

Design That Moves

Analyze how a campaign page combines words, visuals, and action tools.

9.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 one visual or text feature, circle two craft choices that shape feeling or urgency, and number two ways readers can respond. Use your marks to notice how the page tries to influence readers.

Cooler Stops, Safer Walks

- ① **COOLER STOPS, SAFER WALKS** At 3:15 p.m., the sidewalk beside the Maple Avenue bus stop has no shade. In July, riders wait beside a metal bench that can become too hot to touch. [Photo: Two students standing under a small umbrella beside the stop.] “I arrive home tired before I start homework,” says ninth grader Amaya Ortiz. The River City Youth Council proposes a shade canopy, a water bottle refill station, and a posted bus map. The page’s bright orange heading sits above a blue button labeled “See the plan.”
- ② **DATA SNAPSHOT** On four clear afternoons last July, council members used an infrared thermometer to record surface temperatures at 3:15. The chart below compares the Maple bench with a nearby shaded bench. [Bar chart: Average readings, Maple bench, 132°F; shaded bench, 101°F.] Caption: Surface temperatures, not air temperatures, measured July 8, 15, 22, and 29. A bench’s surface can be far hotter than the day’s reported air temperature. The proposal estimates \$18,400 for one canopy and refill station. A small map marks the stop, the library, and the middle school within a six-block route.
- ③ **WHAT HAPPENS NEXT?** On September 12, the council will present the proposal at City Hall. Before then, residents can scan the QR code to complete a three-question survey or sign a digital pledge. [QR code: Tell us about your bus stop.] The site also offers a printable comment card for people who prefer paper. “A stop should help us get where we are going, not make the trip harder,” Ortiz writes in a closing message. Under her words, a countdown reads, “9 days until the hearing,” beside a button: “Share this page.”

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which group is this page chiefly trying to reach? Cite two details from the page that support your answer.

2 How do the photo and Ortiz's quotation work together to shape the reader's response to the proposal?

3 How do the chart, its caption, and the map make the proposal more convincing? Explain what each feature contributes.

4 How do the survey, pledge, comment card, countdown, and share button turn this page from information into a campaign? Use at least two features in your response.

3 YOUR TURN _____ Your own words

Create a 90- to 120-word campaign webpage for a school or community improvement. Name your audience and purpose, then combine a headline, a brief quote, a described visual with a caption, and two action options. Use a craft choice, such as a question, repetition, or urgent wording, to influence readers.

PART 1 • READ AND MARK

Underline one visual or text feature, circle two craft choices that shape feeling or urgency, and number two ways readers can respond. Use your marks to notice how the page tries to influence readers. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which group is this page chiefly trying to reach? Cite two details from the page that support your answer.	Local residents, especially people who use or are affected by the Maple Avenue bus route. Supporting details include the map of nearby places, the City Hall hearing, and response options for residents.
2	How do the photo and Ortiz's quotation work together to shape the reader's response to the proposal?	The photo makes the lack of shade visible, while Ortiz's first-person quote shows how the heat affects a student's daily life. Together, they make the problem feel immediate and personal.
3	How do the chart, its caption, and the map make the proposal more convincing? Explain what each feature contributes.	The chart supplies measured evidence of the temperature difference. The caption clarifies that the figures are surface temperatures and identifies the measurement dates. The map shows that the stop matters along a route near the library and middle school.
4	How do the survey, pledge, comment card, countdown, and share button turn this page from information into a campaign? Use at least two features in your response.	The survey, pledge, and comment card give readers ways to state support or share experiences. The countdown creates time pressure before the hearing, and the share button helps readers spread the campaign.

PART 3 • YOUR TURN (SAMPLE ANSWER)

LIGHT THE WALK TO PRACTICE Audience: Students and families who walk from Roosevelt High to the recreation center. Purpose: Persuade the city to install brighter crosswalks. "In winter, I cannot see the curb after practice," says sophomore Eli Chen. [Bar chart: 68% of 120 student survey respondents reported avoiding the route after dark.] Caption: Student survey, January 2026. Will we wait for an injury? Add your name to the crosswalk petition or scan the QR code to send the transportation office a message. Safer steps, safer streets, safer evenings. The petition will be delivered on February 10.

Accept reasonable audience and purpose claims when students support them with specific passage details. For the open task, look for a clear audience and purpose, multiple modes or features, at least two action options, and a deliberate craft choice that fits the campaign.