

Library of Congress Sound Recording and Video Broadcast

Teachers: Claire Piper, Amy Grasso, Molly Lindsey, Beth Getka, Mary Broncato

Grade Level: Seventh Grade

Our Audio Recording: <https://www.loc.gov/item/afccal000100/>

Standards:

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., auditory, visually, and quantitatively) and explain how the ideas clarify a topic, text, or issue under study.

Objectives:

1. The students will be able to identify the main idea and supporting details of the Eleanor Roosevelt audio recording from the Library of Congress website.
2. The students will use what they learned from the audio recording in order to speak and participate in a collaborative group discussion.
3. The students will combine the information from the recording and from the discussion to form an opinion on the topic.
4. The students will use what they learned to create a video broadcast and read with expression from the scripts they wrote.

Materials:

- Audio recording devices
- Computer
- Notebooks
- Writing utensils
- Eleanor Roosevelt audio recording

- Analyzing Sound Recordings Library of Congress Teacher's Guide
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Sound_Recordings.pdf

Introduction:

The teacher will give a short introduction on who Eleanor Roosevelt was and a little bit about her life.

Instruction:

Day One:

1. Tell the students to get a notebook and writing utensil out to take notes about Eleanor Roosevelt, and also about different things they notice about how she gives a radio broadcast. (3 minutes)
2. Play the audio recording for the students (15 minutes)
3. Students will discuss the audio recording in a student led discussion (grand conversation) focusing on the main points and supporting details Eleanor was trying to make and how this recording is significant. (10 minutes)
4. The students will give their opinion on how they thought Eleanor Roosevelt did a good job with her voice while giving a radio broadcast, and what they think she could have done better in order to engage more of her listeners (10 minutes)

Day Two:

1. Remind students of the main points of yesterday's lesson (5 minutes)
2. Inform students that they will be creating their own 2-3 minute radio broadcast in groups of 4. They can give their radio broadcast on their opinion of what Eleanor Roosevelt stated in her broadcast from the previous day.
3. They will have to write out their script so that everyone can read off of it. One person will be in charge of the radio broadcast's introduction, another student will be in charge of the summary of Eleanor's broadcast, one other student will state the group's opinion on her speech, and the last student will be in charge of concluding it.
4. Students will break off into their groups to write their broadcasts, as well as to film them on audio recorders.
5. Remind students that they should use the tips that we have talked about on how to read with expression and engage their listeners with their voice.

Conclusion:

Once everyone has finished recording, the students will listen to their own and their fellow student's radio broadcasts. Students will write down the main point of each broadcast, and also write down one good way that they communicated clearly or read with expression. They will also include a brief reflection of what they learned while completing this activity.

Assessment: (Rubric)

	0-1	2-3	4-5
Participation	The student did not participate in the video recording	The student participated in the video recording, but the work was not distributed equally	The students worked well together and equally contributed
Newscast Format	The students successfully completed one of the following components of the audio recording: introduction, summary, opinion piece, or conclusion.	The students successfully completed 2-3 of the following components of the audio recording: introduction, summary, opinion piece, or conclusion.	The students successfully completed all four components of the audio recording: introduction, summary, opinion piece, and conclusion.
Reading with Expression	The students audio recording contained three or more errors in the reading of the prompt. The students did not read with proper expression for a majority of the recording.	The students audio recording contained 1-3 errors in the reading of the prompt. The students read with proper expression for a majority of the recording but lacked in a few areas.	The students audio recording contained no errors in the reading of the prompt. The student used proper expression in their recording.
Reflection	Unacceptable performance is evidenced by not including a reflection of the learning activity.	Acceptable performance is evidenced by a reflection of the learning activity.	Targeted performance is evidenced through a complete reflection of the learning activity.

Adaptions:

- Students who have trouble concentrating, are struggling readers, or are hard of hearing will get a paper copy to read while they listen to the audio recording.

- Headphones will be provided for the audio recording for students who need it. This way, they can turn up the volume as much as they need, and can also avoid more noisy distractions within the classroom due to the headphones.
- ELL students will have a transcript in their native language that they can read after listening to the audio recording.

Reflection/Rationale:

We believe that this is a good learning activity because all six components of language arts are incorporated in this lesson. Listening is one of the six components of language arts and is a vital part to students understanding language. In this lesson the students will have to listen to the recording in order to learn the information they need to create their own video broadcast. Next, the students will speak and discuss the topic in a grand conversation. The students will cover the components of writing and reading through writing their scripts and reading off of the script. The videos will be a visual representation of what they have learned and at the end of the lesson the student will view all of the other broadcasts. History is also incorporated into this activity, and ties together nicely with the literacy components that we are trying to teach.