

# Lesson Plan: The Author's Blueprint

## Materials Needed:

- Pen and Paper / Notebook
- Access to the internet (for the source link)
- A copy of the graphic organizer (digital or printed)

## Learning Objectives:

By the end of this lesson, Aira Marie will be able to:

- a. Identify the author's purpose, meaning, and target audience in a given text.
  - b. Analyze a passage and draw inferences and conclusions using a graphic organizer.
- 

## Lesson Proper

### Part 1: The Hook - Decoding Everyday Messages (5 minutes)

Let's start with a quick game. Imagine you see these two messages:

- **Message A:** "Unleash the ultimate gaming power! With a hyper-core processor and liquid cooling, you'll dominate every leaderboard. Pre-order now for an exclusive skin!"
- **Message B:** "Our new family van features award-winning safety technology, seating for eight, and easy-clean surfaces. Because your family's peace of mind is our top priority."

#### Let's discuss:

1. Who is Message A for? (Gamers, tech enthusiasts)
2. Who is Message B for? (Parents, families)
3. What does each message want you to *do*? (Buy a gaming computer, buy a van)

Just like these ads, every piece of writing has a purpose and a target audience. Today, we'll become detectives to uncover them!

### Part 2: The Detective's Toolkit - Key Concepts (10 minutes)

To analyze a text properly, we need to understand these key terms:

- **Author's Purpose:** The main reason the author wrote the text. We can remember this with the acronym **PIE**:
    - **Persuade:** To convince the reader to believe or do something.
    - **Inform:** To give facts and information.
    - **Entertain:** To tell a story or appeal to the reader's emotions.
  - **Target Audience:** The specific person or group of people the author wants to reach. For example:
    - **Experts vs. Laypeople:** Doctors reading a medical journal vs. us reading a health blog.
    - **Managerial vs. Rank-and-File:** A memo for a company's CEO vs. an email for all
-

employees.

- **Inference:** An educated guess based on clues in the text combined with what you already know. It's "reading between the lines."
- **Conclusion:** A final judgment or decision you make after analyzing all the evidence and inferences.

### Part 3: Guided Practice - Analyzing the Speech (15 minutes)

We are going to read an excerpt from a very powerful speech given by Malala Yousafzai when she won the Nobel Peace Prize. She is an activist from Pakistan who fights for the right of every child to get an education.

#### Passage:

"Dear brothers and sisters, the so-called world of adults may understand it, but we children don't. Why is it that countries which we call 'strong' are so powerful in creating wars but so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it that making tanks is so easy, but building schools is so difficult?"

The world can no longer accept that basic education is enough. Why do leaders accept that for children in developing countries, only basic literacy is sufficient, when their own children do homework in algebra, mathematics, science, and physics? Leaders must seize this opportunity to guarantee a free, quality, primary and secondary education for every child. Some will say this is impractical, or too expensive, or too hard. Or maybe even impossible. But it is time the world thinks bigger."

Source: *Malala Yousafzai - Nobel Peace Prize Lecture, 2014.*

Credible Source Link: [Official Nobel Prize Website](#)

Let's fill out the first two rows of our graphic organizer together. What do you think her main purpose is? Is she trying to entertain us, just inform us, or is she trying to convince us of something very important? It feels like she wants to persuade, right? Now, what does she mean? What's her core message?

### Part 4: Independent Application - Your Detective Report (15 minutes)

Now it's your turn! Read the passage again and complete the rest of the graphic organizer on your own. Think carefully about who she is speaking to and what conclusions you can form from her powerful words.

#### Graphic Organizer: Analyzing the Author's Blueprint

Element	Aira Marie's Analysis
Author's Purpose	
Author's Meaning	
Target Audience	
Inference Drawn	
Conclusion Formed	

## Part 5: Creative Challenge - Be the Author! (15 minutes)

Great job! Now you get to use these skills. Choose **one** of the following scenarios. Your goal is to write a short, powerful paragraph (3-5 sentences) to achieve your purpose with your specific audience.

- **Scenario 1:** Your purpose is to **persuade** your local town council (Target Audience: Managerial/Experts in city planning) to build a new skate park. What would you say to convince them?
- **Scenario 2:** Your purpose is to **inform** younger students (Target Audience: Laypeople/Children) about the importance of recycling. How would you explain it in a way they can understand and feel excited about?

After you write it, we will discuss the specific words you chose to connect with your audience.

## Part 6: Reflection & Wrap-up (5 minutes)

Let's review our findings. How does knowing the author's purpose and audience change the way you read an article, a story, or even an advertisement? It turns you from a passive reader into an active thinker and analyst, which is a real superpower!

## Answer Key for Graphic Organizer

Element	Sample Answer
<b>Author's Purpose</b>	<b>To persuade.</b> The author uses strong emotional and logical appeals to convince the audience to take action and demand better education for all children.
<b>Author's Meaning</b>	The core message is that the world's priorities are wrong. It is hypocritical to fund wars and weapons easily while claiming that providing quality education for all children is too difficult or expensive. Basic education is not enough.
<b>Target Audience</b>	<b>World leaders, policymakers, and adults in positions of power ("managerial").</b> She directly addresses "leaders" and the "world of adults." While the speech is for everyone, her call to action is aimed at those who can create change.
<b>Inference Drawn</b>	I can infer that the author feels frustrated and impatient with the excuses made by powerful people. She sees a clear injustice in how children in developing countries are treated compared to children in wealthier nations.
<b>Conclusion Formed</b>	Solving the global education crisis is not a problem of resources, but a problem of will. The author concludes that if leaders change their mindset and "think bigger," providing free, quality education for every child is an achievable goal.