



THE

# GREAT DEBATES™

POWERED BY THE MUSEUM OF BROADCAST COMMUNICATIONS

**CURRICULUM & TOOLS**

**9<sup>TH</sup>-12<sup>TH</sup> GRADE**



**BROADCAST INDUSTRY + TECHNOLOGICAL EVOLUTION  
= SOCIETAL DISRUPTION**



## **BROADCAST INDUSTRY+TECHNOLOGICAL EVOLUTION =SOCIAL DISRUPTION**

This high-school lesson plan has been developed to help students improve media literacy by looking at how the media has evolved over time due to the advent of new technologies.

From radio to television to digital broadcasting and streaming, the media recreates itself and others have to follow. One place where the disruption is evident is presidential elections as candidates and their supporting staffs have had to navigate quickly the changes in broadcasting in the last 100 years. Students will look at the ripple effect that results in disruption of the norm in various industries.

Students will read at least two articles on the media's origins and its evolution. Students will also look at the specific changes to create an outline of the history of evolution/disruptions. Students will then use critical thinking to come to their own conclusions about how media affects different industries and which ones are most impacted.

The readings and activities in this lesson focus on historical shifts in the media and offer a brief discussion on the future of media disruption. Students can read, view and listen to how media has changed over time, and highly proficient students have the option to look further into the future and find out how the media predicts disruption to come. The assessments in this lesson encourage students to engage in freethinking, and real-world application.

The first assessment is an exit slip in which students predict the next media disruption and back that prediction up using complete sentences. The homework assignment for this lesson asks students to interview an adult on how media disruption affects (or has affected) their life and how it affects their daily news-consuming habits as well. Students can see the real-world applications of this lesson by completing this assignment. An alternative assignment has been provided if needed.

# SUMMARY

This learning module presents how media has shifted over time, and asks students to organize their thoughts on those shifts in the form of a graphic organizer. The module then leads students into free thinking on what other aspects of life are affected by these disruptions. Finally, students will connect their findings in this lesson to real life by interviewing an adult about media disruption.

# MATERIALS NEEDED

## Teacher

- Teacher Computer/tablet
- Projector
- Access to website
- Worksheets and answer key
- Handouts

## Student

- Computers/tablets for reading/viewing
- Access to website
- Headphones if choosing video research
- Worksheets/handouts

# STANDARDS

D2.HIS.14.9-12.

Analyze multiple and complex causes and effects of events in the past

D2.HIS.6.9-12.

Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

# LEARNING OBJECTIVES

- Given readings and direction, the students will be able to complete an outline of the changes in media as it relates to certain industries by filling in at least two sections of a pre-made outline as part of the class discussion.
- Given an outline of media disruption, the students will be able to identify which industries would be affected by each change in the media by coming up with at least two industries affected by each shift in media and how each industry is affected.
- Given new knowledge gained through this lesson, the students will be able to come up with at least five interview questions and they will be able to carry out that interview with someone who experienced media disruptions in their lifetime.
- Given information on media disruption and time to discuss as a class, the students will be able to forecast what the future of media will look like.

| Teacher   | Student                           | Minutes   |
|---|-----------------------------------|-----------|
| <b>Day 1:</b> Teacher introduces the essential question for this lesson, “How does a change in the media industry affect your day-to-day life?”<br>Use projector to show students a short, five minute video on media disruption. | Students are listening, watching. | 6 Minutes |

