

Designing Public Action

Analyze how a campaign page combines modes to move an audience.

11.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 Circle two different genres or forms, box three text or visual features, and number the three main sections in the order a reader encounters them to track how the page builds toward action.

Night Route Now

- ① **NIGHT ROUTE NOW** [headline] At 7:12 p.m., the last Route 6 bus pulls away from the library stop. On the sidewalk, a student holds a backpack and checks a phone battery at 3 percent. “I can finish my shift, but I cannot always get home,” reads the large pull quote beside the image. Below it, a blue data card reports: 68 of 120 surveyed students said they had missed an after-school activity because they lacked a ride. A small source line identifies the April survey as conducted by the Student Transit Coalition.
- ② **WHAT THE CITY CAN DO** [subheading] The campaign changes pace with a brief proposal: extend Route 6 until 9:15 p.m. on weekdays for a six-month pilot. A simple timeline shows three stops, then an arrow to “home after work, practice, or tutoring.” Next to the timeline, a bar graph compares 68 students who missed activities with 52 who did not. The page does not claim that later buses solve every problem. Instead, a caption asks city leaders to test whether the pilot changes attendance and late pickups.
- ③ **YOUR VOICE, ON RECORD** [call to action] At the bottom, a detachable postcard begins, “To the Transit Board:” and provides two lines for a rider’s experience. A QR code, labeled “Read the full proposal and meeting agenda,” sits beside the postcard. The final block gives the board meeting date, May 14, and the address of City Hall, followed by a large button-shaped phrase: “Add Your Story by May 10.” The page uses navy headings, white space, and one yellow route line that links the photo, graph, timeline, and response card.

2 ANSWER WITH EVIDENCE Use the passage

1 Who is the campaign's primary decision-making audience? Identify two details that support your answer.

2 How does the order of the page's three sections shape a board member's experience as a reader? Use details from each section.

3 Which two choices on the page could make a cautious reader take the proposal more seriously? Explain what each choice contributes.

4 What would the campaign lose if the pull quote and photo were removed but the graph remained? Explain how those modes work differently.

3 YOUR TURN Your own words

Write a 100 to 130 word one-page campaign panel asking a school or community decision maker to make a specific change. Combine at least two genres or forms, include at least three labeled text or visual features in brackets, and use one craft technique, such as repetition, vivid detail, or a contrast, to influence your audience.

PART 1 • READ AND MARK

Circle two different genres or forms, box three text or visual features, and number the three main sections in the order a reader encounters them to track how the page builds toward action. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the campaign's primary decision-making audience? Identify two details that support your answer.	The primary audience is the Transit Board or city leaders. Supporting details include "To the Transit Board," the board meeting information, and the caption addressing city leaders.
2	How does the order of the page's three sections shape a board member's experience as a reader? Use details from each section.	It begins with a student's experience and survey data, moves to a specific pilot proposal with a graph and timeline, then ends with a postcard, QR code, and meeting details that invite participation.
3	Which two choices on the page could make a cautious reader take the proposal more seriously? Explain what each choice contributes.	The source line identifies who conducted the survey, allowing readers to consider its origin. The statement that the pilot will not solve every problem shows a limited, testable claim rather than an absolute promise.
4	What would the campaign lose if the pull quote and photo were removed but the graph remained? Explain how those modes work differently.	It would lose a concrete, personal view of the transportation problem. The graph shows how many surveyed students were affected, while the photo and quote make one student's situation easier to picture.

PART 3 • YOUR TURN (SAMPLE ANSWER)

REFILL, NOT LANDFILL [headline] To the School Board: Install two water-bottle filling stations in the science wing this fall. [Photo: a student refills a dented metal bottle.] "By lunch, the fountain line is longer than my break," says junior Amara Lee. DATA CARD: 84 of 110 science students surveyed carry reusable bottles, yet 61 reported buying bottled water at school last month. Source: Environmental Club survey, February 2026. Choose a pilot, measure bottle sales, and report the results in December. Scan the QR code for costs and locations. The board can fund a practical change before the next semester begins. Less waiting. Less plastic. More water. [Button: Vote for the pilot.]

Accept defensible analyses that identify a target audience, purpose, and the likely effects of specific genres, features, or craft choices using passage evidence. For the writing task, accept varied topics and layouts when the response meets the word count and integrates the required forms, labeled features, and persuasive craft.