

# The Radio Station

## *Understanding Your Community*

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<b>About Storypath</b>	2
<b>Episode 1</b> The Radio Station	14
<b>Episode 2</b> Job Opportunities	19
<b>Episode 3</b> The Radio Station Staff	23
<b>Episode 4</b> Creating the Programs	28
<b>Episode 5</b> On the Air	35
<b>Episode 6</b> A Controversial Program	38
<b>Episode 7</b> Public Service Award	43
<b>Teaching Masters</b>	46
<b>Assessment</b>	
Unit Questions for Review	60
Synthesis Activities	61
Extending Students' Experiences	63
Background Information	64
Objectives Overview	66
How to Conduct Reading Mini-Lessons	70
Additional Resources	71

# ABOUT STORYPATH

## THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that children learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, Storypath draws support from decades of experience with teachers and students. The approach has its roots in these beliefs about children and learning:

- The world is complex and presents many layers of information. Children know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When children build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because children construct their own knowledge and understanding of their world, their learning is more meaningful and memorable.
- Problem solving is a natural and powerful human endeavor. When children are engaged in problem solving, they take ownership for their learning.
- The story form integrates content and skills from many disciplines and provides a context for children to gain a deeper, more complex understanding of major concepts.

## AN INQUIRY APPROACH

Questioning, by both teacher and students, is a key component of Storypath. Through the story structure and the discourse it creates, the teacher guides students in their search for meaning and understanding as they acquire new knowledge and skills. Your questions, and the discussions they engender, cause students to:

- ask their own questions and think critically about what they know;
- use their prior knowledge to make sense of new information;
- connect personally to important social studies concepts.

The story structure and inquiry guided by unit goals provide the framework for students to integrate skills and complex content through problems they encounter. As they do so, their understanding of important concepts is extended and key connections are made.

## THE STORY STRUCTURE

For thousands of years, stories have helped us create order and make connections between events. Storypath's narrative structure helps students understand concepts that they often find difficult to comprehend in the traditional social studies curriculum.

Each Storypath unit centers on a unique and engaging story that provides a concrete context for understanding the social science content. This story may be based on actual historical events, as developed in *Struggle for Independence*. Or the story might instead be based on typical community or business structures, as developed in *Families in Their Neighborhoods* or in *Understanding the Marketplace*. From all of these structures, students develop a meaningful context for developing understanding of the topic.

### Typical structure of a Storypath unit

#### CREATING THE SETTING

Students create the setting by completing a frieze or mural of the place.

#### CREATING THE CHARACTERS

Students create characters for the story whose roles they will play during subsequent episodes.

#### BUILDING CONTEXT

Students are involved in activities such as reading, writing, and research to stimulate them to think more deeply about the people and the place they have created.

#### CRITICAL INCIDENTS

Characters confront problems typical of those faced by people of that time and place.

#### CONCLUDING EVENT

Students plan and participate in an activity that brings closure to the story.

# EPISODE

## CREATING THE SETTING THE RADIO STATION

### INTRODUCING THE RADIO STATION

PAGE 15

Students brainstorm the features of the radio station and the community it serves.

- Materials** Content Slide Set 1
- Grouping** Whole class
- Schedule** Approximately 20 minutes

### CREATING THE RADIO STATION

PAGE 16

Students create a frieze of the setting.

- Materials** Portfolio 1, *Frieze Guide*, p. 4  
For the frieze:
- one bulletin board or wall space, approximately 6' by 4', covered with butcher paper
  - various colors of construction and tissue paper
  - colored markers, crayons, glue, scissors, masking tape
  - doilies, aluminum foil, pipe cleaners, yarn, straws, cotton balls
  - Optional: cereal boxes for buildings and cardboard boxes for the studio
- Grouping** Three groups—one for foreground, one for buildings, and one for background
- Schedule** 1–2 hours—can be done over several days, but students will probably want to keep working once they start

### CONCLUDING EPISODE 1

PAGE 17

Students make word banks and write an announcement for the radio station.

