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English

Quarter 3 - Module 5

Detecting Biases and Propaganda Devices Used by Speakers



English - Grade 6
Alternative Delivery Mode
Quarter 3 – Module 5: Detecting Biases and Propaganda Devices
Used by Speakers
First Edition, 2020

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English

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Detecting Biases and Propaganda Devices Used by Speakers

This instructional material was collaboratively developed and reviewed by educators from public schools. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at lrmdslndn@gmail.com

We value your feedback and recommendations.

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Lesson 10

Detecting Biases and Propaganda Devices Used by Speakers

QUARTER 3 MODULE 5

What I Need to Know

Welcome to another moment of learning. This time you are going to learn to be sensitive to everything around you, especially the ones you see or hear from media and from people around, so make sure that at the end of the lesson, you are able to:

1. detect biases and propaganda devices used by speakers (EN6LC-IIIb-3.1.12);
2. make a stand based on a certain topic through writing; and
3. value the importance of expressing ideas in polite way at all times by presenting coherent, comprehensive report on a given issue or concern (EN10LC – IIId -3.18).

What I Know

To measure your knowledge of the concepts to develop in this module, do the following activity.

Directions: Identify the technique used in the propaganda shown in every number.

Choose your answer from the box. Write the letter of the correct answer on your notebook.

A. Glittering Generalities
C. Bandwagon
E. Testimonial

B. Card Stacking
D. Plain Folks
F. Name Calling





7.



8.

9. Are TV commercials useful? Why? Encircle the letter of the correct answer.
- A. No, because the information in the TV commercials are not true.
 - B. No, because TV commercials have bad influence to the viewers.
 - C. Yes, because TV commercials give information about the different products for the costumers to buy.
 - D. Yes, because all TV commercials give us true information.
10. Which of the following is not a propaganda technique?
- A. bandwagon
 - B. fact
 - C. plain folks
 - D. testimonial

What's In

In the previous lesson, you have learned about Distinguishing Text-Type According to Purpose and Language Features (Comparison and Contrast)

Comparison shows the *similarities* and **contrast** tells *differences* among subjects like people, objects, places, animals, situations or ideas. A compare-and-contrast text or paragraph analyzes two subjects by comparing them, contrasting them, or both.

Directions: To measure your knowledge of the past lesson, Read the text below and write down the clue/signal words that you found while reading. Indicate whether each word signals comparison or contrast. Write your answer on your notebook.

SIGNAL WORDS

Comparison or Contrast

Poppa's pizza is better than Light Street's pizza. Poppa's makes thin crust pizzas, while the Light Street crust is thick and chewy. Poppa's sauce is spicy with oregano, basil, and pepper. Light Street offers a much sweeter sauce, with barely a hint of Italian spices. Finally, Poppa's is very generous with the cheese, and they use a three-cheese blend. In contrast, Light Street uses only mozzarella, and not very much of it. I would prefer to eat at Poppa's any day! (<https://bit.ly/3obtUBL>)

What's New

What is your favorite TV commercial? How does it convince you to buy the product? Every TV commercial exemplifies a propaganda.

Propaganda makes use of a collection of devices and tricks intended to influence your thinking. Learning to recognize these techniques can go a long way toward your smart choice of products and services, based on your actual experiences, and not just because of the effects of propaganda.

Activity 1

Directions: Identify the propaganda technique used in each of the following pictures below. Encircle the letter of the correct answer.



1.

- A. Bandwagon
- B. Plain Folks
- C. Card Stacking
- D. Testimonia

2.

- A. Plain Folks B. Name Calling
C. Glittering Generalities D. Card Stacking

3.

- A. Glittering Generalities
B. Plain Folks
C. Name Calling
D. Card Stacking

4.

- A. Glittering Generalities B. Plain Folks
C. Name Calling D. Card Stacking

5.

- A. Glittering Generalities
B. Testimonial
C. Name Calling
D. Card Stacking

What Is It

Do you think that the propaganda techniques above are really giving fair information to people? Why?

When the information given is not fair, then there is **bias**. When a commercial, a testimony or a speech is favoring or siding with somebody, something, a company, a group, or a political or religious affiliation, then there is bias.

