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## Objectives

At the CBC Museum, we are dedicated to providing fun, hands-on activities for the general public. Our lesson plans are all built within the framework of The Ontario Curriculum. A visit to the CBC Museum not only offers a memorable experience for staff and students, but it also includes pre-visit and post-visit extensions.

Our programs focus specifically on Language Arts expectations from grades four through eight, but may be extended into the high school level. The program has been created by educators dedicated to extending a balanced literacy program beyond the classroom and into the lives of Canadian students.

The sound effects program offered by the CBC Museum will help students understand and appreciate the importance of sound in media and dramatic productions. The program will motivate critical thinking, as students will be engaged in memorable Literacy, Science and Drama experiences.

## Overview of Connections to the Ontario Curriculum and Student Expectations

### **Reading**

- Decide on a specific purpose for reading, and select the material required from a variety of appropriate sources.
- Read aloud, showing understanding of the material and awareness of the audience.

### **Writing**

- Communicate ideas and information for specific purposes and to specific audiences.
- Produce pieces of writing using a variety of forms (poems, narratives, recounts etc.), appropriate to the form and purpose, and materials from other media (i.e. film clips).
- Produce media texts using writing and materials from other media.

### **Oral Visual Communication**

- Identify various types of media works and some of the techniques used in them.
- Contribute and work constructively in groups.
- Analyze media works.

### **Music**

- Demonstrate an understanding of the basic elements of music through listening to, performing and creating music.
- Create and perform music, using a variety of sound sources.
- Communicate thoughts and feelings about the music they hear, using language and a variety of art forms and media.

### **Drama and Dance**

- Interpret the meanings from other materials drawn from a variety of sources and cultures using several basic drama and dance techniques.

### **Science and Technology**

- Identify, using observations, a variety of materials through which sound can travel.
- Compare materials in terms of the sounds they can be manipulated to produce.
- Investigate objects in the home and community that are designed and made to produce sounds.

### Museum Visit Rotation Schedule

The CBC Museum is equipped to handle a maximum of 2 groups of 25 students at a time. Generally, each rotation is one hour in length. The CBC Museum Visit lesson plans are intended as a guide, but may be adapted to the age or level of the students. Below is a recommended schedule for your visit to the CBC Museum.

|                                     | <b>1<sup>st</sup> Rotation</b> | <b>2<sup>nd</sup> Rotation</b> |
|-------------------------------------|--------------------------------|--------------------------------|
| <b>Group A<br/>(Maximum<br/>25)</b> | Scavenger Hunt                 | Sound Effects Room             |
| <b>Group B<br/>(Maximum<br/>25)</b> | Sound Effects Room             | Scavenger Hunt                 |
| <b>LUNCH</b>                        |                                |                                |

**Pre-Visit: 4.1.1 Sound Brainstorm**  
**(Whole Class Activity)**

**Curriculum Expectation**

- **Science and Technology**  
Investigate objects in the home and community that are designed and made to produce sounds.
- **Writing**  
Communicate ideas and information for a variety of purposes.
- **Oral Visual Communication**  
Contribute and work constructively in groups.

**Materials**

Chalkboard

**Lesson Outline**

The goal of this lesson is to help students realize how many different sounds there are around us. Students should understand how important all these sounds are in helping to give us a context and an understanding of a particular setting.

Introduce activity by asking the class to be perfectly silent, sitting and listening to the sounds around them. Then, through a whole class discussion, have students share all the sounds they heard and all other sounds that they can think of which would be associated with the classroom. Record all the students' ideas in a large brainstorm on the chalkboard. This activity should then be expanded to brainstorms about sounds students would hear in other venues (e.g. – a playground, a mall, a home, a sporting event...)

**Extension**

Develop a *Word Wall* of the different sound words generated through the class brainstorm. Students should be encouraged to utilize the words in the Word Wall to help them enhance the settings and descriptions in their creative writing.

*Word Wall (Definition)* A teacher or student developed area with frequently used words clearly displayed on a board or a section of the room. Often this is ideal when trying to build students' vocabularies or improve spelling. A word wall can remain constant throughout the course of the year or may constantly change depending on the unit of study or expectations at the given time.

**Assessment**

- Anecdotal observation of class participation.

