

# Persuasive Devices and Propaganda

## Skills Review and Maintained

- **Comprehension**  
Main idea and details  
Making judgements
- **Writing**  
Advertisements

## Teach

- Tell students that to become more critical readers and consumers, they must learn to challenge statements that are presented as a fact. Discuss various forms of propaganda: ads, editorials, political fliers and speeches.
- Display a magazine advertisement and point out persuasive devices that it contains. Discuss television advertisements students have seen recently. How do advertisements try to convince viewers to buy certain products?
- Be sure they understand and can recognize the differences between the persuasive devices.

## Practice

### Introducing vocabulary

- Before students read the script, introduce the vocabulary words and discuss their meanings. Use the words in questions and have students supply the answers.

### Reading the Passage

- Invite students to read the title and look at the photograph, and then explain it. Ask students to highlight persuasive devices as they read.

### Checking comprehension

- To determine the main idea, ask students to answer these two questions: what is the most important idea the advertiser wants to know? What details support this idea?
- Before students make judgments, have them think about commercials they have seen and reasons why they like or dislike them.

### Practicing Comprehension Skills

- Help students analyze statements of propaganda by asking these questions: Is this statement always true? What evidence is given to support the statement? Is the statement just one person's opinion? Why is it being made? Who is making it?

### Practicing Vocabulary

- Review the vocabulary words with students.

## Apply

### Making the Reading and Writing Connection

- Tell students to be honest but polite when they tell their partners whether the ad was persuasive or not. They can suggest revisions.

### ESL Strategy

- Have students find magazine ads that include both pictures and text. Help them circle persuasive devices they see are real. Guide students to talk about specific devices.

**Multiple Intelligences: Bodily-Kinesthetic, Interpersonal, Verbal-Linguistic**

- Group of three can dramatize the ad.

**Home-School Connection**

- Have students watch television with their families and identify persuasive devices they notice in commercials. Afterward, students can work with a family member to write a brief summary of one commercial. They should describe the persuasive devices that were used.