| Teacher  | Student  | Minutes           |
|--|--|-------------------|
| <p>Initiate class discussion:<br/>Ask students the following questions and ask for them to answer out loud before beginning the activity:</p> <ol style="list-style-type: none"> <li>1. What do you think the earliest form of news media was?</li> <li>2. What new kind of media would have come along to disrupt that?</li> <li>3. How do you think day-to-day life might have changed as a result of that disruption? What other industries might be affected by this shift in news media?</li> </ol> | <p>Students are discussing as a class.</p>   | <p>5 Minutes</p>  |
| <p>Direct students to the article on early journalism (link in the resource guide). Read this together as a class.</p>   | <p>Students are reading, taking turns or listening to teacher reading.</p>             | <p>10 Minutes</p> |
| <p>Share the worksheet titled “Outlining Disruption in the Media Industry” and go over it with students, explaining that each box on the left should be filled in while they read, but to leave right-hand boxes empty for now. Fill out the first two boxes for “Earliest Media” and Disruption 1” together based on the early media article.</p>   | <p>Students are listening, filling out “Earliest Media,” and “Disruption 1” boxes.</p> | <p>5 Minutes</p>  |

| <b>Teacher</b>  | <b>Student</b>   | <b>Minutes</b>    |
|---|--|-------------------|
| <p>Next, have students read the article on media disruption (link in bottom of this lesson) either individually or in groups. Students should be filling in the left side of the outline as they read to help them organize their thoughts.</p>                                       | <p>Students reading, filling in left side of outline worksheet</p>   | <p>10 Minutes</p> |
| <p>Go through the outline with students. Project the outline on the screen or write it out on the board for the class to check their answers. You may want to do this as a class. (Key is on second page of worksheet)</p>  | <p>Students are checking their answers with the teacher.</p>   | <p>5 Minutes</p>  |
| <p>If you have not already, divide students into four groups. Assign each group a president: Theodore Roosevelt, Franklin Roosevelt, Harry Truman or Barack Obama. Instruct students to read/watch/looking over as many of the materials included here regarding their president.</p> | <p>Students are getting into groups, reading, watching, or perusing materials on their assigned president.</p> | <p>15 Minutes</p> |

| <b>Teacher</b>  | <b>Student</b>  | <b>Minutes</b>      |
|---|---|---------------------|
| <p>At the end of the 10 minutes, direct students to the second page of the worksheet. They are to answer the three questions on their president based on the articles, audio files, or videos about him. Suggested answers are provided in the key, be sure to direct students to use their freethinking to answer question three.</p>  | <p>Students are writing, answering questions.</p>   | <p>5 minutes</p>    |
| <p>Bring the class back together and discuss what each group wrote down about each president. Be sure to ask them to explain their answers.</p>   | <p>Students are discussing as a class.</p>  | <p>5 minutes</p>    |
| <p>Next, in their groups, have them work on the right side of the worksheet, "Industries Affected." They are to brainstorm ideas as to what other industries might be affected by each shift in media. Each student should write down at least two industries affected by each shift. Tell students they do not need to write out their answers in full sentences, but be prepared to discuss their answers with the class.</p> | <p>Students are working in groups, filling out right side of the worksheet in preparation for class discussion.</p> | <p>5-10 minutes</p> |

| Teacher  | Student  | Minutes              |
|--|--|----------------------|
| <p>Now, have a class discussion about what industries the students wrote down. Ask them to explain why the industries they wrote down would be affected by this disruption of the media industry. (Answers in Key are suggestions, but students may come up with different answers).</p> <p><b>Ask your students:</b> What disruptions in the media do you think Donald Trump is dealing with? What about future presidents?</p> | <p>Students are discussing.</p>  | <p>5 -10 minutes</p> |
| <p>Hand out the assignment sheets – interviewing an adult about media disruption. Tell students they should interview parents, guardians, neighbors, or teachers for this assignment. (It would be beneficial to have some teachers agree to be interview subjects beforehand.)</p>  | <p>Students are writing down and completing assignment for homework within the teacher-specified time frame.</p> | <p>Homework</p>      |
| <p>If students cannot complete the assignment, or an adult cannot be found for them to interview, they may complete the alternate assignment are on the next page. Handouts for that alternate assignment are on the second page of the assignment sheet handout document.</p>   | <p>Students are writing down and completing assignment for homework within the teacher-specified time frame.</p> | <p>Homework</p>      |

| <b>Teacher</b>  | <b>Student</b>                               | <b>Minutes</b> |
|---|--|----------------|
| Five minutes before the end of the class, hand out the exit slips, which ask students to predict the next disruption to the media industry. Tell them to defend their answer in at least two sentences. | Students are writing, filling out exit slip. | 5 minutes      |
| <b>Day 2:</b> Students hand in homework assignments to teacher for a grade.   | Students are handing in homework.            | 2-3 minutes    |