## **Pre-Visit 4.1.2 Sound Brainstorm** **(Cooperative Group Activity)**

### **Curriculum Expectations**

- **Science and Technology**  
Investigate objects in the home and community that are designed and made to produce sounds.
- **Writing**  
Communicate ideas and information for a variety of purposes.
- **Oral Visual Communication**  
Contribute and work constructively in groups.

**Materials**      1 piece of chart paper for each group – *Appendix A - Sample Placemat*  
1 coloured marker for each student

### **Lesson Outline**

The goal of this lesson is to help students realize how many different sounds there are around us. Students should understand how important all these sounds are in helping to give us a context and an understanding of a particular setting.

### **Brainstorming Activity**

Students in each group are given a piece of chart paper. The chart paper should be divided into 4 sections (or as many sections as there are students in the group - see *Appendix A*). The centre of each piece of chart paper should have a sound written on it (e.g. – footsteps, opening door, driving car...). Students then work individually (in their assigned area of the chart paper) to brainstorm their ideas about the assigned sound. At the end of this brainstorm, each student should sign their section of the chart paper.

Once this brainstorming is complete, the students then combine their most important ideas with the ideas of the others in their group. The members of the group discuss the ideas selected by individual members and through consensus develop a group list of their best words. Each group should then present their sound and associated words to the class.

### **Extension**

Develop a *Word Wall* of the different sound words presented to the class. Students should be encouraged to utilize the words in the *Word Wall* to help them enhance the settings and descriptions in their creative writing.

### **Assessment**

- Anecdotal observation.
- Evaluate the quantity and quality of each student's work in their section of the chart paper.
- Evaluate the quality of the oral presentation to the class.

Example - Footsteps => **scary, dark room, echo, high heels, mysterious, chase, distant, frightening, creepy, gloomy, pursuit, isolated, secluded, dancing.**

### **Pre-Visit 4.1.3 Sound Brainstorm** **(Group/Whole Class Activity)**

#### **Curriculum Expectations**

➤ **Science and Technology**

Investigate objects in the home and community that are designed and made to produce sounds.

➤ **Writing**

Communicate ideas and information for a variety of purposes.

➤ **Oral Visual Communication**

Contribute and work constructively in groups.

Express and respond to a range of ideas and opinions concisely, clearly and appropriately.

**Materials:** 1 piece of chart paper for each group  
1 coloured marker for each student

#### **Lesson Outline**

The goal of this lesson is to help students realize how many different sounds there are around us.

Students should understand how important all these sounds are in helping to give us a context and an understanding of a particular setting.

#### **Graffiti Brainstorming Activity**

Each small group is given a large piece of paper with different coloured marker pens. The centre of each piece of chart paper should have a specific area written on it (e.g. – classroom, playground, shopping centre, sporting event, home...). All members of the group write their graffiti (words, phrases and graphics related to the specific area) simultaneously, for a given amount of time. Then each group passes its graffiti sheet to the next group and the process repeats with each group adding to the collection of responses. The process continues until a group's original sheet returns to them. Then, as a group they review all of the "new" comments that have been added to their sheet. Students should then be encouraged to sort the comments and/or develop a list of the words which best describe their given area. Each group should then present their sound and associated words to the class.

#### **Extension**

Develop a Word Wall of the different sound words presented to the class. Students should be encouraged to utilize the words in the Word Wall to help them enhance the settings and descriptions in their creative writing.

#### **Assessment**

- Anecdotal observation.
- Evaluate the quantity and quality of each student's work on the various chart papers.
- Evaluate the quality of the oral presentation to the class.

## Pre-Visit 4.2 Name That Sound

### **Curriculum Expectations**

#### › **Science and Technology**

Investigate objects in the home and community that are designed and made to produce sounds.

#### › **Writing**

Communicate ideas and information for a variety of purposes and to specific audiences.

**Materials**      Sound Effects CD, CD player or computer with speakers,  
[www.cbc.ca/museum/soundeffectslessonplan](http://www.cbc.ca/museum/soundeffectslessonplan)

### **Lesson outline**

The goal of this lesson is to help students understand how our sense of sound helps us to interpret and give context to sounds. Students should also understand how important sounds are in helping us understand a particular noise or setting.

