Who Gets Warned?

Compare perspectives across a diary, a broadcast, and a digital post.

12.CL.7 "Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one statement in each text that shows what its speaker thinks an effective warning requires, and circle the ways people receive or miss warnings.

When the Water Comes

1. In a fictional diary set during the 1927 Mississippi River flood, a Black farmworker writes: "The water reached the cotton rows before dawn. Mr. Bell sent a truck for his horses, but the families on our road heard no warning until the church bell rang. I carried my grandmother toward the schoolhouse, where neighbors had gathered on higher ground. A man there called the bell proof that our town had looked after everyone. I kept thinking of those who lived too far away to hear it. A warning is not fair just because someone has sounded it."

2. A present-day sample community radio announcement from coastal Bangladesh takes a different form: "A cyclone may push seawater inland. Follow local authorities' instructions about moving to a designated shelter. Tell neighbors who cannot hear this broadcast, and help anyone who needs support getting there. Do not wait to see water at your doorway." The announcement does not claim that a single signal reaches everyone. It treats spreading the message as a shared task, yet its urgent commands leave little room to discuss why some residents might be unable to travel.

3. A fictional post on a Dutch neighborhood message board speaks after a coastal flood drill: "My phone flashed the test alert, and I checked the city's evacuation route. Then I saw Ms. de Vries at the bus stop, holding a phone with a dead battery. She knew the streets better than I did, but she had missed the update. We walked to the library together to ask which route was open." The writer posts a suggestion: "During the next drill, let us check on people nearby before we assume the alert has reached them." The board allows replies, but only neighbors who can get online will see the suggestion.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the diary writer and the radio announcement differ in their views of who is responsible for reaching people? Use evidence from both.

2. The radio announcement and the message-board post both ask people to help others. How does each text ask its audience to act?

3. Compare the obstacles to receiving a warning in the diary and the message-board post. What does each speaker's example reveal?

4. How does each text's form, a diary, a radio announcement, or a message-board post, shape the perspective it presents?

3 YOUR TURN

Your own words

Write an 80 to 110 word recommendation for how your school should announce an unexpected closure. Compare ideas from at least two of the texts, then propose a plan that addresses a problem your comparison reveals.

ANSWER KEY

Who Gets Warned?

GRADE 12 · 12.CL.7

PART 1 · READ AND MARK

Underline one statement in each text that shows what its speaker thinks an effective warning requires, and circle the ways people receive or miss warnings. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the diary writer and the radio announcement differ in their views of who is responsible for reaching people? Use evidence from both.	**The diary writer criticizes the town for treating the church bell as sufficient when some families could not hear it. The radio announcement asks listeners to tell neighbors and help people reach shelter, making listeners part of the effort.**
2	The radio announcement and the message-board post both ask people to help others. How does each text ask its audience to act?	**The broadcast gives direct instructions to pass on a cyclone warning and help people get to shelter. The post suggests checking on nearby people during future drills rather than assuming a phone alert reached them.**
3	Compare the obstacles to receiving a warning in the diary and the message-board post. What does each speaker's example reveal?	**In the diary, distance from the church bell leaves some families unwarned, and the writer questions whether the town has treated everyone fairly. In the post, a dead phone battery causes one neighbor to miss an update, showing that a digital alert does not reach everyone.**
4	How does each text's form, a diary, a radio announcement, or a message-board post, shape the perspective it presents?	**The diary uses a personal memory to challenge a claim of fairness. The broadcast gives urgent instructions to a broad audience. The post tells a brief personal story and invites neighbors to change what they do during future drills.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

If our school announces a closure only through an app, some families may miss it. The diary's speaker shows that sending a signal does not mean everyone can receive it, especially when people are already overlooked. The radio announcement offers another model: ask those who hear the news to pass it along and help others act. Our school should send a text, post the notice on its website, and record a phone message. Staff could also call families who request direct contact. This plan makes the announcement easier to find without assuming every household uses the same tool.

Accept other evidence-based comparisons that distinguish the speakers' perspectives. For Part 3, look for a plan that responds to a limitation revealed by comparing at least two texts.