## ASSESSMENTS

|   |   |
|---|---|
| <b>Exit Slip</b>  | After the lesson is completed, about 5 minutes prior to the end of class, the teacher will distribute copies of the exit slip and instruct student to write two to four sentences on what he or she thinks the future of media will look like: Will it be virtual reality, streaming news shows, or something else entirely? There are no wrong answers, but students should think their predictions through. |
| <b>Interview &amp; Write Up</b>   | Students will be given an option to interview an adult about media disruption. They will be given two interview questions and must come up with three more to find out from a friend or family member what media disruption can affect. Students will synthesize their findings from this interview in a one-page paper.  |
| <b>Alternate assignment – Prediction proposal (for those who cannot do interview)</b> | For those students who simply cannot find an adult to interview, they can do a three-paragraph write-up of their prediction for the next disruption in the media. This will predict how this disruption or new technology will change media and how it will affect at least two other industries.   |

# ADAPTATIONS OR ACCOMMODATIONS NEEDED

| Learners            | Adaptations/Accommodations  |
|---------------------|---|
| Highly Proficient   | <p>The assignments leave room for highly proficient students to go above and beyond, if they would like. For example, the outline includes optional extra lines for more answers, and for highly proficient students, there is a supplemental reading to help them reach a higher level of thinking on this topic.</p> <p>NOTE: Presidential reading materials are divided by difficulty of readings: Theodore Roosevelt's materials are the most difficult, so those students needing more of a challenge should be placed in that group.</p>  |
| ELL                 | <p>Students have the option to work in pairs to get help on difficult topics or words. Additionally, students can use the computers or iPads needed for this lesson to help them translate words that can be confusing. Teacher will be on hand to help explain any difficult concepts.</p> <p>Presidential reading materials are divided by difficulty of readings: Franklin Roosevelt's materials are moderately difficult, Harry Truman's are easy, Barack Obama's are easy, and mostly viewed or easily read. Teacher can place students into the group that they can most easily succeed in.</p> |
| Struggling Learners | <p>Students have the option to work in pairs to get help on difficult topics or words. Additionally, students can use the computers or iPads needed for this lesson to help them look up words that can be confusing. Teacher will be on hand to help explain any difficult concepts.</p> <p>Presidential reading materials are divided by difficulty of readings: Franklin Roosevelt's materials are moderately difficult, Harry Truman's are easy, Barack Obama's are easy, and mostly viewed or easily read. Teacher can place students into the group that they can most easily succeed in.</p>   |

# RESOURCES

## GENERAL ARTICLES:

- Video for [introductory activity](#).
- Article on the [evolution of journalism](#).
- Article on [media disruption](#).

## PRESIDENT THEODORE ROOSEVELT:

- Please note that the articles on President Theodore Roosevelt and President Franklin Roosevelt are attached below.

## PRESIDENT FRANKLIN ROOSEVELT:

- Articles attached below.
- President Roosevelt's [first "Fireside Chat"](#) audio.
- President Roosevelt's [World War II "Fireside Chat"](#) audio.

## PRESIDENT HARRY TRUMAN:

- Article on [first televised speech](#).
- President Truman's [televised speech](#).

## PRESIDENT BARACK OBAMA:

- President-elect Obama's [acceptance speech](#).
- President Obama's [archived Twitter](#) account.
- Huffington Post article on the [reelection of President Obama](#).

## SUPPLEMENTAL READING FOR STUDENTS WHO HAVE EXTRA TIME ON THEIR HANDS:

- [Social media disruption](#).

