



## Listening Technology over Time

### Grade 3

#### Overview

Students connect to **engineering, technology,** and **art** components of STEAM as they explore how music listening technology evolved from the 1900s to today. Students will examine artifacts from the Country Music Hall of Fame and Museum and listen to music popular during the era of each device. Students are challenged to **think critically, collaborate,** and **communicate** (4 Cs) as they evaluate how and why these technologies have changed over time.

In the **pre-activity**, students will evaluate the historical context and purpose of advertisements for various listening devices throughout time. This lesson can be completed in one, forty-five-minute class period.

The **activity** is a sixty-minute interactive virtual program with a museum educator. Students will answer questions and contribute ideas using a personal computer or device by connecting to [www.menti.com](http://www.menti.com).

As a culminating **post-activity**, students will use their **creativity** (4 Cs) to illustrate an original listening device or modify one that they learned about during the program. This lesson can be completed in one forty-five-minute class period.

#### Presenter Introduction

*Listening Technology over Time* is presented by the Country Music Hall of Fame and Museum. Located in the heart of downtown Nashville, Tennessee, the museum teaches its diverse audiences about the evolving history, enduring beauty, and cultural importance of country music. The instructor of this program is Aaron Helvig, who serves as the Words & Music Program Manager at the museum. He is a multi-instrumentalist, songwriter, and educator who previously taught music in Metro Nashville Public Schools.

<b>Learning Objectives</b>	
Students will ...	Observe advertisements and draw conclusions on their purpose, audience, and time period.
Students will ...	Observe various music listening device technology and describe their functions and characteristics.
Students will ...	Compare and contrast existing listening device technology to current technology.
Students will ...	Analyze how and why music listening technology has evolved throughout history.
Students will ...	Create a new listening device (or modify an existing listening device).

<b>Standards</b>	<b>Description</b>
Visual Arts: 3.VA.Cr1.A	Elaborate on an imaginative idea.
Visual Arts: 3.VA.Cr1.B	Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art-making.
Visual Arts: 3.MA.R1.A	Identify and describe how messages are created by components in media artworks.
Visual Arts: 3.MA.R2.A	Determine how purpose and meaning of media artworks are shaped by context.
Visual Arts: 3.MA.Cn2.A	Discuss how media artworks and ideas relate to everyday and cultural life.
ELA: 3.RI.IKI.7	Use information gained from illustrations and the words in a text to demonstrate understanding of a text.
ELA: 3.SI.CC.1	Prepare for collaborative discussion on third-grade level topic and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
ELA: 3.SL.CC.2	Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.
ELA: 3.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
History: 3.14	Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music. (C,H)
Music: 3.GM.Cn2A	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as understanding the science of sound).
Music: 3.GM.R1.A	Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes (such as how music listening is influenced by interests, experience, and context).
Science: 3.ETS2	Identify and demonstrate how technology can be used for different purposes.

SEL Indicators: 3A.	Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.
SEL Indicators: 3C.	Demonstrate an awareness and respect for human dignity, including culture and differences.
SEL Indicators: 4A.	Use positive communication and social skills to interact effectively with others.
SEL Indicators: 5B.	Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

## **Pre-Activity**

### **Materials**

*Listening Technology over Time* Pre-Activity PowerPoint

### **Activity**

1. Ask students to respond to the following questions:
  - How do we listen to music today? How did people listen to music previously? Why has this changed over time?
  - What is an advertisement? What is the purpose of an advertisement?
  - How might advertising tell you something about a culture or time period?
  - What kinds of products do advertisers try to convince you to buy? How do they do this?
  
2. After discussing the questions, explain that students will examine advertisements for different listening devices, looking for clues related to:
  - Purpose: How is the device used?
  - Audience: Who is the advertisement intended for?
  - Time period: When was this device popular?
  
3. Play the iPhone 11 example advertisement video from the PowerPoint, and discuss the following questions with the class:
  - What is being advertised?
  - Who is the audience for the ad? How do you know?
  - In what time period do you think this was used? What clues are provided in the ad?
  - What type of music was/is popular during this time period? Describe any clues you have from the ad.
  - Is this technology popular today? Why or why not?
  
4. After demonstrating the video example, view each device in the PowerPoint and discuss the questions as a class. Students should provide evidence from the advertisement to support their answers.

Teacher Note: The listening devices were popular during following time periods:

Gramophone: 1900 – 1950s

Record player: late 1940s – 1980s

Transistor radio: 1950s –1970s

8-track player: late 1960s – early 1980s

Walkman: late 1970s – 2000s

Boombox: late 1970s –1990s

Discman: 1980s –2000s

iPod: 2000s –2010s

5. As a closing, ask to students to reflect on the following question:

*How do you listen to music now, and how might this change in the future? Explain your reasoning.*

### **Activity – Live Virtual Program with the Country Music Hall of Fame and Museum**

#### **Materials**

Computer or device

Tablet, phone, or computer to access [www.menti.com](http://www.menti.com)

*Teacher Note: Students will interact with the museum educator using a personal computer or device by connecting to [www.menti.com](http://www.menti.com). The educator will share a code for students to enter the website where they will be able to answer questions and contribute ideas throughout the program. Please prepare your students to have an individual computer or device that is connected to the internet prior to the live session.*

#### **Activity**

Essential Question: How and why have listening technologies changed over time?

#### **Program Overview**

The *Listening Technology over Time* activity is a 60-minute interactive program taught virtually by a museum educator. Students will explore eight listening devices and see demonstrations of the gramophone, 8-track player, and boombox. Throughout the program, students will answer questions and contribute ideas using an individual personal computer or device by connecting to [www.menti.com](http://www.menti.com).

The activity is presented in the following segments:

1. Introduction
2. Gramophone
3. Record Player

4. Transistor Radio
5. 8-Track Player
6. Walkman
7. Boombox
8. Discman
9. iPod
10. Conclusion

### **Post-Activity**

#### **Materials**

Blank paper

Markers, Crayons, or colored pencils

Optional: Notepad/drawing app on a device or tablet

#### **Activity**

Complete the following activity after your students have participated in the *Listening Technology over Time* activity.

1. Ask students to list all the listening technologies that they learned about during the program.
2. Ask students to illustrate either an original listening device or have them modify one that they learned about during the program.
3. Students should name their new or modified device and choose one artist that they would like to listen to on their new device.
4. Have student groups present their device to the class, explaining what it is, how it works, and which artist represented in the museum might be played on it.

**Please share your illustrations with us at [schools@countrymusichalloffame.org](mailto:schools@countrymusichalloffame.org), and we will feature them on our website.**