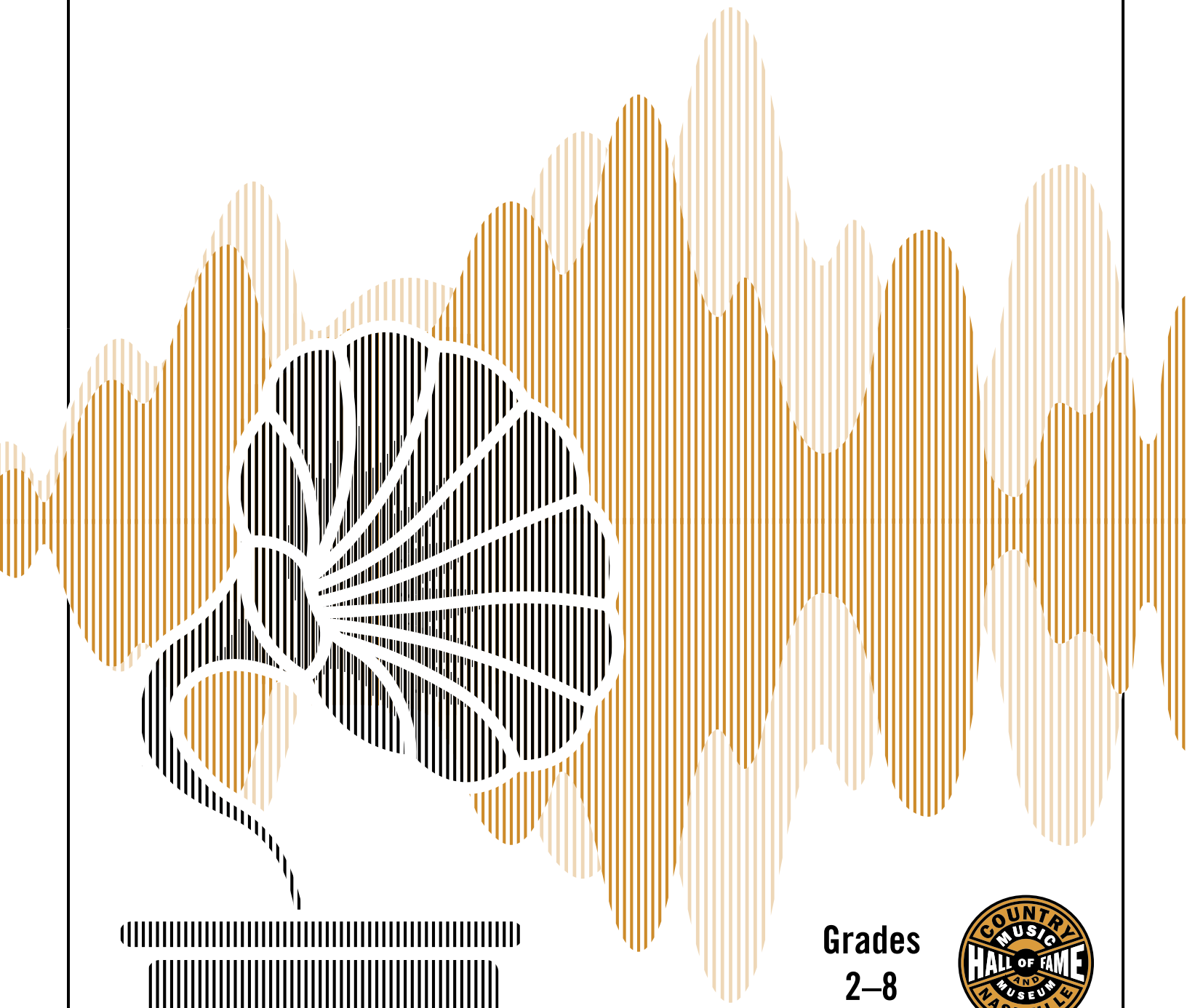
STEAM

LISTENING TECHNOLOGY OVER TIME

Pre- and Post-Lessons



Grades
2–8

COUNTRY MUSIC HALL OF FAME AND MUSEUM NASHVILLE®

CURRICULUM STANDARDS

ENGLISH LANGUAGE ARTS

2.RI.IKI.7: ..... Identify and explain how illustrations and words contribute to and clarify a text.

3.RI.IKI.7: ..... Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

2–8.SL.CC.1:.. Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively

2–8.SL.CC.2:.. Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

HISTORY

2.09: ..... Explain why and how producers advertise to sell a product or service.

2.38: ..... Construct a timeline to depict the evolution of a technology over time. Some suggestions are as follows: automobiles, planes, refrigeration, telecommunication, computers, and television.

3.14: ..... Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music.

5.05: ..... Examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison.

5.52: ..... Identify influential Tennesseans from the late 20th century, including Dolly Parton.

SSP.01:..... Gather information from a variety of primary and secondary sources.

SSP.05:..... Develop historical awareness.

MUSIC

FOUNDATION CN1: ..... Synthesize and relate knowledge and personal experiences to artistic endeavors.

FOUNDATION CN2: ..... Relate artistic ideas and works with societal, cultural, and historical context.

SCIENCE

2.ETS1.2:..... Develop a simple sketch, drawing, or physical model that communicates solutions to others

2.ETS2.2:..... Predict and explain how human life and the natural world would be different without current technologies.

2.ETS1.4:..... Compare and contrast solutions to a design problem by using evidence to point out strengths and weaknesses of the design.

