

KNOW YOUR AUDIENCE

Lesson Plan

1.	Resource	<ul style="list-style-type: none"> Hand out “Remarks by the President in a National Address to America's Schoolchildren”
2.	Number the Paragraphs	<ul style="list-style-type: none"> Use the technique Number the Paragraphs with your students: <ul style="list-style-type: none"> Read the first two words of the first paragraph of President Obama’s speech, and ask the class to call out the paragraph number in unison. Repeat for all paragraphs. (There are twenty-four paragraphs in this excerpted speech.) Encourage students to use these paragraph numbers when referring to specific portions of this speech.
3.	Resource	<ul style="list-style-type: none"> Hand out the “Know Your Audience” graphic organizer.
4.	1 st Reading: Expert Reader	<ul style="list-style-type: none"> During this first reading, instruct your students to look at the first two questions on their graphic organizers. As they listen, they are to answer those two questions: <ul style="list-style-type: none"> What is the speaker’s main message to his/her audience? What are the audience’s determining characteristics? Read “Remarks by the President in a National Address to America's Schoolchildren” aloud to your students, OR show them the video of President Obama making the speech (http://1.usa.gov/1qhdXtd from minutes 2:27-11:14).
5.	Collaboration	<ul style="list-style-type: none"> Have students turn to their partners and share their answers. Ask students to modify their answers if they feel as if they would like to, after having the discussing with their partners.
6.	Collaboration and class share-out	<ul style="list-style-type: none"> Ask students to look at question #3: Why is this speaker speaking to <i>this audience</i> about <i>this topic</i>? <ul style="list-style-type: none"> Give each student 30 seconds to jot down a list of possible purposes. Have students turn to their partners and share their lists. Ask students to listen carefully to their partners’ lists. Choose students to share out what their partner’s ideas were. Come up with an answer as a class, based on the discussion. Have all students write the same answer down.
7.	2 nd Reading: Pair Read (in unison with Circle Key Terms, below)	<ul style="list-style-type: none"> Students will engage in a Pair Read: <ul style="list-style-type: none"> Pair students into A’s and B’s. Have student A begin by reading the first paragraph, then switch to partner B. Have students continue switching off reading paragraphs until they are done. If a student didn’t understand a

		paragraph s/he read, s/he can ask his/her partner to reread the paragraph. This should all be done with library voices.
8.	Circle Key Terms	<ul style="list-style-type: none"> While students are engaged in the Pair Reading, students will circle the key words President Obama uses with his audience. Instruct students to circle the words and/or phrases in the speech that give clues as to whom President Obama is addressing. (In other words, students should circle words that are age- and culture-appropriate to the student audience.) <ul style="list-style-type: none"> Tell students that President Obama and his speechwriters think very carefully about every word that goes into a presidential speech – no word is by accident. Which words did they specifically choose to use when addressing students? When they are done reading, have partners compare their circled words, coming up with an agreed-upon list of words. Ask them to write this list in answer to question #4. Together, ask partners to answer question #5. Prompt them with questions: <ul style="list-style-type: none"> What makes you think that these words are appropriate for teens? For students?
9.	Class discussion and collaboration	<ul style="list-style-type: none"> Ask students to think about the formality of the speech. With a show of fingers, ask students whether they think this speech is highly informal (1 finger), somewhat formal (2 fingers), or extremely formal (3 fingers). Examples of highly informal would be speaking with friends; somewhat formal would be speaking in a class discussion; extremely formal would be addressing the president, a boss, or the school principal. Have them turn to their partners, sharing the answer they gave, and discussing whether or not they feel as if the president's speech matches the audience in formality. Partners should write their answers down in box #6.
10.	3 rd Reading: Individual	<ul style="list-style-type: none"> Refer students to the final question on their graphic organizers. Ask students to find examples in the speech wherein President Obama tries to personally connect with his audience. While students read the speech to themselves, they will underline or highlight all instances in which the president makes connections (either through personal anecdote or by using examples that are relevant to their lives).
11.	Give One, Get One	<ul style="list-style-type: none"> With their graphic organizers in one hand, and their underlined/highlighted speech in the other, students will engage in Give One, Get One: <ul style="list-style-type: none"> Students will have five minutes to move around the room

		<p>and “give one” example of the speaker connecting to his/her audience to a fellow classmate, and then “get one” example from his/her classmate.</p> <ul style="list-style-type: none"> ○ Students will record each new example in box #7 (and, if needed, on the back). ○ They are not allowed to “get” the same example twice, nor are they to “give” an example their colleague already has. The idea is to “get” as many different examples as possible on their graphic organizers.
12.	Application	<ul style="list-style-type: none"> • Students are now ready to apply this knowledge to their own writing. Hand out the “Prewriting Guide” and ask students to fill it out before large writing assignments.
13.	Extension	<ul style="list-style-type: none"> • Students can fill out the “Prewriting Guide” for another students’ essay as a peer review; this will provide invaluable feedback to the writer, who will be able to see whether or not his/her knowledge of his/her audience comes through in his/her speech or writing.
14.	Extension or Re-teaching	<ul style="list-style-type: none"> • The Toastmasters’ article on Nelson Mandela could be formulated as a re-teaching or an extension activity.

***Please note: this mini task will take at least two to three days to complete; modifications must be made based on length of class period, average class skill level, and whether or not some of these items will be homework assignments.