


Annotated Resource Set (ARS)

Content Theme:	Media in the Twenties		 The logo for the Library of Congress Teaching with Primary Sources program. It features the text "LIBRARY OF CONGRESS" and "TEACHING WITH" in blue, and "PRIMARY SOURCES" in red. The word "PRIMARY" is stacked above "SOURCES", and a blue silhouette of a quill pen is positioned between the two words.
Developed by:	Cher McDonald		
<p>Contextual Paragraph for Resource Set: The new affluence among the middle and upper classes during the 1920s will lead to a growth of the newest technology: radio. The radio will affect what people buy, what they listen to and what they think. The people of the 1920s were aware of this and concerned about this new medium of communication.</p> <p>Essential Question: How did the radio impact American society in the 1920s?</p> <p>This set will meet the Utah State Core: Standard V, Objective 1, Indicator a</p> <ul style="list-style-type: none">Investigate how mass media affected American society.			

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
11 th	<p>US History Utah State Core: Standard V, Objective 1, Indicator a</p> <p>Reading</p> <p>Writing</p> <p>Inquiry</p>	<p>Examine the growth of media in American society.</p> <p>Develop language through viewing media.; make inferences and draw conclusions</p> <p>Students will write informational text evaluating information and interpreting ideas.</p> <p>Use process of inquiry to deepen understanding.</p>	<p>Students will use primary sources to help them understand how media changed the culture of the 1920s.</p> <p>Students will identify the effects of new technology on culture and society.</p>	<p>Students will be able to analyze primary sources to increase their content knowledge of media in the 1920s.</p> <p>Students will read and comprehend original documents written during the historical period.</p> <p>Students will draw conclusions from examining primary documents.</p>	<p>1. Students will use the Analysis tool: Students will use the Analysis tool for documents: http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf and for pictures: http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf</p> <p>2. Students will use images to see prejudices can be transmitted by the media.</p>	<p>Project the photograph of the radio transmitter to the class and ask the students what it is. Most will guess a phone, etc. Lead into the discussion of the radio/media/iPods. Pass out copies of the Radio Prophecies article. As a class discuss the article and whether all new media is a “miracle” or not?</p> <p>Pass out the article “Radio and the child” and have them read and analyze this article independently and then come together as a class to discuss. Can the media have a negative affect?</p> <p>Next project the “Amos and Andy” photograph to the class. Discuss this was the most popular show of the time. Talk about the racism of blackface as well as the antics of Amos and Andy. How does this fit with the racism of the 1920s? Do we see racism in the media today? How?</p>	