Explain to the students that they will be hearing one sound at a time. Their goal in this activity is to try to name and describe the sound. When describing sounds, encourage the students to give thought to (a) accurately naming each sound and how they believe it was produced, (b) describing what the sound feels like, (c) describing what a scene in which that sound occurs might look like.

At the end of the activity, review the names of each of the sounds. Inform the students that on their trip to the CBC, they will be learning about how each of these sounds was generated.

### **Extension**

- 1) Use the students' "feels like" and "looks like" descriptors to help them enhance their creative writing. They may wish to generate a personal phrase or descriptor catalogue, which they should be encouraged to draw on in their writing.
- 2) Work on generating more complex, believable settings in the students' writing by encouraging them to understand how important sound is in setting.
- 3) Use the sounds and/or the students' descriptors as story starters (e.g. – "The door slammed shut as she stormed out of the room..." "The door creaked open..."). Have the students use their phrases and descriptors to focus on accurately describing sound and mood in their writing

### **Assessment**

- › Anecdotal observation.
- › Collect and evaluate student descriptions of "feels like" and "looks like".



## Pre-Visit 4.3 – Sound in Poetry

### Curriculum Expectations

#### › Writing

Produce pieces of writing using a variety of forms (poems).

#### Materials

Poems that have a lot of sound images – *Appendix B – Sound and Hearing Poem Samples*

#### Lesson outline

The goal of this lesson is to develop an understanding of the effectiveness of sound in writing poetry and generating images. Students should also be encouraged to explore the poetic device of *Onomatopoeia*.

Read a few poems to/with the students that use extensive sound images.

Discuss the importance of describing sound when developing clear images in writing and in poetry.

Brainstorm examples of Onomatopoeia words and their uses in known poems or songs.

Have students generate their own sound poems, focusing on a particular event, setting or image.

#### *Onomatopoeia Definition*

*The formation or use of words such as “buzz” that imitate the sounds associated with the actions or objects they refer to.*

#### Assessment

- › Anecdotal observation of participation during discussion.
- › Assess writing sample/sound poems.

## CBC Museum Visit - 5.1 Scavenger Hunt

### Curriculum Expectations

#### › Reading

Decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources.

#### › Writing

Communicate ideas and information for a variety of purposes.

#### › Oral Visual Communication

Contribute and work constructively in groups.

### Materials

*Appendix C - Scavenger Hunt Activity Sheet*, pencil or pen, assessment tools (peer evaluation, anecdotal calendar, rubric for participation and journal entry).

### Lesson Outline (1 hour)

- 1) Students will receive a brief orientation of the museum as well as the boundaries for the scavenger hunt (curved wall, glass displays, front of sound room).
- 2) Students will work in pairs and will strive to complete the task as quickly and as accurately as possible.
- 3) Once each pair receives a scavenger hunt worksheet, they will have 30 minutes to complete it (groups should synchronize watches with the teacher or instructor before the activity begins).
- 4) Teacher or instructor should determine a meeting place for when the activity is complete.
- 5) They must stay within bounds and a penalty should be determined if they should leave the boundaries (i.e. time deduction from final time).
- 6) Once the time expires, students are to meet at the predetermined meeting place.
- 7) Students will exchange scavenger hunt worksheets with another group for peer assessment.
- 8) Teacher or instructor will debrief the activity with the responses to the scavenger hunt.
- 9) If time permits, the teacher or instructor may conduct a question and answer period, or a specific topic may be discussed or written in detail (i.e. What would it be like to be a CBC sound effects artist? What is more effective on TV, noise or silence?)
- 10) Students may also write the responses on the reverse of the scavenger hunt worksheet.
- 11) Once peer assessed, the worksheets will be submitted to the facilitator.

### Assessment

- › Peer assessment for scavenger hunt.
- › Anecdotal observations of student cooperation, behaviour and museum visit conduct.
- › Rubric for journal entry or participation.

## **CBC Museum Visit - 5.2 Sound Effects Room**

### **Curriculum Expectations**

#### › **Reading**

Read aloud, showing understanding of the material and awareness of the audience.

#### › **Writing**

Produce pieces of writing for a variety of forms (to reflect on their thoughts, feelings and imaginings produce media texts using writing and materials from other media).

