

**Unit Four Part 2****The Hitchhiker** by Lucille Fletcher

p. 654, radio play

**Social Studies TEKS:** 8.27A, 8.29A, 8.30B**Language Arts TEKS:** 10H, 10L, 11B, 13C, 23D**Suggested Activities****Preparing to Read**

**Connect to Your Life, p. 654** Have students read the information on p. 654. Then have them complete the Connecting transparency (*Reading and Critical Thinking Transparencies*, p. 4), showing how listening to a radio show and watching television are similar and different. Students can discuss their answers in groups.

**Suggested Assessment** The completed chart serves as the assessment.

**Compare and Contrast Radio and Television**

**Radio** Have students work in pairs to research the development of the radio and its effects on families in the 1930s and 1940s. After they complete their research, students can use the Drawing Conclusions transparency to make inferences about the radio and its effects on families. (See *Reading and Critical Thinking Transparencies*, p. 13.)

**Television** Once students understand the development of the radio, have them research the development of the television. Ask students to make inferences about the impact of television on today's society. They can use the Drawing Conclusions transparency (*Reading and Critical Thinking Transparencies*, p. 13) to record their inferences.

**Radio and Television** Using the Venn Diagram transparency (*Reading and Critical Thinking Transparencies*, p. 35), students can then work in pairs to compare and contrast the effects of radio and television on society. Pairs should report their findings to the class. Following the reports, students may use their findings to write comparison-and-contrast essays.

**Suggested Assessment** The completed charts—or the comparison-and-contrast essays based on the information gathered—can serve as the assessment.

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**Social Studies TEKS:** 8.28B, 8.29A, 8.30B**Language Arts TEKS:** 1D, 10H, 11A**Suggested Activities**

**Cross Curricular Link—Geography, teacher’s edition, p. 661** Read aloud to students the cross curricular link titled “Route 66,” located at the bottom of page 661. Using a map, point out the geographical areas covered by Route 66. Explain to students that Route 66 grew out of federal plans to develop interstate roads.

You might want to begin a class discussion by asking students the following questions:

- What would it have been like to travel on Route 66 for a long distance?
- What role did the federal government have in the development of Route 66?
- Why was the road important?
- How do highway routes contribute to life and economic conditions?
- What is the significance of its current existence?

If possible, have students listen to the recording of Nat King Cole singing “Route 66.” Then ask: What does the song tell you about this historic route?

**Cross Curricular Link—Social Studies, teacher’s edition, p. 664** Read to students the first two paragraphs of the cross curricular link titled “Communications,” found at the bottom of page 664. Ask students to discuss the ways in which Adams might try to contact his mother in today’s world. Discuss how modern communications might affect this story.

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**Social Studies TEKS:** 8.29A, 8.30A, 8.31D**Language Arts TEKS:** 13C, 13E, 13F, 13I, 15C**Suggested Activity****Inquiry & Research**

**Connect to Social Studies** Have students research a radio show that was on the air in the 1930s or 1940s and report their findings to the class. Students may want to listen to a few old radio dramas, such as Orson Welles's *War of the Worlds* or an old episode of *The Green Hornet*. Once students choose a radio show, they should find out how long it was on the air, which actors read the script, what the show was about, and when and why the show went off the air.

**Suggested Assessment** Students may write a report based on their findings.

**Unit Four Part 2****Interdisciplinary Project****The Hitchhiker** by Lucille Fletcher

pp. 709c–709d, teacher's edition

**Social Studies TEKS:** 8.30B, 8.31D**Language Arts TEKS:** 1C, 1D, 13A, 13F, 13I**Suggested Activity****Old Time Radio Show—Connect to Social Studies** (3–4 class periods)

This activity may be used for team teaching assignments/8th-grade cluster.

Working in small groups, students should contact someone who works at a radio station (e.g., a disc jockey, announcer, news writer/reporter, production assistant, researcher, or engineer) and interview that person. Students may want to ask the following questions, as well as some additional questions of their own:

- What education did you need for your job?
- How did you become interested in radio?
- How do you prepare for your on-air time? How long does it take to prepare?
- What is unique about the relationship between radio and its listeners?
- How is working in radio different from working in television?
- What kinds of things do you do to help listeners picture what is being said?

Students can use tape recorders for the interviews and take notes at the same time. Later, they may wish to share what they learned from the interviews in an oral report. As part of the presentations, students may wish to play parts of the interviews for their classmates.

**Suggested Assessment**

Completed reports, along with the recorded interviews, can serve as the assessment.

See *Teacher's Guide to Assessment and Portfolio Use*, pp. 21–28, "Product and Performance Assessment: Looking at Final Results" for scoring rubrics for oral presentations, product/performance, and self-assessment.