# THE GREAT DEBATES THE HISTORY OF VOTING RIGHTS FRANKLIN ROOSEVELT - NEWS PRINT EXAMPLES

**PRESIDENTIAL POLL**  
Wall Street Journal (1923 - Current file); Sep 17, 1932;  
ProQuest Historical Newspapers: The Wall Street Journal  
pg. 8

## PRESIDENTIAL POLL

President Hoover led Governor Franklin D. Roosevelt by 353 votes in returns Friday from ten cities in the Literary Digest's Presidential poll. Roosevelt was ahead in returns from ten others.

|                             | Hoover       | Roosevelt    |
|-----------------------------|--------------|--------------|
| Palo Alto, Cal . . . . .    | 118          | 77           |
| Sacramento, Cal . . . . .   | 94           | 325          |
| Hartford, Conn . . . . .    | 698          | 379          |
| Fitchburg, Mass . . . . .   | 55           | 48           |
| Springfield, Mass . . . . . | 446          | 238          |
| Newark, N. J. . . . .       | 876          | 641          |
| Reading, Pa . . . . .       | 234          | 355          |
| Charleston, W. Va . . . . . | 111          | 229          |
| Wheeling, W. Va . . . . .   | 33           | 96           |
| Salt Lake City . . . . .    | 186          | 380          |
| <b>Totals . . . . .</b>     | <b>2,851</b> | <b>2,468</b> |

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**WEEK'S OUTSTANDING BROADCASTS**  
New York Times (1923-Current file); Sep 11, 1932; ProQuest Historical Newspapers: The New York Times  
pg. XXX

## WEEK'S OUTSTANDING BROADCASTS

(Sept. 11-17)

(Time is P. M., Eastern Daylight Saving, Unless Otherwise Indicated)

### TODAY

- 11:00-11:30 A. M.—Broadcast From S. S. Ready Off Nonsuch Island, Bermuda; Description of Preparations to Lower William Beebe Half Mile Under Sea—WEAF, WJZ.
- 1:00-2:30—Symphony Concert, Direction Erno Rapee—WEAF.
- 1:00-1:30—"Wages and Hours," John L. Lewis, President United Mine Workers of America—WABC, WPG.
- 2:00-2:30—Broadcast From Under Sea; William Beebe Describing Ocean at Half-Mile Depth—WEAF, WJZ.
- 5:45-6:00—"Civil Liberty in the United States," Roger N. Baldwin, Director American Civil Liberties Union—WOR.
- 10:30-11:00—Ernest Hutcheson, Piano; Concert Orchestra—WABC.

### MONDAY

- 6:45-7:00—"The Citizens Budget Commission," Anton L. Trunk, President Real Estate Board of New York—WOR.
- 9:15-9:30—"Campaign Issues," Senator W. Warren Barbour of New Jersey—WOR.
- 10:30-11:00—"Campaign Talk," Mrs. Franklin D. Roosevelt, Representative Ruth Bryan Owen of Florida—WEAF.

### TUESDAY

- 6:20-6:30—"What the Citizens Budget Commission Has Done," Henry Morgenthau, Former American Ambassador to Turkey—WJZ.
- 8:00-8:30—"Issues Above the Parties," Professor A. R. Hatton of Northwestern University—WJZ, KDKA, WBZ, WHAM.
- 8:30-9:00—Concert Orchestra; Rafaelo Diaz, Tenor; Philip Frank, Violin; Rosa Low, Soprano—WEAF.
- 9:30-10:00—Ed Wynn, Comedian; Voorhees Band—WEAF, WGY.

### WEDNESDAY

- 6:30-6:45—"Essential Functions of Municipal Government and Their Cost," William Church Osborn, President Children's Aid Society—WABC.
- 10:30-10:45—"Phases of the Political Campaign," Norman Thomas, Socialist Candidate for the Presidency—WJZ.

### THURSDAY

- 8:00-9:30—"The Finitude of Space," Sir Arthur Eddington, British Scientist—WEAF.

