

Design Under Pressure

Analyze how layout choices direct action in a public safety poster.

11.P.AC.3 “Text Design: Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle two design choices and underline the words that explain how each choice helps the poster’s audience or purpose. Number 1, 2, and 3 beside the elements a reader would most likely notice first, second, and third.

A Poster That Gets Students Moving

- ① At the top of Harbor High’s storm-drill poster, a dark blue band carries the words “SHELTER NOW” in large white type. A lightning-bolt icon sits beside the heading, so students scanning a crowded hallway can recognize the topic before reading every word. Under the heading, a one-sentence summary tells students that the drill begins at 10:15 a.m. and that teachers will direct classes to interior rooms. The poster avoids a long introduction because its purpose is immediate action, not a full explanation of severe-weather procedures for everyone.
- ② The middle section uses three numbered steps, each beginning with a verb: “Listen,” “Move,” and “Wait.” Numbers establish an order, while repeated short verbs reduce the reading load for people who may be anxious or hurried. Next to the steps, a simple floor map shades approved interior rooms in blue and marks stairwells with arrows. The map supports students who process locations faster through images than through room-number lists. It also helps substitute teachers, who may not know the building, make a quick route decision.
- ③ At the bottom, a yellow box says, “DO NOT USE ELEVATORS,” followed by a black-and-white QR code that links to the district’s complete safety plan. Yellow contrasts sharply with the blue sections, making the warning visible from several feet away. The QR code keeps detailed information available without crowding the poster’s main message. However, the designer does not rely on the code for the urgent steps, because a student might not have a phone or internet access. The poster’s hierarchy, from heading to steps to details, guides its audience toward the most important action first.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do the large white heading and lightning-bolt icon help the poster meet its purpose?

2 Why does the middle section use numbered steps and repeated short verbs?

3 Which audience members benefit especially from the floor map, and why?

4 Explain why the designer uses both a yellow warning box and a QR code, but does not depend on the code for urgent directions.

3 YOUR TURN _____ Your own words

Create a 60-80 word digital announcement inviting high school students to an after-school repair café. Use a clear heading, three bullet points, and one brief ALL-CAPS callout. After the announcement, write one sentence explaining how two design choices fit your audience and purpose.

PART 1 • READ AND MARK

Circle two design choices and underline the words that explain how each choice helps the poster's audience or purpose. Number 1, 2, and 3 beside the elements a reader would most likely notice first, second, and third. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do the large white heading and lightning-bolt icon help the poster meet its purpose?	They let students quickly recognize the storm-drill topic while scanning the hallway, supporting immediate action.
2	Why does the middle section use numbered steps and repeated short verbs?	The numbers show the order of actions, and the short repeated verbs reduce reading load for anxious or hurried readers.
3	Which audience members benefit especially from the floor map, and why?	Students who process locations visually and substitute teachers unfamiliar with the building benefit because the map shows rooms and routes quickly.
4	Explain why the designer uses both a yellow warning box and a QR code, but does not depend on the code for urgent directions.	The yellow box makes the elevator warning highly visible. The QR code provides detailed information without clutter, but students may not have phone or internet access during an urgent situation.

PART 3 • YOUR TURN (SAMPLE ANSWER)

FIX IT, DON'T TOSS IT • Bring a broken lamp, backpack, bike, or small appliance to Room 214 on Thursday from 3:30 to 5:00 p.m. • Student volunteers and local mechanics will help you troubleshoot, repair, and learn simple maintenance skills. • No experience is needed. Bring only items you can carry safely and sign in when you arrive. RESERVE A WORK SPACE AT LUNCH BEFORE WEDNESDAY. The heading and short bullets help busy students spot the event and its key details quickly.

Accept responses that accurately connect a specific design choice to the audience and purpose stated or implied in the passage. For Part 3, accept varied topics and wording when the announcement meets the format, word-count, and explanation requirements.