

Lesson Plan 1

Title: Twenties Style

Grade Level: Grade 6

Time Frame: 2-3 days

Subject: Social Studies- Culture of the Twenties

Primary Source Format(s): Images

Teacher Name: Amy Thornton and Asha Dean

Email Address: Amythornton@live.com Dea6834@student.waynesburg.edu

Date: 4/21/2009

School District: Waynesburg University

National Center for History in the Schools Historic Era:

Era 7: The Emergence of Modern America (1890-1930)

Pennsylvania Academic Standards:

8.3.6. United States History

B. Identify and describe primary documents, material artifacts and historic sites important in United States history.

C: Identify important changes in United States history (e.g., Social Organization,)

Objectives:

1. The students will be able to demonstrate an understanding of the clothing and apparel of the time, by creating a life size person appropriately dressed for the twenties era.
2. The students will be able to show their appreciation for the music and dance and its significance in the shift in culture by learning the Charleston dance.

Materials:

- a. Photographs of flappers and dress of Twenties from Library of Congress
- b. Video of Charleston Music
- c. Cloth and Material
- d. Butcher paper/ poster board
- e. Glue scissors tape paper and writing utensils

Learning Activities:

Focus Activity:

1. To introduce this lesson on the dress during the twenties, play the video of the Charleston to the students. As they watch, the students will keep mental notes that will be used during a class discussion.
2. Following the video, students will examine various photographs of people doing the Charleston dance.
3. Begin a class discussion about the types of clothing shown in the images and video, what they are doing, how the dance is done etc.
4. Following the discussion, the teacher will ask the students to move their desks to the side of the room. The teacher will demonstrate the dance and teach the students how it is done.

Inquiry Activity:

1. Once all the students have learned the dance, students will perform the Charleston dance in small groups for each other in the classroom, and also for other classes and teachers.
 - i. Do you think this dance would be popular today why, why not?
 - ii. How is the clothing and style different from the things we are wearing today?
2. After dancing, have the student's move their desks back.
3. Show the students a few primary source images from the Library of Congress of women in flapper dresses, sports wear, and everyday wear.
4. Discuss the types of dress from the time period, especially focusing on flapper dresses as seen in the Charleston.
5. Using primary source documents (listed below), students will be put into small groups to begin researching the style and music of the twenties taking notes, drawing sketches, saving sound bytes, and printing images they will use in an activity following the completion of their research.
 - a. Primary Sources
 - i. http://www.loc.gov/rr/print/list/072_fads.html
 - ii. <http://hdl.loc.gov/loc.pnp/cph.3b39896>
 - iii. <http://hdl.loc.gov/loc.pnp/cph.3a52284>
 - b. Secondary Sources:
 - i. <http://history1900s.about.com/od/1920s/a/flappers.htm>

- ii. <http://www.1920s-fashion-and-music.com/>
- iii. <http://www.authentichistory.com/1920s/fashion/1920sfashion01.html>

6. During this time, students will also create a life size person out of butcher paper, which will hang on the wall for in preparation for the application activity.

Application Activity:

1. Using their research notes and primary source images from the Library of Congress, students will design an outfit for the person they created the previous day using fabric and materials provided by the teacher, to create their Twenties styles.
2. After dressing their “model” students will individually write a 1 page paper discussing the information from the primary source documents and research that helped their group to develop their design.
3. When all the papers are turned in, students will share their model and explain their design and inspiration to the class.

Lesson Extensions:

To extend the lesson, students can research and learn another dance from the twenties and perform it for the class.

Assessment:

Students will be assessed on their notes, designs, 1 page explanation, and their group presentation.

Assessment Tool(s):

Individual Points:

Dancing Participation: ____/10

Contribution to class Discussion: ____/10

Research Notes: ____/15

Model Dress Analysis (1 page): ____/30

Group Points:

Group Collaboration: ____/10

Extra Points will be awarded if the group dresses up in Twenties attire for their presentation ____/5

