

Chapter 4 Lesson Plan

Communication Fundamentals

Chapter Resources		
Textbook Activity	Teacher CD	Online Learning Center
Design a Point-of-Purchase Display Design and build a tabletop POP display to solicit donations for a favorite charity, nonprofit group, or student organization.	Lesson Plan Flash® Presentation <i>ExamView®</i> Chapter Test	Chapter Activities Chapter Quizzes

FOCUS

This chapter defines and discusses communication technology and communication systems.

Objectives

- Identify the six purposes of communication technology.
- Describe the components and function of a communication system.
- Describe the elements of electronic communication.
- Describe the four modes of communication.

Tying to Previous Knowledge

Ask the class to bring in pictures that deal with communication, communication systems, or communication technology. Create a display. This will enhance the students' realization that they are already familiar with many aspects of communication.

TEACH

1. **Communicating.** Try playing the “phone game” in which one student whispers a message to the person next to him or her, and then that person does the same for the next person, and so on. By the third or fourth student, the message is inevitably garbled. What does this say about the accuracy of oral communication?
2. **Purpose of communication.** Have students create an ad or similar message with a particular purpose: to inform, educate, persuade, entertain, manage, or control the reader or the listener.
3. **Compare and contrast.** With student input, compile a table of communication modalities that require and do not require some form of electronic manipulation (talking, writing, e-mailing, sending smoke signals, etc.). Which column has more entries? Could the students have predicted that before this exercise was undertaken?

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Communication Fundamentals (continued)

4. **Communication trends.** A fairly recent mass communication technique is the “blog.” Have the class read or compose a blog and discuss how it compares to other types of mass communication.

ASSESS

Have students complete Chapter Test 4. Chapter tests are found in the *ExamView*® Assessment Suite on this Teacher Resource CD-ROM.

Reteach

1. The communication system presents teachers with probably the widest variety of possible student activities of any of the six systems (communication, construction, manufacturing, power & energy, transportation, and bio-related technology). Anything from desktop publishing to CAD, cell phones to text messaging, photography to video production, student newsletters to student radio stations, platen press operation to electronics can be incorporated into the study of communication. Whatever resources and expertise you have (or have access to) can be built into excellent student learning experiences.
2. Communication devices, such as telephones, televisions, radios, CD players, etc., are probably some of your students’ favorite technological devices. Consequently, this chapter provides many opportunities to enable students to see direct impacts of technology on their lives. Students have trouble even imagining a world without communication systems. Use discussions about negative impacts to help students understand that even the telephone (a seemingly benign device) can have harmful effects if misused.

Enrich

1. Assembly or operation instructions are often depicted on the outside of the carton in which a product is shipped or sold. Frequently these instructions use graphic images with little or no written language. Ask the class why this is so and ask for volunteers to bring in such a carton.
2. Acquire a number of relatively old advertisements from products that are still around today. Ask the students to guess when the ads first appeared. Why is it that some ads immediately look like they are from an earlier time?
3. Demonstrate an ear trumpet (looks like a megaphone but the small end goes next to an ear). Experiment how softly one can speak and still be heard via the device. Discuss how the ear trumpet assists in hearing.

REFLECT

Graphic communication started no later than the cave paintings that are said to be many thousands of years old. Can you tell a story just with simple stick-figure paintings? (You may wish to assign research on the cave paintings.) What limitations are there in restricting communication to simple pictures?