In media (newspaper, television, radio, facebook, youtube, twitter, etc), there are glaring biases which we must know. It is important that we are able to detect biases, right away, so please read and understand the types of biases enumerated and described below.

TYPES OF BIASES

1. Bias by headline

Many people read only the headlines of a news item. Most people scan nearly the headlines in a newspaper. Headlines are the most-read part of a paper. They can summarize as well as present carefully hidden bias and prejudices. They can convey excitement where little exists. They can express approval or condemnation.

2. Bias by photos, captions and camera angles

Some pictures flatter a person; others make the person look unpleasant. A paper can choose photos to influence opinion about, for example, a candidate for election. On television, the choice of which visual images to display is extremely important. The captions newspapers run below photos are also potential sources of bias.

3. Bias through use of names and titles

News media often use label or titles to describe people, places and events. A person can be called an “ex-con” or be referred to as someone who “served time twenty years ago for a minor offense.” Whether a person is described as a “terrorist” or a “freedom fighter” is a clear indication of editorial bias.

4. Bias through statistics and crowd counts

To make a disaster seem more spectacular (and therefore worthy of reading about), numbers can be inflated. “A hundred injured in air crash” can be the same as “only minor injuries in air crash,” reflecting the opinion of the person doing the counting.

5. Bias by source control

To detect bias, always consider where the news item “comes from.” Is the information supplied by a reporter, an eyewitness, police or fire officials, executives, or elected or appointed government officials? Each may have a particular bias that is introduced into the story. Companies and public relations directors supply news outlets with puff pieces through news releases, photos or videos. Often news outlets depend on pseudo-events (demonstrations, sit-ins, ribbon cuttings, speeches and ceremonies) that take place mainly to gain news coverage.

6. Bias by word choice and tone

Showing the same kind of bias that appears in headlines, the use of positive or negative words or words with a particular connotation can strongly influence the reader or viewer.

Now let’s have an activity below:

Directions: Identify the kind of bias shown in every propaganda below.

“3 out of every 5 fatal automobile accidents did not involve drinking. 67% of the drivers involved in fatal accidents had not been drinking. And 76% of the pedestrians involved in accidents had not been drinking. Therefore, sobriety is undoubtedly the major cause of fatal automobile accidents, and sober driving must be outlawed immediately, and punished harshly.”

PROPAGANDA 1 ____?

Dirty Harry Lim loses Manila mayoralty seat

PROPAGANDA 2 ____?

Analysis

Propaganda 1 is a *Bias through statistics and crowd counts*. The focus of the data used to present a figure of automobile accidents is not on the fatalities; instead, it is on the ones who were saved from deaths. *Analyze the details below:*

“3 out of every 5 fatal automobile accidents did not involve drinking. 67% of the drivers involved in fatal accidents had not been drinking. And 76% of the pedestrians involved in accidents had not been drinking. Therefore, sobriety is undoubtedly the major cause of fatal automobile accidents, and sober driving must be outlawed immediately, and punished harshly.”

Actual figure should be like this:

“2 out of every 5 fatal automobile accidents was due to drinking. 33% of the drivers involved in fatal accidents had been drinking. And 24% of the pedestrians involved in fatal accidents had been drinking. Therefore, alcohol intoxication is a major cause of automobile accidents, and drunk driving must be dealt harshly.”

Dirty Harry Lim loses Manila mayoralty seat

Propaganda 2 is a *Bias by headline*. The name Dirty Harry is attached to the name Lim. In the Manila mayoralty race, the family name Lim is supposed to be enough because Alfredo Lim is already known as previous mayor – people know him already, so there is no need to call him Dirty Harry because it has a negative connotation, very much unfair on the part of Alfredo Lim, being a political candidate and being a person.

After studying the biases, you are now ready to study the different propaganda techniques and examples of propaganda. All of these have the tendency to use biases in order to change people's minds.

