Show the Way

Study how a video guides its audience with words, sound, and images.

8.7.W "Students will create engaging multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that intentionally addresses an audience and accomplishes a purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two directions that tell new students what to do. Circle two camera, sound, or gesture cues that make those directions easier to follow.

A Quieter Place to Eat

1. Scene 1 of a video for incoming sixth graders opens at Harbor Middle School's crowded cafeteria doors. A student actor holds a lunch tray and stops beside signs marked "Cafeteria" and "Quiet Lunch Room." The camera moves close to the second sign as a soft chime sounds. Large words appear on-screen: "Need a quieter lunch?" The narrator says, "If the cafeteria feels too loud, you have another place to eat." The actor points toward the hallway, but the video waits before showing where to go.

2. Scene 2 follows the actor down the hallway. The camera pauses at a blue door beside the library, so viewers can see the words "Quiet Lunch Room" at eye level. An arrow appears on-screen, pointing toward the door. The narrator says, "From the cafeteria, walk past the library entrance. The quiet lunch room is the next door on your right." The same directions appear as captions at the bottom of the screen. The chime sounds again when the actor reaches the door.

3. Scene 3 moves inside. A staff member greets the actor, who sits at a table and lowers their voice. The narrator says, "Bring your lunch, choose a seat, and use a quiet voice so everyone can take a break." Three short captions appear one at a time: "Bring lunch." "Choose a seat." "Keep voices low." The final screen holds the words "Quiet Lunch Room, beside the library" for five seconds. The music fades, leaving enough silence for viewers to read the location before the video ends.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is this video for? How does the opening help that audience recognize a reason to watch?

2. How do the narrator's words and the camera shot in Scene 2 work together to help viewers find the room?

3. Why does Scene 2 show captions that repeat the spoken directions?

4. How do the actor's actions and the short captions in Scene 3 work together to show how to use the room?

3 YOUR TURN

Your own words

Create a 60 to 90 word script for a short school video about a place or routine other than the quiet lunch room. Name your audience and purpose, and include spoken words, an on-screen caption, and two camera, sound, or gesture cues that help viewers take action.

ANSWER KEY

Show the Way

GRADE 8 · 8.7.W

PART 1 · READ AND MARK

Underline two directions that tell new students what to do. Circle two camera, sound, or gesture cues that make those directions easier to follow. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is this video for? How does the opening help that audience recognize a reason to watch?	**It is for incoming sixth graders. The crowded cafeteria and "Need a quieter lunch?" introduce a problem they might face.**
2	How do the narrator's words and the camera shot in Scene 2 work together to help viewers find the room?	**The narrator gives the route from the cafeteria, while the camera shows the labeled door beside the library.**
3	Why does Scene 2 show captions that repeat the spoken directions?	**Viewers can follow the route even if they cannot hear the narrator or are watching in a noisy place.**
4	How do the actor's actions and the short captions in Scene 3 work together to show how to use the room?	**The actor sits and lowers their voice, while the captions tell viewers to bring lunch, choose a seat, and keep voices low.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience: new students. Purpose: help them return library books. [Camera: A student stops at the library entrance, holding a book.] Narrator: "Finished your book? Return it without waiting in line." [Camera: Move close to the slot labeled Book Return, beside the library doors.] On-screen caption: "Book Return, beside the doors." [Gesture: The student slides the book into the slot.] Narrator: "Place the book in the slot, then head to class."

Accept any two underlined directions and two circled production cues that support them. For Part 3, check that the 60 to 90 word script names an audience and purpose and uses the required modes to help that audience act.