Group Presentation: See Rubric Below

Dress of the Twenties



Teacher Name: _____

Student Name: _____

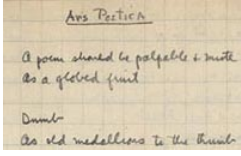

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

Bibliographic Organizer

Dress of the Twenties

Thumbnail Image	Title	Library of Congress URL
	<p>Roaring Twenties - Oliver Naylor's Orchestra, 1925</p>	<p>http://www.youtube.com/watch?v=e4w3LWo88wc (Not Found on LOC website)</p>
	<p>Charleston at the Capitol CALL NUMBER: LOT 12342-7</p> <p>REPRODUCTION NUMBER: LC-USZ62-93721 (b&w film copy neg.) RIGHTS INFORMATION: No known restrictions on publication. SUMMARY: Re p. T.S. McMillan of Charleston, S.C. with flappers, Miss Ruth Bennett and Miss Sylvia Clavins, who are doing the Charleston on railing, with U.S. Capitol in background. MEDIUM: 1 photographic print. CREATED/PUBLISHED: [between 1920 and 1930]</p>	<p>http://hdl.loc.gov/loc.pnp/cph.3b39896</p>
	<p>Teaching old dogs new tricks"</p> <p>CALL NUMBER: LOT 4394 [item] [P&P] REPRODUCTION NUMBER: LC-USZ62-44092 (b&w film copy neg.) RIGHTS</p>	<p>http://hdl.loc.gov/loc.pnp/cph.3a52284</p>

	<p>INFORMATION: Rights status not evaluated. For general information see "Copyright and Other Restrictions ...," http://www.loc.gov/rr/print/195_copr.html)</p> <p>SUMMARY: Cartoon showing young "flapper" and elderly man dancing the "Charleston".</p>	
	<p>"Tennis Girl"</p> <p>CALL NUMBER: SSF - Tennis [item] [P&P] REPRODUCTION NUMBER: LC-USZ62-50645 (b&w film copy neg.)RIGHTS INFORMATION: Rights status not evaluated. For general information see "Copyright and Other Restrictions ...," (http://www.loc.gov/rr/print/195_copr.html)</p> <p>SUMMARY: Girl in helmet-like hat and low-waisted flapper-style dress posed with tennis racket on a court.MEDIUM: 1 photographic print.CREATED/PUBLISHED: c1928</p>	<p>http://hdl.loc.gov/loc.pnp/cph.3a50705</p>
	<p>The Twenties: Fads, Dress, and Trends</p> <p>Frank Farnum coaching Pauline Starke. And now the Charleston is moving into the movies! Pauline Starke will introduce it to the movie public at large when in the role of a chorus girl in Metro-Goldwyn-Mayer's "A Little bit of Broadway", she</p>	<p>http://www.loc.gov/rr/print/list/072_fads.html</p>

	<p>performs it on the screen. Frank Farnum, originator of the step, gave her first-hand (or foot) instructions</p> <p>CALL NUMBER: LOT 12342-10 <item> REPRODUCTION NUMBER: LC-USZ62-99828 (b&w film copy neg.)</p> <p>RIGHTS INFORMATION: No known restrictions on publication.</p> <p>RIGHTS INFORMATION: No known restrictions on publication.</p>	
	<p>Archibald MacLeish (1892-1982)</p> <p>Archibald MacLeish (1892-1982)</p> <p>1924-1925 Paris Notebook</p> <p>Manuscript Division</p> <p>Gift of the author (177.3)</p>	<p>http://www.loc.gov/exhibits/treasures/tri113.html</p>
<p>Secondary Sources</p>		
	<p>Flappers in the Roaring Twenties By: Jen Rosenberg</p> <p>Twentieth Century History Guide</p>	<p>http://history1900s.about.com/od/1920s/a/flappers.htm</p>
	<p>The Roaring 1920's</p> <p>1920's Fashion, <i>The Jazz Age</i>, and The Birth of Style</p> <p>Beautiful Fashions, Celebrities, Fashion Designers, Flappers, Broadway Shows, and Hairstyles of the Twenties</p>	<p>http://www.1920s-fashion-and-music.com/</p>
<p>The Authentic History Center</p> <p>Primary Sources from American Popular Culture</p>	<p>Women's Fashion of The Roaring Twenties</p>	<p>http://www.authentichistory.com/1920s/fashion/1920sfashion01.html</p>

Lesson Plan 2

Title: The Economy Gone Bad

Grade Level: Grade 6

Time Frame: 2-3 days

Subject: Social Studies- Economy and Politics of the Twenties

Primary Source Format(s): photos

Teacher Name: Amy Thornton and Asha Dean

Email Address: AmyThornton@live.com Dea6834@student.waynesburg.edu

Date: 4/21/2009

School District: Waynesburg University

National Center for History in the Schools Historic Era:

Era 7: The Emergence of Modern America (1890-1930)

Pennsylvania Academic Standards:

8.1.6. Historical Analysis and Skills Development

D. Describe and explain historical research.

- Historical Events (time and place)
- Primary Sources

8.3.12. United States History

D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.

