

Message With Purpose

Analyze how a campaign uses modes, audience awareness, and revision.

9.T.C.1.c “Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. (C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the audience, circle the two purposes, and number three features from different modes that help the team reach students.

Refill, Not Landfill

- ① At Monday’s advisory, the Green Team shared a three-minute presentation called “Refill, Not Landfill.” Its audience was ninth-grade students who often buy single-use drinks at lunch. The team had two purposes: to explain how refill stations reduce disposable bottle waste and to persuade students to carry reusable bottles. The opening slide used a bold title and a large black-and-white outline of a bottle beside a trash can. Under it, one short sentence read, “Refill your bottle. Keep plastic out of our bins.” The team chose short language because students would see the slide briefly.
- ② Next, a speaker explained that the school has refill stations near the cafeteria and gym. On a second slide, three simple icons showed a fountain, a bottle, and a check mark. Beside the icons, a bar graph compared the team’s one-week count of bottles in two lunchroom bins before and after a refill challenge. The speaker said the exact numbers aloud, then asked students to scan a QR code for station locations. A half-page handout repeated the locations in large print. These visual, spoken, and print features let listeners see evidence, hear directions, and keep useful information.
- ③ After the presentation, each team member used a checklist. They asked whether the title was readable from the back of the room, whether the graph had labels, and whether the QR code was optional for students without phones. They noticed that the first draft had tiny location text and a slogan that sounded scolding: “Stop wasting bottles.” They revised the handout with larger type and changed the slogan to “Choose a refill when you can.” The new wording invited action without blaming students. Their revision shows that self-evaluation can improve both accessibility and tone for a particular audience.

2 ANSWER WITH EVIDENCE Use the passage

1 Who is the campaign's target audience, and what are its two purposes?

2 Identify two different modes used in the presentation. Name one feature of each mode and explain how it helps the audience.

3 What two revisions did the team make after using its checklist? What audience need did each revision address?

4 Why did the team check whether the QR code was optional? What does this choice show about its audience awareness?

3 YOUR TURN Your own words

Create a black-and-white mini flyer for new ninth graders that informs them about one school resource and persuades them to use it. In the box, include a headline, a simple visual or symbol with a caption, and a two-sentence message. On the lines, name your audience and write one change you would make after checking whether the flyer is clear and accessible.

PART 1 • READ AND MARK

Underline the audience, circle the two purposes, and number three features from different modes that help the team reach students. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the campaign's target audience, and what are its two purposes?	The target audience is ninth-grade students who often buy single-use drinks at lunch. The purposes are to explain how refill stations reduce bottle waste and to persuade students to carry reusable bottles.
2	Identify two different modes used in the presentation. Name one feature of each mode and explain how it helps the audience.	Answers may identify the visual mode, such as the bottle outline, icons, or graph, which helps students see the message or evidence. They may identify the spoken mode, which gives directions, or the print handout, which lets students keep station locations.
3	What two revisions did the team make after using its checklist? What audience need did each revision address?	The team made the handout text larger to improve readability and accessibility. It changed the scolding slogan to a more inviting one to improve the tone for students.
4	Why did the team check whether the QR code was optional? What does this choice show about its audience awareness?	Some students may not have phones or be able to use a QR code. Making it optional shows that the team considered access needs and provided information in another form.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Headline: Find Your Study Space Visual: An open-book symbol. Caption: "A quiet place to read and plan." Message: "The school library is a place to read, research, and work. Visit when you need a calm space to focus." Audience: New ninth graders. Revision: I would add large-print directions to the library for students who do not know the building.

Accept equivalent descriptions of the modes and features when students connect each feature to a purpose or audience need. For the flyer, look for a specific audience, both an informative and persuasive purpose, at least two identifiable modes, and a reasonable self-evaluation revision.