

Theme: **Writer and Audience Awareness/Author's Purpose**

Objectives:

- Analysis of events in Divergent to related to censorship and segregation.
- To recognize the imperative of audience awareness in all writing
- To experience writing for a variety of audiences
- To recognize the central importance of purpose in any piece of writing
- To distinguish among several purposes: To describe, to explain, to analyze, and to persuade.

Monday, 11/07 B Day

DUE:

LO: SWBAT generate structures that lead to authentic writing
DOL: Given a writing prompt, students will generate and present a 1 minute speech 1 out of 1 time with 100% accuracy.
Journal: What does it mean to be in an advanced placement course?
Handouts: Handouts 1, 2, 3
Lesson:

- **Activity 1: Moving Beyond the Usual World of High School**
 1. Display the following and Discuss: In taking an advanced placement course, students are moving into an arena of intellectual discourse beyond the usual world of high school education. This will affect both their participation in in classroom discussion and the qualities of the writings they submit.
- **Activity 2: A Copier or a Creator or Copier**
 1. Distribute Handout 1 and allow students to complete the questions
 2. Follow up with discussion:
 - Are you familiar with the 5-paragraph essay?
 - What parts are included in the 5-paragraph essay?
 3. Beginning writers learn this formula to help them start writing; however, this formulaic writing tends to be dull and boring. The goal of AP English is to move beyond the formulaic writing and allow you to become a creator not merely a copier
- **Activity 3: Advice from a Victorian Writer**
 1. Distribute handout 2
 2. Students will read the article in handout 2
 3. Ask students to determine the intended audience (young men studying at a university)
 - Audience awareness is one of the most important characteristics of effective writers
 4. Distribute Handout 3, an analysis of the article
 5. Discuss questions in Handout 3
- **Activity 5: Complete DOL**
 1. Imagine that you have been asked to deliver a one-minute speech of advice to young people about to graduate from the eighth grade and move on to high school. Write the one minute speech incorporating metaphors, and be ready to share with the class.

Homework: Traditional Writing Prompt 2

Tuesday, 11/08 A Day

DUE:

Traditional Writing Prompt 2: Censorship/

LO: SWBAT generate an essay for a targeted audience.
DOL: Given a writing prompt, students will generate an essay for a targeted audience by writing a 2 paragraph response 1 out of 1 time with 100% accuracy.

<p>Segregation paper</p>	<p>Journal: Why is it important for a writer to be aware of his/her audience?</p> <p>Handouts: Handouts 4, 5, 6</p> <p>Lesson:</p> <ul style="list-style-type: none"> • Activity 1: Targeted Audience <ol style="list-style-type: none"> 1. Most people adjust diction and syntax depending on context. 2. Think of the question, "How are you?" <ul style="list-style-type: none"> ▪ Are responses to a boss, coworker, or an old friend likely to be different? Why? 3. Distribute handout 4 <ul style="list-style-type: none"> ▪ Advertising campaigns consider both groups and subgroups. ▪ A media promotion for a university can be aimed at the general group of high school juniors and seniors, but it can also aim at more limited audiences such as athletes, musicians, future doctors, and students trying to avoid incurring excessive expenses for tuition, room, and board. 4. In table groups, complete the handout 4 activity. Be prepared to share ways that diction and syntax vary depending on the audience. <ul style="list-style-type: none"> ▪ Most college and work-world writings are directed toward educated adult audiences. Political speeches always reflect audience awareness. Even the television weather forecaster's word choices will reflect awareness of the audience's desire. <ul style="list-style-type: none"> • For example, words to describe an imminent thunderstorm will probably be very different if it has rained for ten successive days than if the area has experienced a six-month drought. • Activity 2: Targeted Writing: College Essays <ol style="list-style-type: none"> 1. Applications for admission to college and for scholarships often involve essays, and the essay topics and length requirements can vary widely. 2. Distribute Handout 5 3. Review the topics on Handout 5, select a topic, and write an essay for your selected topic. 4. Working with a shoulder partner, conduct a peer conference over your essay. Share spontaneous reactions as well as addressing the following points: <ul style="list-style-type: none"> ▪ Are the content and the language appropriate for the representatives of the college admission department? ▪ Does the essay respond directly and concisely to the prompt? ▪ Is the essay safely adjusted to the prescribed word limit? ▪ Does the voice in the essay represent a person the college would definitely want in its incoming freshman class? • Activity 4: Complete DOL <ol style="list-style-type: none"> 1. Adjust your essays <ul style="list-style-type: none"> ▪ Using the responses from your peer conference, make corrections to and write a final draft of your essay. <p>Homework: Handout 6: Audience Awareness in Poetry.</p>
<p>Wednesday, 11/09 B Day</p>	
<p>DUE: Traditional Writing Prompt 2: Censorship/ Segregation paper</p>	<p>LO: SWBAT generate an essay for a targeted audience. DOL: Given a writing prompt, students will generate an essay for a targeted audience by writing a 2 paragraph response 1 out of 1 time with 100% accuracy. Journal: Why is it important for a writer to be aware of his/her audience?</p>

