Make It Matter

Study how a video script reaches a specific audience.

9.7.W "Students will create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words meant to be spoken, circle words meant to appear on screen, and number the camera and sound cues. Use your marks to notice how the parts work together for ninth-grade viewers.

A Button, a Lunch Break

1. Shot 1: A student holds up a jacket with one button hanging by a thread. The camera moves close enough to show the loose stitch. Sound: a lunch bell rings. Speaker: "Ever had a button give up right before the rest of your day begins?" On-screen words: **LOOSE BUTTON?** The student looks at the button, then at a clock, and shrugs. Speaker: "You do not have to leave it that way." The camera cuts before anyone starts sewing, leaving the problem in view for one more beat.

2. Shot 2: At a table, one student steadies a button while another guides a needle through the fabric. The camera stays on their hands rather than their faces. Speaker: "At Fix-It Lunch, students can help you sew a button back on. Bring one item that needs a simple stitch." On-screen words: **NO SEWING SKILLS NEEDED**. A second student sets a spare button beside a small pile of thread. Speaker: "There is no sign-up, and supplies are free." Sound: the bell fades beneath the voices at the table.

3. Shot 3: The student from the first shot puts on the jacket and fastens its button. The camera pulls back to show other students working around the table. On-screen words: **THURSDAY AT LUNCH · ROOM 104**. Speaker: "Have a loose button? Stop by Room 104 this Thursday at lunch. You can watch, ask for help, or try a stitch yourself." Sound: scissors make a quick snip, followed by voices talking. The final shot holds on the room number as the student walks out with the jacket fastened.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two cues, one sound and one on-screen, help a ninth-grade viewer connect this event to the school day? Explain how they work together.

2. How do the close-up in Shot 1 and the on-screen question work together to make a viewer care about the problem?

3. A student watches the video with the sound off. What useful fact would that student miss, and what change would make the fact available?

4. If the video had to end after Shot 2, what action would viewers be unable to take from the information given? Explain which missing cue matters most.

3 YOUR TURN

Your own words

Write a 75 to 100 word script for a short video inviting ninth-grade students to a different school event you invent. Include spoken words, at least two on-screen text cues, a camera cue, a sound cue, and a clear action viewers can take, with a time and place.

ANSWER KEY

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GRADE 9 · 9.7.W

PART 1 · READ AND MARK

Underline words meant to be spoken, circle words meant to appear on screen, and number the camera and sound cues. Use your marks to notice how the parts work together for ninth-grade viewers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two cues, one sound and one on-screen, help a ninth-grade viewer connect this event to the school day? Explain how they work together.	**The lunch bell and "THURSDAY AT LUNCH · ROOM 104" connect the event to a familiar part of the school day and tell viewers when and where to go.**
2	How do the close-up in Shot 1 and the on-screen question work together to make a viewer care about the problem?	**The close-up makes the loose stitch easy to notice, while "LOOSE BUTTON?" asks viewers to connect that problem to an item of their own.**
3	A student watches the video with the sound off. What useful fact would that student miss, and what change would make the fact available?	**The student would miss that no sign-up is needed, which is said only by the speaker. Adding those words on screen would make the fact available without sound.**
4	If the video had to end after Shot 2, what action would viewers be unable to take from the information given? Explain which missing cue matters most.	**Viewers could not go to Fix-It Lunch because they would not know when or where it meets. The on-screen day, time, and room in Shot 3 provide that information.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Camera: A hand sets a favorite book on a table beside two others. Sound: pages turn. Speaker: "Finished a book you loved? Let someone else discover it." On-screen words: **TEEN BOOK SWAP**. Camera: Two students exchange books and read the back covers. Speaker: "Bring one book you are ready to share. Take home a different one." On-screen words: **FRIDAY AT LUNCH · LIBRARY**. Sound: a chair slides toward the table. Speaker: "Come to the library this Friday at lunch, even if you just want to browse."

Accept answers that cite the written script and explain how a choice serves ninth-grade viewers or helps them attend. For the open task, check that each required cue is present and that the invented event is distinct from Fix-It Lunch.