PROPAGANDA DEVICES

1. The **Bandwagon Propaganda** is all about persuading the target audience to take action. It is creating an urge along people to become a part of the "in crowd".
 2. The **Card Stacking Propaganda** focuses on the best features and leaves out or lies about the problems.
 3. The **Plain Folks Propaganda** uses regular people to sell a product or a service.
 4. The **Testimonial Propaganda** contains a well –known person endorsing the product or service.
 5. The **Glittering Generalities Propaganda** uses words or ideas that evoke an emotional response.
 6. The **Name Calling Propaganda** connects a person, product or idea to something negative.
- Bias will happen when someone takes a side for favor or promote something although it is harmful to health.

What's More

Have you gone to a Jollibee store?

Well, give your stand on this question.
Explain your answer on your notebook.

**Is it good to eat too much
hamburger, spaghetti, chicken
joy, and ice cream? Why?**



<https://bit.ly/3jiOE6L>

What I Have Learned

How do you differentiate propaganda from bias?

- **Propaganda** makes use of a collection of devices and tricks intended to influence your thinking while **bias** will happen when someone takes a side for favor or promote something although it is harmful.
- In order to detect bias and propaganda one needs to know the difference between fact and opinion.
- A **fact** is something that can be proven true. The information is objective and is based on data and observation. It can be verified to be true by using research, records, and apparatuses.
- An **opinion** is subjective and cannot be verified. It varies from one person to another. An opinion may be based on facts but it is subjective because it is based on feelings and personal judgment.

When taking a stand on particular issues, it is important that the person

- demonstrates characteristics of a courteous listener and speaker.
- presents ideas and evidences clearly and thoughtfully.
- listens to the ideas of others and demonstrates an ability to be constructive.

What I Can Do

For items 1-3. Directions: Identify the technique used in the propaganda. Encircle the letter of the correct answer.

1.



- A. Glittering Generalities
- B. Card Stacking
- C. Name Calling
- D. Plain Folks

2.



- A. Glittering Generalities
- B. Card Stacking
- C. Name Calling
- D. Testimonial

3.



- A. Glittering Generalities
- B. Card Stacking
- C. Name Calling
- D. Testimonial



Assessment

For items 1-5. Directions: Identify the propaganda technique described in each item.
Choose the letter of the correct answer from the choices below.



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

- _____ 1. It uses regular people to sell a product or a service.
- _____ 2. It uses words or ideas that evoke an emotional response.
- _____ 3. It focuses on the best features and leaves out or lies about problems.
- _____ 4. It is all about persuading the target audience to take action. It's about creating an urge along people to become a part of the "in crowd".
- _____ 5. It has a well-known personality who endorses the product or service.

For items 6-8. Directions: Identify the technique used in the propaganda. Write the letter of the correct answer.

6.  
- A. Glittering Generalities B. Card Stacking
C. Name Calling D. Testimonial

7.  
- A. Glittering Generalities B. Card Stacking
C. Name Calling D. Testimonials

8.  
- A. Plain Folks B. Glittering Generalities
C. Name Calling D. Card Stacking

For items 9-10. Directions: Examine this propaganda. Detect the bias and discuss it in the space provided.



The Rubric below will be used in assessing the learner's discussion.

RUBRIC

- 0 point** – Student shows no evidence / answer of the question.
- 1 point** – Students shows little evidences / information of the question.
- 2 points** – Student shows sufficient evidences / information of the question.
- 3 points** – Student shows ample evidences / information of the question.

Additional Activities

Activity 1. On a sheet of short bond paper, draw a **propaganda** of each technique below. (5 points each).

1. Name Calling

2. Card Stacking

Activity 2. Choose one propaganda technique. On a sheet of pad paper, write the script of a commercial showing the propaganda techniques you have chosen. (5 points)

Answer Key

PRETEST

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

What's New (Activity 1)

1. A
2. A
3. B
4. D
5. C

POST TEST

1. D
2. A
3. B
4. C
5. E
6. C
7. D
8. B
- 9-10. Teachers will follow the RUBRICS

What I Can Do

The teachers will follow the Rubrics in assessing the learner's work.

What's More

1. D
2. A
3. B
4. Card Stacking
5. Name Calling

What's In

1. Make-believe
2. Make-believe
3. Real
4. Make-believe
5. Real

Lesson

11

Using a Particular Kind of Sentence for a Specific Purpose and Audience – Asserting



What I Need to Know

Good day to you! Welcome to another lesson of new learning and discoveries. In this lesson you will be learning about assertive sentences.