### FRIDAY

- 1:30-2:30—Unveiling of Statue of the Boy Lincoln, Fort Wayne, Ind.; Speakers, Senator James E. Watson of Indiana, Secretary of Agriculture Arthur M. Hyde—WJZ.
- 8:00-9:00—Concert Orchestra; Cavaliers Quartet; Jessica Dragonette, Soprano—WEAF, WGY, WTIC.
- 8:00-8:30—Mario Chamlee, Tenor; Joy's Orchestra—WJZ, KDKA.
- 9:00-10:00—Concert Orchestra; Nelson Eddy, Baritone—WOR.

### SATURDAY

- 2:15-3:00—"The Constitution in a Changing Society," Newton D. Baker, Former Secretary of War, From Cleveland—WEAF.
- 5:30-5:45—"Constitution Day and the D. A. R.," Mrs. William O. Pouch, Vice President General Daughters of American Revolution—WJZ.
- 8:00-9:00—Little Symphony Orchestra; Herma Menth, Piano—WOR.
- 9:30-10:00—Constitution Day Address, Attorney General William D. Mitchell—WEAF.

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**FLOOD OF TELEGRAMS AT ROOSEVELT HOME: Relief of Friends Over His Escape Is Shown**  
New York Times (1923-Current file); Feb 17, 1933; ProQuest Historical Newspapers: The New York Times  
pg. 3

## FLOOD OF TELEGRAMS AT ROOSEVELT HOME

### Relief of Friends Over His Escape Is Shown in Many Telephone Calls.

A policeman stationed outside the town house of Franklin D. Roosevelt at 49 East Sixty-fifth Street, and an almost uninterrupted arrival of messenger boys with telegrams were the only outward indications there yesterday of the dramatic incident in Miami, where the President-elect narrowly escaped assassination.

The ordinary routine of the household went on as usual in the absence of Mr. Roosevelt and of Mrs. Roosevelt, who went to Ithaca to fill a speaking engagement on the program of Cornell University's Home and Farm Week.

A maid was kept busily engaged all afternoon answering calls on the telephone from friends of the family, who expressed their relief and thankfulness over the President-elect's narrow escape, and receiving telegraphic messages. A table in the entrance hall just inside the door was heaped with telegrams and letters before the day was over.

Mrs. Anna Roosevelt Dall, daughter of the President-elect, was at home during the forenoon and out part of the afternoon in the family roadster. Mrs. Dall said she expected her father to arrive in New York at 4:15 this afternoon.

About 5 o'clock, when her two children, Anna Eleanor and Curtis Roosevelt Dall, returned with their nurse from a fresh-air outing, Anna, who is past 5, fell off her scooter at the bottom of the steps before the nurse could catch her. She cried, of course, and her young brother, Curtis, cried out of sympathy. But smiles broke through their tears as soon as they were in the house.

A uniformed policeman has been stationed outside the home, when the family is in the city, since the election. A number of curious passers-by yesterday accosted the policeman. One woman expressed her relief at the President-elect's escape. Another inquired:

"Is this Mr. Roosevelt's home?" When the policeman replied that it was she stood looking up at it for a few minutes, then passed on.

There were several callers during the afternoon at the home next door, of Mrs. James Roosevelt, mother of the President-elect.

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# THE GREAT DEBATES THE HISTORY OF VOTING RIGHTS HOMEWORK - TEACHER'S KEY

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

## THE THREE BRANCHES OF THE U.S. GOVERNMENT AND TV

**Directions:** Please fill out every box as you research each branch of government. You do not need to write in full sentences, but be prepared to discuss your answers with the class.

