

I've Got Purpose. How About You?

Audience and Purpose

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Grade Level	12th Grade
Subject	English/Language Arts

Essential Question

How do I determine relevant information when writing?

Summary

Is that really necessary? Often when telling a story or in their writing, students include details that are irrelevant and off topic. In this lesson, students will analyze Sheldon's ability to stick to relevant information while being a reference for his friend in an FBI interview. Students will then examine a presidential campaign speech, categorically highlighting relevant and irrelevant information. In the culminating activity, students will write a campaign speech for a classmate running for student body president based on the description of the candidate and the audience they are addressing.

Snapshot

Engage

Students will collaborate to complete a Honeycomb Harvest, to match careers with qualities desirable to that profession.

Explore

Students will watch a clip from "The Big Bang Theory" TV show and complete a T-chart to determine the difference between relevant and irrelevant information.

Explain

Students will use strategies of determining purpose and audience in a real-world application while watching and analyzing a political campaign speech.

Extend

Students will apply their new knowledge while writing their own campaign speeches for a friend who is running for student office.

Evaluate

Students will listen to and review each other's speeches to demonstrate their understanding of how purpose and audience apply to a real-world situation.

Standards

Oklahoma Academic Standards: English Language Arts (Grade 12)

12.3.W.3: Compose argumentative essays, reviews, or op-eds that:
- introduce precise, informed claims
- include a defensible thesis
- acknowledge counterclaims or alternate perspectives
- organize claims, counterclaims, and evidence in a logical sequence
- provide the most relevant evidence to develop balanced arguments, using credible sources
- use sentence variety and word choice to create clarity and concision
- use style and tone that suits the audience and purpose

Attachments

- Evaluating a Campaign Speech—I've Got Purpose - Spanish.docx
- Evaluating a Campaign Speech—I've Got Purpose - Spanish.pdf
- Evaluating a Campaign Speech—I've Got Purpose.docx
- Evaluating a Campaign Speech—I've Got Purpose.pdf
- Honeycomb Harvest—I've Got Purpose - Spanish.docx
- Honeycomb Harvest—I've Got Purpose - Spanish.pdf
- Honeycomb Harvest—I've Got Purpose.docx
- Honeycomb Harvest—I've Got Purpose.pdf
- Lesson Slides—I've Got Purpose.pptx
- Persuasive Campaign Speech Rubric—I've Got Purpose - Spanish.docx
- Persuasive Campaign Speech Rubric—I've Got Purpose - Spanish.pdf
- Persuasive Campaign Speech Rubric—I've Got Purpose.docx
- Persuasive Campaign Speech Rubric—I've Got Purpose.pdf
- Relevant vs Irrelevant T-Chart—I've Got Purpose - Spanish.docx
- Relevant vs Irrelevant T-Chart—I've Got Purpose - Spanish.pdf
- Relevant vs Irrelevant T-Chart—I've Got Purpose.docx
- Relevant vs Irrelevant T-Chart—I've Got Purpose.pdf
- Student Personas—I've Got Purpose - Spanish.docx
- Student Personas—I've Got Purpose - Spanish.pdf
- Student Personas—I've Got Purpose.docx
- Student Personas—I've Got Purpose.pdf

Materials

- Lesson Slides (attached)
- Honeycomb Harvest pieces (attached; one set per group)
- Relevant vs. Irrelevant T-Chart handout (attached; one per student)
- John F. Kennedy Campaign Speech handout (see Lesson Preparation: Printing note)
- Student Personas handout (attached; one persona per student)
- Persuasive Campaign Speech Rubric (attached; one per student)
- Evaluating a Campaign Speech handout (attached; one per student)
- Internet access
- Writing utensils
- Highlighters (2 colors)
- Notebook paper

Lesson Preparation: Printing

To access John F. Kennedy's campaign speech, follow this link: Remarks of Senator John F. Kennedy, Horton

Plaza, San Diego, California, November 2, 1960. Before the lesson, print enough copies of the speech for all students to have their own.

15 minutes

Engage

Lesson Preparation: Handouts

Before the lesson, take 20–30 minutes to complete the following:

1. Print and cut out the pieces for the **Honeycomb Harvest** (attached). Create as many sets as you need for your class size.
2. Print copies of the **Student Personas** handout (attached) and cut into strips of individual student bios. Print as many sets as you need for your class size.

Use the attached **Lesson Slides** to introduce the lesson to students by displaying **slide 2**. Share the lesson's Essential Question and Learning Objectives on **slides 3 and 4** to the extent you feel necessary.

Display **slide 5.** Introduce students to the Honeycomb Harvest instructional strategy. Group students in pairs and distribute one set of the attached **Honeycomb Harvest** pieces to each group. Explain to students that they will group the tiles based on which qualities are important for each career. Explain that there can be overlap between qualities and careers. If students need scaffolded instructions, use hidden **slides 6–7** to share an example. As they are working, monitor and ask probing questions to help them determine why they chose these connections. Allow 10 minutes for students to complete the task.

