

# good night, and good luck.



National Archives

## Lesson Plan 1

### "Technology of another era"

**Overview:** It is important for the makers of "Good Night, and Good Luck." to use authentic equipment to properly represent the era. Such items include the microphones, teleprompters (simply cards), telephones, manual typewriters, television sets, etc. How different was the studio in those days?

**Suggested time allotment:** One week to research and collect materials and plan a class presentation.

### Objectives

Students will:

1. Research what equipment was used in television studios during the mid-1950s.
2. Also find out about the challenges Murrow's "Person to Person" program created in an era before satellite transmission.
3. Interview local television station personnel who have been involved in electronic media production for a number of years. What changes have they

There is a great and perhaps decisive battle to be fought against ignorance,...

seen? (Some may have been employed in television since the 1950s, though not many.) Others to interview might be local college/universities professors in the field.

4. Prepare a report, including visuals, to show how the field has changed.

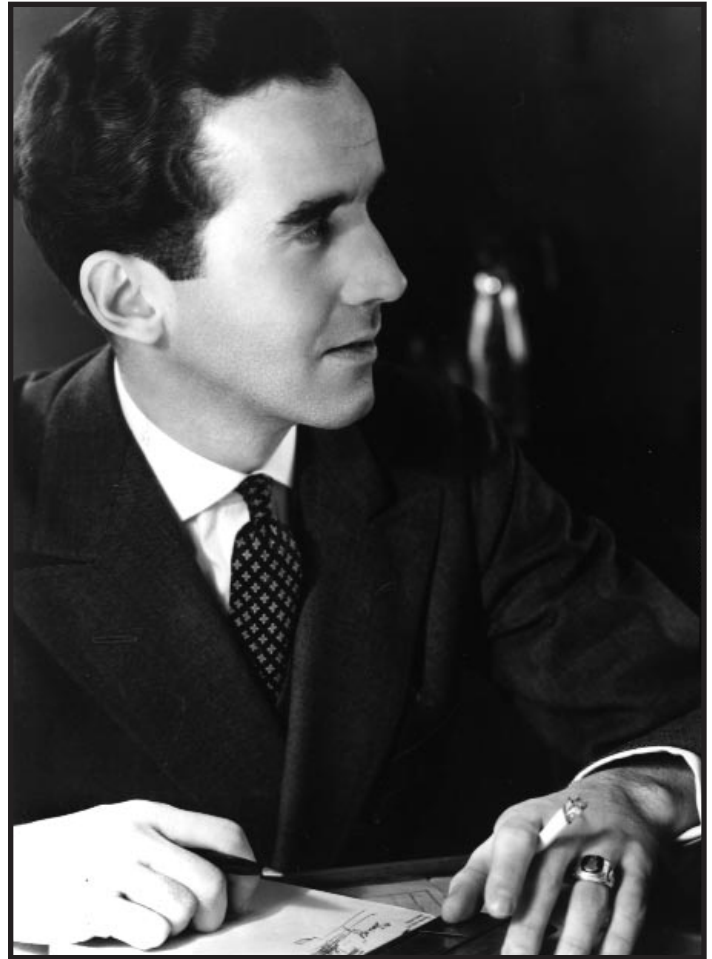
**Standards:** National Council of Teachers of English and International Reading Association Standards for English Language Arts:

4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

### Resources and materials:

Websites with information:

- The website for the textbooks "Standard Handbook of Video and Television Engineering" and "Standard Handbook of Audio and Radio Engineering" by McGraw Hill has a lengthy Broadcast History Timeline, covering both technology and business changes.  
[http://www.tvhandbook.com/History/History\\_timeline.htm](http://www.tvhandbook.com/History/History_timeline.htm)



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- An interesting collection of historical images belongs to Tom Genova, a retired Ford Motor Company senior engineer. He has photos of many old television sets and equipment, plus scans of ads for them. Another interesting plus: For each year, he includes a "What Things Cost" listing. (i.e. 1952: Gasoline 27 cents/gallon, Minimum Wage 75 cents per hour, etc.)  
<http://www.tvhistory.tv/>
- The Early Television Foundation and Museum in Hilliard, Ohio, has a website featuring photos of early television ads and sets as well as television network maps from 1950 and 1957.  
<http://www.earlytelevision.org/>
- This covers "Person to Person" and the early talk show format from the Museum of Broadcast Communications (MBC).  
<http://www.museum.tv/archives/etv/P/htmlP/persontoper/persontoper.htm>

...intolerance and indifference. This weapon of television could be useful.