4.ETS2.3:..... Explain how engineers have improved existing technologies to increase their benefits, to decrease known risks, and to meet societal demands (artificial limbs, seatbelts, and cell phones).

SOCIAL AND EMOTIONAL LEARNING

3A: ..... Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

3C: ..... Demonstrate an awareness and respect for human dignity, including culture and differences.

4A: ..... Use positive communication and social skills to interact effectively with others.

5B: ..... Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

VISUAL ARTS

FOUNDATION CR1: ..... Generate and conceptualize artistic ideas and work.

OVERVIEW

During this program, students explore the gramophone, 8-track player, boombox, and more through critical observation, compare and contrast, and evaluation. Students examine museum artifacts and listen to music popular during the era of each device and discover how and why these technologies evolved over time.

The following pre- and post-lessons support *Listening Technology over Time* as a live on-site experience, a virtual program with a museum educator, or as a pre-recorded asynchronous program for students learning remotely.

In the **pre-lesson**, students evaluate the historical context and purpose of advertisements for various listening devices. As a culminating **post-lesson**, students illustrate an original listening device or modify one that they learned about during the program. Each activity can be completed in one, 45-minute class period.

SYNCHRONOUS PROGRAM

Listening Technology over Time is a 60-minute interactive program taught virtually by a museum educator. Students explore eight listening devices and see demonstrations of the gramophone, 8-track player, and boombox. Throughout the program, students answer questions and contribute ideas using their personal computer or device by connecting to www.menti.com.

ASYNCHRONOUS (PRE-RECORDED) PROGRAM

This version of *Listening Technology over Time* features a 30-minute video comprised of two parts:

Part I: 1900s–1970s (17 minutes)
Part II: 1980s–2010s (13 minutes).

OBJECTIVE

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).

CROSS CURRICULAR CONNECTIONS

English Language Arts, Fine Art, Music, Social and Emotional Learning, Social Studies, STEAM

PRE-LESSON

45 MINUTES

This pre-lesson introduces students to various listening devices through advertisements from the early 1900s to the 2000s. Students evaluate the historical context, purpose, and audience for each advertisement and become familiar with the devices that they will learn more about during the *Listening Technology over Time* program.

Essential Question:
How do advertisements provide clues about the time period and popular culture?

Materials

Listening Technology over Time pre-lesson PowerPoint (contains images and videos for classroom projection). Also available in the Teacher Resource Portal.

https://cmhof.imgix.net/content/uploads/2022/03/16152015/LToT-pre-lesson_NEWppt.pdf

Boombox

LESSON PROCEDURE

1. Ask students to respond to the following questions:

- How do you 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 advertisers 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 speaking to?
- 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 see in the ad.
- Is this technology popular today? Why or why not?

4. After showing the commercial, view each device in the PowerPoint and work through the questions as a class. Students should provide evidence from the advertisement to support their answers.

TEACHER NOTE:
The listening devices were popular during the 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 might you listen to music in the future? Explain your reasoning.

POST-LESSON

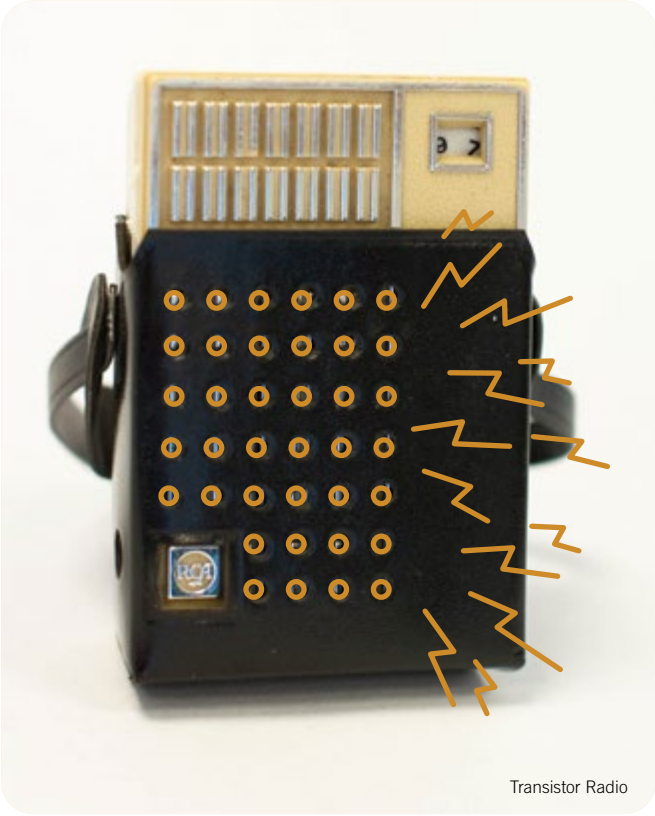
45 MINUTES

This post-lesson activity challenges students to invent a new listening device or modify one that they learned about during the program.

Essential Question:
How will people listen to music in the future?

Materials

Printed worksheet for each student
Markers, Crayons, or colored pencils
Optional: Notepad/drawing app on a device or tablet



Transistor Radio

LESSON PROCEDURE

1. Ask students to list all listening technologies that they learned about during the program.

2. Ask students to either invent a new listening device or 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, and we will feature them on our website.

Name: _____ Date: _____

LISTENING DEVICE INVENTION

MAKE A LIST OF LISTENING DEVICES:

INVENT YOUR OWN:

DEVICE NAME:

222 Rep. John Lewis Way S • Nashville, TN 37203 • 615.416.2001
CountryMusicHallofFame.org

SCHOOL PROGRAM FUNDERS

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