

Lights, Camera, MEDIA Literacy!  
Lesson Plan # 25

**Topics:**

**Journal Writing**  
**Ken Burns' *EMPIRE OF THE AIR***  
**Audio Essays**

**Outcomes:**

Students will follow organizational procedures.

Students will see, hear, and use applicable vocabulary.

Students will identify key phrases and sentences while viewing *EMPIRE OF THE AIR*.

Students will write and record individual audio essays related to *EMPIRE OF THE AIR*.

**Materials:**

Writing journals

LCD projector

Chart paper

Post-its

Individual student pocket folders

Computers with editing software

**HANDOUTS:** Ken Burns' *EMPIRE OF THE AIR* (Students received this in the last session.)  
Audio Essay

**DVD:** *EMPIRE OF THE AIR*

**CD:** *THE GOLDEN AGE OF RADIO*

**New Vocabulary:** RCA, NBC

## Sequence of Events:

### I. Journal Writing (15)

1. Prompt:

What are your feelings about creating a radio ad?

### II. EMPIRE OF THE AIR: Part Two (70)

1. Watch the rest of *EMPIRE OF THE AIR*, with students once again following directions on their handout.

**HANDOUT: Ken Burns' *EMPIRE OF THE AIR***

**DVD: *EMPIRE OF THE AIR***

2. Discuss student reaction to what they have just watched and clear up any confusions or misconceptions.

### III. Create an Audio Essay (100)

1. Refer to # 6 on the handout "Ken Burns' *EMPIRE OF THE AIR*." Review the phrases together: "*idealism & imagination, greed & envy, ambition & determination, genius.*" Remind students that this was stated as part of the introduction to the documentary. Ask if they feel that these character traits were demonstrated in the film. Ask for a few examples of each trait and the person who showed that trait.
2. Tell students that they will be creating an individual audio essay that explains why this introductory statement held true in the documentary *EMPIRE OF THE AIR*. The essay will be recorded as if it were an old-time radio commentary and will include the advertisement they created in the last session. Review directions on the handout.

**HANDOUT: Audio Essay**

3. As groups finish, allow them to listen to the radio shows from the CD: *THE GOLDEN AGE OF RADIO*.

#### **IV. Reflection (15)**

1. Direct students to the hanging chart paper labeled:

**What did you learn about David Sarnoff?**

2. Hand out Post-its on which students write and post.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.