

Who Wants What?

Analyze media purposes and evaluate the motives behind their presentation.

CCSS.ELA-Literacy.SL.8.2 "Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation."

NAME _____

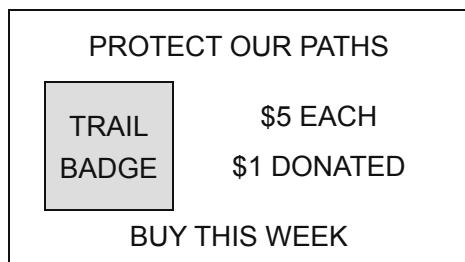
DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the setup and inspect A-B. Complete listening step 1 before answering the questions. Your teacher supplies the spoken source from the key; it is not printed on the student pages.

Three Messages About a River Path

- ① The following messages belong to an invented town. Harbor Outfitters is a shop that sells trail badges. River Path Group organizes volunteer cleanups and recruits helpers. Jordan Vale is running for town council. The poster and chart are printed in A-B; the teacher will deliver Vale's speech as Source C.
- ② A creator's purpose is what a particular message aims to do, such as sell, inform or persuade. A motive is a reason the creator may want that result. One message can have several motives. Use wording, design, numbers and creator context as evidence; distinguish a reasonable inference from something the source proves.
- ③ The cleanup totals are genuine within this fictional scenario, but the number of volunteers and hours worked are not supplied. The speech is a candidate's claim, not an independent investigation. Evaluate how each presentation directs attention and what additional evidence would test its claims.

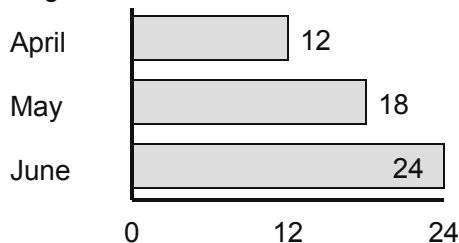
A • Harbor Outfitters: shop-window advertisement**Buy a badge. Back the path.**

Trail badges cost \$5. For every badge sold, Harbor Outfitters gives \$1 to River Path Group. The remaining \$4 goes to the shop before its costs. Buy yours at the shop this week.

Source A. The shop created this ad; sales totals and costs are not supplied.

B • River Path Group: volunteer-recruitment post**Help us keep the progress going**

Bags collected



Bags of litter collected at three separate cleanup events are shown. Join our next cleanup. More bags were collected in each later event; the graph does not report how much litter remained.

Source B. Equal-sized bags counted once per event; volunteer numbers and hours unavailable.

2 ANSWER WITH EVIDENCE

Use the media and background

- 1** Analyze A's purpose. How do its large wording and purchase details support it? Evaluate two plausible motives using creator context.

- 2** What does B's graph establish? How do the headline and request use the numbers? Evaluate the organizer's likely motive.

- 3** Analyze C's purpose and likely motive. Cite a spoken phrase and evaluate one claim needing independent evidence.

- 4** Compare how two formats direct attention toward their creators' goals. Cite a feature of each. Which inference is strongest, and why?

3 YOUR TURN _____ Your own words

Required: a teacher with the key, a partner and one student copy each. Keep A-B visible. The teacher reads the complete speech twice, including its stated speaker. Supply captions or the script for access when needed.

Listen to C before answering questions 1-4. Then compare your analysis with a partner and give a final evaluation grounded in the actual presentations. Label claims, inferences and unknowns carefully.

1. Hear the third message

Listen to both readings of C. Notice a repeated phrase or request and how it focuses attention. After the second reading, answer questions 1-4.

Record one exact phrase or accurate paraphrase and its effect.

2. Compare interpretations

Take turns explaining each source's purpose and a likely motive. Each student addresses A, B and C. Your partner identifies a supporting detail or challenges a leap beyond the evidence.

Record one actual challenge and the source it concerns.

3. Test a claim

Choose one claim that needs checking. Explain what record, comparison or independent source would help test it. Do not invent research results. Respond to your partner's question about the proposed check.

Record the claim and the evidence you would seek.

4. Deliver an evaluation

Each student gives a brief oral evaluation comparing two media formats and creators' motives. Cite features, distinguish inference from proof, and explain one uncertainty. Your partner checks the cited details against A-B or the heard C.

Record a correction or justified confirmation and listener initials.

PART 1 • READ AND MARK

Read the setup and inspect A-B. Complete listening step 1 before answering the questions. Your teacher supplies the spoken source from the key; it is not printed on the student pages. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Analyze A's purpose. How do its large wording and purchase details support it? Evaluate two plausible motives using creator context.	The protection slogan links a cause to a sales request. The shop receives revenue, supporting a commercial motive; the \$1 pledge supports a possible social motive. Neither motive's priority is proven. The remaining \$4 is not necessarily profit.
2	What does B's graph establish? How do the headline and request use the numbers? Evaluate the organizer's likely motive.	Counts rise 12, 18, 24 over three events. The progress framing encourages volunteers, consistent with a social cleanup motive. It does not prove less litter remains or greater efficiency; remaining litter, hours and volunteer numbers are unknown.
3	Analyze C's purpose and likely motive. Cite a spoken phrase and evaluate one claim needing independent evidence.	"Vote for me" supports an electoral purpose and political motive. Promising path action may also express social concern. Records are needed to test whether the council ignored requests; a promise alone does not establish future improvement.
4	Compare how two formats direct attention toward their creators' goals. Cite a feature of each. Which inference is strongest, and why?	Compare A's protection slogan/price design, B's rising bars/progress wording, or C's repeated promises/vote request. Explicit buy, join and vote requests strongly support purpose. Inferences about hidden priorities or future outcomes are less certain. Accept supported alternatives.

PART 3 · YOUR TURN (SAMPLE ANSWER)

SOURCE C: TEACHER READ-ALoud SCRIPT. Identify the speaker as council candidate Jordan Vale, then read the full quotation twice: "Our river path deserves attention. The current council has ignored residents' requests for better litter collection. I will make the path a priority. I will propose monthly cleanups and ask the council to review bin locations. Vote for me, Jordan Vale, for a cleaner river path. Together we can turn concern into action."

Illustrative evaluation: The shop's bold protection slogan joins a social cause to a sales request, and the \$1 pledge supports a possible social motive as well as a commercial one. Vale's repeated "I will" and direct vote request promote a political goal. Both promise a benefit, but neither message establishes the promised outcome. I am confident about the stated purchase and vote purposes. I would need the council's request records to test Vale's claim that residents were ignored. My partner noted that the shop's remaining \$4 is revenue before costs, so I corrected my earlier claim that it was all profit.

Before students answer, read the full Source C twice with natural emphasis on the repeated "I will"; pause for notes. Do not add a factual endorsement or invent an accent. Observe each student analyzing all three sources and comparing actual presentation features. Accept more than one warranted motive; do not require a hidden motive or assume commercial/political means dishonest. Distinguish a source's stated claim from established evidence. Student records must describe the actual exchange, not copy the illustrative model.