#### › **Oral Visual Communication**

Analyze media works.

### **Materials**

#### *Appendix – D Sound Effects Room Activity Sheet*

Pencil or pen, sheets of lined paper for writing task, chart paper for brainstorming, marker, assessment tools (anecdotal calendar, rubric for participation and journal entry).

### **Lesson Outline (1 hour)**

- 1) Students will congregate in front of the sound effects room.
- 2) The teacher or instructor will ask students to think about pre-teaching and sound effects.
- 3) What are some common sound effects that we hear in movies or television shows?
- 4) Teacher or instructor should give students some “think time”.
- 5) Teacher or instructor should facilitate a brief brainstorm on some ideas that the class comes up with.
- 6) Before entering the sound effects room, teacher or instructor is encouraged to review rules for touching and handling equipment.
- 7) Students will travel to the back of the sound effects room and will be guided through the exhibit and the many sounds.
- 8) Once all of the sounds have been reviewed and each student has had an opportunity to produce the ‘crackling fire’ sound, the group is to exit the room and meet outside.
- 9) Teacher or instructor should distribute one sheet of paper to each student.
- 10) Teacher or instructor should review or brainstorm powerful adjectives.
- 11) Students will independently decide on their favourite sound effect from the exhibit and will use the name for their title.
- 12) Students will have the remaining time to write a descriptive piece explaining the sound produced.
- 13) As an extension, students may also write about what the sound looks like, feels like, or smells like.
- 14) Students may share if time permits.

### **Assessment**

- 1) Anecdotal observations of student cooperation, behaviour and museum visit conduct.
- 2) Rubric for descriptive writing or participation.

## Post-Visit – 6.1 Developing and Describing Sounds

### **Curriculum Expectations**

#### › **Science and Technology**

Identify, using their own observations, a variety of materials through which sound can travel.

#### › **Writing**

Communicate ideas and information for a variety of purposes.

#### › **Oral Visual Communication**

Contribute and work constructively in groups.

### **Materials**

Student selected raw materials

*Appendix E - Sound Effect Planning Sheet*

*Appendix F – Sound Effect Describe It! Sheet*

### **Lesson outline**

1. Review how various sounds were generated in the CBC Museum.
2. Discuss possible sounds the students might be able to produce and/or develop in class.
3. Explain to students that they will be developing sound effects of their own.
4. Distribute Planning Sheet and explain to students that planning is to be completed either in class or at home (teacher preference) and that they will be attempting to develop creative sound effects.
5. As planning sheets are approved, teacher should review criteria for procedure writing.
6. Students will write a procedure detailing how their device was made.
7. Review the activity from the Sound Effects Room of the CBC Museum (descriptive writing piece 4.2 #12).
8. Using the Describe It! Activity sheet, students will detail how they wish their sound to be used (both in terms of dramatic production and in terms of how it should sound and feel – review pre-visit activities).

### **Assessment**

- › Anecdotal observation of discussion participation.
- › Assessment of Planning Sheet, procedure writing and Describe It! Sheet.

## Post-Visit 6.2 – Dramatize It!

### Curriculum Expectations

#### › Science and Technology

Investigate objects in the home and community that are designed and made to produce sounds.

#### › Writing

Communicate ideas and information for a variety of purposes.

Produce pieces of writing using a variety of forms (narratives).

#### › Drama and Dance

Interpret the meanings from other materials drawn from a variety of sources and cultures using several basic drama and dance techniques.

**Materials** Student developed sound effects (from *Post Visit 6.1*) and/or teacher provided sound effects tools.

### Lesson Outline

Pre-Teaching for either option – Students should possess a good understanding of Narrative Writing.

#### Option #1

1. Using their understanding of the uses of the sound effect they created (see Post Visit 6.1), students are to independently develop a dramatic script and/or narrative story in which their sound effect is used in a regular and/or significant way.
2. Students may then use the presentation of either a relevant excerpt or their entire script to the class, demonstrating the effective use of their sound effect.