- Domestic Instability (e.g., Great Depression, assassination of political and social leaders, terrorist threats)

Objectives:

- 1) The students will be able to demonstrate an understanding of the economy during the Great Depression Era by researching and writing a paper focusing on the Stock Market Crash of 1929.
- 2) The students will be able to demonstrate an understanding of the events by completing a newspaper article to go along with an image from the Library of

Congress during the twenties. (The images will be of the Stock Market Crash of 1929.)

Materials:

- a. Computer with internet access
- b. Paper
- c. Photographs of stock market crash of 1929 from the Library of Congress

Learning Activities:

Focus Activity:

1. Begin the lesson by quickly reviewing the parts of the economy and their importance to our country.
 - a. These parts are:
 - i. Production - the act of making products (goods and services)
 - ii. Exchange- Any organization, association or group which provides or maintains a marketplace where securities, options, futures, or commodities can be traded; or the marketplace itself.
 - iii. Distribution- distribution of income or output among individuals or factors of production
 - iv. Consumption- the using up of goods and services opposite of production
2. Following the discussion on the economy, ask the students to share their knowledge of the stock market.

Inquiry Activity:

1. Using the Library of Congress website, students will begin researching stock market during the 1920's.
2. To help guide them, each student will go to the Library of Congress Website and find an image taken during the stock market crash of 1929 to research.
 - a. Research information to include:
 - i. Historic information about the image
 - ii. Setting
 - iii. What is happening in the picture?
 - iv. What is happening in the economy that leads to what is pictured in your image?
3. To get the to correct place on the loc website please follow the instructions below
 - a. Visit www.loc.gov
 - b. Click on the digital collections tab at the top of the screen
 - c. Select Prints and Photographs

- d. Click the blue box stating I understand and I am ready to search the catalog
 - e. Type Stock Market in the search bar then select search
 - f. When the images come up students can only select the images that were created in the 1920's.
4. Using their research notes, students will write a newspaper article discussing the photo and the economic situation at the time the image was taken.

Application Activity:

1. When all students have written their article, students will compile them into a classroom newspaper that focuses on the crash of 1929.
2. Each student will get a copy of the newspaper and we will have a class discussion allowing each student to discuss their image, why they selected it, and the role it played in the economic times during the Great Depression.
3. Students can also share the effect their image had on other aspects of the Great Depression such as Hoovervilles, foreclosures, music, etc.

Assessment:

Students will be assessed using their research notes and newspaper article.

Assessment Tool(s):

Research Notes: ___/30

Newspaper : The Stock Market 1929




Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Articles - Purpose	90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
Articles - Supporting Details	The details in the articles are clear, effective, and vivid 80-100% of the time.	The details in the articles are clear and pertinent 90-100% of the time.	The details in the articles are clear and pertinent 75-89% of the time.	The details in more than 25% of the articles are neither clear nor pertinent.
Who, What, When, Where & How	All articles adequately address the 5 W's (who, what, when, where and how).	90-99% of the articles adequately address the 5 W's (who, what, when, where and how).	75-89% of the articles adequately address the 5 W's (who, what, when, where and how).	Less than 75% of the articles adequately address the 5 W's (who, what, when, where, and how).
Use of Primary Sources	Reading of primary source material was thorough.	Reading of primary source material was fairly thorough.	Reading of primary source material was incomplete.	Reading of primary source material was not done.
Spelling and Proofreading	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper.
Knowledge Gained	The student can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	The student can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	The student can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	The Student appears to have little knowledge about the facts and the technical processes used for the newspaper.
Graphics	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-100% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles OR no graphics were used.

