

Lights, Camera, MEDIA Literacy!  
Lesson Plan # 26

**Topics:**

**Journal Writing**  
**History of Electronic Television**  
**Television Studio Tour**  
**Television Game Show Pre-Production**

**Outcomes:**

Students will follow organizational procedures.  
Students will see, hear, and use applicable vocabulary.  
Students will identify key phrases and statements while learning the story of Philo T. Farnsworth, the "father of electronic television."  
Students will note differences between film and television production.  
Students will create game show questions for their class television production.

**Materials:**

Writing journals  
LCD projector  
Chart paper  
Post-its  
3 x 5 File cards (10 per student)  
Individual student pocket folders  
**School Television Studio** (or Camcorders and computers)

**HANDOUTS: BIG DREAM, SMALL SCREEN**  
**Television Production Roles**  
**Tv Game Show Questions**

**DVD: *FILM FRENZY***

**New Vocabulary: Cathode Ray Tube (CRT), electrons**

## Sequence of Events:

### I. Journal Writing (15)

1. Prompt:

What are your feelings about creating a radio essay?

### II. How Television Began (75)

1. Remind students of the phrases that prompted their radio essay: *"idealism & imagination, greed & envy, ambition & determination, genius."* These same phrases can be applied to the people involved in the history of television. While watching the documentary *BIG DREAM, SMALL SCREEN*, they should look for examples of each of these seven traits. In addition, just as with *EMPIRE OF THE AIR*, they will listen for and check off the sentences and phrases listed in order on the handout.

HANDOUT: *BIG DREAM, SMALL SCREEN*

2. Tell students that one of the differences about the story they are about to watch is that electronic television was invented by *a 14-year-old farm boy who got the idea while he was plowing the family's potato field!!!!* Allow time for reaction to this information.
3. Watch the documentary *BIG DREAM SMALL SCREEN*:  
Part One: <http://www.youtube.com/watch?v=PMwEhrRmIVE>  
Part Two: <http://www.youtube.com/watch?v=vtKjZRxAJBU>
4. Discuss student reaction to what they have just watched and clear up any confusions or misconceptions.
5. Show the world's first electronic transmission in this 25 second film on YouTube.com.  
<http://www.youtube.com/watch?v=xQv5KMkmIrM>

### III. Visiting the School Television Studio (20)

1. Ask students for their reaction to the following:

*"Movies are films with sound.  
Television is radio with pictures."*

2. Discuss the differences of movies and TV... *TV shows are sometimes referred to as "Talking Heads." Scripts for television focus on dialogue, while scripts for most films seek the least amount of dialogue possible and focus on visual images.*
3. Inform students that they must understand this distinction as they are going to create a live-to-tape television show, quite different than creating films.
4. Take students on a tour of your school's television studio.  
(NOTE: Directions for the class television show assume use of a school studio. If no studio is available, students will use computer software to edit together taped segments of the show.)

#### **IV. Creating a Television Show (75)**

1. Review the roles needed to create a "live-to-tape" game show, as you show the locations and equipment used in the TV studio. Make sure there is at least one job per student in the class. Make sure there are three "camerapersons."

#### **HANDOUT: Television Production Roles**

2. Tell students that all of these jobs were in place for a 20 minute student game show produced at a middle school. As they watch the show, when they see or hear mistakes, pause to discuss which job was responsible (*ex.: When the sound portion goes silent briefly, it is due to the audio technician having turned down the volume on the microphones.*)

#### **DVD: FILM FRENZY (1<sup>st</sup> show)**

3. Tell students that they are going to have the opportunity to create a segment of the game show. Their first task is to individually write ten questions for the show. Their questions will focus only on information from this course rather than all of their school subjects (*as the students at Eastern did*).

#### **HANDOUT: TV Game Show Questions**

4. As students turn in their questions cards, assign them to work on the following pre-production committees:
  - a) Set design
  - b) Props
  - c) Costumes
  - d) Advertisements...Original or FILM FRENZY ad transfer
  - e) Cue Cards
  - f) Graphics...Original or FILM FRENZY graphics transfer
  - g) Sound effects

*(Note: If you teach more than one LCML! class, do not assign the same committee work to students in both classes. Each class will use the same set design, the same costumes, etc.)*

#### **V. Reflection (15)**

1. Direct students to the hanging chart paper labeled:

**What did you learn about the start of electronic television?**

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.