- Materials** Portfolio 16, *Word Bank*, p. 22  
Portfolio 2, *Writing: An Announcement*, p. 5  
For the word bank:
- thick black marker
  - cards for writing individual words
- Grouping** Whole class for word bank and individuals for writing activity
- Schedule** 30 minutes to an hour

#### EPISODE OBJECTIVES



- **Culture/Social Interaction** *Determine how community needs can be addressed by the radio station.*
- **Government** *Examine the role government plays in regulating radio stations.*
- **Social Skills** *Organize, plan, and make decisions while creating a frieze with group members.*
- **Critical Thinking** *Organize ideas from class discussions in new ways and apply those ideas to the frieze.*
- **Critical Thinking** *Organize ideas to create a slogan for the radio station.*
- **Speaking and Listening: Comprehension and Collaboration** *Prepare for and participate effectively in conversations and collaborations to create the setting*
- **Writing: Production and Distribution of Writing** *Produce clear and coherent writing in which the style is appropriate to writing an announcement for the radio station.*
- **Language: Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to the work of the radio station.*

\*TH = Teacher's Handbook

## RADIO STATION JOB TITLES

Job Title	Job Description
Continuity director	Schedules all the various parts of the broadcast such as news, community or historical events, sports, weather, and transitions from commercials to programs
Director of sales	Oversees the advertising sales for the radio station
Disc jockey	Introduces and decides on the music for the music program based on the music director's playlist
Engineer	Manages the technical aspects of the broadcast
Music director	Selects a list of songs (or playlist) to play on the radio considering the various cultural interests in the community
News director	Decides on the news stories that will be reported on the radio station
Newscaster	Reads news on the air
Production person	Writes the radio ads, promotional spots, and public service announcements
Program director	Decides the programs for the station
Promotions director	Plans ways to promote the radio station so that people will listen to that station
Reporter	Gathers and reports news for the station
Salesperson	Gathers information about news events and community topics of interest
Sports announcer	Contacts local merchants to sell advertising time on the radio
Station manager	Has overall responsibility for the operation of the radio station
Talk show host	Hosts a talk show, often with call-ins from the listeners
Weather reporter	Reads the weather report



## How radios work

When you listen to the radio, you are hearing sound that was made too far away for the sound waves to reach you by themselves. A radio station uses special equipment to send the sound waves to you.

**How does a radio station transmit sound to your radio?** *(main idea/supporting details, understanding visuals)*



## Disc Jockey

A disc jockey introduces the music that is played on the radio. Sometimes a disc jockey interviews guests and takes calls from listeners.

1. Sound waves made by the announcer are picked up by a microphone. The sound waves cause an electric current in the microphone to change into an electrical sound signal.



DATE \_\_\_\_\_

## FRIEZE GUIDE

Work in your group to plan and create your radio station frieze.

1. Plan the setting.

Make a list of features you want to include in your section of the frieze.

_____	_____
_____	_____
_____	_____

2. Share your ideas with the group.

Work together to select the best ideas. Circle the ideas on the list that you will use.

3. List what you will do.

_____
_____
_____

4. Assess your work.

Put a check next to each thing you did.

- I offered ideas about the frieze.
- I listened to other people's ideas.
- I asked questions when I didn't understand something.
- I disagreed in a polite way.
- I was willing to change my ideas to help the group.
- I helped someone else when I finished my work.





DATE \_\_\_\_\_

## WRITING: AN ANNOUNCEMENT

1. Radio station name: \_\_\_\_\_

2. Radio station slogan:

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3. List information to include on your announcement.

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4. Draft the announcement on a separate sheet of paper.

5. Edit the announcement using the criteria below.

- Includes name of the radio station and slogan
- Includes information about the programs
- Is well organized—eye-catching and uncluttered
- Has no misspelled words

6. Prepare final announcement.



DATE \_\_\_\_\_

## WRITING: A JOB ADVERTISEMENT

Your group will be writing an advertisement for one of the jobs at the radio station. The steps below can help you organize the information you need to write the advertisement.

1. Organize your information.

Fill in the blanks below with information about the job.

Job title: \_\_\_\_\_

Name of radio station: \_\_\_\_\_

Address of radio station: \_\_\_\_\_

Education needed: \_\_\_\_\_  
\_\_\_\_\_

Past experiences: \_\_\_\_\_  
\_\_\_\_\_

Work skills: \_\_\_\_\_  
\_\_\_\_\_

Other special needs: \_\_\_\_\_

Salary: \_\_\_\_\_

2. Write your advertisement.

Use the questions below to think about how you want to organize your ad.

- What will make the reader want to read your ad?
- List the most important information first. What's most important?
- How will you make the ad attractive and interesting to read?  
Think of some snappy words or phrases you can use.