Bibliographic Organizer

The Economy Gone Bad

Thumbnail Image	Title	Library of Congress URL
	<p>Crowd of people gather outside the New York Stock Exchange following the Crash of 1929.</p> <p>CALL NUMBER: NYWTS - SUBJ/GEOG--Stock Exchange--New York Stock Exchange--Crash of 1929 [item] [P&P]REPRODUCTION NUMBER: LC-USZ62-123429 (b&w film copy neg.)RIGHTS INFORMATION: Publication may be restricted. For information see "New York World-Telegram ...," (http://www.loc.gov/rr/print/res/076_nyw.html)MEDIUM: 1 photographic print. CREATED/PUBLISHED: 1929.</p>	<p>http://hdl.loc.gov/loc.pnp/cph.3c23429</p>
	<p>Up Broad St. near Wall St., overlooking the "Curb Market," north to Stock Exchange and Sub-Treasury, New York City</p> <p>Digital ID: cph 3b19812 Source: digital file from b&w film copy neg. Reproduction Number: LC-USZ62-72462 (b&w film copy neg. of half stereo) Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p>	<p>http://hdl.loc.gov/loc.pnp/cph.3b19812</p>
	<p>The trading floor of the New York Stock Exchange</p> <p>CALL NUMBER: LOT 6792 [item] [P&P] Check for an online group record (may link to related items) REPRODUCTION NUMBER: LC-USZ62-52911 (b&w film copy neg.)RIGHTS INFORMATION: Rights status not evaluated. For general information see "Copyright and Other Restrictions ...," (http://www.loc.gov/rr/print/195_copr.html) MEDIUM: 1 photographic print.CREATED/PUBLISHED: c1934.</p>	<p>http://hdl.loc.gov/loc.pnp/cph.3b00889</p>
<p>Library of Congress Website</p>	<p>Directions on how to search are written in the lesson plan above</p>	<p>www.loc.gov</p>

Lesson Plan 3

Title: Radio in the Twenties

Grade Level: Grade 6

Time Frame: 5 days

Subject: Social Studies- The Roaring Twenties

Primary Source Format(s): Song Bytes, Radio Show

Teacher Name: Amy Thornton and Asha Dean

Email Address: AmyThornton@live.com Dea6834@student.waynesburg.edu

Date: 4/21/2009

School District: Waynesburg University

National Center for History in the Schools Historic Era:

Era 7: The Emergence of Modern America (1890-1930)

Pennsylvania Academic Standards:

8.1.6. Historical Analysis and Skills Development

B. Explain and analyze historical sources.

D: Describe and explain historical research.

- Historical events (time and place)
- Primary Sources

Objectives:

- Students will evaluate the significance of the cultural revolution of the 1920s by analyzing the changes in music.
- Students will compare and contrast music from the turn of the century and the Jazz Age.
- Students will recognize the technical aspects of producing a radio show by writing and producing a radio show that demonstrates knowledge of 1920s culture.
- Students will identify the components in a radio show that enable the listener to visualize the story.

Materials:

- Acoustic recordings of the early 1900s music
- Jazz music of the 1920s
- Early radio show recording
- Blank tapes to record
- Recorder
- CD player
- Computer with internet access

Learning Activities:

Focus Activity:

1. The teacher will play two selections of music: an acoustical recording from early 1900s and a 1920s jazz piece.
 - a. 1900
<http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.100010654/default.html>
 - i. "My Creole Sue" By: The Shannon Quartet
 - b. 1920 <http://vintage-recordings.com/jazz5.html>
 - i. "Sunny Side of the Street" By: Bernie Cummins and his Orchestra
2. As the selections are being played students are to write down their impressions. After each selection is played the teacher will create a list on the board of the students' impressions for the song they had just listened to.
3. After both selections are played the teacher will facilitate a discussion comparing the two lists analyzing the changes in the music.
4. The students will then identify how the music changed from the 1900's to the 1920's.
 - a. Change in tempo
 - b. Changes in rhythm
 - c. Instruments used
 - d. Type of lyrics
5. Ask the students how they think the time periods are reflected in the music?

