

Media Makes It Matter

See how digital media can connect an issue to an audience.

ELA.8.C.5.1 "Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline every digital media item and circle the words that explain how it makes the tree plan matter to the audience.

A Cooler Schoolyard Plan

- ① At Jefferson Middle School, students noticed that the blacktop felt much hotter than the grass during lunch. Their science club proposed more shade trees, but a written claim alone might seem distant to families. For a presentation, the club opened with a digital photograph of students standing beside the bare blacktop and a thermometer reading 118°F. The image gave viewers a real place and a number to consider. It connected the proposal to a space students use every day.
- ② Next, the club embedded an interactive map showing summer surface temperatures across the neighborhood. Users could tap their street, compare shaded and unshaded blocks, and see where heat was strongest. This tool mattered because heat is not spread evenly. A family living near a large parking lot could locate its own area instead of treating the issue as someone else's problem. The club also added a 20-second audio clip of a nurse explaining that extreme heat can cause dizziness and dehydration. Hearing a local health expert made the data feel connected to students' safety.
- ③ Finally, the presentation ended with a simple bar graph made from the club's lunchtime temperature measurements. The graph compared blacktop, grass, and the covered basketball court at the same time each day. It helped the audience see a pattern without reading a table of numbers. Together, the photograph, map, audio clip, and graph did different jobs. The media were not decorations. Each one supplied evidence or a human connection that made the tree plan relevant to people who would vote, volunteer, or use the cooler schoolyard.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which media choice first connects the tree proposal to a place students use every day? Explain how it creates that connection.

2 How does the interactive map make the heat issue relevant to individual families?

3 What does the nurse's audio clip add that the map and graph do not add?

4 Why is using the photograph, map, audio clip, and graph stronger than using the graph alone?

3 YOUR TURN _____ Your own words

Choose a school or community issue. Write a 3-4 sentence plan for a short presentation that includes a claim and two different digital media items. Name what each item would show or let the audience do, and explain how each one makes the issue relevant.

PART 1 • READ AND MARK

Underline every digital media item and circle the words that explain how it makes the tree plan matter to the audience. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which media choice first connects the tree proposal to a place students use every day? Explain how it creates that connection.	The digital photograph with the thermometer reading. It shows students beside the bare blacktop and gives viewers a concrete temperature at their school.
2	How does the interactive map make the heat issue relevant to individual families?	Families can tap their own street and locate nearby hot areas, so the issue does not seem like someone else's problem.
3	What does the nurse's audio clip add that the map and graph do not add?	It adds a local health expert's explanation of heat risks, connecting the data to students' safety.
4	Why is using the photograph, map, audio clip, and graph stronger than using the graph alone?	The media provide different kinds of support: a real place and temperature, personalized local information, health concerns, and a clear pattern in the data.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our presentation will argue that the cafeteria should add clearly labeled compost bins. A short video of students sorting lunch leftovers would show how much food waste comes from our own school, and an interactive chart would let viewers compare one week's trash and compost totals. The video makes the problem familiar, while the chart helps students see how their daily choices could reduce waste.

Accept responses that accurately identify the media and explain their stated audience connection. For Part 3, accept any reasonable issue, claim, and two distinct digital media choices with clear explanations of relevance.