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Careers in Arts, A/V Technology & Communications include those in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

North Dakota Media

Introduction

There are thousands of challenging and rewarding opportunities in the career cluster of Arts, A/V Technology & Communication. This social studies lesson helps students explore both the history of television and the possibilities available to them to work in North Dakota in this career cluster.

Warm-Up Activity

Make the following statement to the students: “While it may seem almost impossible to imagine, there was a time in the world when there was no television as we know it today. In fact, there are probably people living in your community in North Dakota who can remember what life was like before there was television to watch. This lesson in North Dakota social studies is about the history of television in America and the history of television in North Dakota. You will also be asked to explore the career opportunities for working in the television broadcasting and programming industry that exist in North Dakota.”

Students are to answer the following questions:

- How many television sets do you have in your home?
- What kind of television programming do you prefer to watch?
- What kind of programming do your parents enjoy?
- What do your grandparents like to watch?
- When did your grandparents begin to watch television?
- Who invented television?
- How do you think television has affected life in North Dakota?

Procedure

Prepare the following materials in advance. Students will need access to video or digital cameras. They will also need a VCR or power point projector for sharing their documentary on the history of television in their own families. If possible, students will need access to local CATV (Community Access Television) or private editing studios. Your school may have editing equipment/software for digital camera productions. You will also need to rent a copy of the PBS *American Experience* video program entitled “Big Dream, Small Screen” from one of the libraries in North Dakota.

The resource for finding a library near you is www.odin.nodak.edu and click on “electronic catalogue.” The lesson plan for the “Big Dream, Small Screen” is located at www.pbs.org/wgbh/amex/technology/bigdream/tguide.html.

Following the viewing “Big Dream, Small Screen,” and completion of the activities listed in the teacher’s guide for the program, pair students up in teams of 2 to 4 students to develop their own five to ten minute video researching through oral interviews the history of television in their own families/community. Students should concentrate on older family/community members who have a living memory of their first experiences with television.

Students need to plan their interview questions in advance, and should consider asking older interviewees about their favorites programs and the activities with which they filled their time prior to the advent of television in their lives.

Students can present their programs to the class, and/or on the nearest Community Access television (CATV) station.

Students will need computer access to visit <http://www.careerclusters.org/> to download a copy of the recommended career plan of study for someone interested in becoming a videographer. Have students visit www.northdakotahasjobs.com and www.jobsnd.com to learn of the possibilities for occupations in this cluster in North Dakota.

The amount of time spent on any one of these processes is highly flexible and left up to the discretion of the classroom instructor.

Assessment

Monitor the preparation of the planning and execution of the presentation. A rubric may be designed for the video and for assessing students’ cooperative behavior at <http://teach-nology.com/web> and clicking on “rubrics.”

Standards

This activity addresses the following North Dakota Social Studies Standard:

Standard 4: Social Studies Resources

- 8.4.2 Use primary and secondary sources to gather, interpret, analyze and evaluate historical events and time periods.
- 8.4.3 Use technology to gather, organize, record, interpret, and evaluate historical events and time periods.

Time Frame

This lesson will take approximately four class periods.

Resources

Odin - www.odin.nodak.edu

PBS - www.pbs.org/wgbh/amex/technology/bigdream/tguide.html

Career Clusters - <http://www.careerclusters.org/>

North Dakota Has Jobs - www.northdakotahasjobs.com

TeAch-nology - <http://teach-nology.com/web>

The Cluster/Pathway Model for Arts, A/V Technology & Communication outlines the pathways and occupations as well as the related cluster knowledge and skills. This model can be located by clicking on Career Clusters at www.imaginend.com.

Career Cluster: Arts, A/V Technology & Communication

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Sample Career Specialties/Occupations	<ul style="list-style-type: none"> ◆ Video Systems Technicians ◆ Video Graphics, Special Effects, and Animation ◆ Audio-Video Designers and Engineers ◆ Technical Computer Support Technicians, State, Film, Video, and DVD ◆ Audio-Video System Service Technicians ◆ Audio Systems Technicians 	<ul style="list-style-type: none"> ◆ Graphics and Printing Equipment Operators ◆ Lithographers and Platemakers ◆ Computer Typography and Composition Equipment Operators ◆ Desktop Publishing Specialists; Web Page Designers 	<ul style="list-style-type: none"> ◆ Commercial Photographers, Digital, Still, Video, Film ◆ Interior Designers, Commercial/Residential and Home Furnishings coordinators ◆ Graphic Designers, CAD Technicians, and Fashion Illustrators ◆ Textile Designers ◆ Commercial Artists, Illustrators, and Artists, all Media ◆ Curators and Gallery Managers ◆ Fashion Designers 	<ul style="list-style-type: none"> ◆ Production Managers, Digital, Video, Stage ◆ Cinematographers, Film/Video Editors ◆ Dancers ◆ Play Writers, Screen Writers, Screen Editors, Script Writers ◆ Directors and Coaches, Performers, actors, Musicians ◆ Make-Up Artists and Costume Designers ◆ Stagecraft Designers, Lighters, Sets, Sound Effects, Acoustics, Painters ◆ Composers, Conductors, and Music Instructors 	<ul style="list-style-type: none"> ◆ Audio/Video Operations, Control Room Technician ◆ Station Mangers and Radio & TV Announcers ◆ Publishers, Editors, and Journalists and Reporters, Print, Broadcast, Other ◆ Broadcast Technicians 	<ul style="list-style-type: none"> ◆ Telecommunication Technicians ◆ Telecommunication Equipment, Cable, Line Repairers/Installers ◆ Telecommunication Computer Programmers, and Systems Analysts
Pathways	Audio and Video Technologies	Printing Technologies	Visual Arts	Performing Arts	Journalism and Broadcasting	Telecommunications Technologies
Cluster K&S	<p>Cluster Knowledge and Skills</p> <ul style="list-style-type: none"> ◆ Academic Foundations ◆ Communications ◆ Problem Solving and Critical Thinking ◆ Information Technology Applications ◆ Systems ◆ Safety, Health and Environmental ◆ Leadership and Teamwork ◆ Ethics and Legal Responsibilities ◆ Employability and Career Development ◆ Technical Skills 					