Inquiry Activity:

1. Following the class discussion, play one of the recordings from a 1920's radio show.
 - a. Mystery: [The Man Called X "The Girl Who Couldn't Remember"](http://www.best-otr.com/Best-OTRMystery.html)
 - i. This is a 25 min radio theatre
 - ii. <http://www.best-otr.com/Best-OTRMystery.html>
 - b. Comedy: [Abbott and Costello "Who's On First?"](http://www.best-otr.com/Best-OTRComedy.html)
 - i. This is a 30 min radio show. You have to scroll through the beginning to get to the skit due to the smoking add that was sponsoring the radio program. You can start 2:10 into the broadcast when they start getting into the skit.
 - ii. <http://www.best-otr.com/Best-OTRComedy.html>

2. After the show, the teacher will facilitate a discussion in which the students identify the components necessary to create a good radio show.
 - i. Things to include are:
 1. Special effects
 2. Descriptive dialog so the listener can visualize what is happening in the story.
 3. A clear reading voice
 4. Entertaining
 5. Tells a story
3. Next, place the students in groups of 4-6 and inform them that they will be studying a significant aspect of the twenties era. When the research is complete, students will develop a short radio show 10-15 minutes in length based on their research.
 - i. Topics can include the following:
 1. The music of the Twenties
 - a. <http://memory.loc.gov/ammem/wghtml/>
 - b. <http://www.pbs.org/wgbh/cultureshock/beyond/jazz.html>
 - c. <http://www.loc.gov/exhibits/bobhope/>
 2. Cars
 - a. <http://www.loc.gov/exhibits/treasures/tr026.html>
 - b. <http://www.loc.gov/rr/scitech/mysteries/auto.html>
 - c. <http://lcweb2.loc.gov:8081/ammem/amrlhtml/inauto.html>
 3. Movies
 - a. <http://www.loc.gov/exhibits/bobhope/mopic.html>
 - b. <http://memory.loc.gov/ammem/vshhtml/vshome.html>
 4. Radio
 - a. <http://memory.loc.gov/ammem/awhhtml/awrs9/radio.html>
 - b. <http://memory.loc.gov/ammem/ccmphtml/tvhist.html>
 - c. <http://lcweb2.loc.gov:8081/ammem/amrlhtml/inradio.html>
 5. Broadway Musicals
 - a. <http://www.musicals101.com/1920bway.htm>
 - b. <http://memory.loc.gov/ammem/vshhtml/vshome.html>
4. As students research, they should also take notes on different products sold during the 1920's to include as a commercial in their radio broadcast.

Application Activity:

1. After research is completed, students will develop a radio show that discusses their findings about the 1920's and record it onto a tape to share with the class.

2. Using one of the products they selected students will develop a short advertisement for that product to include at some point in their radio broadcast.
3. When all the recordings are completed, students will share their radio broadcasts with the class.

Assessment:

Students will be assessed on their song analysis, research notes on their selected topic, the development of a radio show based on research of the 1920's, and their radio commercial.

Assessment Tool(s):

Song Analysis:

Impressions of the songs _____/10 (5 pts each)
Participation in class Discussion _____/15
Identify musical differences between the two songs _____/10

Research Notes: (See rubric /15)