At the end of this lesson, you are expected to:

1. identify assertive sentences
2. write assertive sentences; and
3. appreciate the beauty of nature by presenting coherent, comprehensive report on a given issue or concern (EN6OL-IIIg-1.19)



What I Know

Directions: Read the sentences carefully. Mark **Y** if the sentence is assertive. Mark **X** if it is not.

- _____ 1. My family is busy on a beautiful Sunday morning.
- _____ 2. Who is the man behind the tree?
- _____ 3. My mother prepares our food with love and affection.
- _____ 4. I read my story book.
- _____ 5. Please, give me a glass of water.
- _____ 6. How are you feeling today?
- _____ 7. Sandara is afraid of the dark.
- _____ 8. John, my brother teaches me to ride the bike.
- _____ 9. My father is happily painting the wall of our house.
- _____ 10. When are you going to finalize your work?



What's In

What have you understood about *Propaganda Devices* and *Biases*?

What are the different Propaganda Devices? How does one become Bias?



What's New

Directions: Read the poem. Classify the lines in the poem as **assertive** or **non- assertive**.

Moon

Thelma O. Aragon

I stare at your jubilant light
As I sit under you on a bright cold night,
I tried captivating your radiance that
fascinated me,
But it is me captivated by your
unfathomable beauty.

Oh, how I love to look at you
Your shape so perfect tonight,
Your magnificent beauty brings hope to
my life,
And speaks of how God care and protect
all His people alive.

Assertive	Non-Assertive



What is It

What is an assert? According to Google Dictionary, **assert** is a verb - to state a fact or belief confidently and forcefully. *To assert* is also to behave in a way that shows power, authority, or control. Similar words are *declare* and *affirm*.

Assertive Sentence or Declarative Sentence - is a sentence that tells something.

Ex. I am happy

We use **assertive sentence** when we describe something.

Ex. The woman is sad and worried.

We use **assertive sentence** when we state a fact or information.

Ex. The rain is strong.

➤ We **assert** when we tell something important.

➤ An **assertive sentence** simply gives a statement or information and always ends with a period.

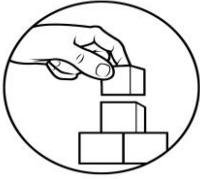
Example: **Assertive Sentences:**

- ✓ *I am cleaning my room.*
- ✓ *The night is cold.*

➤ An **assertive sentence** does not ask a question or does not give command or request.

Example: **Non-Assertive Sentences:**

- ✗ *Who is cleaning the room?*
- ✗ *Please, get my bag.*



What's More

Directions: Arrange the jumbled sentences to form assertive sentences. Observe proper use of punctuation marks and capitalization.

Example: gracefully dances she

Answer: She dances gracefully.

1. we must conscious always be physical and mental of our wellness
2. the time good is God all
3. smells home the grass green
4. far places in love travel to i
5. during lock down I home stayed
6. the new normal education are busy the teachers preparing for
7. is excited for the start Anjo of the learning distance
8. old school setting the children miss the
9. is clean and beautiful bay manila
10. cares for the people filipino rodrigo duterte



What I Have Learned

What have you learned in this module?

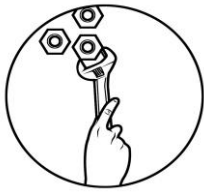
What is an assertive sentence?

What is the other name of assertive sentence?

What does an assertive sentence state?

What punctuation mark is at the end of an assertive sentence?

When do we use an assertive sentence?



What I Can Do

Directions: Examine the pictures below. Write **five (5) assertive sentences** on each of the picture shown.