#### Option #2

1. Organize students into groups of 3-5, according to sound effects devices (ideally those created from Post Visit 6.1, but this activity could also be done with teacher provided sound effects tools).
2. Students can be grouped either in groups of similar sound effects or disconnected sound effects.
3. Using their understanding of the uses of the sound effect they created (see Post Visit 6.1) or are given, students are to work as a group to develop a dramatic script and/or narrative story in which their sound effects are used in entertaining, relevant and significant ways.
4. Students should then practice and ultimately present their productions to the class.

### Assessment

- › Anecdotal observation of student participation and focus.
- › Evaluation of student narratives.
- › Evaluation of student performances.

## **Post-Visit 6.3 – Sound in Motion Picture**

### **Curriculum Expectations**

#### › **Reading**

Read aloud, showing understanding of the material and awareness of the audience.

#### › **Writing**

Produce pieces of writing for a variety of forms (recount), appropriate to the form and purpose, and materials from other media (i.e. film clips).

#### › **Oral Visual Communication**

Analyze media works.

### **Materials**

*Video Clips With & Without Sound,- [www.cbc.ca/archives](http://www.cbc.ca/archives)*

*Appendix G - Reflection Worksheets,* pencil or pen, assessment tools (anecdotal calendar, rubric for participation and journal entry).

### **Lesson Outline (1 hour)**

- 1) The teacher or instructor will ask students to think about pre-teaching and sound effects.
- 2) How do sound effects make television shows or movies more effective?
- 3) Teacher or instructor should give students some “think time”.
- 4) Teacher or instructor should distribute the “reflection worksheets”.
- 5) Students will view a short series of video clips that are missing sounds.
- 6) While viewing, students are to list the sounds that they would like to hear or would expect to hear.
- 7) Teacher or instructor should direct their attention to background noises as well as obvious sounds.
- 8) Once the clip is over, students may turn to a partner and may share and compare their lists.
- 9) Once sharing is completed, the same video will be shown with sound.
- 10) Once finished, teacher or instructor will ask the students to turn to the same partner and review the sounds they heard and the sounds they thought they would hear, but did not.
- 11) Independently, students will complete the reflection on the sounds list they just created.
- 12) Students will have the remaining time to write a recount based on this experience.
- 13) Students may share if time permits.

### **Assessment**

- › Anecdotal observations of student cooperation, behaviour and conduct.
- › Rubric for recount writing or participation.

## Post-Visit 6.4 – Creating Sound Effects

### **Curriculum Expectations**

#### › **Reading**

Read aloud, showing understanding of the material and awareness of the audience.

#### › **Writing**

Use writing for various purposes and in a range of contexts.

#### › **Oral Visual Communication**

Create a variety of media works.

