

Designing a Difference

Analyze how connected texts guide different audiences.

10.P.AC.3.d “Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words that show who each text is meant for, circle visual or structural features, and number repeated or persuasive language choices. Use your marks to explain how design choices shape a reader's response.

A Campaign With Three Voices

- ① At Eastview High, the student Green Team planned a campaign to cut cafeteria waste before the spring picnic. Instead of making one long announcement, the team created three connected texts for different readers. A hallway poster uses a bold headline, a photo of overflowing trash bins, and the line, “Pack it. Eat it. Waste less.” A small chart beside the photo compares the school’s weekly trash bags in September and February. The poster directs students to scan a QR code for the picnic plan online.
- ② The school website's news brief opens with the heading “Waste Audit Finds a Pattern.” It reports that volunteers counted 214 unopened food items after three lunch periods, then explains that many were sealed snacks and fruit. A caption under a close-up image identifies the count as a snapshot, not a yearlong total. The brief includes a quotation from cafeteria manager Lena Ortiz: “If students choose portions they will finish, we can buy less food and throw away less.” Links at the bottom lead readers to the full audit and the district nutrition page.
- ③ Near the exit, a take-home action card addresses families and picnic volunteers. Its front has the subheading “One Picnic, Less Trash” and a checklist with three short choices: bring a reusable bottle, choose a portion you can finish, and sort leftovers at the labeled station. On the back, a simple map marks refill fountains, compost bins, and the picnic tables. The card ends with a detachable pledge strip that asks readers to write one waste-cutting action and return it at the event. Together, the three texts repeat the campaign's focus while offering different ways to respond.

2 ANSWER WITH EVIDENCE Use the passage

1 How could the poster's headline, image, chart, and QR code move students from noticing the issue to taking action?

2 How does the caption's phrase "a snapshot, not a yearlong total" change how a careful reader should interpret the number 214?

3 Why is the news brief a useful place for links to the full audit and the district nutrition page, rather than putting those links on the poster?

4 Explain how the action card's checklist, map, and pledge strip fit its audience and purpose.

3 YOUR TURN Your own words

Create a two-part multimodal campaign for a school issue other than cafeteria waste: a 45 to 60 word social-media post and a 45 to 60 word action card. Name your audience and a specific action, and include a headline, one visual or data cue in brackets, and a craft technique such as repetition, a question, or a contrast.

PART 1 • READ AND MARK

Underline words that show who each text is meant for, circle visual or structural features, and number repeated or persuasive language choices. Use your marks to explain how design choices shape a reader's response. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How could the poster's headline, image, chart, and QR code move students from noticing the issue to taking action?	The headline and image quickly catch attention, the chart makes the waste problem concrete, and the QR code gives students an immediate next step.
2	How does the caption's phrase "a snapshot, not a yearlong total" change how a careful reader should interpret the number 214?	It shows that 214 is limited to three lunch periods, so readers should not treat it as a total for the entire year.
3	Why is the news brief a useful place for links to the full audit and the district nutrition page, rather than putting those links on the poster?	The news brief can provide fuller background and source material for readers who want details, while the poster is designed for quick attention in a hallway.
4	Explain how the action card's checklist, map, and pledge strip fit its audience and purpose.	The checklist gives families and volunteers clear actions, the map helps them find locations at the picnic, and the pledge strip asks for a personal commitment.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Social-Media Post, for Eastview students: LIGHT UP THE WALK HOME [Photo: student wearing a reflective backpack tag] Can drivers see you after practice? Clip on a reflector before you leave campus. Bright gear, bright route, brighter choices. Pick up a free tag at the library desk today. Action Card, for Eastview students: BE SEEN AFTER SUNSET [Icon: white reflector] 1. Take a reflector from the library. 2. Clip it to your backpack before practice ends. 3. Show a friend where to get one. Small clip, safer trip. Return this card to the library for a route-lighting map.

Accept equivalent explanations that connect a genre, feature, or craft choice to a particular audience and purpose. For the open task, accept varied school issues if both genres, the required word ranges, and the stated multimodal and craft elements are present.