

TEKS

ELA 4th grade: 1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (D) work collaboratively with others to develop a plan of shared responsibilities.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; (E) identify and understand the use of literary devices, including first- or third-person point of view;(F) discuss how the author's use of language contributes to voice

THE HISTORY OF RADIO

Subject: ELA, Mass Media Communications, A/V Production – Can be adapted to any grade level

Skills: Reading comprehension, reading with inflection, informative reading, reading to entertain, speaking and presentation

Hook: Open the lesson with clip from “A Christmas Story” where Ralphie listens to his favorite radio broadcast “Little Orphan Annie” to get a secret message at the end.

History: The radio, during the 1940's, was usually displayed in a family room much like our TV's are today. Radio shows came on at set times. If you missed the time, you missed the show. There were no repeats (or streaming services), as often times these shows were broadcast live. Did you notice Ralphie's obsession with his decoder ring? Let's back up to even earlier in time to the invention of the radio and it's first uses....

History of Radio Video

Next, discuss how we listen to the radio today – in our vehicles. While we mostly listen to music, podcasts have grown in popularity. They are not unlike radio broadcasts that were wildly popular in the 1930's – 1950's.

and (G) identify and explain the use of anecdote.

FINE ARTS 4th grade (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

(A) demonstrate safe use of the voice and body; (B) describe characters, their relationships, and their surroundings; (C) develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history; (D) dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings; and (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to: (C) plan brief dramatizations collaboratively; and (D) interact cooperatively with others in brief dramatizations. (4) Historical and cultural relevance. The student relates theatre to history, society, and culture.

(THE HISTORY OF RADIO CONTINUE)

One such broadcast of that era was “The Lone Ranger”. Families would gather around their radio in the family room, much like we would all watch a favorite show or movie. Let’s listen to an excerpt of “The Lone Ranger” from 1933:

Pictured below is the radio belonging to the McFaddin-Ward family. It is a Philco 41-300X. The radio is wood veneered and has a push button receiver behind the wooden door. They were made in Philadelphia and originally sold for \$135. It was displayed in the Library of the McFaddin-Ward home from 1941-1949. The radio is currently housed in the Museum’s collection.



The student is expected to:

(A) explain theatre as a reflection of life in particular times, places, cultures, and oral traditions specific to Texas;

(B) identify the role of live theatre, film, television, and electronic media in American society; and

(C) compare theatre artists and their contributions to theatre and society.

Hook: Open the lesson with clip from “A Christmas Story” where Ralphie listens to his favorite radio broadcast “Little Orphan Annie” to get a secret message at the end.

(THE HISTORY OF RADIO CONT.)

Activity: Divide class into 4 groups. Pass out Radio scripts. Print free scripts:

Radio Scripts

Within each group assign characters and sound effects crew. Have various objects laid out on a table that can be used for sound effects. Get creative and encourage students to get creative with how to use objects around the room to create their sound effects. Have class spend the rest of the class period rehearsing their scripts using inflection and sound effects. Older students can record their show on Spotify’s podcast App:



Evaluation: Once students have recorded or are ready to present their shows, have the class take turns listening to each group’s performance. Discuss their reactions to performing as well as listening to the broadcast. Were they able to picture it in their minds? How did their imaginations differ from each others?