

Finding the Main Idea

# The Contention in Persuasive Texts



# About this video

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FINDING THE MAIN IDEA

## The Contention in Persuasive Texts

Persuasive texts are written to convince the reader of a point of view. So it's important to be able to identify the main idea, which is the most important point that the text's author wants you to know. Learn about clue-seeking strategies, such as scanning the text, looking at the title, and searching for evidence and examples, to help find the main idea.

### Essential question:

What strategies can I use to identify and use main ideas in a persuasive text?

### Key vocabulary:

contention

theme

summary

plot

expositions

scan

keywords

argument

discussions

### Learning intention:

Learn about what the main idea is in a persuasive text and a range of strategies in order to first identify and then use these in your own work.

# Before watching

## Make predictions: Advertising examples

Before showing the video to students and doing the below activity, ask them to think about what the purpose of a persuasive text is. Ask some students to share their ideas with the class.

Following this, have them think about real-life examples of text types that are persuasive and share their ideas in small groups. Then, ask one person from each group to share their group ideas with the class.

Now move on to the below:

1. With students in pairs, provide them with various examples of advertising from newspapers, magazines, social media, or websites. You can choose to present these on the board or share printed versions.
2. Ask students, in their pairs, to identify examples from the selection that they believe present as being persuasive and explain why.
3. They can then share their ideas with the class.

# Whilst watching



## Watching as a class



Watch the interactive video as a class and ask students to respond to the prompts throughout the interactive.



## Watching individually



Have students watch the video and complete the interactive on their own. Discuss the vocabulary and the student responses after watching the video.

# After watching

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Here are two activities to take your students' learning from the video further.

## Activity 1: Identifying persuasive techniques in advertising

As a class, brainstorm some of the best, well-known persuasive TV adverts students have seen. Once you have multiple examples, as individuals, students need to choose one and complete the following:

- Identify the purpose of the advert.
- Identify who the target audience is.
- Describe the techniques used in the advert that show it is persuasive.
- Is the advert effective? Be specific with your reasoning.
- What do you think could be changed to improve the advert and why?

Students are now to plot out their own persuasive advertisement. It will be about a travel destination of their choosing, such as an attraction, city, or country. They will need to choose a target audience and tackle the advertisement from a particular point of view.

### Additional support:



Students can choose a well-known fast food chain to research and select one advert that has been used to promote it. Then they can complete the below:

- If you only watched the start of the advert, what would you think it is for?
- What does the advert do to get and hold your attention?
- Does the advert tell you what the food is like at all?
- What about the advert do you think is persuasive?
- Do you think the advert is effective and why?

### Extension activity:



If students are comfortable with the concept of persuasive advertisements, give them a challenging product to create their own draft advertisement for. Some ideas include a computer keyboard with no symbols, a towel made of sandpaper, or a square basketball.

## Activity 2: For and against

Individually, students are to choose one of the following topics and plot out at least three reasons both for and against the topic using evidence and examples. Students must conduct research using trusted internet sources and books to complete the task.

- Social media is positive/negative because...
- Reality TV is important/not important because...
- Schools should/should not have uniforms because...
- Professional athletes should/should not have such large wages because...
- Keeping animals in zoos is positive/negative because...

Once done, students can create teams to rehearse and complete a debate. As the teacher, give them their topic for debate and their for or against stance.

### Additional support:



Students can think of their own debate topic (approved by the teacher) and plot out at least three reasons both for and against their topic using evidence and examples. Students must conduct research using trusted internet sources and books to complete the task.

### Extension activity:



Students are to write a persuasive email convincing their peers to come and watch the class debate.

When writing, they need to consider:

1. Who is your audience?
2. What subject line should you use in the email in order to convince the recipient to open the email in the first place?
3. What would entice students to come and see the debate?
4. What are the reasons that students wouldn't want to come to the debate? (So that you can address and debunk them).

Students will submit both the email and their planning to their teacher.

## **Conclusion**

Ask students to respond to the essential question posed at the beginning of the lesson.

Ask if they still have any questions about the content presented in the video. Discuss and answer these questions as a class.