

*Mirror on America: Reading and Responding to Non-Fiction*  
*AGENDA: Class One – Tuesday, January 25, 2011*

**6:00 PM**

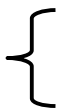
**Warm-up**  
*10 min.*



Intro to Class/Go over prospectus  
Ice Breaker #1: Snowball Game  
Ice Breaker #2: Goldfish for Everyone



**Lecture/Practice**



Notes on Audience, Tone, and Purpose  
Practice  
Discussion/go over practice

**Group Work**



Inform/Entertain/Persuade Activity  
Share paragraphs

Break  
*Water/BR/snack*

**Writing**



Journal prompt: Thinking Ahead pg .259  
Discussion/Share journals  
Lab: one page writing sample- Song of Yourself

**Closing**  
*10 min.*



Go over homework  
Read “Barrier Between Adults’ and Children’s Entertainment Is Breaking Down” (259-262)  
One page journal response

**9:00 PM**

## Mirror on America: Class One

\*bolded items are handouts/notes

1. Give out class prospectus and discuss class environment/expectations
2. Ice Breaker #1: Snowball Game: Have each student write on a piece of paper one interesting fact about themselves. Each student will crumple his/her ball and throw it into the center of the room. Taking turns, each student will read his/her snowball to the class, and the class will guess the student.
3. Ice Breaker # 2: Pass around goldfish—tell students they may take as many as they like. Start in a circle: student must tell one thing about himself or herself for every goldfish taken (I do a max of 15).
4. Students and teacher will formulate notes on **audience/purpose/tone**
5. Students will work on **APT Handout**
6. Students will be divided in groups: Group #1: Will write a paragraph on large tag-board that **INFORMS** the audience of a topic. Group # 2: Will write a paragraph, on a topic, on large tag-board that **ENTERTAINS** the audience. And Group # 3: Will write a paragraph on large tag-board that **PERSUADES** the audience on a topic.
7. The class will share and discuss paragraphs. Some possible questions to ask:
  - What type of audience was each intended for?
  - What was the tone of each paragraph?
8. Student/Teacher break: 10 minutes
9. Using their texts, *Mirror on America: Short Essays and Images from Popular Culture* (now to be referred to as the text), students will complete the “Thinking Ahead” section on page 259.
10. Students will share writing and generate discussion.
11. LAB TIME: Students will be composing **writing assignment #1, Song of Yourself**, in the lab. This serves as a writing sample for the teacher to see the different types of skills and abilities are present in the class.
12. Go over homework: Read “Barrier Between Adults’ and Children’s Entertainment Is Breaking Down” and complete a one-page journal response/reaction.

## Mirror on America: Class Notes: Audience, Purpose, and Tone

**Audience** is the person or people who will be reading your essay, ask yourself:

- What do my readers know about my topic?
- What will they want to know about my topic?
- What level of language is most appropriate for this particular audience?

**Tone** is *how* something is said in a piece of writing

o Once you have determined your audience, you must decide on the tone of your essay

o Your word choice can be divided into five levels:

1. *very informal*—like you talk to your friends
  2. *informal*—like you talk to your parent or guardian
  3. *formal*—like you talk to your teacher
  4. *more formal*—like you talk to the principal or your boss
  5. *highly formal*—like you would talk to a college professor or the President
- o Generally, the tone of your essay should be a 3, 4 or 5

**Purpose** is your reason for writing

- o to entertain
- o to persuade
- o to analyze
- o to describe

Name \_\_\_\_\_

### Audience, Tone, and Purpose

When writing anything, whether it is an essay, poem, or novel, how you say something is just as important as what you say.

It is essential to know who will be reading your essay and why in order to determine which words to use and how to arrange the path of your essay.

Directions: For each of the examples below, identify the tone according to the scale above. Then, modify the sentence(s) to fit the intended audience. An example has been done for you.

Example:

**Audience: the President of the United States**

“So, Mr. President, if I see a change soon, and my homies do too, then we definitely gotta give you props.”

Tone: \_\_\_\_\_

Modified Tone: “Mr. President, my colleagues and I would like to sincerely thank you for your work with our organization. Thanks to you, we look forward to earning the prestige our company deserves.”

**Audience: your teacher**

“It ain’t fair to make kids go to school. Like, I could learn so much by just working at, like, the mall, or something like that. It is totally stupid to make us do that.”

Tone: \_\_\_\_\_

Modified:

**Audience: your parent or guardian**

“A good friendship has 3 main things. One, you have to have trust. Don’t nobody wanna to be friends with a liar.”

Tone: \_\_\_\_\_

Modified:

**Audience: your best friend**

“In fact, it is essential that we educate ourselves in the phonology, morphology, semantics, and syntax of words in order to better our vocabulary and strengthen our command of the English language.”

Tone: \_\_\_\_\_

Modified:

**Audience: your parent**

“It’s so not fair that I can’t go out with my friends. It’s not like we are doing bad stuff or anything. I totally hate being the youngest.”

Tone: \_\_\_\_\_

Modified:

**Audience: your boss**

“So, if you want to get us working harder, Mister, then you better put a soda machine in the break room, or else you gonna be sorry!”

