

Messages in Motion

Compare how competing publications shape a local transit debate.

10.C.4 "Examining Media Messages Analyze the viewpoint of print and digital publications (e.g., advertisements, editorials, blogs, and websites). Analyze, compare, and contrast visual and verbal media messages for content (e.g...."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

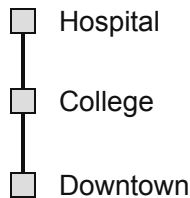
YOUR JOB The background and media A-C are classroom simulations, not real publications or poll findings. Underline each panel's main claim, circle a visual detail, and mark a statement that conflicts with or leaves out a background fact. Use the actual panels as evidence.

The Riverton Transit Vote

- ① **SCENARIO FACTS.** Riverton proposes a bus route joining the hospital, college and downtown, with buses every ten minutes at peak times. The current peak interval is twenty minutes. Funding would be a half-cent sales tax lasting twelve years. The route does not run on Main Street. Business owners' stated objection is that losing curbside parking near the route may make deliveries harder; they have not claimed that every business would close. These facts are fixed for this invented scenario.
- ② **PUBLICATIONS.** Panel A is a city Transit Department web notice seeking approval. Panel B is a paid mail advertisement from a business association seeking a no vote. Its empty storefront is an imagined outcome, not a photograph or documented closure. Panel C is a student newspaper editorial supporting the route. Compare what each publisher shows, says, leaves out or exaggerates. A published assertion is not automatically an established fact; check it against paragraph 1.
- ③ **SIMULATED OPINION DATA.** Before these messages circulated, 38% of 200 randomly sampled Riverton adults called traffic their top local concern. One week later, 54% of a different random sample of 200 adults did so. During that week, roadwork also caused delays. The polls did not ask who saw the messages. Use this invented evidence to discuss possible influence and alternative causes, not to claim a real-world trend or prove that coverage caused the change.

A · Transit Department · web notice

Connect our city. Vote YES.

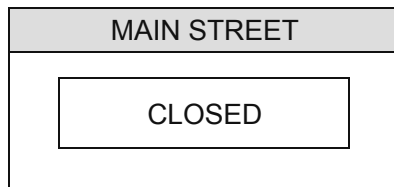


Reach care, classes and downtown on one route. Peak buses every 10 minutes. A half-cent sales tax for 12 years funds the plan.

Proposed stops shown at left. Schematic route, not to scale.

B · Riverton Business Association · paid mail ad

Save Main Street. Vote NO.



An imagined outcome

A permanent burden! Only fools trust the planners. Forget bus details: our football team needs new uniforms. Protect local shops from this tax.

Paid for by the business association. Imagined Main Street storefront.

C · Riverton Student Voice · editorial

Less waiting. More learning.

Peak bus interval (minutes)

Now



Plan



0

20

Critics say every shop will close. That is absurd, so their case collapses. Vote YES to spend less time at the stop. Students need reliable access to classes.

Peak interval between buses, in minutes. Proposal figures, not measured outcomes.

2 ANSWER WITH EVIDENCE _____ Use the media and background

- 1** Compare A and B: cite one visual and one verbal choice from each. Explain its viewpoint and social, political or commercial motive; identify one misleading B claim using the background.

- 2** Find an ad hominem and a red herring in B, and a strawman in C. Explain each using the actual words and the business owners' stated objection.

- 3** Which panel may be most effective for a college commuter, and which for a shop owner concerned about deliveries? Cite a visual detail and selected or omitted information; explain why likely appeal is not proof of actual impact.

- 4** Describe the simulated opinion change and one possible media influence. Give two reasons the data do not establish that coverage caused the change, and name useful further evidence.

3 YOUR TURN

Your own words

Create two actual mini-posters in the boxes for an invented school proposal: move the start from 8:00 to 8:30 and the end from 3:00 to 3:30. Make one support and one oppose the whole proposal; each may emphasize a different consequence. Each needs a headline, a drawn visual and a short caption using a supplied time. Do not invent research findings. Below, write two sentences comparing each poster's viewpoint, motive and likely audience effect; distinguish intended influence from a measured effect.

Message 1: headline + actual visual + caption

Message 2: headline + actual visual + caption

PART 1 • READ AND MARK

The background and media A-C are classroom simulations, not real publications or poll findings. Underline each panel's main claim, circle a visual detail, and mark a statement that conflicts with or leaves out a background fact. Use the actual panels as evidence. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Compare A and B: cite one visual and one verbal choice from each. Explain its viewpoint and social, political or commercial motive; identify one misleading B claim using the background.	A's linked hospital/college/downtown stops and 'Connect' promote access and approval. B's CLOSED shop and 'Save' appeal to commercial fears. 'Permanent' contradicts twelve years; Main Street is off-route.
2	Find an ad hominem and a red herring in B, and a strawman in C. Explain each using the actual words and the business owners' stated objection.	'Only fools' attacks people rather than the plan. Football uniforms divert from transit merits. C substitutes 'every shop will close' for the delivery/parking objection, then rejects that exaggerated position.
3	Which panel may be most effective for a college commuter, and which for a shop owner concerned about deliveries? Cite a visual detail and selected or omitted information; explain why likely appeal is not proof of actual impact.	A's college stop or C's interval bars may appeal to commuters. B's CLOSED storefront targets shop owners' fears, but omits the tax limit and off-route Main Street. Plausible audience response is not measured persuasion.
4	Describe the simulated opinion change and one possible media influence. Give two reasons the data do not establish that coverage caused the change, and name useful further evidence.	Concern rose from 38% to 54%, a 16-percentage-point change. Coverage could focus attention, but roadwork and unknown message exposure prevent causal attribution. Exposure and comparison-group evidence would help.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Poster 1: 'A later morning.' Draw an 8:00-to-8:30 clock pair; caption: 'Vote YES: begin at 8:30 instead of 8:00.' Poster 2: 'Keep afternoons open.' Draw a 3:00-to-3:30 clock pair; caption: 'Vote NO: keep the 3:00 end instead of moving to 3:30.' Explanation: The first values a later morning and aims to attract students who dislike an early start. The second values afternoon time and may appeal to activity participants; neither poster proves an actual change in opinion.

Assess the actual drawn posters and written analysis, not a description of a future design. Accept reasoned interpretations and differing audience judgments supported by precise panel evidence. All publications, poll values and places are original classroom simulations. The bar chart compares service intervals, not observed student learning; C's headline suggests a benefit it has not measured. No external sources or devices are needed. Accept alternate explanations for poll changes, including sampling variation. Read and Mark: underline claims, circle printed map/store/chart features, and flag B's tax wording or C's distorted opposition.