| TITLE:                     | Is this person's speech governed by a set of rules?<br>Circle one | Is this person heavily televised? | Is this person on television every time he or she works? (Does C-Span televise this person's job?)  | Does television coverage of this person affect his or her discourse?<br>Explain your answer.           |
|----------------------------|---|-----------------------------------|---|--|
| President                  | Yes<br>No   | Yes<br>No                         | Yes, because the president has to remember to maintain his image as well as his policies.   | Yes, social media, radio advertising, and newspaper interviews are still relevant to the conversation. |
| U.S. Senator               | Yes<br>No   | Yes<br>No                         | Yes, because senators are more well-known than representatives, so they have to think of their image on television when doing their work. | Yes, social media, internet news, etc.   |
| U.S. Representative        | Yes<br>No   | Yes<br>No                         | Both yes and no answers acceptable with an explanation.   | Yes, social media, internet news, etc.   |
| U.S. Supreme Court Justice | Yes<br>No   | Yes<br>No                         | Both yes and no answers acceptable with an explanation.   | Yes, social media, internet news, etc.   |

# THE GREAT DEBATES BROADCAST INDUSTRY+TECHNOLOGICAL EVOLUTION =SOCIETAL DISRUPTION HOMEWORK - TEACHER'S KEY

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

## OUTLINING DISRUPTION IN THE MEDIA INDUSTRY

**Directions:** Please fill out at least three media disruptions and at least two industries affected by each shift in media. You may use the articles to help you find your answers, or your own ideas. You do not need to write in full sentences, but be prepared to discuss your answers with the class.

### **EARLIEST MEDIA:**

Newspapers, circulars, or News magazines

### **INDUSTRIES AFFECTED:**

- Printing
- Advertising
- Education (Colleges)
- Politics

### **DISRUPTION 1:**

Radio

### **INDUSTRIES AFFECTED:**

- Advertising
- Music
- Entertainment
- Politics (FDR's "Fireside Chats")

### **DISRUPTION 2:**

TV

### **INDUSTRIES AFFECTED:**

- Entertainment
- Advertising
- Politics

### **DISRUPTION 3:**

Internet

### **INDUSTRIES AFFECTED:**

- Advertising
- Retail Industry - online shopping
- Health care - e-visits, scheduling
- Mail - email

### **DISRUPTION 4: (OPTIONAL)**

Social Media, Virtual Reality,  
Streaming Services, etc.

### **INDUSTRIES AFFECTED:**

- Entertainment
- Advertising
- Psychology - new studies related to screen time

# THE GREAT DEBATES BROADCAST INDUSTRY+TECHNOLOGICAL EVOLUTION =SOCIETAL DISRUPTION HOMEWORK - TEACHER'S KEY

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

## OUTLINING DISRUPTION IN THE MEDIA INDUSTRY

### **PRESIDENT THEODORE ROOSEVELT GROUP:**

**1. What was the media disruption that occurred during this president's time in office?**

Newspapers (No Disruption)

**2. Why do you say this?**

The news coverage of him was all printed in newspapers

**3. How did this president's work change because of this disruption?**

He had to keep his reputation in mind, but only around reporters.

### **PRESIDENT HARRY TRUMAN GROUP:**

**1. What was the media disruption that occurred during this president's time in office?**

Radio > TV

**2. Why do you say this?**

The news coverage of Harry Truman included his speeches on TV, which had not happened before.

**3. How did this president's work change because of this disruption?**

Now he has to sound presidential on the radio as well as look presidential on TV.

### **PRESIDENT FRANKLIN ROOSEVELT GROUP:**

**1. What was the media disruption that occurred during this president's time in office?**

Newspapers > Radio

**2. Why do you say this?**

There are newspaper articles of Franklin Roosevelt and radio programs later on.

**3. How did this president's work change because of this disruption?**

Roosevelt had to go from giving news interviews to thinking about how he could sound good on radio

### **PRESIDENT BARACK OBAMA GROUP:**

**1. What was the media disruption that occurred during this president's time in office?**

TV > Internet

**2. Why do you say this?**

Because social media and internet became more popular, as you can see by Obama's Twitter profile and the articles on online news sites.

**3. How did this president's work change because of this disruption?**

Now, he is constantly watched by more news sources than just newspapers, radio, and TV. More voices are coming to the forefront of the conversation, so Obama would have more information to digest daily. Obama also has to deal with other countries writing about him, as is evident by the Huffington Post article from London.