CATEGORY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Research Questions	3 points Wrote thoughtful, creative, well-worded specific questions that were relevant to the assigned topic.	2 points Wrote well-worded, specific questions that were relevant to the assigned topic.	1 point Wrote questions which lacked focus, were poorly stated, and were not entirely relevant to the assigned topic.	0 points Wrote questions which lacked a specific focus, were poorly stated, and not relevant to the assigned topic.	
	3 points Identified highly appropriate sources in a variety of formats (books, journals, electronic sources).	2 points Identified mostly appropriate sources in a variety of formats (books, journals, electronic sources).	1 point Identified a few appropriate sources but made little attempt to balance format types.	0 points Identified no appropriate sources in any format.	
Note-taking & Keywords	3 points Extracted relevant information.	2 points Extracted mostly relevant information.	1 point Extracted a lot of information which wasn't relevant.	0 points Extracted irrelevant information.	
	3 points Brainstormed keywords, categories, and related terms that were effective in researching the questions.	2 points Selected mostly effective keywords to use in researching the questions.	1 point Selected some keywords that were not effective in researching the questions.	0 points Selected no effective keywords to use in researching the questions.	
	3 points Wrote notes including succinct key facts which directly answered all of the research questions and were written in the student's own words.	2 points Wrote notes which included facts that answered most of the research questions and were written in the student's own words.	1 point Wrote notes which included irrelevant facts which did not answer the research questions. Some notes were copied directly from the original source.	0 points Wrote notes which included a majority of facts which did not answer the research questions. Most or all notes were copied word-for-word from the original source.	
	3 points Presented content clearly and concisely with a logical progression of ideas and effective supporting evidence.	2 points Presented most of the content with a logical progression of ideas and supporting evidence.	1 point Presented content which failed to maintain a consistent focus, showed minimal organization and effort, and lacked an adequate amount of supporting evidence.	0 points Presented content which was unfocused, poorly organized, showed little thought or effort and lacked supporting evidence.	
Organization and Synthesis	3 points Selected an appropriate and effective format to creatively communicate research findings.	2 points Selected an appropriate format to structure and communicate research findings.	1 point Needed to select a more effective format to structure and communicate research findings.	0 points Failed to select an appropriate format to communicate research findings.	
	3 points Cited all sources of information accurately to demonstrate the credibility and authority of the information presented.	2 points Cited most sources of information in proper format and documented sources to enable accuracy checking.	1 point Cited most sources of information improperly and provided little or no supporting documentation to check accuracy.	0 points Created citations which were incomplete or inaccurate, and provided no way to check the validity of the information gathered.	
Citations/ Documentation	3 points Used information ethically all of the time.	2 points Used information ethically most of the time.	1 point Failed to use information ethically some of the time.	0 points Failed to use information ethically.	
	TOTAL POINTS				/15

Radio Show Assessment Rubric

	Below On-Air Quality (0–2 pts.)	Acceptable On-Air Quality (3-4 pts.)	Excellent On-Air Quality (5 pts.)
Script	Difficult to follow plot.	Listeners could easily follow the plot.	Listeners could easily follow the plot, and were also intrigued by the plot.
Audio Levels	Inconsistent levels.	Mostly consistent levels.	Consistent levels throughout.
Sound Effects	Sound effects were not consistent with the script. Very few sound effects. Sound effects added little to story.	Missing a few needed effects, but the sound effects were consistent with the script.	Sound effects were consistent with the script and enhanced the story.
Acting	Voice actors were not convincing.	Actors were mostly convincing.	Actors were consistently convincing.
Timing	Program was short or long by more than a few minutes.	Program was within a few seconds of the required time length.	Program met the assigned time requirement.
Editing	There were several noticeable editing errors.	There were one or two noticeable editing errors.	There were no noticeable editing errors.
Primary Source Information	Information presented was personal opinion expressed by the students and no records of primary sources are listed in the radio script.	Most of the information presented was taken from primary sources but was not documented in the radio script.	All historic information was taken from primary sources and documented in the radio script.
Comments:			

Radio Commercial:

Commercial is about a product advertised in the 1920's ___/5




Originality ___/5






Accurately describes the product ___/5

Commercial is 2 minutes in length ___/5

Twenties Radio

Thumbnail Image	Title	Library of Congress URL
Song Analysis		
 <p>Sound Recording</p>	<p>My Creole Sue</p> <p>My Creole Sue [1924] -- sound recording.</p> <p>Performer: Shannon Quartet. Composer: Gussie L. Davis.</p>	<p>http://lcweb2.loc.gov/diglib/ahas/loc.natlib.ahas.100010653/default.html</p>
<p>1920's Jazz</p>	<p>ON THE SUNNY SIDE OF THE STREET - BERNIE CUMMINS & HIS ORCH.</p> 	<p>http://vintage-recordings.com/jazz5.html</p>
Radio Shows		
<p>Mystery Radio Theatre</p>	<p>Mystery: The Man Called X "The Girl Who Couldn't Remember"</p> <p>This Website © 2005, 2006, 2007 & Perpetual © www.best-otr.com All Rights Reserved.</p>	<p>http://www.best-otr.com/Best-OTRMystery.html</p>
<p>Comedy Radio Script</p>	<p>Comedy: Abbott and Costello "Who's On First?"</p> <p>This Website © 2005, 2006, 2007 & Perpetual © www.best-otr.com All Rights Reserved.</p>	<p>http://www.best-otr.com/Best-OTRComedy.html</p>
Radio Script Resources		
Twenties Resources		
	<p>American Memory</p> <p>Music Division at the Library of Congress</p>	<p>http://memory.loc.gov/ammem/wghtml/</p>
<p>Culture Shock series</p>	<p>Early Jazz 1900-1930</p> <p>PBS.org</p> <p>The Devil's Music: 1920's Jazz</p>	<p>http://www.pbs.org/wqph/cultureshock/beyond/jazz.html</p> <p>http://www.loc.gov/exhibits/bobhope/</p>

