

# THE SINGING REVOLUTION



**Subjects:** English Language Arts / Media Literacy

## **Three Times the Appeal: Persuasive Techniques in Media**

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### **Aim / Essential Question**

How are persuasive techniques enhanced by adding images and music to the message?

### **Overview**

*The Singing Revolution* has a powerful beginning because it effectively combines logical, ethical, and emotional appeals through a written/narrated script, enhanced by pictures and video clips along with music. In this lesson, students will use *TSR* to examine levels of persuasive appeal enhanced by multiple modes of delivery.

### **Materials & Technology**

- *The Singing Revolution* (Chapter 1)  
(from Disc One / Chapters)
- Class set of the graphic organizer  
(below)
- Teacher's guide for graphic organizer  
(below)
- Any DVD-compatible player that will allow distinct chapters to be shown
- A television or video projection unit

**Lesson Time:** One 50-minute class period.

### **Student Objectives**

Students will:

- Define and classify the types of appeal and the modes of delivery.
- Identify and differentiate between examples of appeal and modes of delivery in the opening of *The Singing Revolution*.
- Evaluate the persuasiveness of the overall message of the film's opening as well as another media example of the student's choosing.

### **Instruction**

**Opening:** Bell Ringer / Do Now

Students will use the "think, pair, share" strategy to compare and contrast three statements that the teacher puts on the board:

- Considering that students in other high-achieving countries go to school for several hours more than American students, it only makes sense that American students need to do more homework assignments.
- Providing an independent opportunity to practice skills is a teacher's responsibility, and it would not be right to deny it to students.
- Students should feel proud to complete difficult homework on their own because it proves their independence.

Ask students to think silently about differences between the statements for a few minutes. Then, give several minutes for students to discuss these differences with a partner. Finally, ask volunteers to report their answers back to the class.

Use the teacher's guide for the graphic organizer to help students understand that statement one uses logic, two uses ethics, and three uses emotional appeal, and a good argument combines all three argumentative appeals.

### **Activities**

1. Present and discuss the three types of persuasive appeals (see the teacher's guide) through direct instruction (10 minutes). Students should take notes on the graphic organizer.
2. Students will consider the three modes of delivery: 1. written/narrated, 2. visual: photos and video clips, and 3. Music. Chart what they consider to be strengths and weaknesses for each in terms of persuasiveness on the organizer. Students can do this section independently or with partners.
3. Students will watch the opening six minutes of *The Singing Revolution*. During and after watching this section of the film, they should chart evidence of all three types of appeal in each of the three modes of delivery on the chart. Students should do this section alone.
4. When finished, discuss answers and observations with students. Depending on time, students can start with a think-pair-share, or do this as a whole-group discussion. Students can fill in examples that they missed as others provide their answers.
5. Before moving onto the closing, students should independently answer the final question on the organizer, "Based on the opening, what do you think is the theme of *The Singing Revolution*? In other words, what is the message?"

### **Close: Application / Summary**

Students should answer the essential question in two paragraphs:

**Paragraph 1:** How is the message of the opening of *The Singing Revolution* enhanced by the combination of pictures, video images, and music?

**Paragraph 2:** What is another non-fiction or documentary film you've seen which was persuasive? What made it effective?

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_ Period \_\_\_\_\_

Teacher \_\_\_\_\_

## Graphic Organizer: Modes and Appeal

### Persuasive Appeal

Logical Appeal:

Ethical Appeal:

Emotional Appeal:

### Modes of Delivery

	BENEFITS	LIMITATIONS
Written/Narrated:		
Images (pictures/video):		
Music:		

## Evidence Chart

Evidence Chart	Written/Narrated	Visual	Music
<b>Logical</b>			
<b>Ethical</b>			
<b>Emotional</b>			

Based on the opening, what do you think is the theme of *The Singing Revolution*? In other words, what is the message? \_\_\_\_\_

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## Teacher's Guide for Graphic Organizer: Modes and Appeal

### Persuasive Appeal

**Logical Appeal:** *Using logic and reason to present an argument. Logical appeal includes using facts, data, anecdotes, personal experience, expert authority, observations, and clear reasons to support clear assertions.*

**Ethical Appeal:** *Appealing to a sense of right versus wrong. Arguing that something is ethical or not. Decency, humanity, and goodness are all considerations on this level of appeal.*

**Emotional Appeal:** *Attempting to elicit an emotional response. Emotions are powerful and by inspiring compassion, concern, sympathy, empathy, etc., an argument is enhanced.*

### Modes of Delivery

	BENEFITS	LIMITATIONS
Written/Narrated:	Clear delivery of information. Lots of information can be delivered efficiently.	Sometimes can be dry or unemotional.
Images (pictures/video):	"A picture says a thousand words"	Sometimes missing explanation.
Music:	Easily evokes emotion. Subtle.	Can be distracting or ignored.

## Evidence Chart

Evidence Chart	Written/Narrated	Visual	Music
<b>Logical</b>	<p>Statistics on the singing festival bolstering country against oppressors. Value of land. Statistics of the executed and oppressed by Soviets.</p> <p>For centuries, people have come</p>	<p>Music symbol reflecting hammer and sickle on title screen. Map of Estonia between Europe and Russia.</p>	<p>Light piano indicating a beginning.</p>
<b>Ethical</b>	<p>Singing and culture in the face of oppression.</p> <p>People being separated from their families never to return.</p> <p>Estonians almost ceased to exist after 5000 years.</p> <p>Shrewd, old barn-keeper as patient hero.</p> <p>The story of how culture saved a nation.</p>	<p>People enjoying life: swinging, playing children, etc.</p> <p>People imprisoned, cattle cars, executions, and work camps.</p> <p>Burning buildings.</p>	<p>Intense.</p> <p>Quiet and resolving.</p>
<b>Emotional</b>	<p>Estonians have faced generations of oppressors.</p> <p>Estonians fought, sang, and survived.</p>	<p>Beautiful ocean, fields, and singing grounds showing visual value. Multiple generations of Estonians singing in Patriotic harmony. Images of tanks and guns, executions and dead bodies. Picture of child (black and white) during Soviet parade. Emotional actions of conductor.</p>	<p>Majestic beginning.</p> <p>Key change to darker, more intense.</p> <p>Peaceful resolution at ending.</p>

**Based on the opening, what do you think is the theme of *The Singing Revolution*? In other words, what is the message?**

This film celebrates the perseverance of a people and the triumph of democracy after decades of repression from dictators and invaders. The freedom of expression (through song, for example) and not being controlled through violence and fear are preferable for all nations.

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