



AMAZING AUDIO EVENT

Overview

Book: *War of the Worlds* by H.G. Wells

Grades 9-12

On October 30, 1938, an episode titled *The War of the Worlds* was aired over the Columbia Broadcasting System radio network. Directed and narrated by Orson Welles, the episode was an adaptation of H. G. Wells' novel *The War of the Worlds*. The first two thirds of the 60-minute broadcast were presented as a series of simulated "news bulletins", which suggested to many listeners that an actual alien invasion by Martians was currently in progress. In this ELA, History, and Theater Arts lesson, students will produce a digital audio production for an amazing imaginary event of their own creation.

Standards

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| W.9-12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
| W.9-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| Fine Arts Standards | |
| TH:Cr2.1.I | a. Explore the function of history and culture in the development of dramatic concept through a critical analysis of original ideas in a drama/theatre work. |

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| TH:Cr3.1.I | <ul style="list-style-type: none"> a. Practice and revise a unified devised or scripted drama/theatre work using theatre conventions. b. Explore physical, vocal, and psychological choices to develop a performance that is believable, authentic, and relevant to a dram/theatre work. |
| TH:Pr4.1.I | <ul style="list-style-type: none"> a. Apply choices to the interpretation of a drama/theatre work. |
| TH:Re8.1.I | <ul style="list-style-type: none"> b. Identify and compare cultural perspectives and contexts that may influence the interpretation of a drama/theatre work. |
| Social Science | |
| SS.H.5.9-12 | Analyze the factors and historical context that influenced the perspectives of people during different historical eras. |

Objectives

Students will research science, technology, and communication capabilities in the 1930's.

Students will draw conclusions about the culture of the 1930's era.

Students will write a script about an imaginary event.

Students will rehearse and develop production values for a digital audio presentation.

Students will perform the script and create the audio presentation.

Materials Required

Access to Internet

Access to software and equipment needed for audio presentation

Paper and pencil

Prior Knowledge

Students will need to be able to use the production equipment.

Students will need to understand the term "production value" and what elements increase the quality of this concept.

Procedure

1. Have students work in groups to research the culture and technology in the 1930's. Be sure that students are prepared to answer these questions.
How did people communicate with one another?
How did people get their news?
What type of sciences were being explored at that time?
How would people learn what was happening in other parts of the world?
What impact did events of the day have on people's ability to understand the world around them?
2. Play the original version or portions of the broadcast, available here.
<https://www.youtube.com/watch?v=Xs0K4ApWl4g>
3. Have a discussion with the students about why they think so many people thought this might be an actual news report.
4. Have each student/group make a list of production values or script lines that made the broadcast so dramatic and realistic.
5. Have students work in groups to create a similar style presentation about an imaginary dramatic or unusual event.
6. Allow time for script writing and revision.
7. Stress the importance of rehearsal time and further revision.
8. Allow time for students to produce the audio presentation.
9. Have students share the productions with the class or other audiences.

Extensions

1. Substitute an actual historical event. Students spend time first researching the history, then create the audio presentation as if the event were happening today.
2. Go "old school". Have students prepare a live radio script about an event. Have them use items around the room or from home to make the sound effects as they did during the 30's and 40's.
3. Encourage students to listen to other radio programs, noting how these achieved the intended purpose.

Rubric

| RUBRIC | Exceeds (3) | Meets (2) | Partially Meets (1) | Does Not Meet (0) |
|---------------|--|--|---|--|
| Research | Student is able to name 6 or more cultural/historical facts about the 1930's. | Student is able to name 4-5 cultural/historical facts about the 1930's. | Student is able to name 2-3 cultural/historical facts about the 1930's. | Student is able to name 5 or more cultural/historical facts about the 1930's. |
| Discussion | Student actively participates in discussion and provides multiple strong arguments for conclusions stated | Student actively participates in discussion and can provide a supporting argument for a stated conclusion | Student participates in discussion but does not provide a supporting argument for a stated conclusion | Student does not participate in discussion |
| Script | Narrative is highly developed using effective technique, well-chosen details and well-structured event sequences. | Narrative uses effective technique, some details with basically structured event sequences. | Narrative wanders, has few details and poorly sequenced events | Narrative wanders, no details and sequence is not logical |
| Presentation | Presentation has no mistakes, uses a large variety of techniques to increase production value, has clear audio quality and dialogue. | Presentation has few mistakes, some techniques to increase production value and clear audio and quality of dialogue. | Presentation has many mistakes, few techniques to increase production value and quality of audio and dialogue is poor | Presentation has many mistakes, no added techniques to increase production value, audio and dialogue is extremely poor |
| Total N/12 | | | | |

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