#### › **Science and Technology**

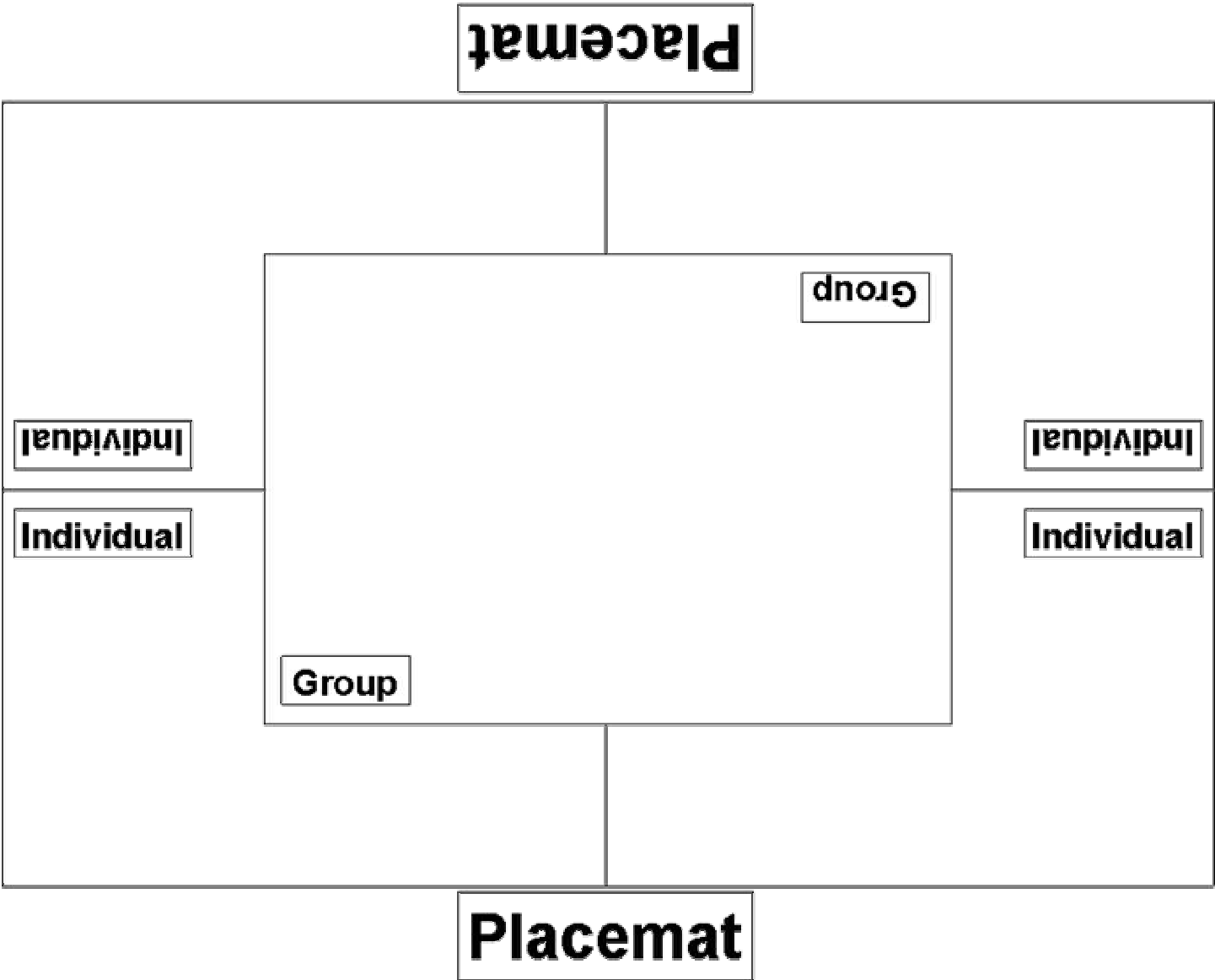
Compare materials in terms of the sounds they can be made to produce.

### **Materials**

Pencil or pen, science procedure sheets, balloons, thick cardboard, brown paper, scissors, rulers, glue, yoghurt cups, modeling clay, candy tubes, assessment tools (anecdotal calendar, rubric for participation and scientific model).

### **Lesson Outline (1 hour)**

- 1) The teacher or instructor will divide the class into groups of 4 or 5.
- 2) The teacher or instructor will distribute a different procedure sheet to each group.
- 3) Each group will receive materials appropriate for the model that they are to build.
- 4) Each group will work cooperatively toward completing the task in less than an hour.
- 5) Once groups have completed their model, they must clean their workspace and return all supplies.
- 6) The group will discuss and write TV or movie scenes where they might hear the sound that their model generates.
- 7) Teacher or instructor will bring all students back to a central place once all materials are returned.
- 8) Each group will briefly describe their model and the sound it makes.
- 9) It is important that the teacher or instructor debrief this activity with the overall message that sound effects can be made from a variety of materials (What would we need to simulate a car engine? Thunder? An excited crowd?)
- 10) If time permits, students may write a scene where their sound (or all sounds) may be used.
- 11) It may be presented once the class returns to school as a dramatic presentation (i.e. A dramatic scene with a siren, rain, seagulls and thunder as background effects).





**Have You Seen The Sound?**

Have you seen the sound of dark, mean thunder?  
Or maybe the sound of solid, crystal wind.  
Have you seen the sound of beautiful, sweet voices?  
Or maybe the sound of leaves, carefully falling to the ground.  
Have you seen the sounds?  
If you haven't,  
This is what they look like.  
If you look close to where the sounds are coming from  
Little tiny, diamond-shaped crystals float away from the sound.  
They look beautiful in the dark sky,  
Rolling away from you.  
Down the hill  
They become....  
Invisible.