When time is up, use **slide 8** to facilitate a discussion with the entire class. Encourage questions and discourse. Ask students about any overlap where some qualities would be useful in multiple careers. Encourage students to talk about what it means when a career has multiple attributes shared with another career. Students can even share their own thoughts about their desired potential career field and what characteristics would be useful for that field.

Explore

Move to **slide 9** and distribute the **Relevant vs. Irrelevant T-Chart** handout (attached).

Instruct students to take note of the information Sheldon shares with the FBI agent. Prompt them to determine what information is relevant and what is irrelevant. They will record this information on their handout as they watch the video clip. Display **slide 10** and show the video clip: https://www.youtube.com/watch?v=u-M9uIqPLXc

Embedded video
https://youtube.com/watch?v=u-M9uIqPLXc

When the clip ends, display **slide 11** and facilitate a discussion with students about what they observed. You may group them or facilitate a whole-class discussion.

Possible Student Responses

Some potential answers can include attributes that do not show whether Howard would make a good FBI agent, but they are things Howard has personally done to Sheldon that Sheldon doesn't like (e.g., changing Sheldon's name on his World of Warcraft account). Sheldon does include some useful information when he tells the FBI agent that Howard lets his dates drive the Mars Rover remotely.

Clarifying Audience and Purpose

The end of the Explore section is a good place to reiterate the audience and purpose. In the case of the video clip, the FBI agent is the audience. The purpose of the meeting should have been a background check for Sheldon's friend. You can ask if Sheldon stayed true to the purpose when he gave the FBI agent the answers he chose.

10 minutes

Explain

Distribute copies of the **John F. Kennedy Campaign Speech** handout.

Display **slide 12** and introduce students to the Categorical Highlighting instructional strategy. Explain to students that they will be categorically highlighting John F. Kennedy's campaign speech and looking for the relevant and irrelevant information. Instruct them to use different color highlighters for relevant information and irrelevant information. Remind students who the possible audience was for this particular speech and what the purpose of the speech was, to help them note which parts of the speech are relevant and which are irrelevant.

Play the video on **slide 13**: https://www.youtube.com/watch?v=lIQSP2HVyWo

Embedded video

https://youtube.com/watch?v=lIQSP2HVyWo

When the video ends, display **slide 14** and instruct students to turn to an elbow partner to discuss the questions on the slide. Allow students some time to discuss. Then, ask for volunteers to share what they discussed with their partner.

60 minutes

Extend

Move to **slide 15** and explain to students that they will be writing a campaign speech for a "friend" who is running for a student office. Review the different student biographies with the class and have students discuss the audience for each student candidate.

Move to **slide 16** and tell students to choose one student candidate. When they have chosen their candidate, give them a copy of the student bio from the **Student Personas** handout (attached) and the **Persuasive Campaign Speech Rubric** (attached). Instruct students to write a campaign speech for their chosen candidate using the information listed in the bio. Using the Why-Lighting instructional strategy, encourage students to annotate the text of their chosen bio to differentiate between the relevant information from information that might be interesting but not necessary for the speech. Allow students 45–60 minutes, or one class period, to compose their speech.

Speech Format

If you prefer students to follow a certain template for the speech, you can refer them to John F. Kennedy's speech to look at specifics such as introduction, conclusion, etc. If you have sample speeches you would like the students to see, you can also provide those.

15 minutes

Evaluate

Distribute the **Evaluating a Campaign Speech** handout (attached).

Display **slide 17.** Instruct students to choose a partner, or assign them yourself. Tell students to read their campaign speech to their partner. Partners will complete the handout as they listen to their partner's speech. Move to **slide 18** and review the audience expectations with the students before they begin.

Sharing Speeches

Some students may not enjoy reading aloud, but encourage them to read their speeches aloud to their partner. If you have a full classroom, then this activity might get noisy; however, you can spread the students out to the hall if your school allows.

When students have finished sharing their speeches, move to **slide 19**. Give students 5–10 minutes to discuss their feedback with each other. Then, ask for students to share a positive comment about their partner's work with the class.

Resources

- Big Bang Theory. (2023, August 20). *Sheldon Reveals Howard's Secret to the FBI | The Big Bang Theory* [Video]. YouTube. https://www.youtube.com/watch?v=u-M9uIqPLXc
- CBS 8 San Diego. (2023, November 22). *Senator John F. Kennedy campaigning in San Diego, 1960* [Video]. YouTube. https://www.youtube.com/watch?v=lIQSP2HVyWo
- K20 Center. (n.d.). Categorical highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.). Honeycomb harvest. Strategies. https://learn.k20center.ou.edu/strategy/61
- K20 Center. (n.d.). MagicSchool AI. Tech tools. https://learn.k20center.ou.edu/tech-tool/3416
- K20 Center. (n.d.). T-chart. Strategies. https://learn.k20center.ou.edu/strategy/86
- K20 Center. (n.d.). Why-Lighting. Strategies. https://learn.k20center.ou.edu/strategy/128
- Kennedy, J. F. (1960, November 2). Remarks of Senator John F. Kennedy, Horton Plaza, San Diego, California. *JFK Speeches*. John F. Kennedy Presidential Library and Museum. https://www.jfklibrary.org/archives/other-resources/john-f-kennedy-speeches/san-diego-ca-19601102