

Message Lens

Track how media choices shape meaning.

10.C.4.C "Examine and analyze how media messages are constructed based on varying opinions, values, and viewpoints."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

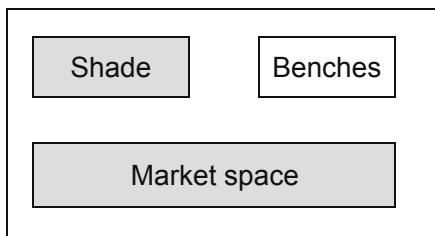
YOUR JOB All background facts and media A-C below are classroom simulations. Underline a headline or phrase that frames the plaza, circle a printed visual feature, and label each message with a value it emphasizes. Identify omissions by comparing with the background; there is no video to watch.

One Plan, Three Messages

- ① **SCENARIO FACTS.** Harbor City proposes turning two downtown blocks into a shaded plaza with benches and market space. This would remove 86 parking spaces. A loading zone is proposed on the next street, but delivery walking distances have not been measured. In a fictional survey of 200 downtown visitors, 120 arrived on foot, by bus or by bicycle; 80 arrived by car. The council has not voted. The survey represents those respondents, not every resident.
- ② **THREE MESSAGES.** A is a Harbor Daily web editorial favoring the plaza. B is a Harbor Drivers Association print flyer opposing it. C is a Harbor Public Radio website information card encouraging public comment. These are complete printed mockups, with schematic drawings and a real chart of the supplied fictional data. Compare their different headlines, visual emphasis, selected facts and invitations to act. No photographs, audio or online links are required to answer.
- ③ **READ AS A MEDIA ANALYST.** Study what occupies the most space in each panel, which words stand out and which facts receive attention. Compare those choices with the scenario, then infer a viewpoint using specific evidence. Separate an established scenario fact from an opinion, such as whether the plan is fair. No message presents every possible experience. Consider how drivers, shoppers, delivery workers and people arriving without cars might respond differently; do not assume that a publication speaks for everyone in its intended audience.

A · Harbor Daily · web editorial

Make room for people.

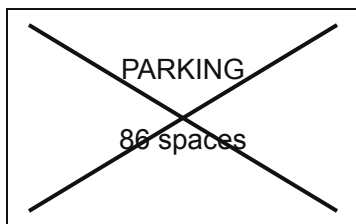


A plaza with shade, benches and markets would make downtown more welcoming. Support the plan and give neighbors a place to gather.

Proposed plaza: a schematic showing selected features, not an existing park.

B · Harbor Drivers Association · print flyer

86 spaces gone. Who pays?



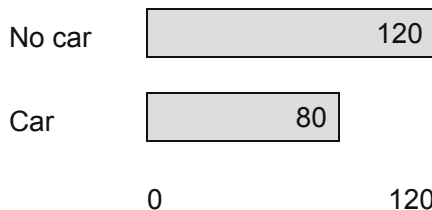
Customers and delivery workers need nearby access. Do not trade convenient parking for a plaza. Ask the council to reject this plan.

Proposed parking removal emphasized. Current spaces would become plaza space.

C · Harbor Public Radio · website information card

Check access. Add your voice.

How 200 visitors arrived



Of 200 visitors surveyed, 120 arrived without cars. The plan removes 86 spaces and adds a loading zone next street. Delivery distances remain unmeasured. No vote yet: tell the council what access you need.

Visitor survey (fictional): counts out of 200. Not a survey of all residents.

2 ANSWER WITH EVIDENCE _____ Use the media and background

- 1** Compare the visual construction and headline in A with those in B. What different values and viewpoints do those choices emphasize?

- 2** Name one fact B leaves out and explain how including it could change a reader's view without automatically disproving B's concern.

- 3** What values does C emphasize? Cite one feature of its actual chart and one choice in its wording that construct that perspective.

- 4** Which is more useful to check the claim that most surveyed visitors arrived without cars, A or C? Use printed evidence, and explain why the claim cannot describe every resident.

3 YOUR TURN

Your own words

Create two actual mini-posters in the boxes about the same plaza proposal. Target one to a visitor arriving without a car and the other to a delivery worker. Give them different viewpoints. Each needs a headline, a drawn visual and a short caption using a background fact. Do not invent survey findings. Below, write two sentences explaining how the different choices emphasize values and guide each audience.

Message 1: headline + actual visual + caption

Message 2: headline + actual visual + caption

PART 1 • READ AND MARK

All background facts and media A-C below are classroom simulations. Underline a headline or phrase that frames the plaza, circle a printed visual feature, and label each message with a value it emphasizes. Identify omissions by comparing with the background; there is no video to watch. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Compare the visual construction and headline in A with those in B. What different values and viewpoints do those choices emphasize?	A labels shade, benches and market space and says 'Make room for people,' valuing gathering. B crosses out parking and foregrounds 86 lost spaces, valuing nearby vehicle access and opposing the change.
2	Name one fact B leaves out and explain how including it could change a reader's view without automatically disproving B's concern.	B omits the proposed loading zone next street. Including it may make delivery access seem less threatened, but unknown walking distances mean it does not settle delivery workers' concerns.
3	What values does C emphasize? Cite one feature of its actual chart and one choice in its wording that construct that perspective.	C values evidence and participation. Its chart shows both 120 non-car and 80 car arrivals. It names unmeasured delivery distances and invites needed access information, making uncertainty and public input visible.
4	Which is more useful to check the claim that most surveyed visitors arrived without cars, A or C? Use printed evidence, and explain why the claim cannot describe every resident.	C supplies 120 of 200, or 60%, and shows both categories. A gives no travel counts. This is a visitor sample; it cannot establish every resident's travel pattern.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Poster 1: 'A place to pause.' Draw and label benches beneath shade; caption: 'Two blocks proposed for a plaza.' Poster 2: 'How far must deliveries travel?' Draw a loading zone on the next street and a dotted route toward shops; caption: 'Measure delivery distance before voting.' Explanation: The first centers comfort and shared space for a visitor without a car. The second centers workers' access and uncertainty, asking for evidence before approval rather than claiming that deliveries will fail.

Part 1 accepts markings tied to actual panel details. Judge the two completed student posters, including each drawn visual, fact and audience-specific construction. Accept varied positions when they use the scenario accurately and explain values. A's 'room for people' framing may imply that drivers are less central; B's loss framing need not deny pedestrian benefits. C also constructs a viewpoint by prioritizing evidence, uncertainty and participation; it is not value-free. All material is original simulation, including the 200-person survey; no unavailable video, photograph, live proposal or audio is needed.