Shaina Stolworthy Grade 4  
Mrs. Susan Stein's Poetry Pals Club

APPENDIX C - CBC MUSEUM VISIT - SCAVENGER HUNT WORKSHEET (5.1) P.1

Time Finished: /30 mins Name: \_\_\_\_\_  
Score: /18 \_\_\_\_\_

*Instructions: In groups of two, correctly answer all questions as quickly as possible*

- 1) In what year was the CBC established? \_\_\_\_\_
- 2) Who is Fred Tudor? \_\_\_\_\_
- 3) What happened in 1952? \_\_\_\_\_
- 4) When was the Moose River Mine Disaster? \_\_\_\_\_
- 5) Find a photo of Canadian “war guests”. What are these British children doing in the picture?  
\_\_\_\_\_
- 6) When did Canada first see colour television? \_\_\_\_\_
- 7) What did Paul Henderson do for Canada in 1972? \_\_\_\_\_  
\_\_\_\_\_
- 8) Who, what, where and when was “Live in. Love in. Lie in”?  
\_\_\_\_\_
- 9) What logo did the CBC use in 1966? \_\_\_\_\_
- 10) Who is Lamont Tilden? \_\_\_\_\_
- 11) Which two children’s shows featured mice? \_\_\_\_\_
- 12) What did the Boyd Gang do? \_\_\_\_\_
- 13) What do Lloyd Robertson, Morely Safer and Peter Jennings have in common?  
\_\_\_\_\_
- 14) Approximately how many episodes of *Mr. Dressup* were produced?  
\_\_\_\_\_
- 15) Name two puppets that make music on *The Friendly Giant*?  
\_\_\_\_\_
- 16) Find and name the oldest microphone in the collection?  
\_\_\_\_\_
- 17) Describe Yorkville in 1969. \_\_\_\_\_  
\_\_\_\_\_
- 18) Describe Yorkville today. \_\_\_\_\_

**APPENDIX C - CBC MUSEUM VISIT - SCAVENGER HUNT WORKSHEET (5.1) P.2**

*Instructions: Once you are finished, please wait at the meeting place and complete the reflection below.*

**REFLECTION:**

The most interesting thing we learned was...

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We are still curious about...

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## APPENDIX C - CBC MUSEUM VISIT - SCAVENGER HUNT WORKSHEET (5.1) P.3

### Scavenger Hunt Worksheet – Answers

- 1) 1936
- 2) Sound Effects Technician
- 3) CBC launched its television service
- 4) April 1936
- 5) They are participating in a radio program where they broadcast messages to their parents and friends back in England.
- 6) 1966
- 7) Sept. 28, 1972 -- Paul Henderson scored 'The Goal of the Century' in the Canada vs. Russia Summit Series. With 34 seconds remaining in the last period of the final game of the series, Paul Henderson scored for Canada and captured the series.
- 8) John Lennon & Yoko Ono, World Peace, June 8, 1969, Montreal, Quebec.
- 9) Butterfly
- 10) CBC National News Anchor
- 11) Chez Hélène, La Souris Verte
- 12) Boyd Gang escapes from Toronto's Don Jail.
- 13) North America's top news anchors began their careers at CBC. Lloyd Robertson – CTV, Morley Safer – CBS, Peter Jennings – ABC
- 14) 4000
- 15) Rusty, Buster & Joe (Roosters), Angie & Fiddle (Cats), Patty & Polly (Racoons).
- 16) Bell Canada "candlestick" carbon. c. 1910.
- 17) Example: Hippies, youth, drug culture.
- 18) Example: Tourists, dining and shopping.

APPENDIX D - CBC MUSEUM VISIT – SOUND EFFECTS EXHIBIT ACTIVITY SHEET (5.2)

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*Additional comments/ observations:*

APPENDIX E - POST-VISIT SOUND EFFECTS DEVICE PLANNING SHEET (6.1)