Picture A



Photo credits to the writer

Picture B

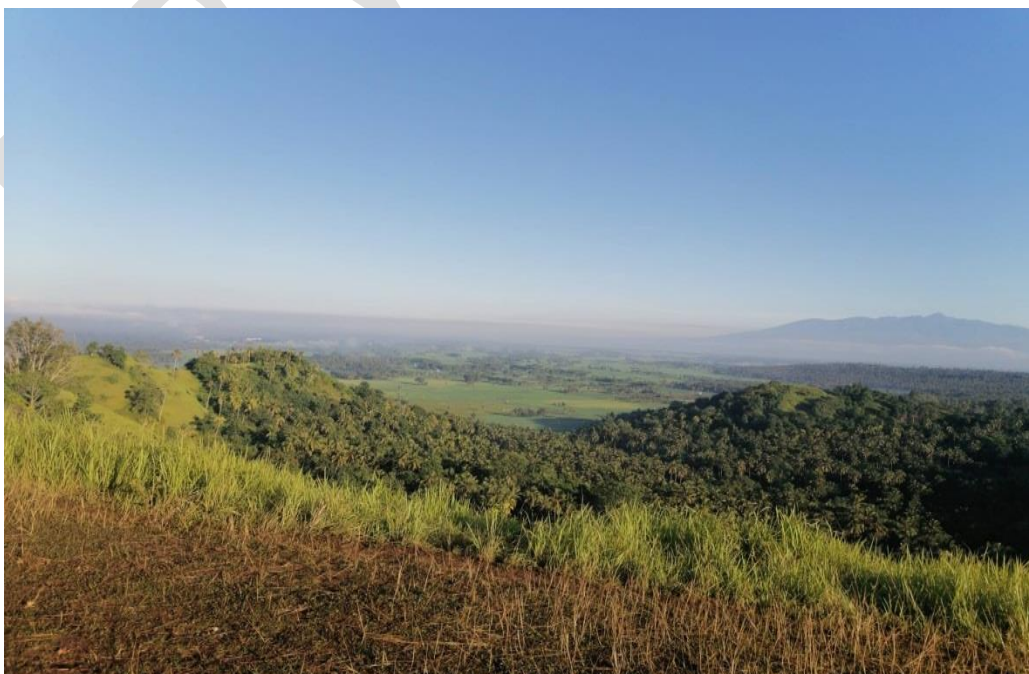


Photo credits to the writer

Picture C



Photo credits to the writer



Assessment

Directions: Read the sentences carefully. Identify **assertive** and **non-assertive** sentences.

- _____ 1. Teachers are scrambling to adapt remote teaching.
- _____ 2. Students are faced with isolation and anxiety about the deadly virus, and uncertainty about the future.
- _____ 3. Please refrain from attending social gatherings and parties.
- _____ 4. How do schools help students academically in this time of pandemic?
- _____ 5. Mother is always reminding us to include teachers in our prayers.
- _____ 6. Observe health protocol and social distancing.
- _____ 7. Stay safe. Stay at home.
- _____ 8. We must wash our hands always.
- _____ 9. The government are doing their best to provide adequate services for a safer and healthier environment.
- _____ 10. Is Corona virus deadly?



Additional Activities

Directions: Write a short paragraph with at least 8-10 sentences about the picture shown.
Use assertive sentences. Write your paragraph in your activity notebook.



Photo credits to the writer



Answer Key

Pre-Test	
1. Y	6. X
2. X	7. Y
3. Y	8. Y
4. Y	9. Y
5. X	10. X

What's In	
Answers Vary	

What I Can Do....	
Answers Vary	

Post Assessment	
1. assertive	
2. assertive	
3. non-assertive	
4. non-assertive	
5. assertive	
6. non-assertive	
7. non-assertive	
8. assertive	
9. assertive	
10. non-assertive	
Additional Activities	
Answers Vary	

What's New	
1. I stare at your brilliant light.	
2. As I sit under you on a bright cold night.	
3. I tried captivating your radiance that fascinated me.	
4. But it is me captivated by your unfathomable beauty.	
5. Oh, how I love to look at you.	
6. Your shape so perfect tonight.	
7. Your magnificent beauty brings hope to my life.	
8. Speaks God care and protection to all his people alive.	

What's More....	
1. We must always be conscious of our physical and mental wellness.	
2. God is good all the time.	
3. The green grass smells home.	
4. I love to travel in far places.	
5. I stayed at home during the lockdown.	
6. The teachers are busy preparing for the new normal education.	
7. Anjo is excited for the start of the distance learning.	
8. The children miss the old school setting.	
9. Manila Bay is clean and beautiful.	
10. Rodrigo Duterte cares for the Filipino people.	



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