

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Reading	Cognitive Skill Level - Analysis	Correlation to Framework - 04.07	Lesson Number - 18
<p>Activity Title - Bias, Prejudice and Propaganda</p> <p>Goal/Objective</p> <p>To identify bias, prejudice and propaganda in a variety of reading selections.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Students need to understand that print and multi-media materials are developed from a particular point of view. Writers of commercials and advertisements often present a biased view of their product, meaning they promote it as the “best” product possible—despite what the true facts may support. This is especially true when name brands advertise that their product is better than store brands of products. In reality store brands may have the same quality as the name brands.</p> <p>Activity</p> <p>As a class view a variety of commercials on television as well as print ads from the local newspaper or magazines. As the students view the information, have them look to see how the advertisers are trying to say/sell/convince them of something. Have students identify what they see, how they feel about what they see and whether or not, the material presented encourages them to purchase certain products. Record the students responses on chart paper or the board.</p> <p>Debriefing/Evaluation Activity</p> <p>Discuss the methods used to persuade the consumer to purchase specific products. Discuss the importance of looking at the facts before making purchases and the importance of analyzing what is being said prior to making decisions.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Chart paper and markers • Video of television commercials • Copies of print advertisements
			<p>Extension Activity</p> <p>Have students develop their own advertisement for a “product” they would like to sell. Have student share their ads with the rest of the class.</p>
			<p>ESE/ESOL Accommodations</p> <p>Pair students who need help with another student who will help them.</p>
<p>Real-Life Connection</p> <p>Have students keep a commercial log for a few days. Have students discuss the commercials they have seen and the effectiveness of the commercials.</p>			<p>Highlight important concepts in print ads.</p>

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Activity Title—

Introduction

Ask: How many times have you watched a commercial and thought that product just can't do all that it claims? *Say:* Writers of commercials and advertisements often present a biased view of their product, meaning they promote it as the "best" product possible—despite what the true facts may support. This is especially true when name brands advertise that their product is better than store brands of products. In reality store brands may have the same quality as the name brands.

Main Activity

As a class view a variety of commercials on television as well as print ads from the local newspaper or magazines. As the students view the information, have them look to see how the advertisers are trying to say/sell/convince them of something. Have students:

- Identify what they see
- Explain how they feel about what they see
- Determine whether or not they would buy the product based on the information presented

Record the students responses on chart paper or the board.

Debriefing/Evaluation Activity

Discuss the methods used to persuade the consumer to purchase specific products. Discuss the importance of looking at the facts before making purchases and the importance of analyzing what is being said prior to making decisions.