

Discovering the Emile Berliner Recordings - 6th Grade

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Standards

IL-CAS.ELA.12.I

P: Analyzes and expresses an interpretation of literary work from a variety of eras, cultures, traditions, and genres

IL-CAS.ELA.13.A

K: Recognizes that different writing situations, as determined by varying purposes and audiences, call for different forms, organizational strategies, styles, formats, rules of evidence, and composing processes

IL-CAS.ELA.13.D

K: Understands how technology may be used to enhance written documents for various and specific rhetorical situations

IL-CAS.ELA.18.I

P: Provides students the opportunity to publish their written documents

Resources

[Library of Congress](#)

This is the website that students will use to find the recordings.

Materials List

The following are the materials that students need to complete this lesson: -Library of Congress Link -Computer Access -Notebook paper/journal

Objectives

- The students will be able to use the Library of Congress link to find the recording they're going to use.
- The students will be able to research the details about their recording and will write about those details.
- The students will be able to use their creative writing skills to determine what they think the song is about.
- The students will be able to present their findings to the class.

Procedure

1. Introduce the lesson to the students by giving a background about Emile Berliner and how he helped to begin the recording industry.
2. Explain to the students how they will be looking at some of the company's first recordings to research it and write some of their own interpretations of the piece.
3. Assign each student what song they will be looking at. (This is better than having them choose their own, so that there aren't repeats.)
4. Make sure that they students have computer access, such as in the computer lab, and have a day specifically assigned to go there.
5. After they have found their recording using the website, instruct the students to listen to the song once and see what research they can find on it.

6. Once they have that research, the first part of their writing assignment is to describe, in the own words, about what they found. This can be anywhere from 1-2 paragraphs.
7. Their next step is to write about their own interpretation about what the piece is saying. They can describe why the piece was written, what it is saying, who it is to, etc. This is also 1-2 paragraphs.
8. Once the students have both parts, instruct them to make a final draft by also including a introduction and conclusion to their piece.
9. Finally, set aside a specific day for the students share their findings and creations to the class.

Adaptations

One of the biggest problems that may need adjustment in this lesson is if a student has a learning disability. In this case, they can read the lyrics to the recording (if they can be found), instead of listening to it. That way, they can still know all of the lyrics to the song and will be able to also find research.

If a student has a visual impairment, they can use their listening skills to listen to the song and receive assistance from other students in finding the research.

Assessment

Student Name: _____

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the recording. It includes several supporting details.	Information clearly relates to the recording. It provides 1-2 supporting details.	Information clearly relates to the recording. No details and/or examples are given.	Information has little or nothing to do with recording.
Thoroughness	Interpretation was clearly explained and provided several details.	Interpretation was mostly explained and provided some details.	Interpretation was briefly explained and provided only a few details.	Interpretation wasn't explained and provided no details.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Presentation	All of the research and interpretation was clearly explained during the presentation.	Most of the research and interpretation was clearly explained during the presentation.	Some of the research and interpretation was explained during the presentation.	Little or none of the research and interpretation was explained during the presentation.

Reflection