

History of Mass Communications

1. Question & Research Task

Mass communication is defined as a message created by a person or a group and sent through a transmitting device (a medium) to a large audience or market. [Mass media](#) includes all the formats used for communication intended to reach a large audience. This may include **print, radio, television, or digital content**.

Over time, **technological advances** in mass communication have had a significant impact on our society and culture. They have allowed us to reach ever larger audiences, delivering content faster, and in richer formats.



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In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How have specific technological advances in mass communications affected our society and culture?

2. Information Sources

Students will be assigned to individually research one of the four different types of media:

Print	Radio	TV	Internet
World Book: "Printing."	World Book: "History of Radio Broadcasting and Development "	World Book: "History of Television Broadcasting"	World Book: "Internet"
Gutenberg Invents Printing Press, c. 1450	Podcasting	Kids Work: The Invention of Television	Encyclopedia Britannica: The Internet
Printing Press	FCC: History of Radio	Inventing the Television	Computers, Internet, and Fiberoptics



Image Source: drewmckissick.com

****You may need to login to databases by clicking BCPS Digital Content in the [Apps Portal](#).**

3. Student Activity

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Once the individual background research on the media source is completed, students will jigsaw into 4 **collaborative groups**. Groups will then create a **timeline** or **animated story** of the most significant events in the development of mass communication for our society and culture.

Each event should include a **specific date** and a **brief explanation of the development's importance to mass communication**. Groups will share their timelines with the class for evaluation and comparison.

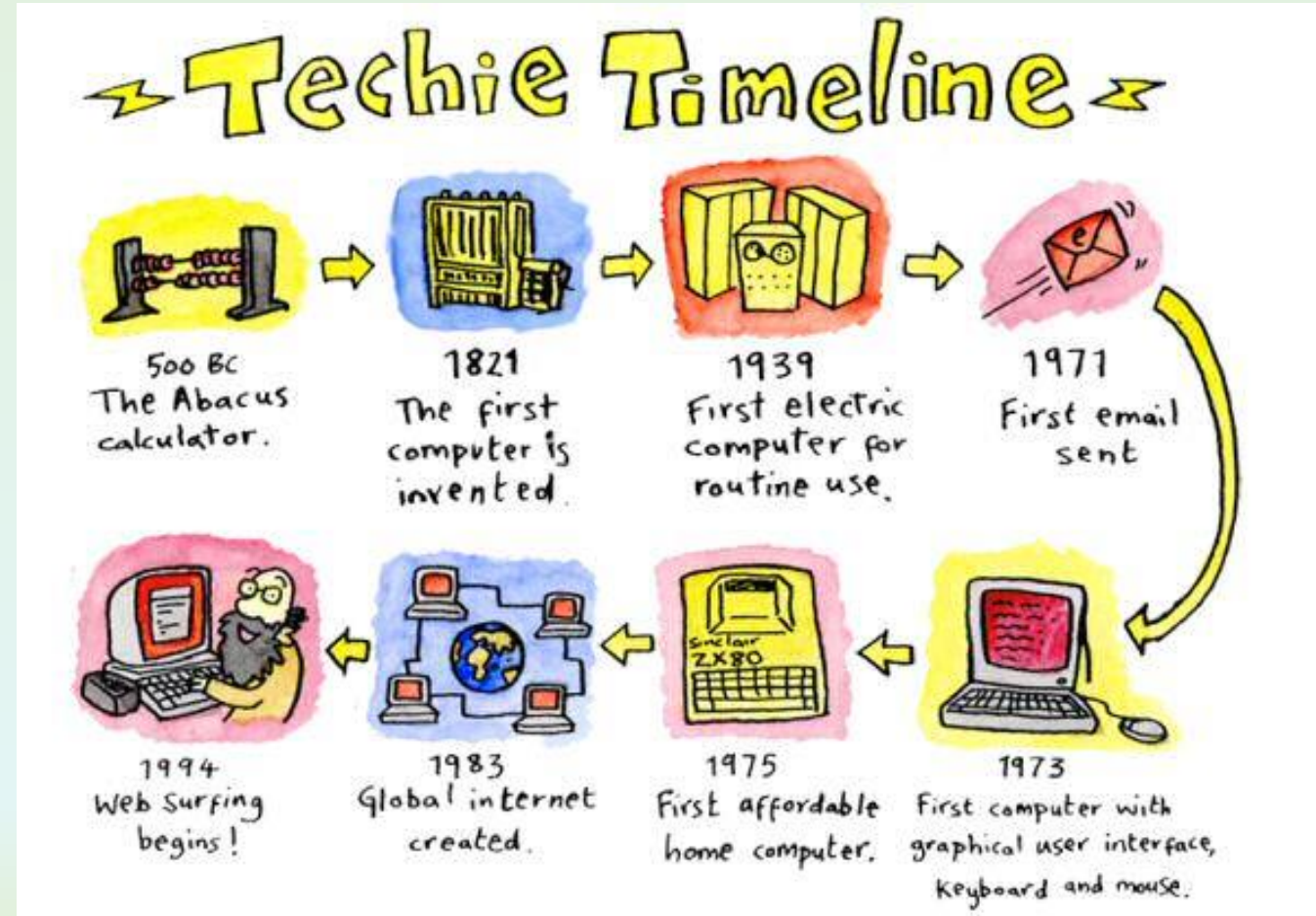
Use one of these tools to organize your information:

[Printable Timeline](#) (See teacher for print copy)

[Google Docs](#) (Click link to view step-by-step directions)

[Google Slides](#) (Click link to view step-by-step directions)

Your presentation will be assessed based on this [rubric](#).



4. Assessment Activity

How have specific technological advances in mass communication affected our society and culture?

STUDENTS:

After presentation, students will **compare** the timelines and animations to **evaluate and assess** which events were most significant to our society and culture.

Students will compose a written **argument** explaining which events were most significant and why. Be sure to include support from your own research as well as the other group presentations.

Your argument will be assessed based on this [rubric](#).



5. Enrichment Activities

SLIDE NAVIGATION

[1](#)

[2](#)

[3](#)

[4](#)

[5](#)

[6](#)

[Next](#)



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As our technologies advance, people disagree on how it is impacting us. People are currently worried about our usage of social media and the effects it has on our lives. Use the following resources to expand your knowledge on the positive and negative impacts of growing social media.

[Bullied Teen Battles Back with Anti-Bullying Group](#)

[Digital World Helped Boston Manhunt](#)

[Student Suspended Over Instagram Comments](#)

[Cyberbullying](#)

Choose a Social Media platform and write a letter to its creator either congratulating them on their positive influence or giving them tips on how to have a better impact on their users. Use specific examples from your research.

6. Teacher Resources

1	2	3	4	5	6
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Learning Standards Alignment

BCPS Curriculum

O-2 Students will recognize the influence of mass communications in their daily lives, understanding both its positive and negative effects, and will recognize elements and uses of bias in the media in order to make ethical choices in the development of products and productions.

KSI-A Investigate the development of communication technology and discuss its impact on society and culture

Maryland State Curriculum

Standard 4 Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Indicator 2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Time Frame: 1-2 90-minute class periods, depending on student progress and presentation times.

Differentiation strategies for this lesson:

- Access BCPS Digital Content in the [Apps Portal](#).
- Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Print out the [Timeline](#) on Slide 3 prior to instruction.
- Consider modeling how to utilize the digital tools referenced on Slide 3.
- Prior to instruction, assign students to small collaborative groups for research conducted on Slide 2.
- Consider [using the Schoology Assignment Apps feature](#) to assign Google documents and files for students to access, edit, and submit through Schoology.