	<p>Handouts: Handouts 4, 5, 6</p> <p>Lesson:</p> <ul style="list-style-type: none"> • Activity 1: Targeted Audience <ol style="list-style-type: none"> 1. Most people adjust diction and syntax depending on context. 2. Think of the question, "How are you?" <ul style="list-style-type: none"> ▪ Are responses to a boss, coworker, or an old friend likely to be different? Why? 3. Distribute handout 4 <ul style="list-style-type: none"> ▪ Advertising campaigns consider both groups and subgroups. ▪ A media promotion for a university can be aimed at the general group of high school juniors and seniors, but it can also aim at more limited audiences such as athletes, musicians, future doctors, and students trying to avoid incurring excessive expenses for tuition, room, and board. 4. In table groups, complete the handout 4 activity. Be prepared to share ways that diction and syntax vary depending on the audience. <ul style="list-style-type: none"> ▪ Most college and work-world writings are directed toward educated adult audiences. Political speeches always reflect audience awareness. Even the television weather forecaster's word choices will reflect awareness of the audience's desire. <ul style="list-style-type: none"> • For example, words to describe an imminent thunderstorm will probably be very different if it has rained for ten successive days than if the area has experienced a six-month drought. • Activity 2: Targeted Writing: College Essays <ol style="list-style-type: none"> 1. Applications for admission to college and for scholarships often involve essays, and the essay topics and length requirements can vary widely. 2. Distribute Handout 5 3. Review the topics on Handout 5, select a topic, and write an essay for your selected topic. 4. Working with a shoulder partner, conduct a peer conference over your essay. Share spontaneous reactions as well as addressing the following points: <ul style="list-style-type: none"> ▪ Are the content and the language appropriate for the representatives of the college admission department? ▪ Does the essay respond directly and concisely to the prompt? ▪ Is the essay safely adjusted to the prescribed word limit? ▪ Does the voice in the essay represent a person the college would definitely want in its incoming freshman class? • Activity 4: Complete DOL <ol style="list-style-type: none"> 1. Adjust your essays <ul style="list-style-type: none"> ▪ Using the responses from your peer conference, make corrections to and write a final draft of your essay. <p>Homework: Handout 6: Audience Awareness in Poetry.</p>
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Thursday, 11/10 A Day	
<p>DUE: Handout 6: Audience Awareness in Poetry</p>	<p>LO: SWBAT distinguish among several purposes: To describe, to explain, to analyze, and to persuade.</p> <p>DOL: Given model paragraphs, students will distinguish among several purposes: To describe, to explain, to analyze, and to persuade by constructing a sample paragraph 1 out of 1 time for 100% accuracy.</p> <p>Journal: As a reader, why is it important to be able to distinguish the author's purpose?</p> <p>Handouts: Handouts 7, 8, and 9</p>

Lesson:

• **Activity 1: Purpose**

1. Why is it important to have purpose in life?
 - If we want to travel from Chicago to Miami, does it make sense to travel toward Seattle?
 - If we want to earn overtime this week at work, does it make sense to take three vacation days?
 - If we want to attend Duke University, does it make sense to not follow the application process?
2. Purpose is key in writing
3. Distribute **handout 7**.
 - Model the first scenario:
 - Describe a sunset over a western shore of a lake
 - Method: This writing should abound with imagery – especially visual images to describe the lake, the sky, and the surrounding terrain.
 - Things to Avoid: The writer should not dwell on things like the roar of traffic on a nearby highway.
 - Allow students time to finish the remaining scenarios and then discuss as a whole group.

• **Activity 2: A Moment of Fear in Afghanistan**

1. Distribute **Handout 8**
2. Ask for a volunteer to read the passage aloud
3. Whole class discussion on the questions that follow.

• **Activity 3: Darwin on Natural Selection**

1. Distribute **Handout 9**
2. In table groups, students will read and answer the three questions that follow the article.
3. Share responses with the class

• **Activity 4: DOL**

1. Using Handouts 8 and 9 as a model, select a unique central topic.
2. Imitate the author's choices regarding sentence structure.
3. Possible ways to begin your writing:
 - After parking my car around the corner from the bank...
 - Tossing my backpack over the cliff into the river...
 - It has been said that cleanliness is next to godliness...
 - It may be said that every young person would benefit from time spent in military service...

Homework: N/A

Friday 11/11 B Day

DUE:

Handout 6:
Audience
Awareness in
Poetry

LO: SWBAT distinguish among several purposes: To describe, to explain, to analyze, and to persuade.

DOL: Given model paragraphs, students will distinguish among several purposes: To describe, to explain, to analyze, and to persuade by constructing a sample paragraph 1 out of 1 time for 100% accuracy.

Journal: As a reader, why is it important to be able to distinguish the author's purpose?

Handouts: Handouts 7, 8, and 9

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