson 3

Additional Activities
Answers may vary

Assessment

1. Bandwagon
2. Plain Folks
3. Testimonial
4. Name Calling
5. Transfer
6. Card stacking
7. Gittering

Generalities

What I Can Do

A. 1. ✓
2. ✓
3. ✓
4. ✓
5. X

B. 1. Plain Folks
2. Gittering
3. Generalities
4. Bandwagon
5. Name Calling
6. Testimonial

What I Have Learned

Propaganda

7 Propaganda Devices

Bandwagon
Card Stacking
Transfer
Name Calling
Plain Folks
Testimonial
Gittering Generalities

What's More

1. Gittering Generalities
2. Transfer
3. Testimonial
4. Bandwagon
5. Plain Folks
6. Name Calling
7. Card Stacking

II.
1. KABALAKA Camp at ICES
2. November 19, 2020
3. Iloilo Central Elementary School
4. 100 participants
5. No, it is exclusive to ICES learners.

What's New

Answers may vary

What's In

1. D	6. E
2. C	7. B
3. E	8. C
4. A	9. A
5. B	10. D

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