

From Screen to Share

Create, publish and test two digital formats for real class readers.

ELA.12.C.5.2 "Create, publish, and share multimedia texts through a variety of digital formats."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In Sources A and B, underline the facts a visitor needs and circle information that belongs in a visual. Use these supplied classroom materials when creating the digital products.

Publish an Exhibit Guide

- ① This classroom simulation concerns a fictional school archive open house on October 16, from 3:00 to 4:00 p.m. Entry is free. Families enter through the main hall; Room A contains photographs and Room B hosts demonstrations. Sources A and B below are original material made for this worksheet. Their locations and times are invented, not real event information.
- ② Your audience is families visiting this fictional event. A webpage can combine a concise invitation, a recreated map and a video. A separate captioned video can introduce the route and one demonstration. Both formats need the date, hours and classroom-simulation label. A map needs a written equivalent; spoken video information needs accurate captions and a transcript.
- ③ Creating files is only the first step. Publishing makes the finished webpage and video available in the approved class space. Sharing directs actual classmates to them. A recipient must open both published versions, check facts and access features, then report a specific success or problem. Revise from that feedback and verify the updated versions; a plan or screenshot alone does not establish completion.

A · Classroom simulation · visitor map

Two rooms, one main hall

Room A

Room B

Main hall

Enter the main hall. Room A, on the left, displays archive photographs. Room B, on the right, hosts demonstrations. October 16, 3:00–4:00 p.m.; entry is free. The schematic shows connections only, not distances.

Source A: Original fictional event facts and schematic, this worksheet.

B · Classroom simulation · demonstration schedule

Choose a demonstration

3:15 p.m.
Photo scanning

3:40 p.m.
Caption writing

Room B has a 3:15 p.m. photo-scanning demonstration and a 3:40 p.m. caption-writing demonstration. Each lasts 10 minutes. Visitors may look at photographs in Room A throughout the 3:00–4:00 p.m. open house.

Source B: Original fictional schedule, this worksheet; times are start times.

2

ANSWER WITH EVIDENCE

Use the media and background

1

Which details should both digital formats include so families receive the same essential information?

2

How can the map and a written equivalent communicate the same route in different ways?

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3 Why does saving an MP4 on your own device not complete publication and sharing?

4 What evidence would show that an accessibility or factual problem was actually repaired?

3 YOUR TURN _____ Your own words

You need a partner, devices, a teacher-approved webpage editor, a video tool with voice recording/captions, and a class publishing space that accepts webpages and video files or links. Allow two class sessions. Use your own recreated graphics and narration; no outside media are needed.

With a partner, create a webpage and a separate 30–45-second captioned video inviting families to the fictional exhibit. Publish both in the approved class space and share them with classmates acting as family visitors. Use the supplied facts, not invented event details. Complete all four stages and submit the actual products and access records.

1. Create both formats

Build a webpage with an invitation, a recreated Source A map, a written map equivalent and space for the video link. Create a separate 30–45-second MP4 video using the map, spoken narration and accurate captions. Mention at least one demonstration from B. Put date, hours and classroom-simulation label in both. Both partners contribute to production.

Record webpage/video titles and each partner's completed contribution.

2. Check content and access features

Compare every event detail with A-B. Add a transcript beside the video on the webpage and meaningful alt text to the map. Check captions against narration, readable type and contrast, and the page on a narrow screen. Open the exported MP4 and inspect its beginning, middle and end; fix any missing captions or cut-off content.

Record one factual check and one actual caption, map or export check.

3. Publish and share

Publish the webpage and upload the captioned MP4 in the teacher-approved class space. Link the uploaded video from the webpage. Send the page and video links to another pair acting as family visitors. That pair must open both as recipients, play the video and locate a demonstration time without your editing access.

Record actual published locations, sharing date and recipient initials confirming both opened.

4. Use feedback and verify

Ask the recipient pair what helped them find information and what was unclear or hard to access. Record their specific feedback, make at least one justified improvement, and update the published versions. Have them reopen the affected version to check the change. Submit links, MP4, transcript and these records for teacher inspection.

Record the feedback, completed revision and result of the recipient's second check.

PART 1 • READ AND MARK

In Sources A and B, underline the facts a visitor needs and circle information that belongs in a visual. Use these supplied classroom materials when creating the digital products. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which details should both digital formats include so families receive the same essential information?	October 16, 3:00-4:00 p.m., free entry, the main hall entrance, and the classroom-simulation label. Any demonstration mentioned must use the supplied start time and room.
2	How can the map and a written equivalent communicate the same route in different ways?	The map visually connects the main hall with Rooms A and B. Text can state that visitors enter the hall, with photographs in A on the left and demonstrations in B on the right.
3	Why does saving an MP4 on your own device not complete publication and sharing?	The intended readers cannot necessarily access a local file. The video must be uploaded to the class space with working access, and recipients must be directed to it.
4	What evidence would show that an accessibility or factual problem was actually repaired?	A specific recipient report, an identified change, the updated published version and a second recipient check demonstrate repair. A promise to revise does not.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative completed-work record: “Archive Open House” is a class webpage with a recreated map, written route, transcript and linked 36-second captioned MP4. Maya built the page; Luis recorded and captioned the video, and each checked the other’s work. Both versions label the event fictional and give October 16, 3:00–4:00 p.m. Another pair opened both published links and found the 3:40 demonstration. They reported that the video captions covered the room label. The team moved the captions, replaced the uploaded video and confirmed the label was visible on a second playback. Actual submitted files and recipient records establish completion.

Inspect both actual digital products, publication locations and recipient access, not merely written records. Require factual consistency with A–B, an actual recreated map, written equivalent/alt text, spoken narration with matching captions and transcript, working video link, contributions from both partners, specific feedback, a completed revision and recheck. Publishing may be restricted to the class audience; a public internet account is unnecessary. All event facts and graphics are original classroom simulations. The illustrative record is not proof that students completed the work. If equipment or publishing access is unavailable, arrange a supported session; a plan alone does not fulfill this creation/publication/sharing standard.