	<p>American Treasures Collection at the Library of Congress</p> <p>Taking to the Road</p> <p>Edward Penfield (1866-1925) <i>"Pierce Arrow"</i> Pen, ink and watercolor on paper, ca. 1907 LC-USZC4-4711, or LC-USZC4-1205 Prints & Photographs Division</p>	<p>http://www.loc.gov/exhibits/treasures/tr026.html</p>
	<p>Everyday mysteries: fun science facts from the Library of Congress</p> <p>An early Benz automobile. Photo courtesy of Vintage Web Classic Cars Picture Archive.</p>	<p>http://www.loc.gov/tr/scitech/mysteries/auto.html</p>
<p>American Memory Collection</p>	<p>The Automobile: Consumerism on Wheels</p>	<p>http://lcweb2.loc.gov/8081/ammem/amr1html/inauto.html</p>
	<p>Bob Hope and American Variety</p> <p>Motion Pictures Al Dubin and Joe Burke. <i>"Tip Toe Through the Tulips With Me,"</i> from <i>Gold Diggers of Broadway</i>. New York: M. Witmark and Sons, 1929. Sheet music. Music Division (65.2)</p>	<p>http://www.loc.gov/exhibits/bobhope/mopic.html</p>
<p>American Memory Collection</p>	<p>American Variety Stage Vaudeville and Popular Entertainment 1870-1920 Motion Pictures</p>	<p>http://memory.loc.gov/ammem/vshhtml/vshome.html</p>
<p>American Women Collection</p>	<p>Recorded Sound Section--Motion Picture, Broadcasting and Recorded Sound Division Radio: An Introduction</p>	<p>http://memory.loc.gov/ammem/awhtml/awrs9radio.html</p>
<p>American Memory Collection</p>	<p>Television Advertising: A Brief History</p> <p>Radio Precedents</p> <p>Coca-Cola Television Advertising Homepage</p>	<p>http://memory.loc.gov/ammem/comhtml/vhist.html</p>
<p>American Memory Collection</p>	<p>Radio: A Consumer Product and a Producer of Consumption</p>	<p>http://lcweb2.loc.gov/8081/ammem/amr1html/inradio.html</p>

	<p>History of The Musical Stage 1920s: "Keep the Sun Smilin' Through" by John Kenrick (Copyright 1996 & 2003)</p>	<p>http://www.musicals101.com/1920bway.htm</p>
<p>American Memory Collection</p>	<p>American Variety Stage Vaudeville and Popular Entertainment 1870-1920 Musicals</p>	<p>http://memory.loc.gov/ammem/vshml/vshome.html</p>
<p>Extra Songs</p>		
<p>Sound Recording</p> 	<p>In the Baggage Coach Ahead In the baggage coach ahead [1925] -- sound recording. Performer: Vernon and Co. Dalhart. Composer: Gussie L. Davis.</p>	<p>http://lcweb2.loc.gov/diglib/ahas/loc.natlib.ahas.100010776/default.html</p>
<p>Sound Recording</p> 	<p>Gypsy Blues Gypsy blues [1922] -- sound recording. Performer: Paul and his Orchestra Whiteman. Composer: Noble Sissle.</p>	<p>http://lcweb2.loc.gov/diglib/ahas/loc.natlib.ahas.100010788/default.html</p>
<p>Sound Recording</p> 	<p>Ballin the Jack Ballin the jack [1914] -- sound recording. Composer: Chris Smith.</p>	<p>http://lcweb2.loc.gov/diglib/ahas/loc.natlib.ahas.100010679/default.html</p>
<p>1920's Jazz</p>	<p>POOR PAPA  - IRVING AARONSON & HIS COMMANDERS</p>	<p>http://vintage-recordings.com/jazz2.html</p>