1. What will you name your sound effects device? \_\_\_\_\_

\_\_\_\_\_

2. What sound(s) do you plan to produce using this device?

\_\_\_\_\_

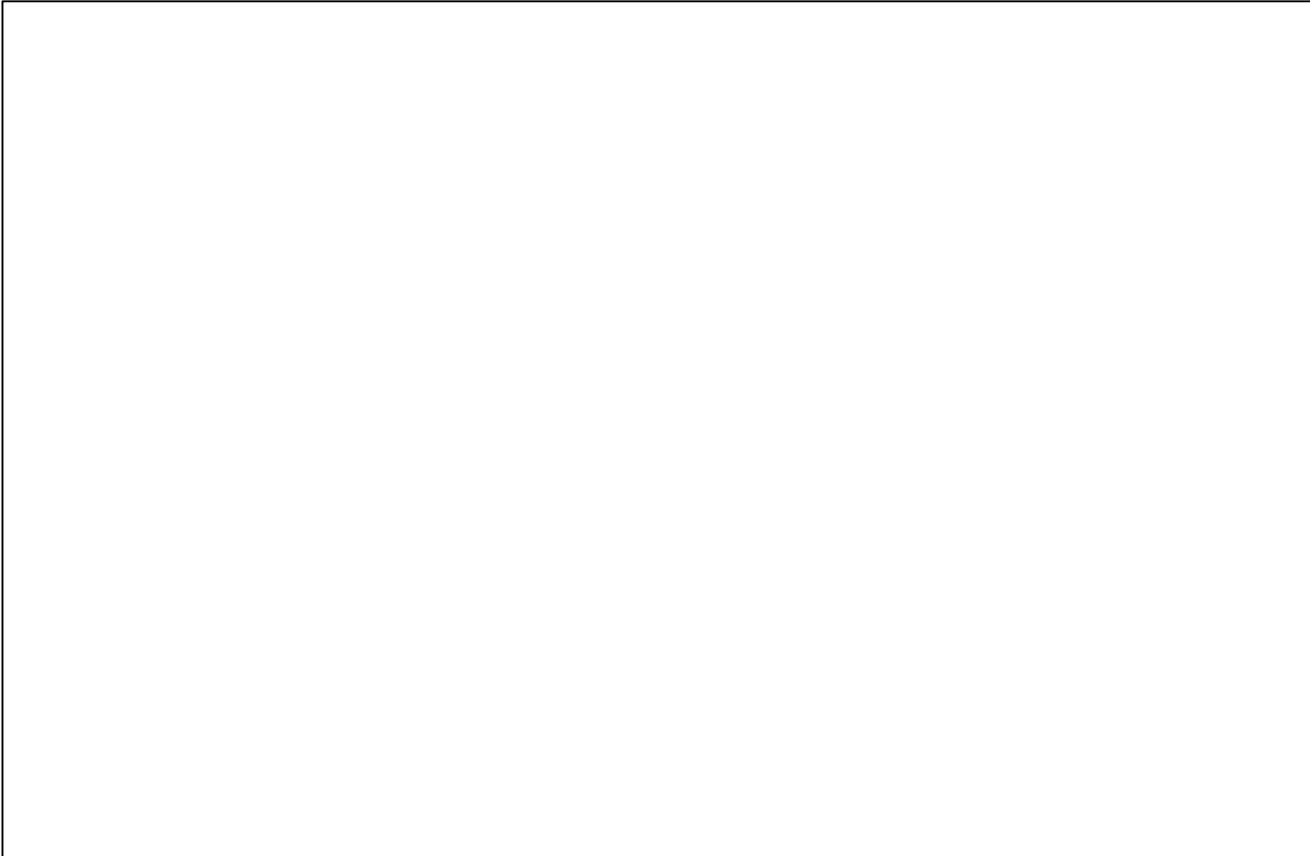
\_\_\_\_\_

3. List all of the materials you will need to create this device.

\_\_\_\_\_

\_\_\_\_\_

4. Draw a labelled, colour diagram of your device in the box below:



Name: \_\_\_\_\_

**Describe It!**

1. In detail, describe the sound(s) produced by your sound effects device.

---

---

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2. Describe the different ways your sound would make a listener feel.

---

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3. Describe how your sound would look – explain what different images might come to mind when someone heard your sound

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**APPENDIX G - POST-VISIT REFLECTION SHEET (6.3) P.1**

Name: \_\_\_\_\_

Reflection

List the sounds you would expect to hear in the videos. Be sure to list the obvious sounds and the background noises.

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Now that you have discussed the sounds that you would expect in these clips, please list the sounds that you do hear in the same clips with sound.

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Were you right? Discuss your results with the same partner you just worked with.

