Media Move Match

Design digital media that makes evidence and reasoning easier to follow.

CCSS.ELA-Literacy.SL.11-12.5 "Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB In paragraph 1, underline the survey's scope and circle what it cannot establish. In paragraph 2, mark the proposed trade-off that your media must make clear.

A Library Proposal for the Student Council

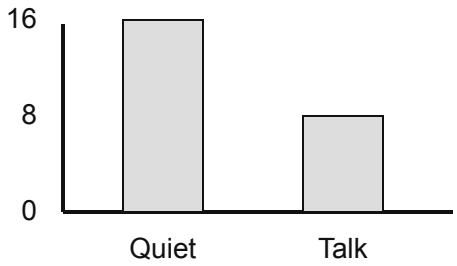
1. In a fictional high school, 24 volunteers answer one question about a proposed library study area: would they prefer a quiet zone or a conversation zone? Sixteen choose quiet and eight choose conversation. Card A displays the counts. Volunteers are not a random sample of the school, and preference is not a measure of learning. A presentation may report this small group's choices; it may not claim the proposal improves grades or represents every student.

2. Card B shows a proposed arrangement with both zones. It is a sketch, not a measured floor plan or an approved change. The proposal offers separate uses, but sound may travel between them and walking space must remain clear. Your audience is a student council considering whether to request a small trial. Distinguish an observed preference from a proposed response and from a question that a trial would need to answer.

3. Create a two-minute digital presentation that explains the evidence and a qualified recommendation. Use digital media strategically: compare possible ways to display the same finding, choose a design for a clear reason, and connect a labeled chart to an annotated proposal. Keep source and limitation labels visible. Test whether the audience can explain your reasoning, then revise media that led to confusion. Decorative effects alone do not count as evidence or explanation.

A · Fictional library team | preference survey

Preferences among 24 volunteers

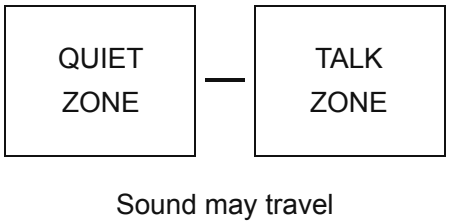


Quiet: 16. Conversation: 8. Each volunteer chose one option. This records preference only; it does not measure learning or represent the entire school.

Classroom simulation. Unit: volunteers. Bar baseline: zero.

B · Student proposal | untested arrangement

Two zones, unresolved questions



A quiet zone and a conversation zone share one library. The sketch suggests uses but does not measure room size, sound or walking space. A trial would need to check those conditions.

Classroom simulation. Proposed arrangement; not to scale.

2 ANSWER WITH EVIDENCE

Use the media and background

1. Compare a count-based bar chart with a large "67% prefer quiet" headline. Which is more useful here, and what would the other hide?

2. What reasoning should connect Card A to Card B without claiming more than the evidence supports?

3 Choose two media features that help this audience understand a finding and a trade-off. Explain what each adds.

4 A slide says, "This survey proves that two zones will raise grades." Rewrite the claim accurately and name a label the visual needs.

3 YOUR TURN

Your own words

Required: a school-approved computer or tablet, a slide or graphics editor, a way to show digital slides, and a partner audience. Devices may be shared; each student creates and presents their own version. If a device is unavailable, complete the preparation now and the digital presentation later.

Build and deliver a two-minute digital presentation for classmates acting as the student council. Use a chart and an annotated visual proposal to support a qualified recommendation, then revise and present the changed part.

1. Choose the media strategy

On draft slides, sketch two possible displays of the same survey finding. Choose one for the student council and explain the trade-off. Plan where the proposal diagram and limitation labels belong in your reasoning.

Chosen display, alternative and reason:

2. Build and test the digital artifact

Create two or three slides with the accurate zero-based chart and an annotated proposal diagram. Include the 24-volunteer scope, fictional source and untested status. Check legibility from the audience's position; do not use color as the only way to distinguish zones.

Saved file/location and one design check:

3. Deliver and test understanding

Present for about two minutes, using each media element while explaining the relevant evidence or reasoning. Ask the listener to state the recommendation, one supporting finding and one limitation. Record their actual interpretation, then switch roles.

Actual audience interpretation:

4. Revise and show the change

Revise a label, emphasis, sequence or diagram based on the listener's response. Present the changed part and ask which interpretation is clearer. Explain the purpose of the change. Record the actual follow-up response.

Specific revision and follow-up response:

Media Move Match

PART 1 · READ AND MARK

In paragraph 1, underline the survey's scope and circle what it cannot establish. In paragraph 2, mark the proposed trade-off that your media must make clear. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Compare a count-based bar chart with a large "67% prefer quiet" headline. Which is more useful here, and what would the other hide?	**A chart labeled 16 and 8 out of 24 volunteers makes the small sample and comparison visible. A bare rounded percentage hides the sample size and volunteer limitation; it is not evidence of a school-wide preference.**
2	What reasoning should connect Card A to Card B without claiming more than the evidence supports?	**The volunteers expressed two preferences, so offering both zones is a proposal worth considering. The survey does not show that zones improve learning or that the sketch controls sound.**
3	Choose two media features that help this audience understand a finding and a trade-off. Explain what each adds.	**Example: a labeled zero-based chart shows both counts and sample size; an annotated diagram locates proposed zones and flags sound or walking-space questions. Each supports an explicit spoken point.**
4	A slide says, "This survey proves that two zones will raise grades." Rewrite the claim accurately and name a label the visual needs.	**The 24 volunteers expressed preferences for quiet and conversation zones; the survey does not measure grades. Label the chart as a fictional 24-volunteer preference survey and the arrangement as proposed and untested.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A possible presentation recommends asking for a small trial, not adopting a proven solution. Slide 1 shows 16 quiet and 8 conversation preferences out of 24 volunteers, using a zero-based axis and visible simulation/source labels. Slide 2 annotates the proposed zones and asks whether sound separation and walking space would work. The presenter explains that the survey measured preference, not learning. A listener who says "all students prefer quiet" has overgeneralized; the presenter enlarges the scope label and retests that interpretation. Other justified media choices and actual feedback are valid.

Assess the saved digital artifact and live delivery, not the written plan alone. Require accurate counts, visible simulation/scope labels, a reasoned recommendation and media used at the relevant moment. The diagram is a proposal, not a safe-layout certification. Check actual audience responses and the revised display. No external research is needed for this fictional case; additional real claims would need a checked source.