Show the Evidence

How media choices shape a trustworthy claim

12.7.W "Students will create engaging multimodal content that intentionally enhances understanding of findings, reasoning, and evidence for diverse audiences."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the finding and the evidence that supports it. Circle two choices that help different audiences understand the message, and number two places that limit the claim.

A Refill Station Update

1. A short video for Harbor High families and students opens with a question in the narrator's voice: "What changed when a refill station opened beside our cafeteria?" The title card repeats "Fewer bottles in one lunch area," rather than promising an end to plastic waste. Over five school days before installation, a student team counted an average of 42 discarded single-use bottles per day in bins near the cafeteria. During five school days after installation, the same team counted an average of 27 per day, using the same bins and lunch period. The narrator says, "That is 15 fewer bottles per day in this location."

2. The next shot is planned as two simple bars labeled "Before: 42 per day" and "After: 27 per day." A text description beneath the video repeats both values for people who cannot see the bars, while captions carry every spoken word for people who cannot hear the narration. The narrator adds, "Counts in these bins fell by about 36 percent, but a short before-and-after count cannot prove the station caused the change." Attendance, weather, and where students throw bottles away could also matter. Keeping the bars on the same scale makes the difference visible without exaggerating it.

3. For students rushing between classes, the final screen offers a short invitation: "Refill if you can; place bottles in recycling bins when you cannot." For families who want to examine the claim, a printed handout gives the counting dates, location, and method in plain language. It also notes that the team did not count bottles in other parts of the school. The audio closes, "This count suggests a promising local change, not proof of a schoolwide decline." The presentation gives a quick takeaway and a route to details, so neither audience has to accept a stronger claim than the evidence supports.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the opening question and title card invite interest without claiming more than the count shows?

2. Why does the video plan include both a text description of the bars and captions of the narration?

3. Which counts support the narrator's “15 fewer” statement, and what makes those counts more useful to compare?

4. A viewer wants to know whether the station caused a schoolwide decline. Which spoken claim and which handout detail help prevent that conclusion?

3 YOUR TURN

Your own words

Your student council timed the line at a campus food pantry on one Tuesday before a new sign and one Tuesday after: 18 minutes versus 11 minutes from arrival to checkout. Draft a 70 to 100 word script for a 45-second update to students and families that uses both figures, explains a limit of the evidence, and specifies a visual or sound choice plus a way to make the message accessible.

ANSWER KEY

Show the Evidence

GRADE 12 · 12.7.W

PART 1 · READ AND MARK

Underline the finding and the evidence that supports it. Circle two choices that help different audiences understand the message, and number two places that limit the claim. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the opening question and title card invite interest without claiming more than the count shows?	**The question invites viewers to consider a change. The title limits the finding to fewer bottles in one lunch area, not an end to plastic waste.**
2	Why does the video plan include both a text description of the bars and captions of the narration?	**The text description gives the values to people who cannot see the bars. Captions give the spoken message to people who cannot hear it.**
3	Which counts support the narrator's "15 fewer" statement, and what makes those counts more useful to compare?	**The averages are 42 before and 27 after, a difference of 15. The team used the same bins and lunch period.**
4	A viewer wants to know whether the station caused a schoolwide decline. Which spoken claim and which handout detail help prevent that conclusion?	**The closing audio says the count is not proof of a schoolwide decline. The handout notes that bottles in other parts of the school were not counted.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Spoken: "How long does a visit to the campus food pantry take? On one Tuesday before the new sign, we timed 18 minutes from arrival to checkout. On one Tuesday after it, we timed 11 minutes. That is seven minutes less, but two days cannot tell us whether the sign caused the change. The number of visitors may have differed." On-screen words display both times in large type. Captions repeat the spoken message so families and students can follow it without sound.

Accept equivalent explanations grounded in the passage. For Part 3, look for accurate use of both times, a cautious inference, an intentional media choice, and an accessibility feature.